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MEMORANDUM

ATTENTION: Senate

FROM: Elizabeth Elle, AVP Learning & Teaching, for the Senate Committee on University Teaching and Learning

RE: Implementation of the SETCwg and TAWG reports on teaching assessment

DATE: March 16, 2020

The Senate Committee on University Teaching and Learning (SCUTL) has approved the following implementation plan, and brings it to Senate for approval.

Motion: That Senate approve the implementation plan for teaching assessment, including four explicit actions, as recommended by the Senate Committee on University Teaching and Learning.

Two working groups recently released reports on the assessment of teaching: Developing a Teaching Assessment Framework for Simon Fraser University: Final Report of the Student Evaluation of Teaching and Course Working Group (SETCWG, 2018), and Strategies to Value Effective Teaching (Teaching Assessment WG, 2019). These reports are provided for Senate for information.

The SETCwg report includes an extensive literature review to inform best practices of assessment, explored SFU policies and practices at other institutions related to assessment of teaching, and presented an inventory of teaching assessment methods other than student opinion surveys. SETCwg produced an important teaching assessment framework with five principles: 1) use multiple methods, 2) use multiple sources, 3) assess at multiple points in time, 4) view assessment holistically, and 5) align assessment with an instructor's career path. The TAWG report re-emphasized this assessment framework, and additionally made recommendations for the adoption of the framework in tenure and promotion criteria. TAWG called for training of TPC members regarding the assessment of teaching, and suggested the university could do better in celebrating teaching effectiveness, not only through awards but through additional non-competitive methods.

The following four actions are approved by SCUTL for implementation.

1. Both reports clearly state best practices for evaluating teaching, which include using multiple assessment methods, over multiple points in time, and adopting a holistic approach to the evidence that considers the instructor's career path. Departments and Faculties at SFU should adopt these best practices. In addition, TPC Chairs and TPC members should be provided with support and guidance to ensure they appropriately assess teaching as part of a fair and transparent process in biennial and promotion reviews.

Action: T*he collective agreement between SFUFA and SFU states that departmental tenure and promotion criteria should be "reviewed and either reaffirmed or revised no less than every three years. These departmental criteria must be approved by the Dean, copied to the Vice-President, Academic and the Association." Departments will normally begin to review criteria once the new collective agreement is in place later this year.*

One way to encourage adoption of best practices around assessing teaching is to ensure that Department/Faculty criteria are clear on how teaching is assessed, with consideration of the recommended framework from SETCwg (specifically: 1) use multiple methods, 2) use multiple sources, 3) assess at multiple points in time, 4) view assessment holistically, and 5) align assessment with an instructor's career path). Once the new Collective Agreement is implemented and units are revising their criteria for assessing teaching, units will be asked to send their criteria to SCUTL so the committee can provide formative feedback on the evaluation of teaching. This should ideally occur prior to the criteria being sent to the Dean for approval.

In addition, Faculty Relations, the AVP L&T, and the Centre for Educational Excellence, should develop workshops and other support systems to ensure TPCs can effectively assess teaching.

2. Student experience surveys such as the current SETC system at SFU provide a voice for students, and an opportunity for instructors to get formative feedback on their teaching. Some concerns have been raised about SFU's current system, including survey length, question format, and response rates. In some cases, the results of these surveys are misused, suggesting their strengths and limitations are not well understood.

   Action: *The AVP Learning & Teaching has launched a review of the framework and questions in SETC, and should work with the Learning Experiences Assessment and Planning (LEAP) Division in the Centre for Educational Excellence to both improve the current student experience surveys and to design a process to educate students, faculty, and TPCs on appropriate use of surveys*.

3. Reconsider the definition and implementation of the Excellence in Teaching Award, and consider expanding this and other recognition programs to better align with SFU's commitment to innovation and leadership in teaching.

   Action: *The AVP Learning & Teaching has been tasked by the Provost with reviewing the SFU Excellence in Teaching Award (underway). With input from SCUTL, the AVP L&T will make a recommendation to the Provost regarding strengthening and expanding the way SFU values and celebrates teaching by all instructors ,inclusive of employment group, career stage, and educational design (curricular/co-curricular, online/face-to-face, etc.). The recommendations for teaching awards will also include less formal opportunities to better celebrate and share examples of teaching innovations and effectiveness across the university.*

4. Instructors should be provided with support (especially early in their careers) for multiple aspects of their teaching, including how to increase the effectiveness of their teaching practice and assistance with the development of resources, such as teaching portfolios, that will be considered by TPCs.

   Action: *The Centre for Educational Excellence will develop diverse resources in support of this initiative (workshops, one-on-one consultations, online modules, communities of practice, etc.).*

SFU INSTITUTIONAL RESEARCH AND PLANNING

Developing a Teaching Assessment Framework for Simon Fraser University

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Spring 2017

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EXECUTIVE SUMMARY

The Student Evaluation of Teaching and Course Working Group (SETCWG) prepared this report to inform the Senate Committee on University Teaching and Learning (SCUTL) on Teaching Assessment (TA) policies and practices that are currently implemented at SFU. Throughout this report, published research on post-secondary instructor teaching assessments is used as context for discussion, analysis, and presentation of the results.

In particular, this report includes the following five sections:

1. A literature review to determine current and best practices for teaching assessment, beyond student course evaluations (i.e., at SFU, usually referred to as "student evaluations of teaching and courses" – SETC). (Chapter 1)

2. Which SFU policies govern the teaching assessment of instructors and courses, and how these are currently implemented at the academic unit level. (Chapter 2)

3. Teaching assessment practices used by either SFU Faculty Teaching Fellows or recent recipients of the Excellence in Teaching Award (Chapter 3)

4. Current teaching assessment practices at Canadian universities (Chapter 4)

5. A Teaching Assessment Methods Inventory (Chapter 5)

From this work, we propose a Teaching Assessment Framework (TA Framework) that outlines a set of guiding principles and we provide a Teaching Assessment Methods Inventory (TA Methods Inventory). An academic unit interested in revamping their teaching assessment policies and procedures could use the TA Framework in conjunction with the TA Methods Inventory to construct a customized Teaching Assessment Model (TA Model).

Teaching Assessment Framework

A single clear, consistent, and effective teaching assessment tool is nearly impossible to define, especially when different academic institutions develop their own measures for their own teaching assessment purposes. Instead, we propose a Teaching Assessment Framework that outlines five principles that govern reliable and valid teaching assessment. This framework provides individual academic units and instructors guidance on how to effectively approach teaching assessments.

Principles:

1) Use **multiple methods** – several pieces of data and evidence should be collected using various methods.
2) Use **multiple sources** – to increase validity, Teaching Assessment Methods from various sources should be gathered.
3) Gather Teaching Assessment Methods over **multiple points in time** - this will increase reliability.
4) View Teaching Assessment Methods **holistically** – without focusing on one particular piece of data or evidence.
5) A teaching assessment should **align with an instructor's career path** – one single prescribed, weighted evaluation should not be used for all instructors.

1. Multiple Methods

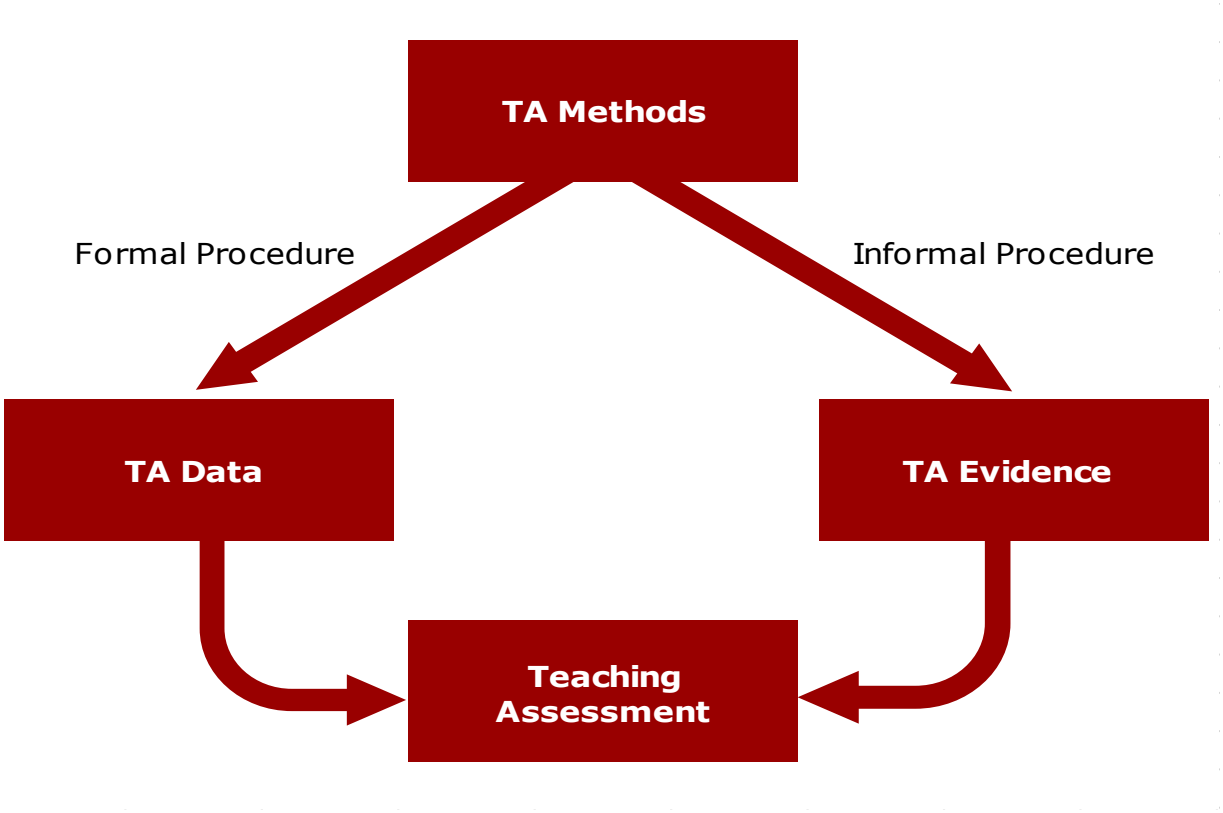
Different types of data and evidence should be gathered, considered, and analyzed when assessing teaching.

Teaching Assessment Methods (TA Methods) are ways and means of collecting pieces of information that can be used in a teaching assessment. There are two types of TA Methods: 1) methods with formal procedures, which result in data, or 2) methods without formal procedures, resulting in evidence. Both TA Data and TA Evidence can inform teaching assessment (Figure 1).

Teaching Assessment Data (TA Data) result from formal procedures of execution (e.g., guidelines on how to generate or collect data). Examples of TA Methods that produce TA Data are peer classroom observations, self-reflection instruments, and student course evaluations.

Teaching Assessment Evidence (TA Evidence) result from informal procedures of execution. Compared to TA Data, TA Evidence often showcases quality of teaching indirectly, and can be difficult to assess and compare across individuals. Examples of TA Methods that produce TA Evidence are testimonials, participating in professional development, and teaching awards.

Figure 1: Teaching Assessment Methods.



2. Multiple Sources

The information source is an important consideration in any assessment because, implicitly, where and how the assessment information is gathered will bring up issues of bias, power dynamics, and validity. The results of one TA Method could differ depending on the source.

Five key sources often used in teaching assessment are:

Self assessment information generated by the instructor himself/herself

Student assessment information generated by students in the instructor's courses

Peer/Administrator assessment information from colleagues, educational consultants, department Chairs, Deans, mentors, external referees, and Tenure and Promotion Committee members

Alumni – assessment information from the instructor's former students

Course Data – course statistics collected by academic units or the institution

3. Multiple Points in Time

Teaching Assessment Methods should be collected over several points in time to increase the reliability of the teaching assessment. For example, a peer should observe classroom instruction several times before submitting a report.

4. Holistically

Teaching Assessment Methods should be triangulated by using the results of one piece of data or evidence to verify another. Therefore, no one TA Method should bear a significantly greater weight than another.

5. Align with Instructor's Career Path

There are many approaches by which an instructor may demonstrate quality teaching in a higher education setting. For example, good teaching may be exhibited by providing high quality graduate supervision, redesigning a laboratory course, or using innovative teaching techniques in a classroom. A teaching assessment should be flexible and align with an instructor's career path and goals, rather than using a prescribed, weighted evaluation.

Teaching Assessment Model

Using the TA Framework described above, each academic unit can develop their own Teaching Assessment Model, which would contain three elements.

1. The first element of the TA Model would be to develop a descriptive Teaching Assessment Model Instrument (TA Model Instrument), specifying the number and types of TA Methods, information sources, and information collection time points that would be required by the academic unit (see Figure 2). Also, the instrument should indicate a set of optional TA Methods from which an instructor can choose to gather additional pieces of data or evidence. By providing instructors with this flexibility, they can submit information

highlighting their unique interests and contributions.

In order to aid academic units, a TA Methods Inventory has been compiled (Chapter 5), which outlines 73 types of TA Data and TA Evidence that can be used to assess teaching, organized by information source.

2. Another element of the TA Model is outlining which types of TA Data and TA Evidence are gathered/solicited by the instructor, and which are provided/solicited by the academic unit. For example, two academic units may decide to use a list of teaching activity (e.g. lists of courses: level and breadth) as evidence in their assessment. One academic unit may require the instructor to submit this list, while the other could decide it is the responsibility of the academic unit's administration to provide this list.

A teaching portfolio or dossier contains TA Data and TA Evidence an instructor has compiled or gathered for her own teaching assessment. Teaching portfolios/dossiers can include TA Data and TA Evidence such as self-reflections, documentation of achievements, and course materials.

3. The TA Model would include the process by which specific TA Methods are implemented (i.e., how information is collected). For example, an academic unit may decide to make peer classroom observations mandatory. With that said, there are various ways that groupings can be formed (Cardiff University, 2009; Siddiqui, Jonas-Dwyer, & Carr, 2007):

- Self-selected pairs
    - Pro: more incentive to help the other instructor
    - Con: evaluators may be less objective
- Pairs selected by administration
    - Pro: can effectively avoid conflict of interests and other problematic pairings
    - Con: instructors may feel like they have less control over the process
- Peer triads/clusters (sometimes in groups of four)
    - Pro: increases learning opportunities
    - Con: may be more challenging to coordinate schedules

The specific implementation of the peer classroom observations would be dependent on the academic unit's TA Model. Another example would be the specific statistics requested from the student evaluation of teaching and course response reports.

4. The last element of the TA Model would be to include mechanisms that are implemented to reduce bias (e.g., having multiple reviewers for peer classroom observation).

Figure 2: Sample TA Model Instrument.

Acaemic Unit: History

Instructor: Sam Guy

Part 1: Teaching Assessment Methods (4 Data Types)

Data Source	Method		Date	
Self (2)	Teaching portfolios/ dossiers			☑
	Self-evaluation instrument		Fall 2013, 2014, 2015	☑
Student (1)	Student course evaluations (at least 5 courses)			☑
Peer/Administrator (1)	Method (1)	Peer Classroom Observation	Oct 15, 27, Nov 1	☑

Part 2: Teaching Assessment Evidence (16 Data Types)

Data Source	Evidence		Date	
Self (6)	Teaching activity (e.g., lists of courses)			☑
	Pedagogical Contributions (2):	Teaching Materials - HIST 301	Spring 2013	☑
		Authored Textbook (War & Joy)	Oct. 2015	☑
	Pedagogical Growth or	Tech innovation - clickers	Fall 2013, 2014, 2015	☑
	Scholarship (3):	Workshop on learning outcomes	Feb. 25, 2015	☑
		Presenter - TLCC	Sept. 25, 2015	☑
Student (4)	List of supervised dissertations/theses			☑
	Evidence supporting calibre of supervised dissertations			☑
	Feedback (3):	Informal course survey - HIST 200	Spring 2014	☑
		E-mail from Stu Dent	March 23, 2014	☑
		E-mail from Tee Ah	April 2, 2014	☑
Peer/Administrator (3)	Letter from Chair			☑
	Evidence (2):	Letter from Col League (UBC)	March 23, 2016	☑
		Letter from TLC Consultant	Fall 2014, 2016	☑
Alumni (1)	Evidence (1):	Grad student post-doc at Yale		☑
Course Data (2)	Evidence (2):	Grade distribution - HIST 200	Spring 2014	☑
		Grade distribution - HIST 200	Spring 2016	☑

Chapter 1: Literature Review

An academic literature review is conducted to obtain peer-reviewed documents, whereas a grey literature review is conducted to capture reports that are not peer-reviewed and reports detailing best practices at universities.

During March and April 2016, academic and grey literature searches were conducted using the following search terms:

- "teach* effect*",
- "teach* evaluat*", and
- "teach* assessment".

A total of 93 relevant academic and 65 grey literature results were identified.

Results:

Best practices identified in this literature review are as follows:

- Guidelines for an effective TA Model should include the following steps:
    - Clarify institutional goals regarding teaching and its assessment.
    - Involve instructors in the development of the TA Model.
    - Ensure that the TA Model is flexible.
    - Explicitly define teaching assessment criteria.
    - Provide adequate training for TA Methods for instructors and evaluators.
    - Combine professional development with teaching assessment.
    - Review the TA Model periodically (Cashin, 1996).
- Usage of **multiple TA Methods** – several pieces of information should be considered (Berk, 2005; Gravestock, 2011; Paulsen, 2002).
- Usage of **multiple information sources** – to increase validity, TA Methods from various information sources should be gathered (Berk, 2005; Gravestock, 2011; Paulsen, 2002).
- Gather TA Methods over **multiple points in time** - this will increase reliability (Berk, 2005; Gravestock, 2011; Paulsen, 2002).
- View TA Methods holistically, but have clear guidelines (e.g., at least three information sources should be evaluated; Arreola, 2006; Berk, 2005; Centra, 1993; Van Valey, 2011).
- An instructor's career path is unique, and therefore, the specific teaching assessments used for his or her evaluation should complement the instructor's career path and goals (Van Valey, 2011).

Chapter 2: Current SFU Policies and Practices

SFU Policies and Procedures, as well as departmental Tenure and Promotion Committee (TPC) documents are analysed. Additionally, TPC Chairs were interviewed between April 2016 and August 2016 to determine current teaching assessment practices.

Results

- There is a lack of alignment between the broader SFU policy on assessing teaching effectiveness (SFU A11.05 2.2), departmental Tenure and Promotion Committee policy documents (TPCPD), and current Tenure and Promotion Committee (TPC) practices.

- SFU A11.05 2.2 states the following three TA Methods be used:
  - student course evaluations
  - teaching portfolios/dossiers
  - classroom observations
- TPC Chairs revealed that there are five TA Methods that are used in practice, and each method is mandatory to varying degrees (e.g., a TPC Chair may state that they use teaching portfolios, but it is not a requirement).
  - student course evaluations (100%),
  - teaching philosophy statements (83%),
  - teaching portfolios/dossiers (73%),
  - classroom observations – in-person (9%), and
  - learning outcomes (3%).
- TPC Chairs report that they do not know how to assess the evidence provided for teaching assessment purposes, leading them to rely more heavily on the quantitative results of student course evaluations.
- TA Methods used in tenure and promotion decisions are often sourced from:
  - students (in the form of course evaluations), and
  - self in the form of a teaching portfolio (e.g., teaching philosophy statement, a list of courses taught, curricular or course design contributions)
  - but rarely includes peer, alumni or course data.
- Most academic units are using multiple TA Methods and view them holistically for tenure and promotion decisions.
- 57% of TPC Chairs think that their current departmental teaching assessment procedures are "adequately effective".
- Ideally, TPC Chairs would like to use the following TA Methods for tenure and promotion:
  - peer classroom observations,
  - classroom observations by a third party (e.g., educational consultants), and
  - learning outcomes.

Chapter 3: Teaching Assessment Practices Used by SFU Exemplary Instructors

Exemplary teachers are operationally defined as either current Faculty Teaching Fellows or recipients of the Excellence in Teaching Award in 2014 or 2015. Ten exemplary teachers were interviewed between May 2016 and June 2016 to help inform this review.

Results

- Interviews reveal that 80% of exemplary teachers report using multiple TA Methods. However, *only two* types of TA Data are self-reported:
  - student course evaluations (10%), and
  - peer classroom observations (10%).
- The two most common pieces of TA Evidence are:
  - self-reflections (70%), and
  - reflection or responsiveness to assessments (50%).
- Self-generated TA Methods are most commonly used, and TA Methods from peers is rarely used.
- Ideally, exemplary teachers would like SFU instructors to use the following TA Methods:
  - peer classroom observations, and
  - peer review of course materials.

Chapter 4: Teaching Assessment Practices at Canadian Universities

Eleven institutional contacts were interviewed at nine Canadian universities between May 2016 and June 2016 to determine current teaching assessment practices. Institutional tenure and promotion policy documents are analysed to determine which policies govern teaching assessment at these respective universities.

Results

Institutional contacts reported the following:

- The following TA Methods are used at Canadian universities:
  - student course evaluations (reported by 100% of institutional contacts),
  - teaching portfolios/dossiers (66%),
  - classroom observations (in-person, 56%),
  - teaching philosophy statements (44%), and
  - review of course materials (11%).
- Use of innovative techniques is the most common piece of TA Evidence, as cited by institutional contacts.
- Self-generated TA Methods are most commonly used, and TA Methods from students and peers is rarely included.
- All institutions are using multiple TA Methods and generally view them holistically for tenure and promotion decisions.
- Ideally, institutional contacts would like to use the following TA Methods for tenure and promotion:
  - peer classroom observations (in-person),
  - self-reflections, and
  - formative assessments (e.g., informal course surveys).

The three most commonly appearing TA Methods in policy documents are:

- student course evaluations (100% of policy documents),
- teaching portfolios/dossiers (89%), and
- teaching philosophy statements (67%).

Chapter 5: Teaching Assessment Methods Inventory

A Teaching Assessment Methods Inventory (TA Methods Inventory) was developed to identify evaluation approaches in post-secondary teaching. It includes TA Methods that can be used for tenure and promotion purposes (i.e., summative assessment), as well as for professional growth and development (i.e., formative assessment).

The TA Methods Inventory contains 73 TA Methods (17 TA Data and 56 TA Evidence), which are categorized by information source. Additionally, some sources of evidence are further categorized:

1) **Self**
   - pedagogical contribution: contributing to pedagogy, on an individual level, at a departmental level, or an institution level
   - pedagogical growth: committing to and improving one's pedagogy
   - pedagogical scholarship: conducting and reading research on pedagogy
2) **Student**
   - outcomes: measurable outcomes of student success

- feedback: formal or informal feedback from students; can be solicited or unsolicited

3) Peer/Administrator

- testimony: formal or informal feedback from peer/administrators; can be solicited or unsolicited
- other: other pieces of evidence from peers/administrators that are not testimony

Chapter 6: Recommendations

A table was created to present the following consolidated list of recommendations as well as associated support for each recommendation.

Institution

1. Clarify institutional and departmental goals regarding teaching and its assessment.
2. Revise SFU Policy A11.05 2.2 to adopt the TA Framework principles including:
    a. Use **multiple TA Methods.** For example, use student-generated TA Methods beyond course evaluations (e.g., student work).
    b. Use **multiple information sources**, emphasizing the importance of peer-generated TA Methods.
    c. Request academic units conduct more frequent, formative assessments over **multiple points in time**, that help inform summative assessment (i.e., tenure and promotion decisions). This would assist in tracking improvements over time.
    d. TA Methods should be triangulated by using the results of one type of TA Data or TA Evidence to verify another.
    e. An instructor's career path is unique, and therefore, the specific teaching assessments used for his or her evaluation should complement the instructor's career path and goals.
3. Revise SFU Policy A11.05 2.2 in the following ways:
    a. Clarify whether this policy supersedes, supplements, or guides departmental Tenure and Policy Committee Policy Documents (TPCPD).
    b. If a specific TA Method is listed, clarify whether it is required, recommended, or optional. The current language suggests that all TA Methods listed are required, when that is not in line with actual practice.
4. Create and distribute an institution-wide template for a TA Model Instrument (Figure 2), that all academic units could use, ensuring that clear and concise information is present.
5. Create and distribute the TA Methods Inventory (Chapter 5) for academic units who are revamping their TA Model.
6. In conjunction with the Teaching and Learning Centre, create institution-wide manuals and/or kits for commonly used TA Methods.

Academic Units

1. Create a TA Model which:
    a. Revises the current TPCPD so it aligns with actual practices
    b. Create a descriptive TA Model Instrument that explicitly states the number and types of TA Methods, information sources, and points in time that are required.
    c. Outlines criteria for teaching assessment, including guidelines, definitions, and specific examples. For example, "use of innovative techniques" is frequently mentioned in the TPCPD and interviews; however, there appears to be no consensus as to what this means in practice. Another example is the words "feedback" or "comments" sometimes do not explain what they are referring to (e.g., letters, e-mails, or surveys).
    d. Specify who is responsible for soliciting/gathering TA Data and TA Evidence, and information collection processes.
    e. Explain which, if any, mechanisms are in place to reduce bias.
2. Revise the current TPCPD in the following ways:
    a. If using another academic unit's TPCPD as a template, do not simply copy and paste. Review the template to find ways to tailor it to fit the needs of the specific academic unit. Proofread for typos, as well as spelling and grammatical errors.
    b. If TA Methods are weighted, provide greater consideration to student and peer/administrator TA Methods, compared to other information sources.
3. Encourage teaching assessment to focus on TA Evidence, which adds richness to assessment information. Specifically,
    a. Include a greater number of pedagogical growth and pedagogical scholarship pieces of evidence. Currently, emphasis is placed on pedagogical contributions. For example, mandatory documentation of reflection/responsiveness to prior assessments and use of innovative techniques should be included in every TPCPD.
    b. Use TA Methods that directly measure teaching performance (e.g., peer classroom evaluations).

Chapter 7: Limitations and Recommendations for Future Work

A brief discussion of the principles for use of the information contained in this report. This section also includes a discussion of the limitations of the current research, as well as specific recommendations for implementation at the university. Additional assessment resources are also addressed and covered in more detail in Appendices E and F.

SFU INSTITUTIONAL RESEARCH AND PLANNING

Chapter 1:
Literature Review

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SUMMARY

The purpose of conducting a literature review is to determine current and best practices for teaching assessment, beyond student course evaluations. An academic literature review is conducted to obtain peer-reviewed documents, whereas a grey literature review is conducted to capture reports that are not peer-reviewed.

During March and April 2016, academic and grey literature searches were conducted using the following search terms:

- "teach* effect*",
- "teach* evaluat*", and
- "teach* assessment".

A total of 93 academic results and 65 relevant grey literature results were identified.

From the results, a total of 32 **Teaching Assessment Methods (TA Methods)** were identified, which contributed to the creation of the TA Methods Inventory (Chapter 5).

Best practices identified in this literature review include:

- Clarify institutional goals regarding teaching and its assessment.
- Involve instructors in the development of the teaching assessment model.
- Ensure that the teaching assessment process is flexible.
- Explicitly define teaching assessment criteria.
- Provide adequate training for TA methods to instructors and evaluators.
- Combine professional development with teaching assessment.
- Review the teaching assessment model periodically.
- Multiple types of TA methods should feed into the assessment.
- Information should be collected from several sources.
- Gather TA Methods over multiple points in time.
- View teaching assessment holistically, and have clear guidelines (i.e., at least three information sources should be evaluated).

SECTION I: METHODOLOGY

Section I.1 Academic Literature

During April 2016, an academic literature search was conducted using an EbscoHost feature that searched several databases at once, including the Education Resources Information Center (ERIC) and PsycINFO. Separate literature searches were conducted for Web of Science and Dissertations Abstracts.

Search terms used were:

- "teach* effect*",
- "teach* evaluat*", and
- "teach* assessment".

Results were considered relevant if:

- Published in 2000 or later,
- were full-text journal articles,
- written in English,
- focusing on a post-secondary setting, and
- extended beyond student course evaluations.

Reference sections of three key articles were also reviewed to find additional relevant articles:

- Berk, 2005
- Gravestock, 2011
- Paulsen, 2002

Results found through these three key articles were not limited to the aforementioned inclusion criteria (e.g., books were included, articles published prior to 2000 were included).

The relevant academic literature set was analysed to tease out TA Methods that are in use, as well best practices for teaching assessment. These results are presented in Section II: Results.

Section I.2 Grey Literature

During March 2016, a grey literature search was conducted using Google and Google Scholar.

Search terms used were:

- "teach* effect*",
- "teach* evaluat*", and
- "teach* assessment".

Results were considered relevant if:

- focused on a post-secondary setting, and
- extended beyond student course evaluations.

Relevant results were recorded in a spreadsheet, TA Methods were noted, and general recommendations for teaching assessment were summarized.

A telephone interview with Gravestock at University of Toronto was conducted in May 2016 to determine whether or not the approaches and recommendations revealed in the academic and grey literature are still considered current best practices for teaching assessment. Gravestock's dissertation is considered a seminal piece on Canadian TA Methods, and arguably the most comprehensive overview of Canadian TA Methods to-date.

SECTION II: RESULTS

Section II.1 Academic Literature

Table 1 outlines the results from the academic literature search. A total of 93 relevant results were found. Most results were peer-reviewed and from the USA. Also, most results were within the last 5 years, which emphasizes that teaching assessment is a hot-button issue.

Table 1: Academic Literature Search Results

Descriptors	
Date	
Prior to 2000	5
2000-2004	13
2005-2010	14
2011-2016	61
Type of Publication	
Journal articles	57
Dissertations	30
Books	5
Conference papers	1
Country	
Canada	7
USA	73
Other	13

Section II.2 Grey Literature

From the grey literature search, a total of 65 relevant results (including websites) and 31 relevant documents were found. Table 2 outlines the 31 documents found from the grey literature search. Most results were from the USA and were resource guides. There is some overlap between what was found in the grey and academic literature searches.

Table 2: Grey Literature Search Results

Descriptors	
Date	
No date	9
Before 2000	3
2000-2005	4
2006-2010	5
2011-2016	10
Type of Publication	
Resource guides	10
Peer-reviewed	8
Policy documents	6
University reports	5
Conference papers	1
Dissertations	1
Country	
Canada	9
USA	19
Other	3

SECTION III: CONCLUSION

From the results, a total of 32 TA Methods were identified, which contributed to the creation of the TA Methods Inventory (Chapter 5).

Best practices were identified from the academic and grey literature reviews and incorporated in the principles of this report's Teaching Assessment Framework:

- Multiple sources and multiple types of TA Methods should be used to assess teaching, over multiple time points (Berk, 2005; Gravestock, 2011; Paulsen, 2002). This point is reiterated by Van Note Chism (1999), "The evaluation literature has continually stressed that for evaluations of teaching to be fair, valid, and reliable, multiple sources of information must be engaged, multiple methods must be used to gather teaching assessment information, and the TA Methods must be gathered over multiple points in time" (p. 7).
- Teaching assessment should come from various sources: the candidates themselves, students, peers/administration, alumni, and course data (Berk, 2005; Gravestock, 2011; Paulsen, 2002).
- When considering the five aforementioned information sources, greater weight should be given to information from students and peers/administrators (Arreola, 2006; Berk, 2005; Centra, 1993).
- Information sources should be corroborated, in order to increase reliability and validity (Arreola, 2006; Berk, 2005; Centra, 1993; Van Valey, 2011). If assessment results are similar among information sources, then confidence can be placed in those results. Alternatively, if assessment results are disparate among information

sources, then further TA Methods and particularly careful interpretation of the results may be needed (Van Valey, 2011).

- Teaching assessment should offer flexibility, recognizing the diversity of instructors' career patterns (Van Valey, 2011).
- TA Methods should be viewed holistically, but with some weighting, where no one area is given a premium value, at the detriment of others (Berk, 2005; Gravestock, 2011; Paulsen, 2002).
- In order to develop an effective teaching assessment model, Cashin (1996) suggests some important guidelines:
    - Clarify institutional goals regarding teaching and its assessment.
    - Use pilot programs to implement new TA Methods, when appropriate.
    - Involve instructors in the development of the teaching assessment model.
    - Ensure that the teaching assessment model is flexible.
    - Explicitly define teaching assessment criteria.
    - Provide adequate training for new TA Methods to instructors and evaluators.
    - Combine professional development with teaching assessment.
    - Review the teaching assessment model periodically.

A telephone interview with Gravestock confirmed that these approaches and recommendations are still considered current best practices for teaching assessment.

SECTION IV: ANNOTATED BIBLIOGRAPHY

Arreola, R. A. (2006). *Developing a comprehensive faculty evaluation system: A guide to designing, building, and operating large-scale faculty evaluation systems* (3rd edition). Bolton, MA: Jossey-Bass.
This book is a step-by-step guide for implementing different information sources for teaching assessment. It provides case studies, as well as sample rubrics and worksheets.

Berk, R. A. (2005). Survey of 12 strategies to measure teaching effectiveness. *International Journal of Teaching and Learning in Higher Education, 17*, 48-62.
This article presents 12 distinct methods to assess teaching. Definitions and commentary on each method is offered. It also emphasizes the importance of triangulating multiple information sources.

Canale, A. M., & Herdklotz, C. (2012). *Evaluation of teaching effectiveness: Benchmark report and recommendations*. Retrieved from Rochester Institute of Technology Office of Faculty Career Development website: http://www.rit.edu/academicaffairs/facultydevelopment/sites/rit.edu.academicaffairs.facultydevelopment/files/docs/Evaluation_of_Teaching_Effectiveness.pdf
This report reviews the websites of 30 American post-secondary institutions to determine current teaching assessment practices. It offers recommendations, such as having an institutional-wide definition of effective teaching and offering adequate training to instructors and evaluators.

Cashin, W. E. (1989). Defining and evaluating college teaching. *IDEA Paper, 21*, 1-6.
This article suggests an expanded definition of teaching that aligns with TA Methods that can be used in teaching assessment. It also outlines guidelines for teaching assessment, such as using multiple information sources and allowing adequate time to thoroughly assess teaching.

Cashin, W. E. (1996). Developing an effective faculty evaluation system. *IDEA Paper, 33*, 3-8.
This seminal article outlines 16 principles of effective teaching assessment, such as clarifying institutional goals and using pilot programs to test new TA Data and TA Evidence.

Centra, J. A. (1993). *Reflective faculty evaluation: Enhancing teaching and determining faculty effectiveness.* Bolton, MA: Jossey-Bass.
This book offers guidelines on effectively using self-reported TA Methods, including teaching portfolios/dossiers. Also, it suggests strategies to increase the use of peer TA Methods.

Gravestock, P. S. (2011). *Does teaching matter? The role of teaching evaluation in tenure policies at selected Canadian universities* (Doctoral dissertation). Retrieved from Dissertations Abstracts. (NR78199)
This dissertation contains an analysis of tenure policy documents from 46 Canadian universities. Policy documents are analyzed to determine how well they reflect academic literature.

Knapper, C. (2001). Broadening our approach to teaching evaluation. *New*

***Directions for Teaching and Learning, 88*, 3-9.**
This article discusses how to effectively determine teaching assessment criteria and how to differentiate between formative and summative assessment.

Paulsen, M. B. (2002). Evaluating teaching performance. *New Directions for Institutional Research, 114*, 5-18.
This article focuses on three central principles that govern effective teaching assessment: (a) clarifying expectations of and by instructors, (2) identifying the nature and sources of TA Methods, and (c) clarifying the purposes and uses of assessment information.

Seldin, P. (1995). Answers to common questions about the teaching portfolio. *Journal on Excellence in College Teaching, 6*, 57-64.
This article provides administration and instructors with answers to the practical implementation of teaching portfolios/dossiers for assessment. Topics discussed include how to organize portfolios/dossiers and issues of maintaining reliability and integrity of portfolios/dossiers.

Seldin, P. & Hutchings, P. (1999). *Changing practices in evaluating teaching: A practical guide to improved faculty performance and promotion/tenure decisions.* Bolton, MA: Jossey-Bass.
This book discusses the uses and implementation of various types of TA Data and TA Evidence. It also addresses how to gain support from instructors and administration, how to triangulate information sources, and how to avoid common pitfalls.

Van Note Chism, N. (2007). *Peer review of teaching.* Bolton, MA: Anker Publishing Company.
This book discusses the benefits, goals, and procedures involved in implementing the use of peer TA Methods, such as peer classroom observations. It also outlines barriers to peer TA Methods and suggests strategies to overcome them. Additionally, it contains numerous rubrics for peer review of teaching.

Van Valey, T. (Ed.) (2011). *Peer review of teaching: Lessons from and for departments of sociology*. Washington, DC: American Sociological Association.
This book offers guidelines and rubrics for various types of TA Data and TA Evidence, as well as emphasizing the importance of peer TA Methods. Although originally written for sociology departments, this book offers a perspective that all departments can benefit from.

SFU INSTITUTIONAL RESEARCH AND PLANNING

Chapter 2:
Current SFU Policies and Practices

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SUMMARY

This chapter summarizes SFU policies that govern the teaching assessment of instructors, and how they are currently implemented at the departmental level. SFU Policies and Procedures, as well as departmental Tenure and Promotion Committee (TPC) documents are analysed. Additionally, TPC Chairs were interviewed between April 2016 and August 2016 to determine current teaching assessment practices. In addition to the interviews, the Teaching Assessment Framework presented in the main report is used to frame this analysis.

Overall, there is a lack of alignment between the broader SFU policy on assessing teaching effectiveness (SFU A11.05 2.2), departmental Tenure and Promotion Committee policy documents (TPCPD), and current TPC practices.

SFU A11.05 2.2 states that three types of Teaching Assessment Data (TA Data) and seven types of Teaching Assessment Evidence (TA Evidence) should be triangulated when assessing an instructor.

Compared to A11.05 2.2, the variety of TA Data types and TA Evidence listed in the TPCPD is much greater. However, the three most commonly occurring methods in TPCPD are the three TA Methods listed in A11.05 2.2:

- student course evaluations (95% of TPCPD),
- teaching portfolios/dossiers (86% of TPCPD), and
- classroom observations (51% of TPCPD).

Generally, interviews with TPC Chairs found that they most frequently use student course evaluations and teaching portfolios to assess teaching quality. Teaching portfolios often consist of information supplied by the candidate (e.g., teaching philosophy statement, a list of courses taught, curricular or course design contributions).

TPC Chairs revealed that there are only five TA Methods that are used in practice, and each method is mandatory to a different extent (e.g., a TPC Chair may state that they use teaching portfolios, but it is not a requirement). Below is a list of the methods and the percentage of departments that use the TA Data:

- student course evaluations (100%),
- teaching philosophy statements (83%),
- teaching portfolios/dossiers (73%),
- classroom observations – in-person (9%), and
- learning outcomes (3%).

TPC Chairs also identified 17 pieces of TA Evidence that are considered when assessing teaching effectiveness—much fewer than the number listed in TPCPD.

Other notable interview results include:

- Student- and self-generated information is most commonly used, and information from peers is rarely included.
- Most departments are using multiple information types and viewing them holistically for tenure and promotion decisions.
- TPC Chairs report that they do not know how to assess the TA Evidence provided, leading them to rely more heavily on the quantitative results of student course evaluations.

- 57% of TPC Chairs think that their current departmental teaching assessments are "adequately effective".
- Ideally, TPC Chairs would like to use the following TA Methods for tenure and promotion:
    - peer classroom observations,
    - classroom observations by a third party (e.g., educational consultants), and
    - learning outcomes.
- 57% of TPC Chairs believe their current teaching assessment processes create and/or foster a positive learning environment for students, and 53% believe it encourages opportunities for professional growth among instructors.

SECTION I: METHODOLOGY

Three investigations are conducted to examine what SFU policies govern the assessment of instructors, and how these are currently implemented at the department level:

1. A document analysis of the SFU Policies and Procedures documents both at the institution and departmental levels.
2. Interviews with TPC Chairs.
3. A comparison between the policy documents and their current implementation.

Section I.1 Policy Document Analysis

Two types of policy document analyses are presented in this report. First, the Teaching Assessment Methods (TA Methods) stated in the policies are identified, and then the extent to which each TA Method is mandatory is noted. This second coding is guided by a discussion with Dr. Pam Gravestock, a seminal Canadian researcher in teaching assessment. Each TA Method was coded as either "required", "recommended", or "optional", replicating coding used in Gravestock's dissertation (Gravestock, 2011; Table 3). An additional descriptor was added – "conflict" – when two or more descriptors applied.

Table 3: Coding for Policy Document Analysis

Descriptor	Words in Policy Documents
Required	are, ask, expect, must, request, shall, should, will
Recommended	advise, encourage, recommend
Optional	at applicant's discretion, can, could, if so inclined, may, might, on one's own initiative
Conflict	used two or more descriptors to describe one TA Method

TA Methods are further categorized as either TA Data (products from formal procedures or execution) or TA Evidence (products from informal procedures of execution).

Section I.1.1 Which TA Methods are included in the SFU Policies and Procedures?

SFU Policy Number A11.05 titled "Criteria for Appointment, Contract Renewal, Tenure, Promotion, and Salary Review" was identified as pertinent to this policy review. More specifically, the following section was isolated and analysed:

Section 2.2 Teaching Effectiveness

Success as a teacher is of fundamental importance for evaluating the performance of a faculty member. Matters which should be taken into consideration in evaluating teaching include mastery of the subject, generation of enthusiasm in students, maintenance of appropriate academic standards, dedicated involvement within one's field(s), openness to innovation, graduate supervision, and development of academic programs. Consideration shall be given to the ability and willingness of a faculty member to teach a range of subject matter and at various levels of instruction. Teaching effectiveness should be measured or assessed through a combination of methods, including student questionnaires, the observations of faculty colleagues, teaching portfolios, and the calibre of supervised dissertations and theses. At a minimum, faculty members must follow the general procedures developed by their departments to evaluate teaching effectiveness. Services to students over and above formal teaching should also be taken into consideration, particularly where the service is of a time-consuming nature.

This section (SFU A11.05 2.2) was parsed for a list of TA Methods. Then, the items were compared to the TA Methods Inventory (Chapter 5) created from the literature review (Chapter 1). If the item was not already in the inventory, it was added. The result of this analysis is a short inventory of TA Methods.

Section I.1.2 Which TA Methods are listed in the departmental TPCPD?

First, 52 departments or units were identified at SFU. Following exclusion criteria outlined in Table 4, 14 departments were removed. As a result, 38 departments were solicited for TPCPD.

Table 4: Reasons for Exclusion.

Reason for Exclusion	Number of Departments	Departments
Program no longer running and/or irrelevant (e.g., workshops)	6	African Middle Eastern Studies, Canadian Studies, Dialogue, Explorations, Japan, Publishing
No TPC because their instructors are evaluated by other departments	4	Asia-Canada (evaluated by Humanities), Cognitive Science (evaluated by Psychology), Environmental Science (evaluated by Geography), Labour Studies (evaluated by Anthropology/Sociology)
No TPC because department only has Sessional Instructors	2	Development and Sustainability, Sustainable Community Development
No TPC and individual contact cited because they are a program	2	Latin American Studies, Liberal Arts

Thirty-seven (37) departments provided their TPCPD and two analyses were conducted on these TPCPD:

1. Identification of which TA Methods appear in the TPCPD
2. Investigation of the alignment between TA Methods identified in TPCPD and the ones that appear in the SFU Policies and Procedures. For each TA Method identified in the SFU A11.05 2.2, it was noted whether it:
   - is absent from the TPCPD
   - included in the TPCPD, with the same exact wording
   - included in the TPCPD, but with distinct wording

A few of the TPCPD differentiated the assessments by whether the candidate is applying for a teaching-track or research-track. In these cases, TA Methods for both tracks were coded.

In order to maintain interrater reliability, the TPCPD were independently coded by two coders (i.e., the authors of this report). Any coding discrepancies were discussed and resolved.

Section I.2 Interviews

TPC Chairs of the 38 previously identified departments were invited for interviews to discuss their current tenure and promotion practices, specifically related to teaching assessment. Thirty (30) TPC Chairs agreed to participate, whereas 8 chose not to participate. One TPC Chair asked that their Undergraduate Chair be interviewed instead, and one Dean was interviewed instead of their TPC Chair. Each interview was approximately 30 minutes long and participants were given the option of being anonymous.

To assist in developing interview questions, an Education Resources Information Centre (ERIC) search was conducted using the search terms: "tenure" and "interview". The titles of the first 250 entries were scanned and relevant articles were searched for themes related to teaching assessment practice in higher education. The questions focused on which TA Methods are used for assessment purposes (i.e., tenure and promotion), how mandatory these TA Methods are, and any changes the TPC Chair would like to adopt. The complete list of interview questions can be found in Appendix A7.

It should be noted that some departments are using TA Methods for other purposes, such as professional growth and development; however, these were the focus of the interviews. The TA Methods are categorized into four sources of information: self-generated, student, peer/administrator, and alumni.

Based on the results from early interviews, interview questions about pedagogical innovation and reputation-building surrounding teaching were added to later interviews.

SECTION II: RESULTS

Section II.1 Policy Document Analysis

Section II.1.1 Which TA Methods are listed in the SFU Policies and Procedures?

The results of this analysis include a short inventory of the TA Methods that university policy expects that all TPC use in their decision-making for tenure and promotion (Table 5). Three types of TA Data are included in SFU A11.05 2.2, and the information source for each type

of TA Data derives from a different source (i.e., self, student, and peer/administrator). However, there are seven types of TA Evidence included, and all but one come from a single source—the candidates themselves. Lastly, the phrasing in SFU A11.05 2.2 implies that all 10 TA Methods are mandatory (i.e., required).

Table 5: Linkage between SFU A11.05 2.2 and the TA Methods Inventory

TA Methods Inventory	Phrases from SFU A11.05 2.2	Information Source
TA Data		
Teaching portfolios/dossiers	• Teaching portfolios	Self
Student course evaluations	• Student questionnaires	Student
Classroom observations (in-person)	• Observations of faculty colleagues	Peer/Admin
TA Evidence - Pedagogical Contributions		
Curriculum/course design/development	• Development of academic programs	Self
Graduate supervision or committee service	• Graduate supervision	Self
Teaching activity (e.g., lists of courses: level and breadth)	• Ability and willingness of a faculty member to teach a range of subject matter and at various levels of instruction	Self
Supervision of experiential learning courses OR participation in student-led programs or events (depending on what the service is)	• Services to students over and above formal teaching	Self
TA Evidence - Pedagogical Growth		
Use of innovative techniques	• Openness to innovation	Self
TA Evidence - Student Outcomes		
Number and/or calibre of supervised dissertations and theses	• Calibre of supervised dissertations and theses	Student

Section II.1.2 Which TA Methods are listed in the departmental TPCPD?

A complete list of the TA Methods that appear in the TPCPD is located in Appendix A1-A6, along with the extent to which each TA Method is mandatory.

The relationship between the broader SFU policy on assessing teaching effectiveness (A11.05 2.2) and the departmental TPCPD is unclear. SFU Policy Number A11.05 5.1 states, "These departmental criteria must be approved by the Dean, copied to the Vice President, Academic and must be *consistent* with the general university requirements for tenure and promotion contained in this policy." Although there is consensus that the TPCPD should govern practice, the specific nature of the relationship between the broader SFU policy and the departmental TPCPD is unclear; does it supersede, supplement, or guide the departmental TPCPD?

Some TPCPD:

- Only list SFU A11.05 2.2
- Include SFU A11.05 2.2 in its entirety, but then add their own procedures which may or may not conflict with information provided in SFU A11.05 2.2
- Include parts of SFU A11.05 2.2, but then add their own procedures which may or may not conflict with information provided in SFU A11.05 2.2
- Make no mention of SFU A11.05 2.2

The top three TA Data types occurring in the TPCPD are the same three that are stated in the SFU A11.05 2.2 (Table 6). When student course evaluations and teaching portfolios/dossiers appear in TPCPD, they are often described as being required for candidates to submit during the tenure and promotion assessment process. However, classroom observations (in-person) appear in only 51% of TPCPD and are only required in approximately half of those documents.

Table 6: Frequency of TA Methods in the TPCPD

TA Data	Info. Source	Frequency	
Student course evaluations*	Student	35	95%
Teaching portfolios/dossiers*	Self	32	86%
Classroom observations (in-person)*	Peer/Admin	19	51%
Teaching philosophy statements	Self	18	49%
Review of course materials	Peer/Admin	5	14%
TA evaluations	Student	2	5%
Consistency in grading with similar courses	Course Data	2	5%
TOTAL		**/37**	**/100%**

* TA Methods included in SFU A11.05 2.2

The types of TA Evidence which are listed in the TPCPD and for which the candidates themselves are the source are shown in Table 7. TA Evidence in the form of pedagogical contributions is the most common and varied, whereas pedagogical scholarship is rarely mentioned. Curriculum/course design and development as well as graduate supervision or committee service appears in almost every TPCPD.

Table 7: Frequency of TA Evidence (Self Source) in the TPCPD

TA Evidence (Self Source)	Frequency	
Pedagogical Contributions		
Curriculum/course design and development*	34	92%
Graduate supervision or committee service*	34	92%
Teaching activity (e.g., lists of courses: level and breadth)*	33	89%
Supervision of experiential learning courses*	27	73%
Teaching materials	20	54%
Teaching materials (online or software)	11	30%
TA supervision	7	19%
Textbook contributions	5	14%
Participation in student-led programs or events*	4	11%
Incorporating latest research into teaching	3	8%
Availability to students outside classroom	3	8%
Knowledge-transfer of pedagogy to colleagues	1	3%
Guest lecturing	1	3%
Pedagogical Growth		
Use of innovative techniques*	26	70%
Professional development	19	51%
Reflection or responsiveness to assessments	7	19%
Keeping current in subject area	7	19%
Use of innovative techniques with technology	6	16%
Registration with professional body	2	5%
Development of a pedagogical plan for growth (e.g., goals)	1	3%
Pedagogical Scholarship		
Presentations at education conferences	5	14%
Published articles in education journals	4	11%
Pedagogical research	3	8%
Teaching grants	1	3%
TOTAL	**/37**	**/100%**

* TA Methods included in SFU A11.05 2.2

Table 8 lists the types of TA Evidence that appear in TPCPD, for which the candidates themselves are not the source. The most common TA Method is the number and/or calibre of supervised dissertations and theses. This TA Method only appears in 43% of the TPCPD, even though it is listed in the SFU A11.05 2.2 as a mandatory piece of evidence.

Table 8: Frequency of TA Evidence (Non-Self Sources) in the TPCPD

TA Evidence (Non-Self Source)	Info. Source	Frequency	
Number and/or calibre of supervised dissertations/theses*	Student	16	43%
Teaching awards and nominations	Peer/Admin	14	38%
Colleague testimony	Peer/Admin	8	22%
Student testimony	Student	7	19%
Administrator testimony	Peer/Admin	6	16%
Reputation	Peer/Admin	6	16%
Student distinctions	Student	4	11%
Professional success of former graduate students	Alumni	4	11%
Samples of student work	Student	2	5%
External referee testimony	Peer/Admin	2	5%
Informal course surveys	Student	1	3%
Alumni testimony	Alumni	1	3%
TOTAL		**/37**	**/100%**

* TA Methods included in SFU A11.05 2.2

Section II.2 Interviews

For a summary of responses to the interview questions refer to Appendix A8.

Section II.2.1 Which TA Methods are currently implemented at the department level?

A complete list of the departmental usage of TA Methods that are cited by TPC Chairs is located in Appendix 9 and Appendix 10, along with the extent to which each TA Method is mandatory.

TPC Chairs mentioned using five sources of TA Data (Table 9), of which student course evaluations are cited by all. The TA Method of classroom observations (in-person) was brought up in three of the interviews, but it is only considered mandatory in one of the departments.

Table 9: Frequency of TA Data Cited During Interviews with TPC Chairs

TA Data	Info. Source	Req.	Rec.	Opt.	TOTAL
Student course evaluations	Student	100%	0%	0%	**100%**
Teaching philosophy statements	Self	63%	10%	10%	**83%**
Teaching portfolios/dossiers	Self	53%	17%	3%	**73%**
Classroom observations (in-person)	Peer/Admin	3%	3%	3%	**9%**
Learning outcomes	Student	3%	0%	0%	**3%**

Notes:
1. Req. = required, Rec. = recommended, Opt. = optional.
2. Counts are based on specific mention by the TPC Chair. It is possible that the TPC Chair forgot or is unaware of all TA Methods used in their department.

3. These categories are not necessarily mutually exclusive. For example, a TPC Chair may have thought a teaching dossier includes consideration of teaching awards.

The types of TA Evidence which, according to TPC Chairs, are used in departments are summarized in Table 10. Generally, the source of evidence is most often the candidates themselves, and most pieces of TA Evidence are only cited by a handful of TPC Chairs.

Table 10: Frequency of TA Evidence Cited During Interviews with TPC Chairs

TA Evidence	Info. Source	Req.	Rec.	Opt.	TOTAL
Teaching materials	Self	37%	10%	3%	**50%**
Use of innovative techniques	Self	30%	3%	17%	**50%**
Curriculum/course design and development	Self	20%	3%	7%	**30%**
Professional development	Self	17%	3%	10%	**30%**
Teaching activity (e.g., lists of courses)	Self	17%	0%	3%	**20%**
Use of innovative techniques with technology	Self	7%	0%	3%	**10%**
Reflection or responsiveness to assessments	Self	10%	0%	0%	**10%**
Reputation	Peer/Admin	3%	0%	7%	**10%**
Graduate supervision or committee service	Self	7%	0%	0%	**7%**
Development of a pedagogical plan for growth	Self	7%	0%	0%	**7%**
Teaching grants	Self	3%	0%	3%	**6%**
Student testimony	Student	0%	3%	3%	**6%**
Pedagogical research	Self	3%	0%	0%	**3%**
Samples of student work	Student	3%	0%	0%	**3%**
Anecdotal knowledge	Student	3%	0%	0%	**3%**
Teaching awards and nominations	Peer/Admin	0%	0%	3%	**3%**
Professional success of former grad students	Alumni	3%	0%	0%	**3%**

Notes:
1. Req. = required, Rec. = recommended, Opt. = optional.
2. Counts are based on specific mention by the TPC Chair. It is possible that the TPC Chair forgot or is unaware of all TA Methods used in their department.
3. These categories are not necessarily mutually exclusive. For example, a TPC Chair may have thought a teaching dossier includes consideration of teaching awards.

Of the 30 departments interviewed, 29 (97%) report using multiple information sources and 27 (90%) stated that they review the TA Methods in a holistic manner. One TPC Chair noted, "all [TA Methods] are in conversation with each other." As such, there is often no structure or guidelines when presented with various, sometimes conflicting, information. Many TPC Chairs noted that they often rely heavily on student course evaluations and view other TA Methods as *supplementary* to student course evaluations. Student course evaluations are often relied upon because they offer numeric metrics that are easy to compare (i.e., quantitative information) and the implementation process is simple. However, it is important to note that there are other student-generated TA Methods (as well as other information sources), which can offer more rich information.

Two departments are an exception and do provide guidelines. Political Science weighs

student course evaluations at approximately 90% and teaching dossiers at 10%. While, First Nations Studies weights their student course evaluations at approximately 40%, teaching portfolios at 40%, and professional development at 20%.

Many TPC Chairs noted that there is a perception among many instructors that research is more important than teaching when making tenure and promotion decisions. Dr. Vance Williams, the Chemistry Undergraduate Chair said that, "the 40-40-20 rule is *a little mythological*." It is often noted that teaching is viewed like a pass/fail system, where an instructor only "fails" if there are many, blatant red flags.

Section II.2.2 Do TPC Chairs believe their current TA Methods are effective?

Just over half of TPC Chairs believe that their current TA Methods are adequately effective (Table 11). Those who believe they are adequately effective often note it is because they use a diversity of TA Methods and teaching is assessed in a holistic manner.

Table 11: Interview Question for TPC Chairs: "Do you believe your department's current criteria for assessing teaching is *adequately effective* at determining an instructor's suitability for tenure and promotion?"

Response	Frequency	
Yes, adequately effective	17	57%
Adequately effective, but need improvements	7	23%
Not adequately effective	6	20%
TOTAL	**30**	**100%**

Those who believe their current TA Methods are not adequately effective often mention that research is the primary focus in their tenure and promotion decisions. For example, Dr. Peter Hall, TPC Chair for Urban Studies mentioned that assessment for tenure and promotion is usually "organized around the life cycle of research", giving sufficient time to complete a large research project or write a book.

A second reason provided for why the current TA Methods may not be effective is that current TA Methods "cannot differentiate between adequate and excellent teaching" (Dr. Tom Loughin, TPC Chair for Statistics and Actuarial Science). There is an appetite for more robust TA Methods, possibly with reliability and validity measures.

Section II.2.3 Which TA Methods do TPC Chairs want to include?

TPC Chairs were asked, "In an ideal world (i.e., unlimited time and resources), are there any other TA Methods you would like to include for tenure and promotion?" The top three answers included:

- Classroom observations (in-person) by a colleague or administrator
- Classroom observations (in-person) by an educational consultant
- Learning outcomes

Section II.2.4 Do TPC Chairs believe TA Methods can have positive outcomes?

57% of TPC Chairs believe their current TA Methods create and/or foster a positive learning environment for students (Table 11), and 53% believe they encourage opportunities for professional growth among instructors (Table 13).

Table 12: Interview Question for TPC Chairs: "Do you believe that your department's current TA Methods have an impact on creating or fostering a positive learning environment for students?"

Response	Frequency	
Yes	17	57%
No connection	10	33%
Maybe a connection	3	10%
TOTAL	**30**	**100%**

Table 13: Interview Question for TPC Chairs: "Do you believe that your department's current TA Methods encourage opportunities for professional growth for instructors?"

Response	Frequency	
Yes	16	53%
No	12	40%
Unsure/neutral	2	7%
TOTAL	**30**	**100%**

Dr. Martin Hahn, the TPC Chair of Philosophy, mentioned that as there has been an increased institution-wide promotion of student course evaluations, students now know that the university administration is taking course evaluations seriously. He believes that this "may improve student attitudes" toward teaching assessment, and in turn influence the learning environment. Student comments are often noted to be particularly helpful in creating a positive learning environment. TPC Chairs that believe there is no connection between their current TA Data and the learning environment state that students may feel forced, disconnected, or uninformed about the teaching assessment process. Additionally, they may feel like their voices are not truly being heard.

For those who believe that the current TA Methods do not encourage professional growth, they often note that professional growth is self-directed and self-initiated. Many TPC Chairs mentioned the need for more positive reinforcement (e.g., external incentives, rewards, recognition) for professional growth in teaching. Some TPC Chairs suggested that a mentor or mentorship committee for each instructor would inspire professional growth, mirroring supervision models in research training, such as having a Senior Supervisor and an examining committee.

Section II.3 Comparison of TA Methods between TPCPD and TPC Chair Interviews

Table 14 summarizes the frequency of TA Data that are included in the TPCPD and mentioned during the interviews with the TPC Chairs. Compared to TPCPD, TPC Chairs mentioned classroom observations (in-person) at a *much lower* rate and teaching

philosophy statements at a *much higher* rate. Only approximately half the TA Data types appearing in the TPCPD are cited in the interviews. Additionally, one type of TA Data that is mentioned in interviews but is not present in TPCPD is learning outcomes.

Table 14: Frequency Comparisons of TA Data between TPCPD and Interviews

TA Data	Info. Source	TPCPD	Interviews
Student course evaluations*	Student	95%	100%
Teaching portfolios/dossiers*	Self	86%	73%
Classroom observations (in-person)*	Peer/Admin	51%	9%
Teaching philosophy statements	Self	49%	83%
Review of course materials	Peer/Admin	14%	--
TA evaluations	Student	5%	--
Consistency in grading with similar courses	Course Data	5%	--
Learning outcomes	Student	--	3%

* TA Methods included in SFU A11.05 2.2

Of the 36 pieces of TA Evidence included in TPCPD, fewer than half are mentioned by TPC Chairs (Table 15). As well, one type of TA Evidence mentioned in interviews that is not present in TPCPD is anecdotal reports from students. Generally, if a type of TA Evidence is mentioned by TPC Chairs, it is at a less frequent rate, compared to TPCPD.

Table 15: Frequency Comparisons of TA Evidence between TPCPD and Interviews

TA Evidence	Info. Source	TPCPD	Interviews
Self - Pedagogical Contributions			
Curriculum/course design and development*	Self	92%	30%
Graduate supervision or committee service*		92%	7%
Teaching activity (e.g., lists of courses: level/breadth)*		89%	20%
Supervision of experiential learning courses*		73%	--
Teaching materials		54%	50%
Teaching materials (online or software)		30%	--
TA supervision		19%	--
Textbook contributions		14%	--
Participation in student-led programs or events*		11%	--
Incorporating latest research into teaching		8%	--
Availability to students outside classroom		8%	--
Knowledge-transfer of pedagogy to colleagues		3%	--
Guest lecturing		3%	--
Self - Pedagogical Growth			
Use of innovative techniques*	Self	70%	50%
Professional development		51%	30%
Reflection or responsiveness to assessments		19%	10%
Keeping current in subject area		19%	--
Use of innovative techniques with technology		16%	10%
Registration with professional body		5%	--
Development of a pedagogical plan for growth		3%	7%
Self - Pedagogical Scholarship			
Presentations at education conferences	Self	14%	--
Published articles in education journals		11%	--
Pedagogical research		8%	3%
Teaching grants		3%	6%
Non-Self Sources			
Number/calibre of supervised dissertations and theses*	Student	43%	--
Teaching awards and nominations	Peer/Admin	38%	3%
Colleague testimony	Peer/Admin	22%	--
Student testimony	Student	19%	6%
Administrator testimony	Peer/Admin	16%	--
Reputation	Peer/Admin	16%	10%
Student distinctions	Student	11%	--
Professional success of former graduate students	Alumni	11%	3%
Samples of student work	Student	5%	3%
External referee testimony	Peer/Admin	5%	--
Informal course surveys	Student	3%	--
Alumni testimony	Alumni	3%	--
Anecdotal knowledge (e.g., informal discussions)	Student	--	3%

* TA Methods included in SFU A11.05 2.2

SFU INSTITUTIONAL RESEARCH AND PLANNING

Chapter 3:
Teaching Assessment Practices used by SFU Exemplary Instructors

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SUMMARY

This chapter summarizes teaching assessment approaches used by SFU "exemplary" teachers. The goal is to determine current *best* practices for Teaching Assessment Methods (TA Methods), as used by SFU instructors who excel at pedagogy.

"Exemplary teachers" are operationally defined as either current Faculty Teaching Fellows or recipients of the Excellence in Teaching Award in 2014 or 2015. Ten exemplary teachers were interviewed between May 2016 and June 2016, and the TA Methods Inventory presented in Chapter 5 is used for these analyses.

Interviews reveal that 80% of exemplary teachers report using multiple TA Methods. However, *only two* TA Data types are self-reported:

- student course evaluations (10%), and
- peer classroom observations (10%).

Nine pieces of TA Evidence are used, of which the majority of evidence is self-generated. The two most common TA Evidence are:

- self-reflections (70%), and
- reflection or responsiveness to assessments (50%).

All self-generated TA Evidence is focused on pedagogical growth (i.e., formative assessment) and not tenure and promotion (i.e., summative assessment). Similarly, exemplary teachers often note that they believe the primary purpose of teaching assessment is for continual professional development. It is a common viewpoint among exemplary teachers that research is valued more for tenure and promotion decisions, compared to teaching.

Other notable interview results include:

- Self-generated TA Methods are most commonly used, and TA Methods from peers are rarely used.
- Ideally, exemplary teachers would like SFU instructors to use the following TA Methods:
    - peer classroom observations, and
    - peer review of course materials.
- 50% of exemplary teachers believe their current TA Methods create and/or foster a positive learning environment for students, and *only* 10% believe it encourages opportunities for professional growth among instructors.
- 50% of exemplary teachers believe that innovation is an important component of teaching; however, all exemplary teachers (100%) report taking risks in the classroom.

SECTION I: METHODOLOGY

Twelve (12) exemplary teachers were identified at SFU. "Exemplary teachers" are operationally defined as either current Faculty Teaching Fellows or recipients of the Excellence in Teaching Award in 2014 or 2015. One instructor was excluded as they retired.

As a result, 11 exemplary teachers were invited for interviews to discuss their teaching

assessment practices. One instructor did not respond to an invitation to participate in this study, leaving a participant pool of 10. This sample of exemplary teachers is not considered exhaustive, but a representative sample (e.g., from different departments). Interviews were either conducted in-person, over the telephone, or via e-mail. Each interview was approximately 30 minutes long and participants were given the option of being anonymous.

To assist in developing interview questions, an Education Resources Information Centre (ERIC) search was conducted using the search term: "teaching excellence". The titles of the first 50 entries were scanned; later results were mainly irrelevant. Relevant articles were skimmed for themes related to teaching assessment practice in higher education. The questions focused on which TA Methods are used for assessment purposes, definitions of excellent teaching, and any changes exemplary teachers would like to adopt. The complete list of interview questions can be found in Appendix B1.

The TA Methods are categorized into four relevant information sources: self-generated, student, peer/administrator, and alumni.

SECTION II: RESULTS

For a summary of responses to the interview questions refer to Appendix B2.

Section II.1 Which TA Methods are currently used by exemplary teachers?

A complete list of the TA Methods that are used by exemplary teachers is located in Appendix B3.

Eight of the exemplary teachers report using multiple TA Methods. However, exemplary teachers mention using *only two* types of TA Data – student interviews and peer classroom observations (Table 16), often neglecting to report the TA Data mentioned by their respective departmental Tenure and Promotion Committee Chair (Chapter 2). However, exemplary teachers often note that professional growth is a key goal for teaching assessment (i.e., formative assessment). When considering tenure and promotion decisions, one anonymous exemplary teacher mentioned, "teaching is just not focused on, not praised, [nor] talked about." Anne Macdonald, Faculty Teaching Fellow for the Beedie School of Business, echoes a similar opinion: "Research ability is the cake and being a good teacher is only the icing on the cake."

Exemplary teachers report using 9 pieces of TA Evidence. The majority of evidence is self-generated, *all* of which is focused on pedagogical growth.

Table 16: Frequency of TA Methods Cited During Interviews with Exemplary Teachers

TA Methods	Info. Source	Frequency	
TAM			
Interviews	Student	1	10%
Classroom observations (in-person)	Peer/Admin	1	10%
TAE			
Self-reflections	Self	7	70%
Reflection or responsiveness to assessments	Self	5	50%
Informal course surveys	Student	4	40%
Anecdotal knowledge (e.g., informal discussions)	Student	3	30%
Taking notes after class	Self	2	20%
Development of a pedagogical plan for growth	Self	1	10%
Listening to lecture recordings	Self	1	10%
Samples of student work	Student	1	10%
Anecdotal knowledge (e.g., informal discussions)	Alumni	1	10%
TOTAL		**/10**	**/100%**

Notes:
1. Counts are based on specific mention by the exemplary teacher. It is possible that the exemplary teacher forgot to mention a TA Methods.
2. These categories are not necessarily mutually exclusive. For example, an exemplary teacher may have thought taking notes after class involves self-reflections.

Section II.2 Which TA Methods do exemplary teachers want to include?

Exemplary teachers were asked, "In an ideal world (i.e., unlimited time and resources), are there any other TA Methods you would like SFU instructors to use?" The top two answers are:

- Peer classroom observations
- Peer review of course materials

Section II.3 Do exemplary teachers believe TA Methods can have positive outcomes?

50% of exemplary teachers believe their current TA Methods create and/or foster a positive learning environment for students (Table 17); *only* 10% believe it encourages opportunities for professional growth among instructors (Table 18).

Table 17: Interview Question for Exemplary Teachers: "Do you believe that TA Methods can have an impact on creating or fostering a positive learning environment for students?"

Response	Frequency	
Yes	5	50%
Midterm evaluations could help	3	30%
No connection	2	20%
TOTAL	**10**	**100%**

Table 18: Interview Question for Exemplary Teachers: "Do you believe that TA Methods can encourage opportunities for professional growth for instructors?"

Response	Frequency	
Yes	1	10%
No	3	30%
Unsure/neutral	6	60%
TOTAL	**10**	**100%**

Dr. Joanna Ashworth, Faculty Teaching Fellow for the Faculty of Environment, mentioned "anything that demonstrates an openness and willingness to respond to feedback helps create a positive learning environment." For those who believe there was no connection, they note that the interaction between the instructor and student is of the upmost importance, regardless of assessment practices.

When considering whether TA Methods can encourage opportunities for professional growth for instructors, several exemplary teachers note that professional growth is self-initiated and that pedagogical conversations with colleagues, not teaching assessment, are the most important mechanism for professional development. Dr. Kevin Oldknow, Teaching Fellow in Applied Sciences, suggested that if professional development became more explicitly recognized in tenure and promotion decisions, then it would be more encouraged.

Section II.4 Pedagogical innovation and risk taking in the classroom

Exemplary teachers define pedagogical innovation in the following ways:

Table 19: Exemplary Teachers' Definitions of Pedagogical Innovation

Response	Frequency
Trying new methods for knowledge transfer	7
Giving unique assignments or testing methods	3
Experiential learning	1
Using technology	1
Interdisciplinary teaching	1

Note: Percentages and a total were not calculated, become some exemplary teachers suggested more than one definition.

Half (50%) of exemplary teachers believe that innovation is an important component of teaching. As one anonymous exemplary teacher said: "The world and [our] audience is changing…Traditional methods do not work anymore. [We] must keep being innovative in engaging students." Conversely, Anne Macdonald, Faculty Teaching Fellow in the Beedie School of Business, said that "innovation for innovation's sake can be a distraction."

A follow-up question was asked regarding whether exemplary teachers take risks in the classroom and all (100%) exemplary teachers responded affirmatively. Examples of risks taken are:

- Classroom flipping

- Having small-group discussions in large lectures
- Using backchannels during lectures for students to respond to open-ended questions
- Changing seating arrangements in smaller classes
- Appropriate and relevant self-disclosure
- Departing from lesson plans

Dr. Kevin Oldknow, Faculty Teaching Fellow for Applied Sciences notes that, "when students see [the instructor] trying new things and making an effort, it can play a role in inspiring students, and for that reason alone, it's essential."

SPOTLIGHT

Dr. Gary Wang, recipient of the Excellence in Teaching Award in 2014 and Professor in the School of Mechatronic Systems Engineering, took a risk in the classroom by using role-taking and game-playing to simulate the dynamics between customers and manufacturing companies. He used a game to teach quality control and total quality management to students who had limited industrial experience. Based on an informal course survey, the game approach was effective in teaching abstract course concepts and giving students simulated real-world experience.

Citation: Wang, G. G. (2004). Bringing games into the classroom in teaching quality control. *International Journal of Engineering Education, 20*, 3-15.

SFU INSTITUTIONAL RESEARCH AND PLANNING

Chapter 4:
Teaching Assessment Practices at Canadian Universities

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SUMMARY

This chapter summarizes which policies govern the teaching assessment of instructors, and how they are currently implemented, at other Canadian universities. Institutional tenure and promotion policy documents are analysed to determine which policies govern teaching assessment. Additionally, 11 institutional contacts were interviewed at 9 Canadian universities between May 2016 and June 2016 to determine current teaching assessment practices. The Teaching Assessment Methods Inventory (TA Methods Inventory) presented in Chapter 5 is used for these analyses. This report focuses on institution-wide policies, although it is acknowledged that departments have diverse policies.

The three most commonly appearing types of TA Data in policy documents are:

- student course evaluations (100% of policy documents),
- teaching portfolios/dossiers (89%), and
- teaching philosophy statements (67%).

Half of the types of TA Data are peer data. Use of innovative techniques is the most common piece of TA Evidence that appeared in policy documents, and evidence in the form of pedagogical contributions is the most varied. Institutional contacts identified 8 types of TA Evidence that are considered when assessing teaching effectiveness – *significantly fewer* than the number listed in policy documents. However, the vast majority of forms of TA Evidence are mentioned by only one institution.

Compared to SFU's policies, other Canadian universities' policies report using *double* the amount of TA Data types, with an emphasis on peer data. Of the 36 pieces of TA Evidence included in policy documents at other Canadian universities, *only* 6 are mentioned in the SFU policy documents, of which the majority are pedagogical contributions.

Institutional contacts revealed that there are only five types of TA Data that are used in practice, and each type of TA Data is mandatory to a different extent (e.g., an institutional contact may state that they use teaching portfolios, but it is not a requirement). Below is a list of the types of TA Data and the percentage of institutions that use these types of TA Data:

- student course evaluations (100%),
- teaching portfolios/dossiers (66%),
- classroom observations (in-person, 56%),
- teaching philosophy statements (44%), and
- review of course materials (11%).

Use of innovative techniques is the most common piece of TA Evidence, as cited by institutional contacts. Other notable interview results include:

- self-generated TA Methods are most commonly used, and peer- and student-generated TA Methods are rarely employed.
- all institutions are using multiple TA Methods, and generally view them holistically for tenure and promotion decisions.
- 45% of institutional contacts think that their current departmental TA Methods are "adequately effective".
- ideally, institutional contacts would like to use the following TA Methods for tenure and promotion:
    - peer classroom observations (in-person),
    - self-reflections, and

    - formative assessments (e.g., informal course surveys).
- only 36% of institutional contacts believe their current TA Methods create and/or foster a positive learning environment for students, while 55% believe they encourage opportunities for professional growth among instructors.

Overall, most of the types of TA Data are mentioned at identical rates in both the policy documents and interviews. However, compared to policy documents, fewer forms of TA Evidence are mentioned in interviews and at less frequent rates.

SECTION I: METHODOLOGY

Four investigations are conducted to examine the institutional policies which govern the assessment of instructors at other Canadian universities:

1. A document analysis of institutional tenure and promotion policy documents
2. A comparison between the institutional tenure and promotion policy documents at SFU and other Canadian universities
3. Interviews with key institutional contacts
4. A comparison between the policy documents and their current implementation at other Canadian universities

Section I.1 Policy Document Analysis

Two types of policy document analyses are presented in this report. First, the TA Methods stated in the policies are identified, and then the extent to which each TA Method is mandatory is noted. This second coding is guided by a discussion with Dr. Pam Gravestock, a seminal Canadian researcher in teaching assessment. Each TA Method is coded as either "required", "recommended", or "optional", replicating coding used in Gravestock's dissertation (Gravestock, 2011; Table 20). An additional descriptor was added – "conflict" – when two or more descriptors applied.

Table 20: Coding for Policy Document Analysis

Descriptor	Words in Policy Documents
Required	are, ask, expect, must, request, shall, should, will
Recommended	advise, encourage, recommend
Optional	at applicant's discretion, can, could, if so inclined, may, might, on one's own initiative
Conflict	used two or more descriptors to describe one TA Method

In order to determine which TA Methods are included in the institutional tenure and promotion policy documents at other Canadian universities, 11 universities were identified from a contact list from previous Student Evaluation of Teaching and Courses (SETC) projects. Two institutions (University of Guelph and University of Waterloo) did not respond to an invitation to participate in this study. As a result, the sample included 9 Canadian universities, that were solicited for tenure and promotion policy documents:

- University of Alberta
- University of British Columbia
- University of Calgary
- Carleton University
- McGill University
- Queens University

- University of Toronto
- University of Victoria
- York University

This sample is not considered exhaustive, but a representative sample.

Two analyses were primarily conducted on the policy documents from the 9 universities:

1. Identification of which TA Methods appear in the policy documents
2. A comparative investigation of the institutional policies at SFU and other universities

A few of the policy documents differentiated the assessments by whether the candidate is applying for a teaching-track or research-track. In these cases, TA Methods for both tracks were coded.

Section I.2 Interviews

Key institutional contacts from the 9 previously identified universities were invited for interviews to discuss their institution's current tenure and promotion practices, specifically related to teaching assessment. One individual was initially contacted from each institution. An overview of the various institutional contacts and their roles is provided in Table 21. Two institutional contacts (from University of Calgary and York University) suggested speaking to an additional individual; thus, these universities had two institutional contacts each. This led to a total of 11 institutional contacts at 9 Canadian universities. Factual information about TA Methods were recorded once for each university, even if mentioned by two institutional contacts at one university. Alternatively, answers to opinion-based questions were recorded for all 11 institutional contacts. Each interview was approximately 30 minutes long and participants were given the option of being anonymous.

Table 21: Roles of Institutional Contacts at Canadian Universities

Administrative Title	Respondents	
Vice-Presidents (Academic)/Provosts	5	45%
Directors, Teaching and Learning Centres	4	36%
Academic Policy Analyst	1	9%
Senate Tenure and Promotion Secretary	1	9%
TOTAL	**11**	**100%**

To assist in developing interview questions, an Education Resources Information Centre (ERIC) search was conducted using the search terms: "tenure" and "interview". The titles of the first 250 entries were scanned and relevant articles were searched for themes related to teaching assessment practice in higher education. The questions focused on which TA Methods are used for assessment purposes (i.e., tenure and promotion), whether these TA Methods are mandatory or not, and any changes the institutional contact would like to adopt. The complete list of interview questions can be found in Appendix C1.

It should be noted that some universities are using TA Methods for other purposes, such as professional growth, however these were not the focus of the interviews. The TA Methods are categorized into five information sources: self-generated, student, peer/administrator, alumni, and course data.

SECTION II: RESULTS

Section II.1 Policy Document Analysis

A complete list of the TA Methods that appear in the policy documents at other Canadian universities is located in Appendix C3-C5, along with the extent to which each TA Method is mandatory.

As shown in Table 22, the top three types of TA Data most frequently occurring in the policy documents are:

- student course evaluations,
- teaching portfolios/dossiers, and
- teaching philosophy statements.

All policy documents mentioned student course evaluations and half of the types of TA Data are peer data.

Table 22: Frequency of TA Data in the Policy Documents

TA Data	Info. Source	Frequency	
Student course evaluations	Student	9	100%
Teaching portfolios/dossiers	Self	8	89%
Teaching philosophy statements	Self	6	67%
Classroom observations (in-person)	Peer/Admin	5	56%
Classroom observations (video analysis)	Peer/Admin	1	11%
Review of course materials	Peer/Admin	1	11%
TOTAL		**/9**	**/100%**

The types of TA Evidence, for which the candidate themselves is the source, listed in policy documents are shown in Table 23. Use of innovative techniques is the most common piece of evidence. Evidence in the form of pedagogical contributions is the most varied, whereas pedagogical scholarship is rarely mentioned.

Table 23: Frequency of TA Evidence (Self Source) in the Policy Documents

TA Evidence (Self Source)	Frequency	
Pedagogical Contributions		
Curriculum/course design and development	6	67%
Teaching materials	6	67%
Graduate supervision or committee service	5	56%
Supervision of experiential learning courses	5	56%
Teaching activity	4	44%
Availability to students outside classroom	3	33%
Mentoring colleagues	3	33%
Teaching materials (online or software)	1	11%
TA supervision	1	11%
Knowledge-transfer of pedagogy to colleagues	1	11%
Guest lecturing	1	11%
Pedagogical Growth		
Use of innovative techniques	7	78%
Professional development	5	56%
Keeping current in subject area	4	44%
Development of a pedagogical plan for growth	2	22%
Use of innovative techniques with technology	1	11%
Reflection or responsiveness to assessments	1	11%
Pedagogical Scholarship		
Published articles in education journals	4	44%
Presentations at educational conferences	4	44%
Teaching grants	3	33%
Pedagogical research	2	22%
Membership in pedagogical associations	1	11%
TOTAL	**/9**	**/100%**

Table 24 lists the types of TA Evidence that appear in policy documents, for which the candidates themselves are not the source. The most common types of TA Evidence – student testimony and teaching awards/nominations – appears in only two-thirds of the policy documents. Half of the TA Evidence noted only appeared in one policy document.

Table 24: Frequency of TA Evidence (Non-Self Sources) in the Policy Documents

TA Evidence (Non-Self Source)	Info. Source	Frequency	
Student testimony	Student	6	67%
Teaching awards and nominations	Peer/Admin	6	67%
Colleague testimony	Peer/Admin	5	56%
Administrator testimony	Peer/Admin	3	33%
Number/calibre of supervised dissertations/theses	Student	2	22%
Reputation	Peer/Admin	2	22%
Alumni testimony	Alumni	2	22%
Samples of student work	Student	1	11%
Student distinctions	Student	1	11%
TA testimony	Student	1	11%
Informal course surveys	Student	1	11%
External referee testimony	Peer/Admin	1	11%
Professional success of former graduate students	Alumni	1	11%
Course enrollment data	Course Data	1	11%
TOTAL		**/9**	**/100%**

Section II.2 Policy Document Comparison between SFU and Other Canadian Universities

Table 25 summarizes which types of TA Data are included in SFU Policy A11.05 2.2 (see Chapter 2) and how frequently they appear at other Canadian universities. Compared to SFU, other Canadian universities reported using *twice as many* types of TA Data with an emphasis on peer data.

Table 25: Frequency Comparisons of TA Data between Policy Documents at SFU and Other Canadian Universities

TA Data	Info. Source	SFU Policy A11.05 2.2	Other Universities
Teaching portfolios/dossiers	Self	✓	89%
Student course evaluations	Student	✓	100%
Classroom observations (in-person)	Peer/Admin	✓	56%
Teaching philosophy statements	Self	--	67%
Classroom observations (video analysis)	Peer/Admin	--	11%
Review of course materials	Peer/Admin	--	11%

Of the 36 pieces of TA Evidence included in policy documents at other Canadian universities, *only* 6 are mentioned in the SFU policy documents, the majority of which are pedagogical contributions (Table 26). However, one type of TA Evidence is mentioned in the SFU policy that is not present in the other Canadian universities' policy documents – participation in student-led programs or events.

Table 26: Frequency Comparisons of TA Evidence between Policy Documents at SFU and Other Canadian Universities

TA Evidence	Info. Source	SFU Policy A11.05 2.2	Other Universities
Self - Pedagogical Contributions			
Curriculum/course design and development	Self	✓	67%
Graduate supervision or committee service		✓	56%
Teaching activity		✓	44%
Supervision of experiential learning courses		✓	56%
Participation in student-led programs or events		✓	--
Teaching materials		--	67%
Availability to students outside classroom		--	33%
Mentoring colleagues		--	33%
Teaching materials (online or software)		--	11%
TA supervision		--	11%
Knowledge-transfer of pedagogy to colleagues		--	11%
Guest lecturing		--	11%
Self - Pedagogical Growth			
Use of innovative techniques	Self	✓	78%
Professional development		--	56%
Keeping current in subject area		--	44%
Development of a pedagogical plan for growth		--	22%
Use of innovative techniques with technology		--	11%
Reflection or responsiveness to assessments		--	11%
Self - Pedagogical Scholarship			
Published articles in education journals	Self	--	44%
Presentations at educational conferences		--	44%
Teaching grants		--	33%
Pedagogical research		--	22%
Membership in pedagogical associations		--	11%
Non-Self Sources			
Number/calibre of supervised dissertations/theses	Student	✓	22%
Student testimony	Student	--	67%
Teaching awards and nominations	Peer/Admin	--	67%
Colleague testimony	Peer/Admin	--	56%
Administrator testimony	Peer/Admin	--	33%
Reputation	Peer/Admin	--	22%
Alumni testimony	Alumni	--	22%
Samples of student work	Student	--	11%
Student distinctions	Student	--	11%
TA testimony	Student	--	11%
Informal course surveys	Student	--	11%
External referee testimony	Peer/Admin	--	11%
Professional success of former graduate students	Alumni	--	11%
Course enrollment data	Course Data	--	11%

Section II.3 Interviews

For a summary of responses to the interview questions refer to Appendix C2.

Section II.3.1 Which TA Methods are currently implemented at other Canadian universities?

A complete list of the institutional usage of TA Methods that are cited by institutional contacts are located in Appendix C6 and Appendix C7, along with the extent to which each TA Method is mandatory.

Institutional contacts mentioned using five types of TA Data (Table 27), of which student course evaluations are cited by all. Classroom observations (in-person) and teaching philosophy statements were brought up in five and four interviews, respectively, even though they are only considered mandatory at two of the institutions. Review of course materials is only mentioned by one institutional contact and it is only recommended.

Table 27: Frequency of TA Data Cited During Interviews with Institutional Contacts

TA Data	Info. Source	Req.	Rec.	Opt.	Total
Student course evaluations	Student	100%	0%	0%	**100%**
Teaching portfolios/dossiers	Self	44%	22%	0%	**66%**
Classroom observations (in-person)	Peer/Admin	22%	22%	11%	**56%**
Teaching philosophy statements	Self	22%	0%	22%	**44%**
Review of course materials	Peer/Admin	0%	11%	0%	**11%**

Notes:
1. Req. = required, Rec. = recommended, Opt. = optional.
2. Counts are based on specific mention by the institutional contact. It is possible that the institutional contact forgot or is unaware of all TA Data used at their institution, particularly on a departmental level.
3. These categories are not necessarily mutually exclusive. For example, an institutional contact may have thought a teaching dossier includes a teaching philosophy statement.

Types of TA Evidence which are used in other Canadian universities, according to institutional contacts, are summarized in Table 28. Use of innovative techniques is the most common piece of evidence. Generally, the source of evidence is most often the candidates themselves, and most types of TA Evidence are only cited by one institution.

Table 28: Frequency of Types of TA Evidence Cited During Interviews with Institutional Contacts

TA Evidence	Info. Source	Req.	Rec.	Opt.	TOTAL
Use of innovative techniques	Self	67%	11%	11%	**89%**
Student testimony	Student	11%	11%	0%	**22%**
Teaching activity	Self	11%	0%	0%	**11%**
Teaching materials	Self	11%	0%	0%	**11%**
Supervision of experiential learning courses	Self	11%	0%	0%	**11%**
Professional development	Self	0%	0%	11%	**11%**
Use of innovative techniques with technology	Self	0%	11%	0%	**11%**
Reputation	Peer/Admin	11%	0%	0%	**11%**

Notes:
1. Req. = required, Rec. = recommended, Opt. = optional.
2. Counts are based on specific mention by the institutional contact. It is possible that the institutional contact

forgot or is unaware of all TA Evidence used at their institution, particularly on a departmental level.
3. These categories are not necessarily mutually exclusive. For example, an institutional contact may have thought use of innovative techniques includes technology.

All participants report using multiple information sources and 8 of the 9 state that they review the TA Methods in a holistic manner. McGill University's institutional contact was unsure whether departments take a holistic approach, but mentioned that there is no formal weighting at the institutional level.

Section II.3.2 Do institutional contacts believe their current TA Methods are effective?

Just under half of institutional contacts believe that their current TA Methods are adequately effective (Table 29).

Table 29: Interview Question for Institutional Contacts

Do you believe your institution's current criteria for assessing teaching is adequately effective at determining an instructor's suitability for tenure and promotion?	Frequency	
Yes, adequately effective	5	45%
Adequately effective, but need improvements	4	36%
Some departments are and others are not	1	9%
Not adequately effective	0	0%
Do not know	1	9%
TOTAL	**11**	**100%**

Five of the 11 institutional contacts (45%) mentioned that they believe their current criteria are adequately effective because they use multiple information sources. The anonymous institutional contact from University of Toronto mentioned that over time, they "have not raised the bar necessarily", but they have made their tenure and promotion process and expectations more transparent and explicit. Additionally, they have given evaluators better tools and mechanisms for support (e.g., workshops). On the other hand, Mary Anne Waldron, Associate Vice-President (Faculty Relations and Academic Administration) of University of Victoria mentioned that TA Methods could use some improvement, because universities are "more at home with assessing scholarship [i.e., research] than teaching."

Section II.3.3 Which TA Methods do institutional contacts want to include?

Institutional contacts were asked, "In an ideal world (i.e., unlimited time and resources), are there any other TA Methods you would like to include for tenure and promotion?" The top three answers included:

- classroom observations (in-person),
- self-reflections, and
- formative assessments (e.g., informal course surveys).

Section II.3.4 Do institutional contacts believe TA Methods can have positive outcomes?

Only 36% of institutional contacts believe their current TA Methods create and/or foster a positive learning environment for students (Table 30), and 55% believe they encourage opportunities for professional growth among instructors (Table 31).

Table 30: Interview Question for Institutional Contacts

Do you believe that your institution's current TA Methods have an impact on creating or fostering a positive learning environment for students?	Frequency	
Yes	4	36%
Midterm evaluations would help	3	27%
Maybe a connection	3	27%
No connection	1	9%
TOTAL	**11**	**100%**

Table 31: Interview Question for Institutional Contacts

Do you believe that your institution's current TA Methods encourage opportunities for professional growth for instructors?	Frequency	
Yes	6	55%
Maybe	2	18%
No	3	27%
TOTAL	**11**	**100%**

With regards to TA Methods developing a positive learning environment, one of the anonymous institutional contacts for the University of Calgary mentioned that "students have commented that they are aware that the institution values research over teaching. We need to demonstrate the value of teaching and learning and put it into practice. We need to practice what we preach." The anonymous institutional contact for University of British Columbia mentioned that his anecdotal evidence shows that midterm evaluations (i.e., informal course surveys) lead to better class climates and better year-end student course evaluations. He believes that midterm evaluations "reduce the distance between students and instructors…[and] show that someone cares to collect, attend, and *respond* to feedback". This differs from typical student course evaluations where feedback is at the end of the semester and students do not see how the instructor uses the feedback.

When considering if TA Methods can encourage professional growth, several institutional contacts noted that TA Methods can facilitate professional growth, as long as self-reflection occurs. One of the anonymous institutional contacts from University of Calgary mentioned that instructors need to "take an intentional look at what they do in the classroom and identify goals for improvement… What gets measured [TA Methods] is what gets done [professional growth]." Conversely, the anonymous institutional contact from University of Alberta believes that "sharing ideas with colleagues" leads to professional growth, instead of

teaching assessment. One of the anonymous institutional contacts from University of Calgary suggested that ideally, each instructor would have a mentor (someone in their department or the Teaching and Learning Centre) to review and interpret students course evaluations (and other TA Methods) with them, in order to encourage professional growth.

Section II.4 Comparison of TA Methods between Institutional Contact Interviews and Policy Documents

Table 32 summarizes the frequency of types of TA Data that are included in the policy documents and mentioned during the interviews with other Canadian universities. Most of the TA Data mentioned/appeared at *identical* rates in both the policy documents and the interviews. Compared to policy documents, institutional contacts mentioned teaching portfolios/dossiers and teaching philosophy statements at a *much lower* rate. Additionally, one type of TA Data appears in one policy document, but is not mentioned in interviews—classroom observations (video analysis).

Table 32: Frequency Comparisons of TA Data between Policy Documents and Interviews

TA Data	Info. Source	Policy Documents	Interviews
Student course evaluations	Student	100%	100%
Teaching portfolios/dossiers	Self	89%	66%
Teaching philosophy statements	Self	67%	44%
Classroom observations (in-person)	Peer/Admin	56%	56%
Classroom observations (video analysis)	Peer/Admin	11%	--
Review of course materials	Peer/Admin	11%	11%

Of the 36 types of TA Evidence included in policy documents, fewer than a quarter are mentioned by institutional contacts (Table 33). Generally, if a type of TA Evidence is mentioned by institutional contacts, it is at a *significantly less frequent* rate, compared to policy documents. An exception is use of innovative techniques, which is cited at a *higher* rate by institutional contacts.

Table 33: Frequency Comparisons of TA Evidence between Policy Documents and Interviews

TA Evidence	Info. Source	Policy Documents	Interviews
Self - Pedagogical Contributions			
Curriculum/course design and development	Self	67%	--
Teaching materials		67%	11%
Graduate supervision or committee service		56%	--
Supervision of experiential learning courses		56%	11%
Teaching activity		44%	11%
Availability to students outside classroom		33%	--
Mentoring colleagues		33%	--
Teaching materials (online or software)		11%	--
TA supervision		11%	--
Knowledge-transfer of pedagogy to colleagues		11%	--
Guest lecturing		11%	--
Self - Pedagogical Growth			
Use of innovative techniques	Self	78%	89%
Professional development		56%	11%
Keeping current in subject area		44%	--
Development of a pedagogical plan for growth		22%	--
Use of innovative techniques with technology		11%	11%
Reflection or responsiveness to assessments		11%	--
Self - Pedagogical Scholarship			
Published articles in education journals	Self	44%	--
Presentations at educational conferences		44%	--
Teaching grants		33%	--
Pedagogical research		22%	--
Membership in pedagogical associations		11%	--
Non-Self Sources			
Student testimony	Student	67%	22%
Teaching awards and nominations	Peer/Admin	67%	--
Colleague testimony	Peer/Admin	56%	--
Administrator testimony	Peer/Admin	33%	--
Number/ calibre of supervised dissertations/theses	Student	22%	--
Reputation	Peer/Admin	22%	11%
Alumni testimony	Alumni	22%	--
Samples of student work	Student	11%	--
Student distinctions	Student	11%	--
TA testimony	Student	11%	--
Informal course surveys	Student	11%	--
External referee testimony	Peer/Admin	11%	--
Professional success of former graduate students	Alumni	11%	--
Course enrollment data	Course Data	11%	--

SFU INSTITUTIONAL RESEARCH AND PLANNING

Chapter 5:
Teaching Assessment Methods Inventory

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SUMMARY

This chapter presents a **Teaching Assessment Methods Inventory (TA Methods Inventory)**, which can be used to evaluate post-secondary teaching. It includes TA Methods that can be used for tenure and promotion purposes (i.e., summative assessment), as well as professional growth and development (i.e., formative assessment).

The TA Methods Inventory contains 73 TA Methods, categorized using two dimensions:

- Type of teaching assessment information
  - 17 methods resulting in Teaching Assessment Data (TA Data)
  - 56 methods resulting in Teaching Assessment Evidence (TA Evidence)

- Information source
  - self,
  - student,
  - peer/administrator,
  - alumni, and
  - course data.

SECTION I: METHODOLOGY

The construction of the TA Methods Inventory was an iterative process, for which each of the following investigations contributed toward the final Teaching Assessment Framework:

- Reviewing SFU tenure and promotion policy documents and conducting interviews with SFU Tenure and Promotion Committee Chairs (Chapter 1),
- Academic and grey literature reviews on teaching assessment (Chapter 2),
- Conducting interviews with SFU Faculty Teaching Fellows and teaching award winners (Chapter 3), and
- Reviewing tenure and promotion policy documents and conducting interviews with administrators at other Canadian universities (Chapter 4).

Once all of the relevant data were collected, a TA Methods Inventory was built to organize the data.

SECTION II: TA METHODS INVENTORY

The TA Methods Inventory is a collection of 73 identified ways of assessing teaching, which have varying degrees of usage, reliability and validity. Table 34 is an overview of the 17 identified types of TA Data, which are categorized into the five information sources: self, student, peer/administrator, alumni, and course data. Appendix D1 provides definitions and examples of each type of TA Data.

This report's literature review (Chapter 1) and interviews with key institutional contacts at Canadian universities (Chapter 3) reveal that teaching portfolios/dossiers and course portfolios/dossiers are considered a TA Method. However, in our TA Methods Inventory, teaching and course portfolios/dossiers are viewed as simply containers for TA Data and TA Evidence (i.e., teaching/course portfolios are solely a collection of TA Data and TA Evidence, and nothing more).

Table 34: Teaching Assessment Methods (TA Methods) by information source

TA Data				
Self	**Student**	**Peer/ Administrator[1]**	**Alumni**	**Course Data**
Teaching philosophy statements	Student course evaluations	Classroom observations (in-person)	Alumni surveys	Consistency in grading with similar courses
Self-evaluation instruments	TA evaluations	Classroom observations (video analysis)		
	Focus groups	Review of course materials		
	Interviews	Review of teaching portfolios/ dossiers		
	Small Group Instructional Diagnoses (SGID)	Interviews		
	Classroom Assessment Techniques (CAT)			
	Learning outcomes (e.g., pre- and post-tests)			
	Engagement survey data (e.g., modified NSSE)[2]			

[1] Peer/Administrator includes: Colleagues, educational consultants, department Chairs, Deans, mentors, external referees, and Tenure and Promotion Committee members.
[2] National Survey of Student Engagement

Table 35 is an overview of the 56 identified pieces of TA Evidence, which are categorized into the 5 aforementioned information sources. Appendix D1 and Appendix D2 provides definitions and examples of each piece of TA Evidence.

Additionally, some information sources are further broken down:

4) **Self**
   - **pedagogical contribution**: contributing to pedagogy, on an individual level, at a departmental level, or an institution level
   - **pedagogical growth**: committing to and improving one's pedagogy
   - **pedagogical scholarship**: conducting and reading research on pedagogy
5) **Student**
   - **outcomes**: measurable outcomes of student success
   - **feedback:** formal or informal feedback from students; can be solicited or unsolicited

6) **Peer/Administrator**
   - **testimony:** formal or informal feedback from peer/administrators; can be solicited or unsolicited
   - **other:** other pieces of evidence from peers/administrators that are not testimony

Table 35: Teaching Assessment Evidence (TA Evidence)

TA Evidence				
Self			Student	
Pedagogical Contributions	Pedagogical Growth	Pedagogical Scholarship	Outcomes	Feedback
Curriculum/course design and development	Professional development (e.g., workshops, conferences)	Teaching grants	Number/calibre of supervised dissertations and theses	Student testimony (letter, e-mail)
Graduate supervision or committee service	Use of innovative techniques	Pedagogical research	Samples of student work	TA testimony (letter, e-mail)
Teaching activity (e.g., lists of courses: level and breadth)	Use of innovative techniques with technology	Published articles in education journals	Student distinctions	Anecdotal knowledge (e.g., informal discussions)
Teaching materials	Reflection or responsiveness to assessments	Presentations at education conferences	Performance reports from employers of students	Informal course surveys
Teaching materials (online or software)	Keeping current in subject area	Membership in pedagogical associations	Classroom attendance records	

Table 36: Teaching Assessment Evidence (TA Evidence) continued

TA Evidence				
Self			Student	
Pedagogical Contributions	Pedagogical Growth	Pedagogical Scholarship	Outcomes	Feedback
Supervision of experiential learning courses[1]	Registration with professional body			
TA supervision	Development of a pedagogical plan for growth (e.g., goals)			
Textbook contributions	Taking notes after class			
Incorporating latest research into teaching	Listening to lecture recordings			
Knowledge-transfer of pedagogy to colleagues	Self-reflections			
Availability to students outside classroom				
Guest lecturing				
Participation in student-led programs/events				
Mentoring colleagues (formal or informal)				
Being an evaluator for any peer review of teaching procedure				

Table 37: Teaching Assessment Evidence (TA Evidence) continued

TA Evidence			
Peer/Administrator		Alumni	Course Data
Testimony[1]	Other		
Colleagues	Teaching awards and nominations	Professional success of former graduate students	Grade distributions
Administrators[3]	Micro-teaching	Alumni testimony (letter, feedback, e-mail)	Course enrollment data
Educational consultants	Reputation	Employers of alumni (letter, feedback, e-mail)	Course files/portfolios, used for external accreditation review
External referees		Anecdotal knowledge (e.g., informal discussions)	Record of students who select and succeed in advanced courses
		Evidence of the effect of courses on alumni career choices	Course-level student retention/drop-out rates

Notes:
1. Experiential learning courses may include: Field work, laboratory work, clinical work, Honours theses, directed readings, Capstone projects, etc.
2. Testimony can be in the form of a letter or an e-mail.
3. Administrator includes Dean, department Chair, or mentor.

SECTION III: ISSUES TO CONSIDER

Instructors have varied career paths, and therefore using the same set of TA Methods for each instructor may be challenging. For example, one instructor may supervise many graduate students and, so, include alumni testimonials and letters from alumni employers in her teaching portfolio. Another instructor may have devoted efforts to making pedagogical contributions through curriculum re-design and writing textbooks.

It is important to note that most TA Methods do not focus on the learning experience within the *classroom*, but instead on one's dedication to pedagogy as a whole. Only a small handful of TA Methods directly assess teaching performance (e.g., student course evaluations, peer classroom observation). A related concern is those who do assess within the classroom may not have the expertise to evaluate teaching (e.g., students).

Generally, TA Methods require time and resources that may not be available. For example, in order to conduct student focus groups or interviews, an educational consultant/expert may need to be assigned to ensure quality analysis. Implementing a method for a particular department may require research, including a review of academic literature and pedagogical websites to decide upon the best implementation strategy.

Even though TA Evidence provides richness and depth to teaching assessments, there are disadvantages to consider. The main disadvantage is that there is often no formalized way to judge them. Some pieces of TA Evidence are focused on products and not the *actual* learning experience. For instance, one piece of TA Evidence often used in teaching assessments is teaching activity, which usually entails lists of the courses an instructor has taught; but, this piece of evidence does not consider the *quality* of teaching. Other pieces of TA Evidence are difficult to compare across instructors because they are highly context-dependent.

It is also important to be aware that testimony—whether it is from students, peers/administrators, or alumni—only comes from those who are willing to provide testimony, which means that samples may be biased.

Each TA Method has specific advantages and disadvantages, with the quality of a TA Method depending on how the teaching assessment information is collected and analyzed. The advantages of each piece of TA Evidence varies significantly, as evidence does not have formal procedures or methods of analyses. However, Appendix D3 outlines advantages for each type of TA Data. For each piece of data, the more checkmarks, the better. When deciding upon a type of TA Data to collect, finding another one that has "complementary" checkmarks is preferable, in order to reap the maximum benefits and avoid disadvantages

SFU INSTITUTIONAL RESEARCH AND PLANNING

Chapter 6:
Recommendations

Prepared by:
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Teaching and Learning Centre
Spring 2017

Recommendation for the University	Literature Review	TPC Chair Interviews and policy documents	Exemplary SFU Instructor Interviews	Practices at Canadian Universities
1. Clarify institutional and departmental goals regarding teaching and its assessment.		✓		
2. Revise SFU Policy A11.05 2.2 to adopt the Teaching Assessment Framework principles including:				
a. Use multiple Teaching Assessment Methods.	✓	✓	✓	✓
b. Use multiple information sources, emphasizing the importance of peer-generated TA Methods.	✓		✓	✓
c. Request academic units conduct more frequent, formative assessments over multiple points in time, that help inform summative assessment (i.e., tenure and promotion decisions). This would assist in tracking improvements over time.	✓		✓	✓
d. The results of one piece of Teaching Assessment Data or Teaching Assessment Evidence should be used corroborate another (e.g. classroom observations may be used to verify SETC data).	✓		✓	✓
e. An instructor's career path is unique, and therefore, the specific teaching assessments used for their evaluation should complement the instructor's career path and goals.	✓			
3. Revise SFU Policy A11.05 2.2 in the following ways:				
a. Clarify whether this policy supersedes, supplements, or guides departmental Tenure and Policy Committee Policy Documents.	✓			
b. If a specific Teaching Assessment Method is listed, clarify whether it is required, recommended, or optional. The current language suggests that all Teaching Assessment Methods listed are required, when that is not in line with actual practice.	✓			
4. Create and distribute a template for a Teaching Assessment Model Instrument, that all academic units could use, ensuring that clear and concise information is present.		✓		
5. Create and distribute the Teaching Assessment Methods Inventory (Appendix E) for academic units who are revamping their Teaching Assessment Model.		✓		
6. Together with the Teaching and Learning Centre, create institution-wide manuals and/or kits for commonly used Teaching Assessment Methods.		✓		
7. Adhere to appropriate ethical standards identified in this report, including ethical use of assessment data in evaluation and decision-making regarding individual faculty, and work to address the limitations present in any university-wide assessment system.	✓			

Recommendation for Academic Units	Literature Review	TPC Chair Interviews and policy documents	Exemplary SFU Instructor Interviews	Practices at Canadian Universities
1. Create a Teaching Assessment Model which:				
a. Revises the current TPCPD so it aligns with actual practices		✓		
b. Create a descriptive Teaching Assessment Model Instrument that explicitly states the number and types of Teaching Assessment Methods, information sources, and points in time that are required.		✓		
c. Outlines criteria for teaching assessment, including guidelines, definitions, and specific examples. For example, "use of innovative techniques" is frequently mentioned in the TPCPD and interviews; however, there appears to be no consensus as to what this means in practice. Another example is the words "feedback" or "comments" sometimes do not explain what they are referring to (e.g., letters, e-mails, or surveys).		✓		
d. Specify who is responsible for soliciting/gathering Teaching Assessment Data and Teaching Assessment Evidence, and information collection processes.	✓	✓		
e. Explain which, if any, mechanisms are in place to reduce bias.		✓		
2. Revise the current TPCPD in the following ways:				
a. If using another academic unit's TPCPD as a template, do not simply copy and paste. Review the template to find ways to tailor it to fit the needs of the specific academic unit. Proofread for typos, as well as spelling and grammatical errors.		✓		
b. If Teaching Assessment Methods are weighted, provide greater consideration to student and peer/administrator Teaching Assessment Methods, compared to other information sources. Special attention should be paid to ensure data is not being filtered by the candidate.	✓	✓		

Recommendation for Academic Units	Literature Review	TPC Chair Interviews and policy documents	Exemplary SFU Instructor Interviews	Practices at Canadian Universities
3. Encourage teaching assessment to focus on Teaching Assessment Evidence, which adds richness to assessment information. Specifically,				
a. Include a greater number of pedagogical growth and pedagogical scholarship pieces of evidence. Currently, emphasis is placed on pedagogical contributions. For example, mandatory documentation of reflection/responsiveness to prior assessments and use of innovative techniques should be included in every TPCPD.	✓	✓		
b. Use Teaching Assessment Methods that directly measures teaching performance (e.g., peer classroom evaluations).	✓	✓	✓	

SFU INSTITUTIONAL RESEARCH AND PLANNING

Chapter 7:
Limitations and Recommendations for Future Work

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Spring 2017

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SUMMARY

This chapter presents a brief discussion of the principles for use of the information contained in this report. Limitations of the current research are provided, as well as specific recommendations for implementation at the university level. Additional assessment resources are addressed and are covered in more detail in Appendices E and F.

SECTION I: PRINCIPLES FOR USE

Appropriate and ethical use of assessment data is the professional responsibility of the user—in the case of instructional assessments as envisioned in this report, that would include the faculty member (for formative assessment); or for summative assessment their Chair, Faculty Tenure and Promotion Committee, Dean, Vice President Academic, President, and Board of Governors. Each stakeholder is responsible for the ethical use of assessment data in the course of evaluation and decision-making regarding individual faculty. Reciprocal accountability for ethical use of assessment data should be assured in policy and practice.

SECTION II: LIMITATIONS

This report looked at the literature and practices (at SFU and other Canadian institutions) regarding the assessment of teaching at the post-secondary level. While we make recommendations based on the evidence in the literature review and for areas where greater clarity in SFU policy or practice is clearly needed, it is important to note that we make no quality judgement regarding the delineated practices and values of different units at SFU or practices and values of other universities. Based on the data we've collected, we cannot claim that practices or values at other institutions are any better or worse than those at SFU. While the report recommends a framework for teaching assessment, the mechanisms used to assess teaching within that framework may vary considerably across contexts.

The research and recommendations in this report focus primarily on classroom instruction. Other aspects of teaching covered in the SFU Collective Agreement (Article 28.5) were not covered by this work, including:

1. Mastery of the subject
2. Generation of enthusiasm in students
3. Maintenance of academic standards
4. Involvement within one's field(s)
5. Innovation
6. Graduate supervision
7. Development of academic programs
8. Breadth of teaching

As a result, while the teaching framework suggested here can potentially be used to better understand faculty teaching in the context of assigned courses, it can only be used to inform

one piece of the broader assessment of faculty teaching as defined under the collective agreement.

Current teaching assessment policy at SFU is primarily summative and has been developed under the SFU / SFUFA collective agreement. There are no university-wide policy frameworks in place regarding the formative assessment of teaching. Further, there is a broad mixture of assessment and evaluation mechanisms in policy and practice at SFU, which are used in both formative and summative ways. This mixture of assessment types and uses creates a complex environment that makes it difficult to accurately understand the nature of teaching and learning at SFU.

In addition to these general limitations, there are a number of specific limitations to this work.

Specific Limitations

1. Explicit standards of teaching quality are not considered or defined in this report (no definition of quality teaching or instructional practice is currently suggested or available at SFU)
2. The ethical implications regarding data collection, storage, and use are not considered within this report, especially the right to confidentiality and privacy of evaluatees is not considered
3. Standards and issues related to the use of the data collected under the proposed framework is not considered in this report (formative; summative; or comparative)
4. The costs of implementation are not considered (costs in time, training, developing data gathering and maintenance systems, etc.)

SECTION III: RECOMMENDATIONS

SFU, in consultation with SFUFA and the Faculty Senate, should clarify how teaching assessments developed at the institution are to be used, and when they should be formative, summative, or used for comparative purposes. It is important to note that formative assessment systems hold the potential to vastly strengthen teaching at SFU, but such systems generally should not be used for summative evaluations. The stakes involved for summative assessments can fundamentally alter how evaluatees respond to and engage with teaching assessments, reducing the validity and reliability of the judgements that can be made based on the data gathered. To fully understand and strengthen teaching, the University should explore the role of formative assessment at SFU in addition to the attempts already made to improve summative assessment.

Specific Recommendations

1. At a minimum, the University should design its assessments to meet The Personnel Evaluation Standards set by the Joint Committee for Standards in Educational Evaluation (JCSEE) and adopted by the Canadian Evaluation Society and the Canadian Society for the Study of Education (see appendices).

2. The purpose of the assessment system should be clearly defined (formative; summative; comparative). This means there may need to be multiple systems designed for the departments and faculties performing assessment.
3. The specific uses of the data collected through the assessment system should be clearly established (for example, users should know when it is appropriate (or not appropriate) to use specified data to make individual judgements, program or group evaluations, or establish comparative rankings).
4. Ethical principles for data collection and use must be established and maintained, including the protection of confidentiality and privacy.
5. Any changes in practice at SFU should be carefully designed around desired outcomes and evaluated for effectiveness and impact on teaching practice, with ongoing revision as appropriate.

SECTION IV: ADDITIONAL RESOURCES

We strongly recommend that any assessment system used at SFU to make high-stakes summative decisions regarding teaching effectiveness should adhere to professional standards for assessment and evaluation, including the standards developed by the Joint Committee on Standards for Educational Evaluation (JCSEE[1]), as appropriate. Two relevant standards publications are:

The Personnel Evaluation Standards, 2nd Ed.

The evaluation of teaching for employment decisions should adhere, as appropriate, to the professional guidelines for personnel evaluation established by the JCSEE. See Appendix E

The Program Evaluation Standards, 3rd Ed.

Effective teaching is not done in isolation. Evaluation of teaching and educational programs should further adhere, as appropriate, to the principles outlined in the Program Evaluation Standards published by JCSEE. See Appendix F

[1] The JCSEE standards are supported by the Canadian Psychological Association (CPA), the Canadian Evaluation Society (CES), and the Canadian Society for the Study of Education (CSSE)

SFU INSTITUTIONAL RESEARCH AND PLANNING

Appendix A:
Current SFU Policies and Practices

Legend for Appendix A1-A6

Legend

Descriptor	Words/descriptions that appear in policy documents	Colour
Required	are, ask, expect, must, request, shall, should, will	
Recommended	advise, encourage, recommend	
Optional	at applicant's discretion, can, could, if so inclined, may, might, at one's own initiative	
Conflict	Used two or more descriptors to describe one TA Method	
Absent	No mention of the TA Method	

Note: "xx" denotes that a TA Method was referred to using the exact wording as SFU A11.05 2.2

Appendix A1: TA Data in TPC Policy Documents.

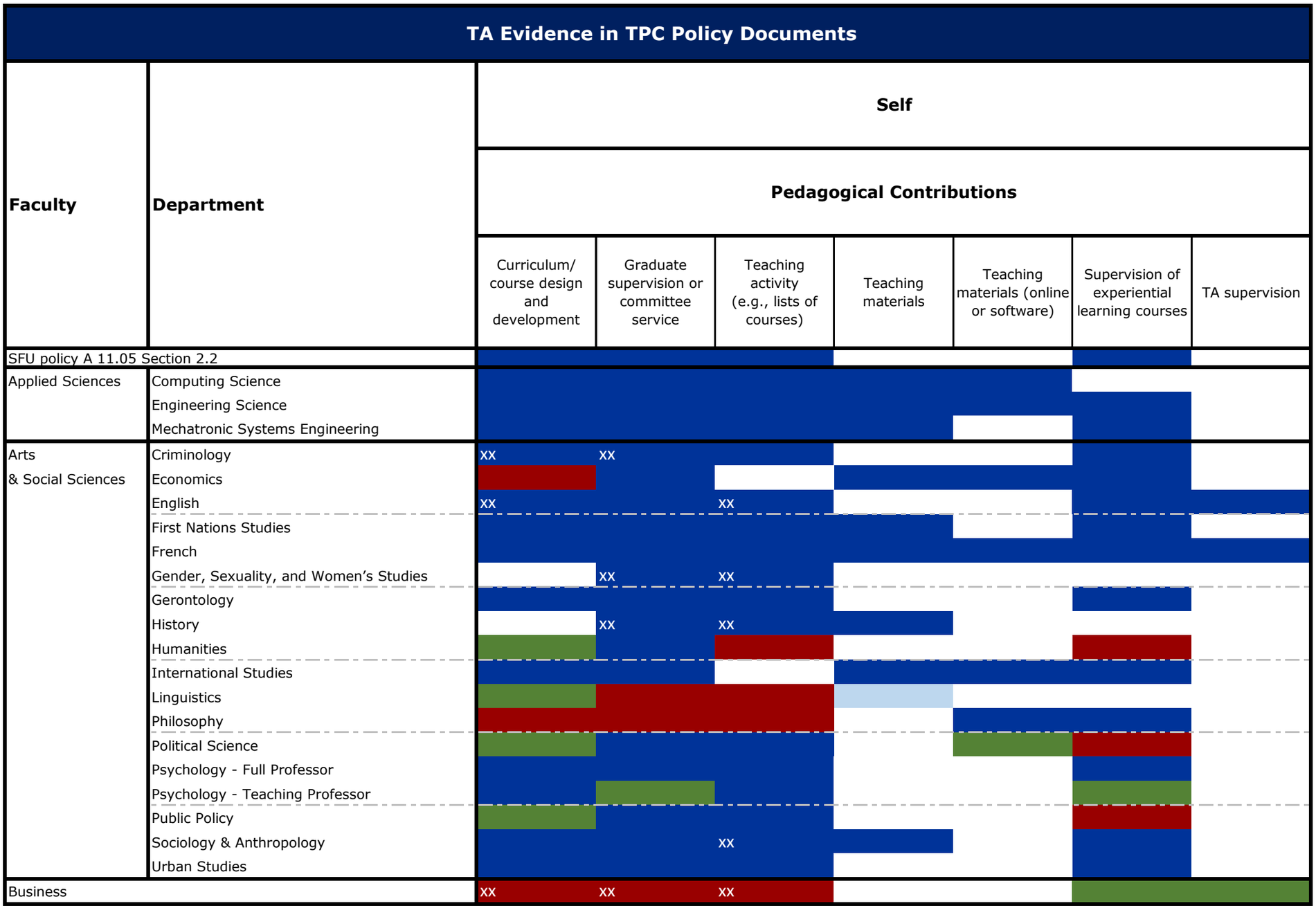
TA Data in TPC Policy Documents								
Faculty	**Department**	**Self**		**Student**		**Peer/Administrator**		**Course Data**
		Teaching portfolios/ dossiers	Teaching philosophy statements	Student course evaluations	TA evaluations	Classroom observations (in-person)	Review of course materials	Consistency in grading with similar courses
SFU policy A 11.05 Section 2.2								
Applied Sciences	Computing Science	xx		xx		xx		
	Engineering Science							
	Mechatronic Systems Engineering							
Arts & Social Sciences	Criminology							
	Economics							
	English	xx		xx				
	First Nations Studies							
	French							
	Gender, Sexuality, and Women's Studies							
	Gerontology							
	History	xx		xx				
	Humanities							
	International Studies							
	Linguistics							
	Philosophy							
	Political Science							
	Psychology - Full Professor							
	Psychology - Teaching Professor							
	Public Policy							
	Sociology & Anthropology							
	Urban Studies							
Business		xx		xx		xx		
Communication, Art and Technology	Communication							
	Contemporary Arts							
	Interactive Arts and Tech - Full Professor							
	Interactive Arts and Tech - Teaching Prof							

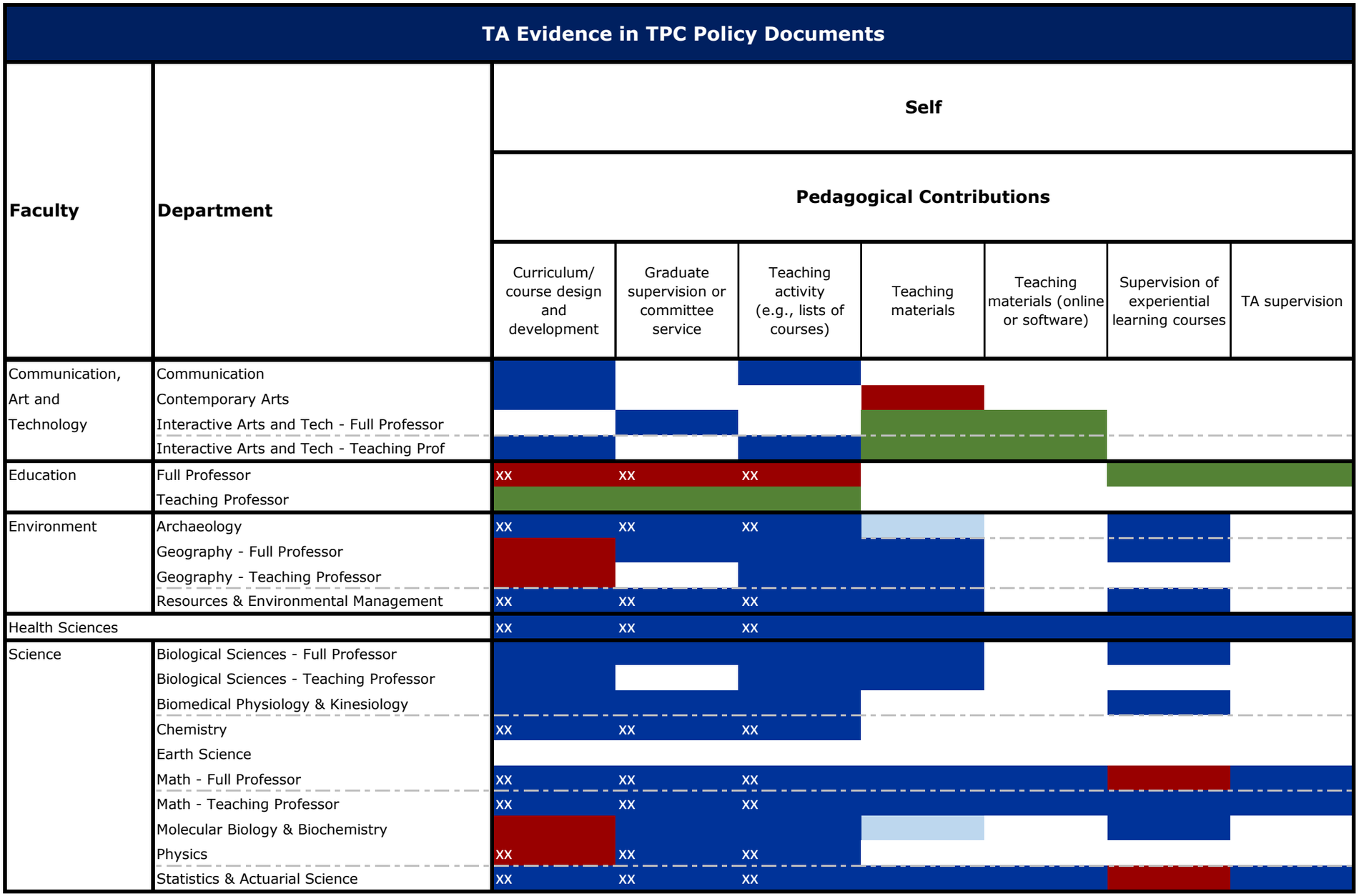
Legend on page

TA Data in TPC Policy Documents

Faculty	Department	Self		Student		Peer/Administrator		Course Data
		Teaching portfolios/ dossiers	Teaching philosophy statements	Student course evaluations	TA evaluations	Classroom observations (in-person)	Review of course materials	Consistency in grading with similar courses
Education	Full Professor	xx		xx		xx		
	Teaching Professor							
Environment	Archaeology	xx		xx		xx		
	Geography - Full Professor							
	Geography - Teaching Professor							
	Resources & Environmental Management	xx		xx		xx		
Health Sciences		xx		xx		xx		
Science	Biological Sciences - Full Professor							
	Biological Sciences - Teaching Professor							
	Biomedical Physiology & Kinesiology							
	Chemistry	xx		xx		xx		
	Earth Science							
	Math - Full Professor	xx		xx		xx		
	Math - Teaching Professor	xx		xx				
	Molecular Biology & Biochemistry							
	Physics	xx		xx		xx		
	Statistics & Actuarial Science	xx		xx		xx		

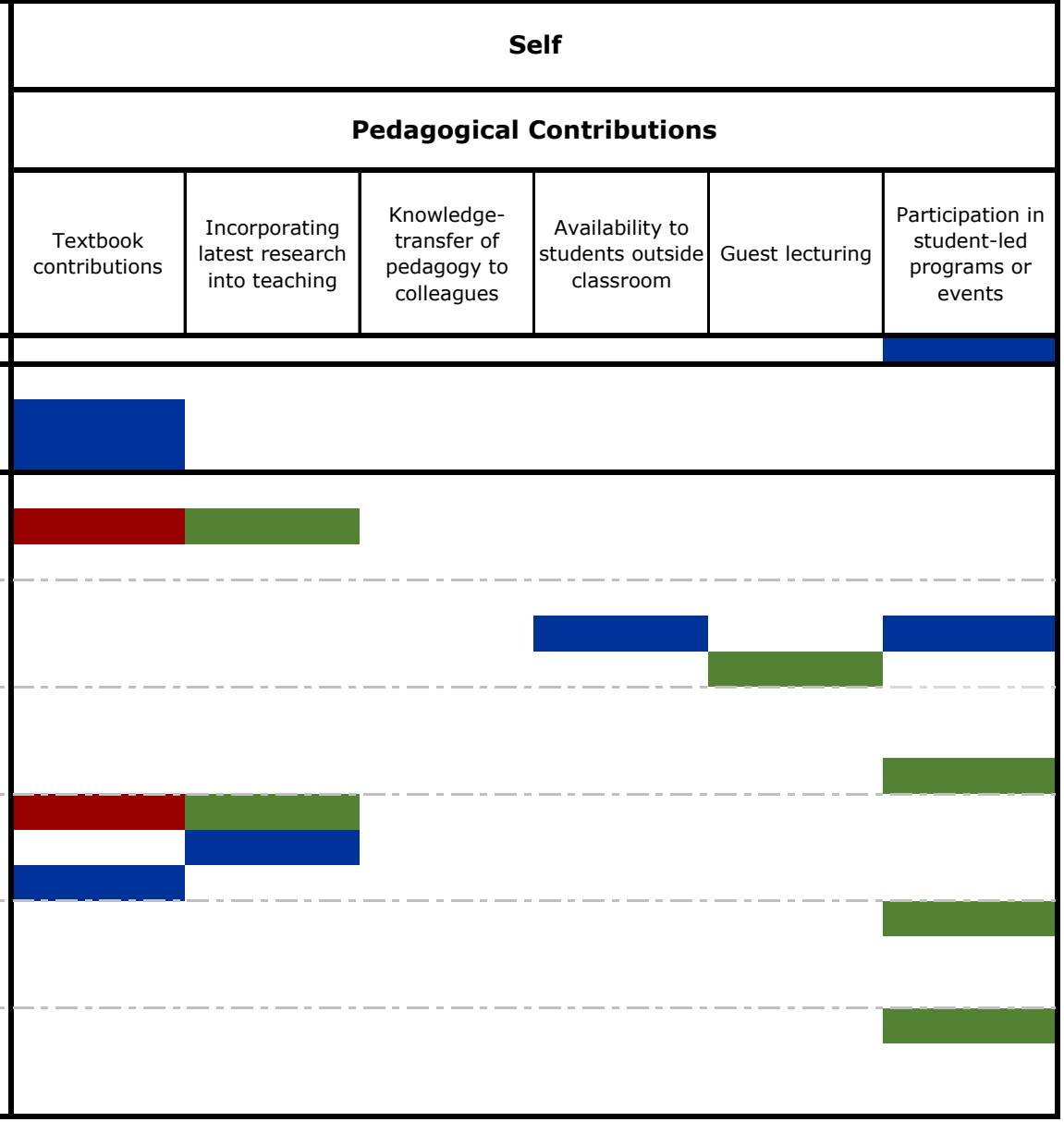
Appendix A2: TA Evidence of Pedagogical Contributions in TPC Policy Documents.




TA Evidence in TPC Policy Documents
Faculty
Department
Self
Pedagogical Contributions
Curriculum/ course design and development
Graduate supervision or committee service
Teaching activity (e.g., lists of courses)
Teaching materials
Teaching materials (online or software)
Supervision of experiential learning courses
TA supervision
Communication, Art and Technology
Communication
Contemporary Arts
Interactive Arts and Tech - Full Professor
Interactive Arts and Tech - Teaching Prof
Education
Full Professor
Teaching Professor
Environment
Archaeology
Geography - Full Professor
Geography - Teaching Professor
Resources & Environmental Management
Health Sciences
Science
Biological Sciences - Full Professor
Biological Sciences - Teaching Professor
Biomedical Physiology & Kinesiology
Chemistry
Earth Science
Math - Full Professor
Math - Teaching Professor
Molecular Biology & Biochemistry
Physics
Statistics & Actuarial Science
xx

Appendix A2 (continued): TA Evidence of Pedagogical Contributions in TPC Policy Documents

TA Evidence in TPC Policy Documents							
Faculty	**Department**	**Self**					
		Pedagogical Contributions					
		Textbook contributions	Incorporating latest research into teaching	Knowledge-transfer of pedagogy to colleagues	Availability to students outside classroom	Guest lecturing	Participation in student-led programs or events
SFU policy A 11.05 Section 2.2							
Applied Sciences	Computing Science						
	Engineering Science						
	Mechatronic Systems Engineering						
Arts & Social Sciences	Criminology						
	Economics						
	English						
	First Nations Studies						
	French						
	Gender, Sexuality, and Women's Studies						
	Gerontology						
	History						
	Humanities						
	International Studies						
	Linguistics						
	Philosophy						
	Political Science						
	Psychology - Full Professor						
	Psychology - Teaching Professor						
	Public Policy						
	Sociology & Anthropology						
	Urban Studies						



TA Evidence in TPC Policy Documents

Faculty	Department	Self					
		Pedagogical Contributions					
		Textbook contributions	Incorporating latest research into teaching	Knowledge-transfer of pedagogy to colleagues	Availability to students outside classroom	Guest lecturing	Participation in student-led programs or events
Business							
Communication, Art and Technology	Communication						
	Contemporary Arts						
	Interactive Arts and Tech - Full Professor						
	Interactive Arts and Tech - Teaching Prof						
Education	Full Professor						
	Teaching Professor						
Environment	Archaeology						
	Geography - Full Professor						
	Geography - Teaching Professor						
	Resources & Environmental Management						
Health Sciences							
Science	Biological Sciences - Full Professor						
	Biological Sciences - Teaching Professor						
	Biomedical Physiology & Kinesiology						
	Chemistry						
	Earth Science						
	Math - Full Professor						
	Math - Teaching Professor						
	Molecular Biology & Biochemistry						
	Physics						
	Statistics & Actuarial Science						

Appendix A3: TA Evidence of Pedagogical Growth in TPC Policy Documents.

TA Evidence in TPC Policy Documents								
Faculty	**Department**	**Self**						
		Pedagogical Growth						
		Professional development	Use of innovative techniques	Use of innovative techniques with technology	Reflection or responsiveness to assessments	Keeping current in subject area	Registration with professional body	Development of a pedagogical plan for growth (e.g., goals)
SFU policy A 11.05 Section 2.2								
Applied Sciences	Computing Science							
	Engineering Science							
	Mechatronic Systems Engineering							
Arts & Social Sciences	Criminology		xx					
	Economics							
	English							
	First Nations Studies							
	French							
	Gender, Sexuality, and Women's Studies		xx					
	Gerontology							
	History		xx					
	Humanities							
	International Studies							
	Linguistics							
	Philosophy							
	Political Science							
	Psychology - Full Professor							
	Psychology - Teaching Professor							
	Public Policy							
	Sociology & Anthropology							
	Urban Studies							

TA Evidence in TPC Policy Documents

Faculty	Department	Self						
		Pedagogical Growth						
		Professional development	Use of innovative techniques	Use of innovative techniques with technology	Reflection or responsiveness to assessments	Keeping current in subject area	Registration with professional body	Development of a pedagogical plan for growth (e.g., goals)
Business			xx					
Communication, Art and Technology	Communication							
	Contemporary Arts							
	Interactive Arts and Tech - Full Professor							
	Interactive Arts and Tech - Teaching Prof							
Education	Full Professor		xx					
	Teaching Professor							
Environment	Archaeology		xx					
	Geography - Full Professor							
	Geography - Teaching Professor							
	Resources & Environmental Management		xx					
Health Sciences			xx					
Science	Biological Sciences - Full Professor							
	Biological Sciences - Teaching Professor							
	Biomedical Physiology & Kinesiology							
	Chemistry		xx					
	Earth Science							
	Math - Full Professor		xx					
	Math - Teaching Professor							
	Molecular Biology & Biochemistry							
	Physics		xx					
	Statistics & Actuarial Science		xx					

Appendix A4: TA Evidence of Pedagogical Scholarship in TPC Policy Documents.

TA Evidence in TPC Policy Documents					
Faculty	**Department**	**Self**			
		Pedagogical Scholarship			
		Teaching grants	Pedagogical research	Published articles in education journals	Presentations at education conferences
SFU policy A 11.05 Section 2.2					
Applied Sciences	Computing Science				
	Engineering Science				
	Mechatronic Systems Engineering				
Arts & Social Sciences	Criminology				
	Economics				
	English				
	First Nations Studies				
	French				
	Gender, Sexuality, and Women's Studies				
	Gerontology				
	History				
	Humanities				
	International Studies				
	Linguistics				
	Philosophy				
	Political Science				
	Psychology - Full Professor				
	Psychology - Teaching Professor				
	Public Policy				
	Sociology & Anthropology				
	Urban Studies				

TA Evidence in TPC Policy Documents

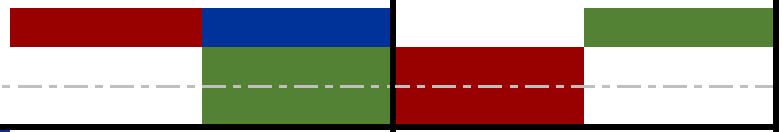
Faculty	Department	Self			
		Pedagogical Scholarship			
		Teaching grants	Pedagogical research	Published articles in education journals	Presentations at education conferences
Business					
Communication, Art and Technology	Communication				
	Contemporary Arts				
	Interactive Arts and Tech - Full Professor				
	Interactive Arts and Tech - Teaching Prof				
Education	Full Professor				
	Teaching Professor				
Environment	Archaeology				
	Geography - Full Professor				
	Geography - Teaching Professor				
	Resources & Environmental Management				
Health Sciences					
Science	Biological Sciences - Full Professor				
	Biological Sciences - Teaching Professor				
	Biomedical Physiology & Kinesiology				
	Chemistry				
	Earth Science				
	Math - Full Professor				
	Math - Teaching Professor				
	Molecular Biology & Biochemistry				
	Physics				
	Statistics & Actuarial Science				

Appendix A5: TA Evidence sourced by students in TPC Policy Documents

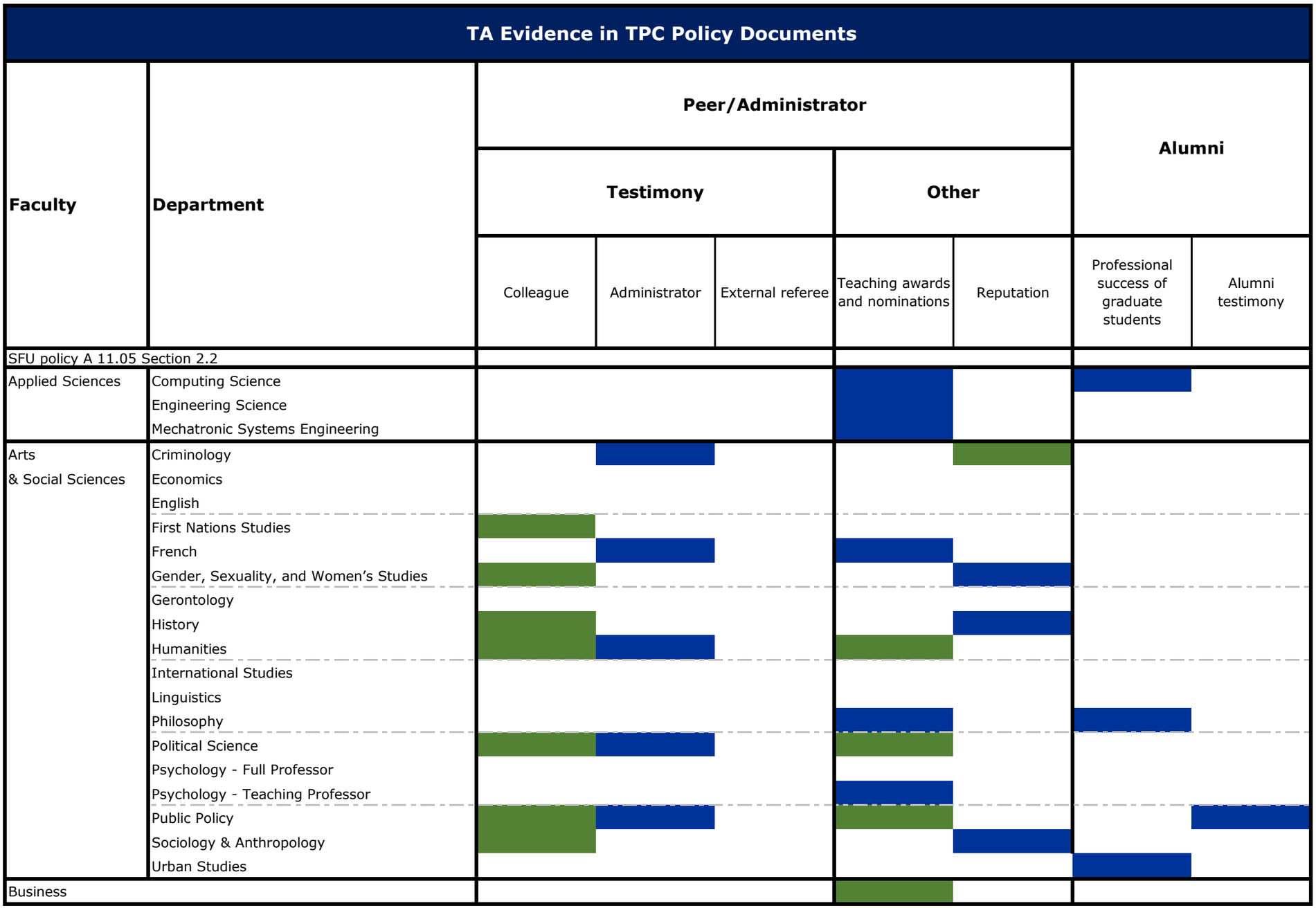
TA Evidence in TPC Policy Documents							
Faculty	**Department**	**Student**					
		Outcomes			**Feedback**		
		Number and/or calibre of supervised dissertations and theses	Samples of student work	Student distinctions	Student testimony	Informal course surveys	
SFU policy A 11.05 Section 2.2							
Applied Sciences	Computing Science	xx					
	Engineering Science						
	Mechatronic Systems Engineering						
Arts & Social Sciences	Criminology						
	Economics	xx					
	English						
	First Nations Studies						
	French						
	Gender, Sexuality, and Women's Studies						
	Gerontology						
	History						
	Humanities						
	International Studies	xx					
	Linguistics	xx					
	Philosophy						
	Political Science						
	Psychology - Full Professor						
	Psychology - Teaching Professor						
	Public Policy						
	Sociology & Anthropology						
	Urban Studies						

TA Evidence in TPC Policy Documents

Faculty	Department	Student				
		Outcomes			Feedback	
		Number and/or calibre of supervised dissertations and theses	Samples of student work	Student distinctions	Student testimony	Informal course surveys
Business		xx				
Communication, Art and Technology	Communication					
	Contemporary Arts					
	Interactive Arts and Tech - Full Professor					
	Interactive Arts and Tech - Teaching Prof					
Education	Full Professor	xx				
	Teaching Professor					
Environment	Archaeology	xx				
	Geography - Full Professor					
	Geography - Teaching Professor					
	Resources & Environmental Management	xx				
Health Sciences		xx				
Science	Biological Sciences - Full Professor					
	Biological Sciences - Teaching Professor					
	Biomedical Physiology & Kinesiology					
	Chemistry	xx				
	Earth Science					
	Math - Full Professor	xx				
	Math - Teaching Professor	xx				
	Molecular Biology & Biochemistry					
	Physics	xx				
	Statistics & Actuarial Science	xx				



Appendix A6: TA Evidence sourced by peer/administrtors and alumni in TPC Policy Documents



TA Evidence in TPC Policy Documents

Faculty	Department	Peer/Administrator					Alumni	
		Testimony			Other			
		Colleague	Administrator	External referee	Teaching awards and nominations	Reputation	Professional success of graduate students	Alumni testimony
Communication, Art and Technology	Communication							
	Contemporary Arts							
	Interactive Arts and Tech - Full Professor							
	Interactive Arts and Tech - Teaching Prof							
Education	Full Professor							
	Teaching Professor							
Environment	Archaeology							
	Geography - Full Professor							
	Geography - Teaching Professor							
	Resources & Environmental Management							
Health Sciences								
Science	Biological Sciences - Full Professor							
	Biological Sciences - Teaching Professor							
	Biomedical Physiology & Kinesiology							
	Chemistry							
	Earth Science							
	Math - Full Professor							
	Math - Teaching Professor							
	Molecular Biology & Biochemistry							
	Physics							
	Statistics & Actuarial Science							

Appendix A7: Interview Questions for TPC Chairs.

1. Would you like to be identified with your responses or prefer to be anonymous?

2. Please list and describe the TA Methods that are currently used in your department to assess an instructor's suitability for tenure or promotion? We are not interested in research criteria.

3. When assessing teaching, does your department consider teaching innovation, such as the use of technology, in the classroom?

4. Going through the list of all the TA Methods you previously listed, please state whether each one is required, recommended, or optional, within your department?

5. Going through this same list again, what are the percentages/weights given to each one in your department? Or is it a more holistic approach?

6. Who decides what the teaching assessment criteria are for your department? Is it you, another departmental figure (e.g., department head), or are you just using the university's standard practices?

7. Does your department do anything unique when assessing instructors with joint appointments?

8a. Are instructors provided with your tenure and promotion policy upon being hired?

8b. Is your tenure and promotion policy easily accessible by instructors?

9. Do you believe that your department's current TA Methods are adequately effective at determining an instructor's suitability for tenure or promotion? Please explain why or why not.

10. Are there any current TA Methods that you would like to remove or modify? Why or why not?

11. In an ideal world (i.e., unlimited time and resources), are there any other TA Methods you would like to include for tenure and promotion? Why or why not?

12. Do you believe that your department's current TA Methods have an impact on creating or fostering a positive learning environment for students or is it totally independent? Please explain.

13. Do you believe that your department's current TA Methods encourage opportunities for professional growth for instructors? Please explain.

14. Does your department have any formal or informal mentoring opportunities to assist instructors on the path to tenure and promotion? If yes, please describe.

15. Lastly, I want to talk about how instructors' teaching reputations are formed. Amongst students, they might find out who are easy or hard professors or who has a nice or difficult personality by sharing their experiences on Rate My Professors, browsing on social media like Facebook, and talking in-person to their classmates. But, I wanted your opinion on how

an instructor gets a teaching reputation, whether good or bad, among their *colleagues* in their department?

Appendix A8: TPC Chair Interview Responses.

1) Would you like to be identified with your responses or prefer to be anonymous?	Frequency	
Identified	23	77%
Anonymous	7	23%
TOTAL	**30**	**100%**

2) List and describe the TA Methods that are currently used in your department to assess an instructor's suitability for tenure or promotion.

(Refer to Appendix C3.)

3) When assessing teaching, does your department consider teaching innovation, such as the use of technology, in the classroom?	Frequency	
Yes	15	50%
No	6	20%
N/A (not asked during interview)	9	30%
TOTAL	**30**	**100%**

4) Going through the list of all the TA Methods you previously listed, state whether each one is required, recommended, or option, within your department?

(Refer to Appendix C3.)

5) Going through this same list again, what are the percentages/weights given to each TA Methods in your department? Or is it a more holistic approach?	Frequency	
Holistic	27	90%
Specific weighting	2	7%
Only one TA Method used	1	3%
TOTAL	**30**	**100%**

6) Who decides what the teaching assessment criteria are for your department?	Frequency	
Written by TPC and faculty voted to accept the policy	22	73%
Written by TPC Chair and faculty voted to accept the policy	1	3%
Use the university policy	2	7%
Do not know	5	17%
TOTAL	**30**	**100%**

7) Does your department do anything unique when assessing instructors with joint appointments?	Frequency	
Use the same TA Methods	21	70%
Use the university policy	1	3%
Do not know	3	10%
Consult with other department that instructor is affiliated with	5	17%
TOTAL	**30**	**100%**

8a) Are instructors provided with your tenure and promotion policy upon being hired?	Frequency	
Yes	24	80%
Available when job applicants are Interviewed (i.e., prior to hiring)	1	3%
No, only given it at the time of tenure/promotion	2	7%
No, implicitly aware of the tenure and promotion policy	2	7%
Do not know	1	3%
TOTAL	**30**	**100%**

8b) Is your TPC policy easily accessible by instructors?	Frequency	
Yes, available upon request	20	67%
Yes, available on faculty intranet	7	23%
No, given verbal instructions	1	3%
Do not know	2	7%
TOTAL	**30**	**100%**

9) Do you believe that your department's current TA Methods are adequately effective at determining an instructor's suitability for tenure or promotion?	Frequency	
Yes, adequately effective	17	57%
Adequately effective, but need improvements	7	23%
Not adequately effective	6	20%
TOTAL	**30**	**100%**

10) Are there any current TA Methods that you would like to remove or modify?	Frequency	
No	11	37%
Student evaluations - reduce bias and/or increase validity	10	33%
Student evaluations - consider more carefully influencing factors (e.g., class size, level)	2	7%
Student evaluations - implement a mechanism to prevent online response rates from dropping	1	3%
Student evaluations - want no limit to department/instructor questions that can be added	1	3%
Student evaluations - articulate importance of process to students	1	3%
Teaching dossiers - instructors to provide more detail and comment on use of technology	1	3%
Teaching philosophy statements - departments provide more guidelines	1	3%
Make teaching dossiers and student e-mail testimonials required	1	3%
Formalize process of obtaining feedback from undergraduate student caucus	1	3%
TOTAL	**30**	**100%**

11) In an ideal world (i.e., unlimited time and resources), are there any other TA Methods that you would like to include for tenure and promotion?*	Frequency
Classroom observations (in-person)	8
Classroom observations (in-person) by a third party and/or educational consultants (e.g., TLC)	4
Learning outcomes	4
Formative assessments (i.e., informal course sureys)	1
Student focus groups	1
Use of innovative techniques with technology	1
Teaching portfolios/dossiers	1
Teaching philosophy statements	1
Self-reflections	1
TA evaluations	1
Track students after course completion to see their improvements	1
Classroom observations (video analysis)	1
Professional development	1
External referee testimony	1
Alumni surveys	1
Guest lecturing	1
Course files/portfolios, used for external accreditation review	1
* Percentages and a total were not calculated, because some TPC Chairs suggested more than one TA Method.	

12) Do you believe that your department's current TA Methods have an impact on creating or fostering a positive learning environment?	Frequency	
Yes	17	57%
No connection	10	33%
Maybe a connection	3	10%
TOTAL	**30**	**100%**

13) Do you believe that your department's current TA Methods encourage opportunities for professional growth for instructors?	Frequency	
Yes	16	53%
No	12	40%
Unsure/neutral	2	7%
TOTAL	**30**	**100%**

14) Does your department have mentoring to assist instructors on the path to tenure and promotion?	Frequency	
Formal mentoring	0	0%
Informal mentoring, where instructors feel free to seek advice/help from anyone when needed	9	30%
Informal mentoring, with pairings, but informal scheduling	13	43%
No mentoring of any kind	8	27%
TOTAL	**30**	**100%**

15) How does an instructor get a teaching reputation, whether good or bad, among their colleagues?*	Frequency
Sitting on biannual review committees and TPC	8
From undergraduate students in hallways, the department office, and in common classes	8
Interactions with colleagues in hallways	5
Small department, so everyone knows each other well	4
Interactions with colleagues in departmental meetings or committees	4
Sharing teaching resources and course materials; informal mentoring	3
Grade distributions	3
Departmental announcements of who won teaching awards and grants	3
Constantly gathering information; being attentive and aware of what colleagues are doing	2
From teaching assistants/graduate students	2
Instructor's own children may be students at SFU	1
Hearing colleague's interactions with students during office hours	1
Student applications for conferences and awards	1
Reading each other's syllabi for various reasons	1
Team-teaching	1
Hearing that an instructor is "stuck" with a certain course for various reasons	1
Hearing that students are waiting until a particular instructor is or is not teaching a course	1
Promoting or advertising each other's courses to students	1
Departmental social events	1
Instructors venting about student course evaluations	1

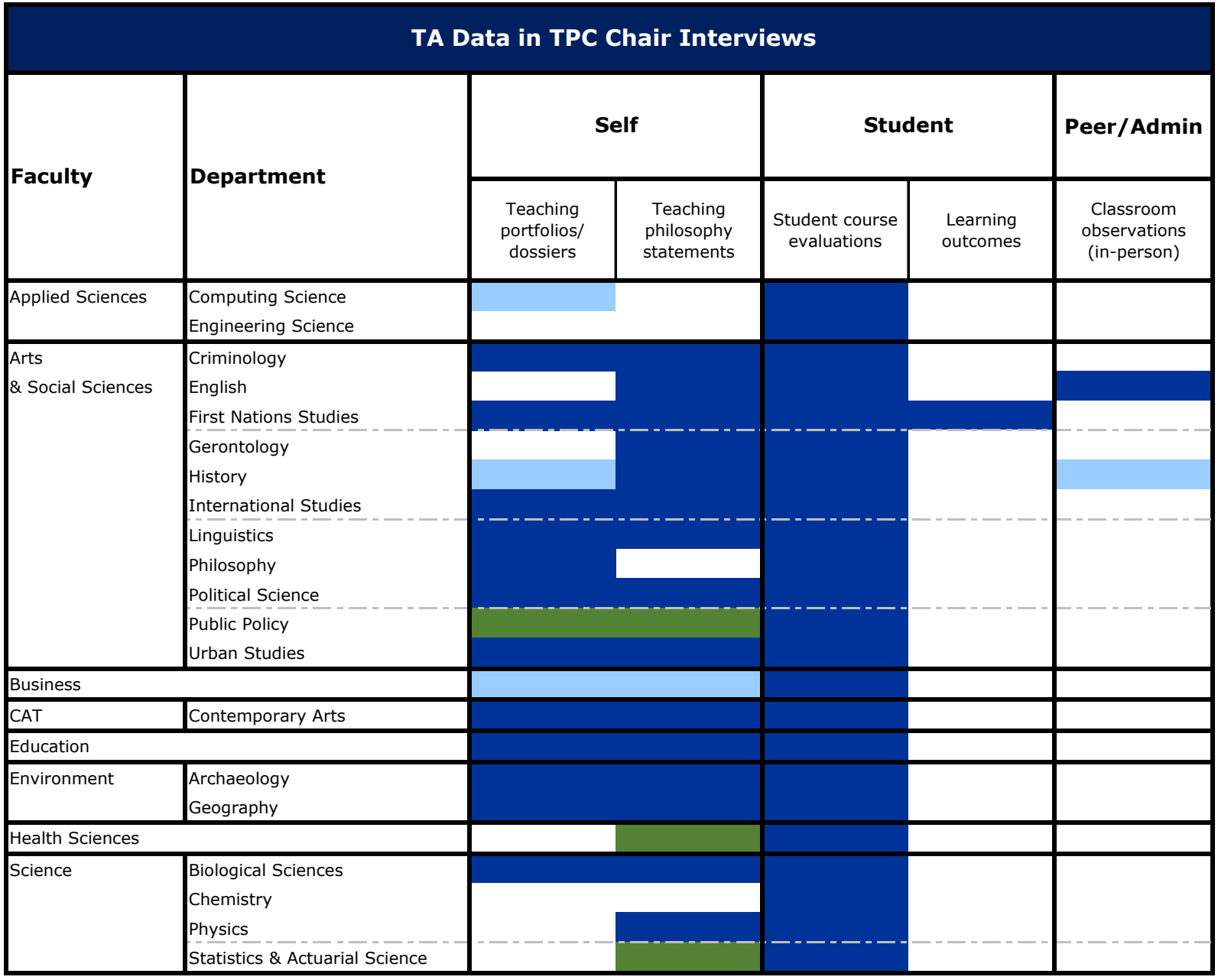
* Percentages and a total were not calculated, because some TPC Chairs suggested more than one idea.

Legend for Appendix A9-A10

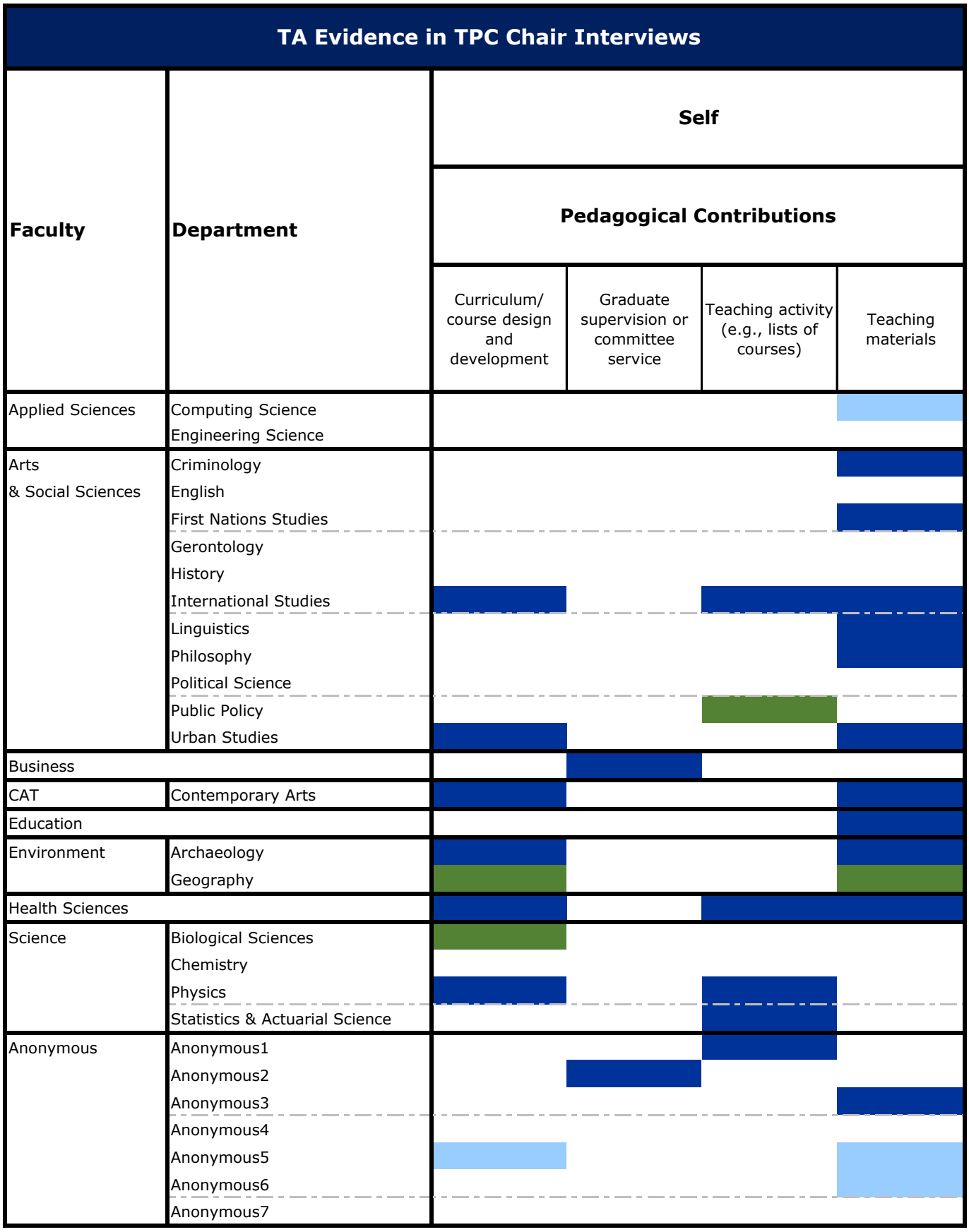
Legend

Descriptor	Colour
Required	
Recommended	
Optional	
Absent	

Appendix A9: TA Data in TPC Chair Interviews.



Appendix A10: TA Evidence in TPC Chair Interviews.



Appendix B10 (continued): TA Evidence in TPC Chair Interviews.

TA Evidence in TPC Chair Interviews									
Faculty	**Department**	**Pedagogical Growth**					**Pedagogical Scholarship**	
		Professional development	Use of innovative techniques	Use of innovative techniques with technology	Reflection or responsiveness to assessments	Development of a pedagogical plan for growth (e.g., goals)	Teaching grants	Pedagogical research
Applied Sciences	Computing Science							
	Engineering Science							
Arts & Social Sciences	Criminology							
	English							
	First Nations Studies							
	Gerontology							
	History							
	International Studies							
	Linguistics							
	Philosophy							
	Political Science							
	Public Policy							
	Urban Studies							
Business								
CAT	Contemporary Arts							
Education								
Environment	Archaeology							
	Geography							
Health Sciences								

TA Evidence in TPC Chair Interviews									
Faculty	**Department**	**Pedagogical Growth**					**Pedagogical Scholarship**	
		Professional development	Use of innovative techniques	Use of innovative techniques with technology	Reflection or responsiveness to assessments	Development of a pedagogical plan for growth (e.g., goals)	Teaching grants	Pedagogical research
Science	Biological Sciences							
	Chemistry							
	Physics							
	Statistics & Actuarial Science							
Anonymous	Anonymous1							
	Anonymous2							
	Anonymous3							
	Anonymous4							
	Anonymous5							
	Anonymous6							
	Anonymous7							

TA Data in TPC Chair Interviews						
Faculty	**Department**	**Self**		**Student**		**Peer/Admin**
		Teaching portfolios/ dossiers	Teaching philosophy statements	Student course evaluations	Learning outcomes	Classroom observations (in-person)
Anonymous	Anonymous1					
	Anonymous2					
	Anonymous3					
	Anonymous4					
	Anonymous5					
	Anonymous6					
	Anonymous7					

Appendix A10 continued: TA Evidence in TPC Chair Interviews

TA Evidence in TPC Chair Interviews							
Faculty	**Department**	**Student**			**Peer/Administrator**		**Alumni**
		Outcomes	**Feedback**		**Other**		
		Samples of student work	Student testimony	Anecdotal knowledge (e.g., informal discussions)	Teaching awards and nominations	Reputation	Professional success of former graduate students
Applied Sciences	Computing Science						
	Engineering Science						
Arts & Social Sciences	Criminology						
	English						
	First Nations Studies						
	Gerontology						
	History						
	International Studies						
	Linguistics						
	Philosophy						
	Political Science						
	Public Policy						
	Urban Studies						
Business							
CAT	Contemporary Arts						
Education							

TA Evidence in TPC Chair Interviews

Faculty	Department	Student			Peer/Administrator		Alumni
		Outcomes	Feedback		Other		
		Samples of student work	Student testimony	Anecdotal knowledge (e.g., informal discussions)	Teaching awards and nominations	Reputation	Professional success of former graduate students
Environment	Archaeology						
	Geography						
Health Sciences							
Science	Biological Sciences						
	Chemistry						
	Physics						
	Statistics & Actuarial Science						
Anonymous	Anonymous1						
	Anonymous2						
	Anonymous3						
	Anonymous4						
	Anonymous5						
	Anonymous6						
	Anonymous7						

SFU INSTITUTIONAL RESEARCH AND PLANNING

Appendix B:
TEACHING ASSESSMENT PRACTICES USED BY SFU EXEMPLARY INSTRUCTORS

Appendix B1: Interview Questions for Exemplary Teachers.

1. Would you like to be identified with your responses or prefer to be anonymous?

2. How do you personally define "excellent" teaching in the post-secondary setting?

3. How do you know "excellent" teaching when you see it? (i.e., in another colleague)

4a. How do you define teaching innovation?

4b. Do you believe teaching innovation is an essential component of teaching excellence?

4c. Do you take risks in the classroom?

5. How do you personally assess your teaching, in order to improve your teaching?

6. In an ideal world (i.e., unlimited time and resources), are there any other TA Methods you would like SFU instructors to use?

7. Do you believe that TA Methods can have an impact on creating or fostering a positive learning environment for students or is it totally independent? Please explain.

8. Do you believe that TA Methods can encourage opportunities for professional growth for instructors? Please explain.

9. Lastly, I want to talk about how instructors' teaching reputations are formed. Amongst students, they might find out who are easy or hard professors or who has a nice or difficult personality by sharing their experiences on Rate My Professors, browsing on social media like Facebook, and talking in-person to their classmates. But, I wanted your opinion on how an instructor gets a teaching reputation, whether good or bad, among their *colleagues* in their department?

Appendix B2: Exemplary Teacher Interview Responses.

1) Would you like to be identified with your responses or prefer to be anonymous?	Frequency	
Identified	5	50%
Anonymous	5	50%
TOTAL	**10**	**100%**

2) How do you personally define "excellent" teaching in the post-secondary setting?*	Frequency
Applying fundamental concepts to new problems	4
Instilling passion about the course material	4
Motivating and inspiring students - "finding something in the students that they would not find, with your intervention and encouragement" (quote by an anonymous exemplary teacher)	4
Engaging students	2
Allowing ideas to percolate	1
Reciprocal learning for the students and the teacher	1
Teaching critical thinking	1
Being accessible to students (e.g., regular office hours, e-mail)	1
Organization	1
Recognizing students' individuality	1
Rigour and discipline	1
Interested and curious about students	1
Self-reflective	1
Trying new things	1
Comfortable with the idea that he/she does not have all the answers	1
Students enjoy themselves in class	1
Students are successful	1
Refining teaching to improve the student experience, with the consideration of student feedback	1
Alignment between student assessment and learning outcomes	1

* Percentages and a total were not calculated, because some exemplary teachers suggested more than one definition.

3) How do you know "excellent" teaching when you see it? (i.e., in another colleague)*	Frequency
Student engagement - body language, excitement and energy levels	6
Student participation in class	3
Classroom observation - seeing their teaching from the students' point of view	2
Strong communication skills	2
Students are engaged in deep dialogue	2
Not avoiding difficult questions	1
Bringing controversial and real-world concepts into the classroom	1
Students take more courses with the same instructor	1
Students declare major after taking class with an instructor	1
Instructor shows interested and enthusiasm for course material	1
Organization	1
Students regularly attend instructor's office hours (i.e., not just before exams)	1
Instructor is engaged and curious toward students	1
Not following a script	1
Has control of the classroom	1
Interaction between instructor and students	1
Students are having fun while learning	1
Motivates students	1
Clear objectives for lesson	1
Checking in with students to find out if they understand course concepts before moving on	1
Adaptive to different learning styles	1
* Percentages and a total were not calculated, because some exemplary teachers suggested more than one idea.	

4a) How do you define teaching innovation?*	Frequency
Trying new methods for knowledge transfer	7
Giving unique assignments or testing methods	3
Experiential learning	1
Using technology	1
Interdisciplinary teaching	1
* Percentages and a total were not calculated, because some exemplary teachers suggested more than one definition.	

4b) Do you believe teaching innovation is an essential component of teaching excellence?	Frequency	
Yes	5	50%
No	5	50%
TOTAL	**10**	**100%**

4c) Do you take risks in the classroom?	Frequency	
Yes	10	100%
No	0	0%
TOTAL	**10**	**100%**

5) How do you personally assess your teaching, in order to improve your teaching?

(Refer to Appendix D3.)

6) In an ideal world (i.e., unlimited time and resources), are there any other TA Methods that you would like SFU instructors to use?*	Frequency
Peer classroom observations	5
Peer review of course materials	2
Alumni surveys	1
Teaching portfolios/dossiers	1
Self-reflections	1
More formative assessment	1
* Percentages and a total were not calculated, because some exemplary teachers suggested more than one TA Method.	

7) Do you believe that TA Methods can have an impact on creating or fostering a positive learning environment?	Frequency	
Yes	5	50%
Midterm evaluations could help	3	30%
No connection	2	20%
TOTAL	**10**	**100%**

8) Do you believe that TA Methods can encourage opportunities for professional growth for instructors?	Frequency	
Yes	1	10%
No	3	30%
Maybe/unsure	6	60%
TOTAL	**10**	**100%**

9) How does an instructor get a teaching reputation, whether good or bad, among their colleagues?*	Frequency
Talking to students	8
During meetings and being on committees	2
Sitting on tenure and promotion committees	2
Grade distributions	1
Interactions with the colleague	1
"Water cooler talk"	1
At departmental social events	1
Rate My Professors website	1
Listening to colleagues give research lectures	1
Announcements of teaching award winners	1
* Percentages and a total were not calculated, because some exemplary teachers suggested more than one idea.	

Appendix B3: Teaching Assessment Data (TA Data) and Teaching Assessment Evidence (TA Evidence) in Exemplary Teacher Interviews.

Instructor	TA Data		TA Evidence								
	Student	Peer/Admin	Self					Student			Alumni
			Pedagogical Growth					Outcomes	Feedback		
	Interviews	Classroom observations (in-person)	Reflection or responsiveness to assessments	Development of a pedagogical plan for growth	Taking notes after class	Listening to lecture recordings	Self-reflections	Samples of student work	Anecdotal knowledge (e.g., informal discussions)	Informal course surveys	Anecdotal knowledge (e.g., informal discussions)
Ashworth			✓								
Gajdamaschko		✓					✓				
Macdonald							✓				
Oldknow			✓				✓		✓		✓
van Houten								✓	✓	✓	
Anonymous1				✓	✓		✓			✓	
Anonymous2			✓			✓	✓			✓	
Anonymous3			✓							✓	
Anonymous4			✓				✓		✓		
Anonymous5	✓				✓		✓				

Legend

Symbol	Meaning
✓	TA Method used

SFU INSTITUTIONAL RESEARCH AND PLANNING

Appendix C:
TEACHING ASSESSMENT PRACTICES AT CANADIAN UNIVERSITIES

Appendix C1: Interview Questions for Institutional Contacts at Other Canadian Universities.

1. Would you like to be identified with your responses or prefer to be anonymous?

2. Please list and describe the TA Methods that are currently used at your institution to assess an instructor's suitability for tenure or promotion? We are not interested in research criteria.

3. When assessing teaching, does your institution consider teaching innovation, such as the use of technology, in the classroom?

4. Going through the list of all the TA Methods you previously listed, please state whether each one is required, recommended, or optional, at your institution?

5. Going through this same list again, what are the percentages/weights given to each TA Method at your institution? Or is it a more holistic approach?

6. Who decides what the teaching assessment criteria are for your institution?

7. Does your institution do anything unique when assessing instructors with joint appointments?

8a. Are instructors provided with your tenure and promotion policy upon being hired?

8b. Is your tenure and promotion policy easily accessible by instructors?

9. Do you believe that your institution's current criteria for assessing teaching are adequately effective at determining an instructor's suitability for tenure or promotion? Please explain why or why not.

10. Are there any current TA Methods that you would like to remove or modify? Why or why not?

11. In an ideal world (i.e., unlimited time and resources), are there any other TA Methods you would like to include for tenure and promotion? Why or why not?

12. Do you believe that your institution's current TA Methods have an impact on creating or fostering a positive learning environment for students or is it totally independent? Please explain.

13. Do you believe that your institution's current TA Methods encourage opportunities for professional growth for instructors? Please explain.

14. Does your institution have any formal or informal mentoring opportunities to assist instructors on the path to tenure and promotion? If yes, please describe.

15. Lastly, I want to talk about how instructors' teaching reputations are formed. Amongst students, they might find out who are easy or hard professors or who has a nice or difficult personality by sharing their experiences on Rate My Professors, browsing on social media like Facebook, and talking in-person to their classmates. But, I wanted your opinion on how an instructor gets a teaching reputation, whether good or bad, among their *colleagues*?

Appendix C2: Institutional Contacts (From Other Canadian Universities) Interview Responses.

1) Would you like to be identified with your responses or prefer to be anonymous?	Frequency	
Identified	4	36%
Anonymous	7	64%
TOTAL	**11**	**100%**

2) List and describe the TA Methods that are currently used at your institution to assess an instructor's suitability for tenure or promotion.

(Refer to Appendix E4.)

3) When assessing teaching, does your institution consider teaching innovation, such as the use of technology, in the classroom?	Frequency	
Yes	8	89%
No	1	11%
TOTAL	**9**	**100%**

4) Going through the list of all the TA Methods you previously listed, state whether each one is required, recommended, or option, at your institution?

(Refer to Appendix E4.)

5) Going through this same list again, what are the percentages/weights given to each TAME at your institution? Or is it a more holistic approach?		
Holistic	8	89%
Do not know	1	11%
TOTAL	**9**	**100%**

6) Who decides what the teaching assessment criteria are for your institution?	Frequency	
Senate	3	33%
Defined by collective agreement and approved by Senate	2	22%
Defined by collective agreement and voted on by faculty association	2	22%
Provost and approved by Senate	2	22%
TOTAL	**9**	**100%**

7) Does your institution do anything unique when assessing faculty members with joint appointments?	Frequency	
Use the same TA Methods	4	44%
Consult with other department that the instructor is affiliated with	2	22%
Use the collective agreement guidelines	1	11%
Do not know	2	22%
TOTAL	**9**	**100%**

8a) Are instructors provided with your tenure and promotion policy upon being hired?	Frequency	
Yes	8	89%
Do not know	1	11%
TOTAL	**9**	**100%**

8b) Is your tenure and promotion policy easily accessible by instructors?	Frequency	
Yes, available on university website	8	89%
Do not know	1	11%
TOTAL	**9**	**100%**

9) Do you believe that your institution's current TA Methods are adequately effective at determining an instructor's suitability for tenure or promotion?	Frequency	
Yes, adequately effective	5	45%
Adequately effective, but need improvements	4	36%
Some departments are and others are not	1	9%
Not adequately effective	0	0%
Do not know	1	9%
TOTAL	**11**	**100%**

10) Are there any current TA Methods that you would like to remove or modify?	Frequency	
No	9	82%
Student evaluations - add more relevant questions	1	9%
Make all guidelines more explicit	1	9%
TOTAL	**11**	**100%**

11) In an ideal world (i.e., unlimited time and resources), are there any other TA Methods that you would like to include for tenure and promotion?*	Frequency
Classroom observations (in-person)	3
Self-reflections	2
Formative assessments (e.g., informal course surveys)	2
Teaching portfolios/dossiers	2
Candidate interviews conducted by peers/admin	1
External referee testimony	1
Consider how instructors incorporate equity and diversity in the classroom	1
Complete sets of student comments from student course evaluations	1
Peer review of course materials	1
Peer review of teaching portfolios/dossiers	1
* Percentages and a total were not calculated, because some institutional contacts suggested more than one Method.	

12) Do you believe that your institution's current TA Methods have an impact on creating or fostering a positive learning environment?	Frequency	
Yes	4	36%
Midterm evaluations would help	3	27%
Maybe a connection	3	27%
No connection	1	9%
TOTAL	**11**	**100%**

13) Do you believe that your institution's current TA Methods encourage opportunities for professional growth for instructors?	Frequency	
Yes	6	55%
No	3	27%
Maybe	2	18%
TOTAL	**11**	**100%**

14) Does your institution have mentoring to assist instructors on the path to tenure and promotion?	Frequency	
Formal mentoring	1	11%
Informal mentoring, with pairings, but informal scheduling	3	33%
Not on an institutional level, but in departments - some are formal and others are informal	5	56%
TOTAL	**9**	**100%**

15) How does an instructor get a teaching reputation, whether good or bad, among their colleagues?*	Frequency
Announcements of teaching awards and nominations	4
Conversations with/mentoring students	4
Interactions with the instructor	4
Being on annual review, biennial review, and tenure and promotion committees	3
Hearing about instructors involved in departmental teaching initiatives	3
Hearing about instructors involved in pedagogical research	2
Lists of course evaluation data shared within the department	2
"Water cooler talk" with other colleagues	2
Sharing syllabi when "inheriting" a course or sharing course sections	1

* Percentages and a total were not calculated, because some institutional contacts suggested more than one idea.

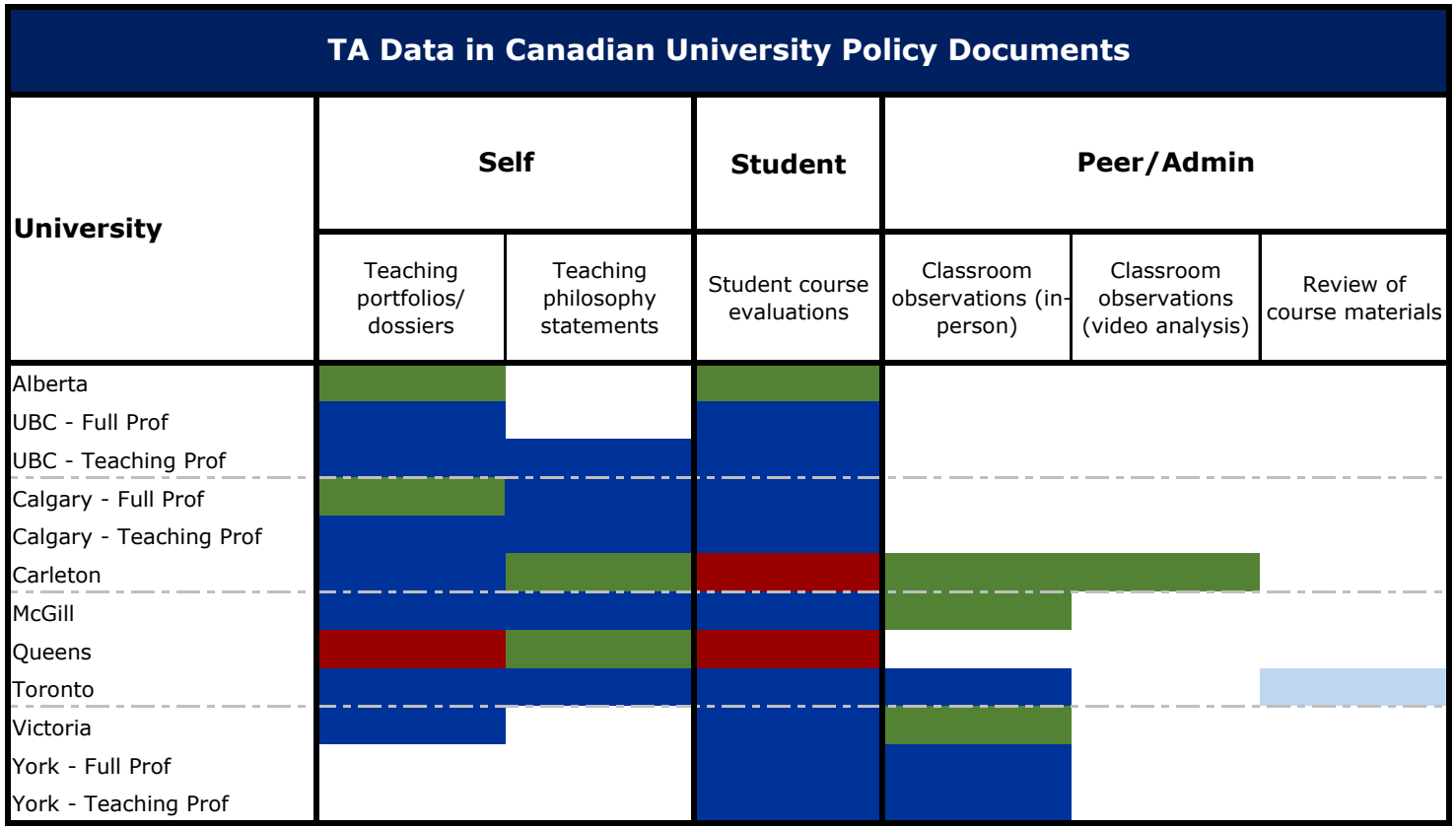
Legend for Appendix C3-C7

Legend

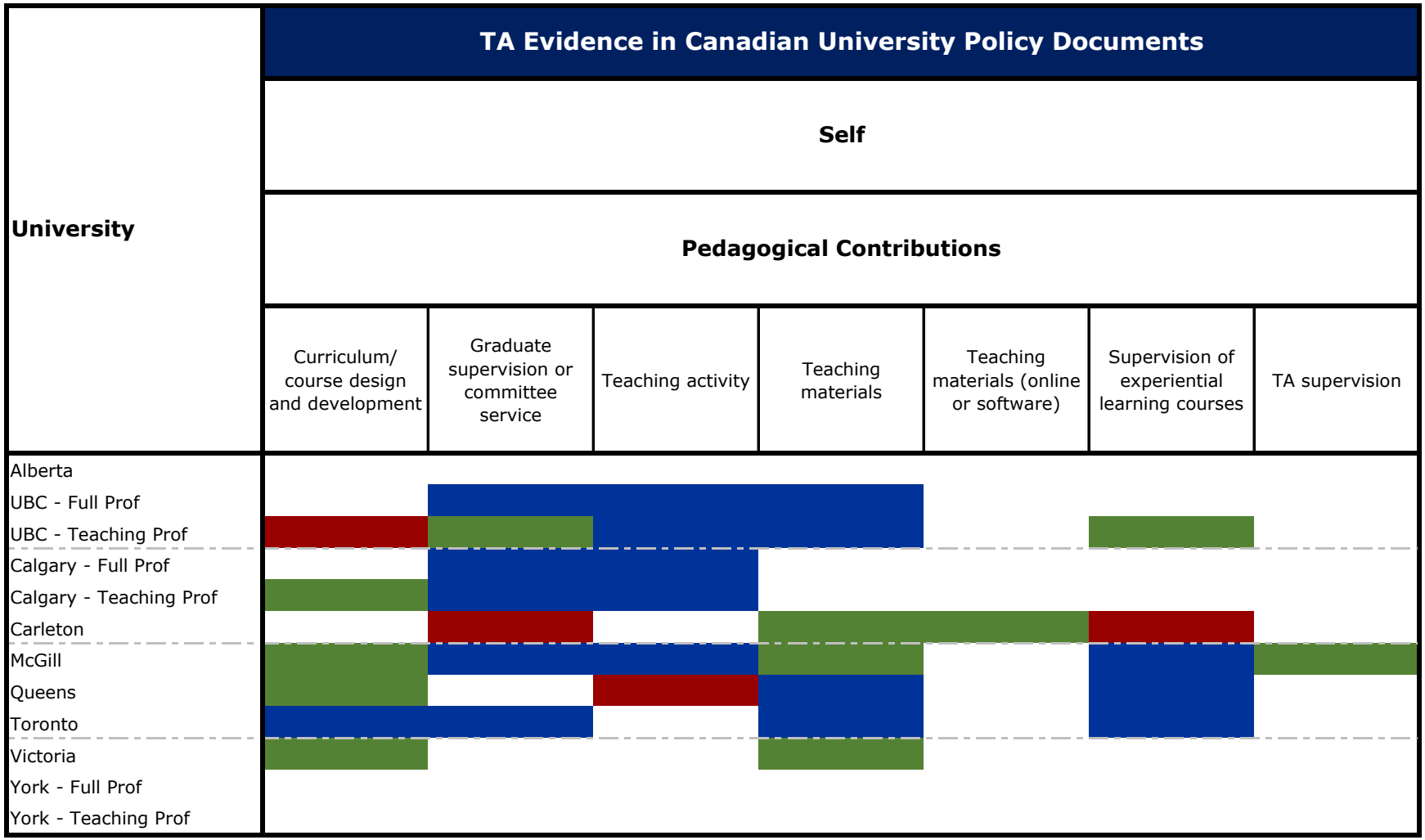
Descriptor	Words/descriptions that appear in policy documents	Colour
Required	are, ask, expect, must, request, shall, should, will	
Recommended	advise, encourage, recommend	
Optional	at applicant's discretion, can, could, if so inclined, may, might, at one's own initiative	
Conflict	Used two or more descriptors to describe one TA Method	
Absent	No mention of the TA Method	

Note: "xx" denotes that a TA Method was referred to using the exact wording as SFU A11.05 2.2

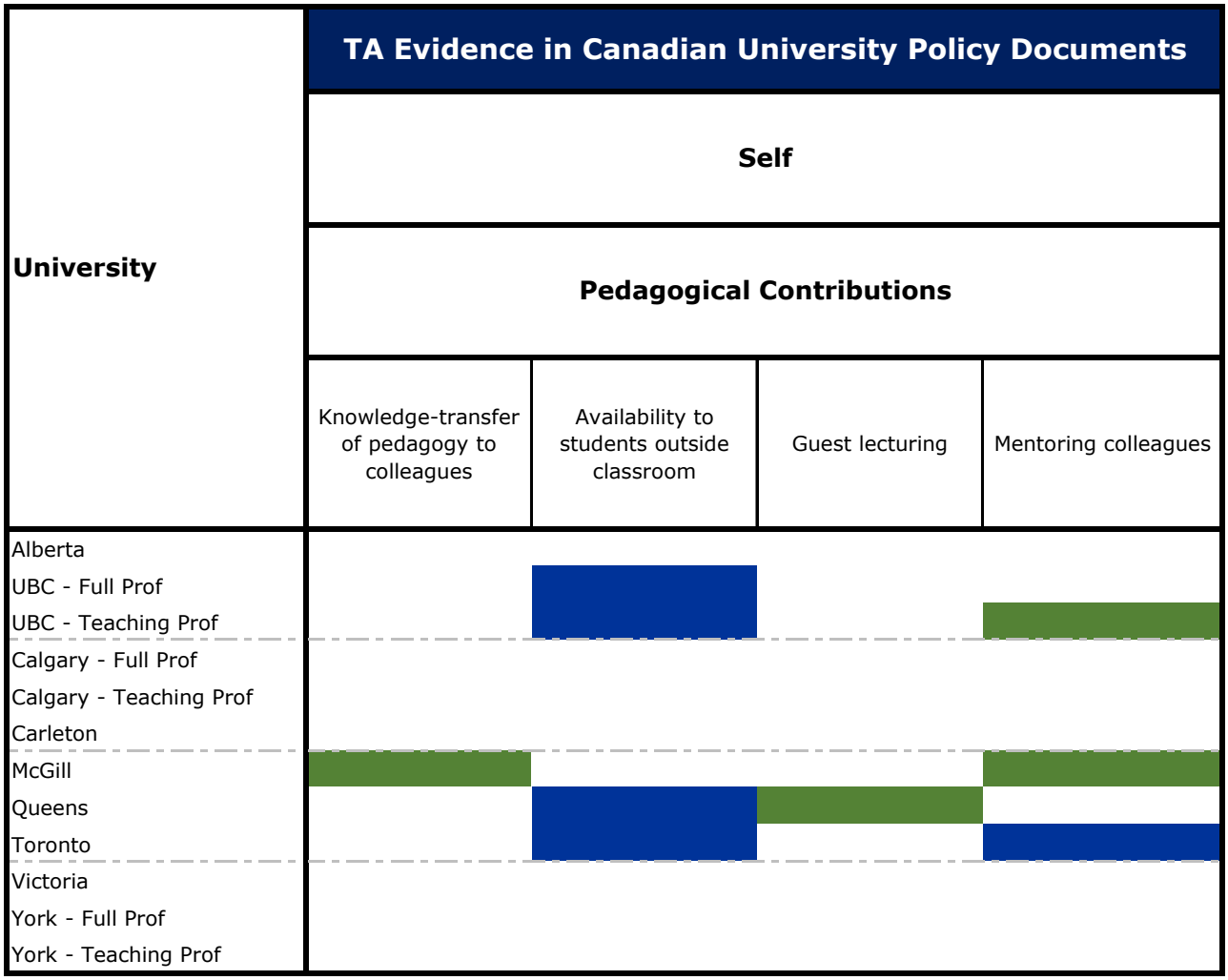
Appendix C3: Teaching Assessment Data (TA Data) in Canadian University Policy Documents.



Appendix C4: Teaching Assessment Evidence (Self Source) in Canadian University Policy Documents.

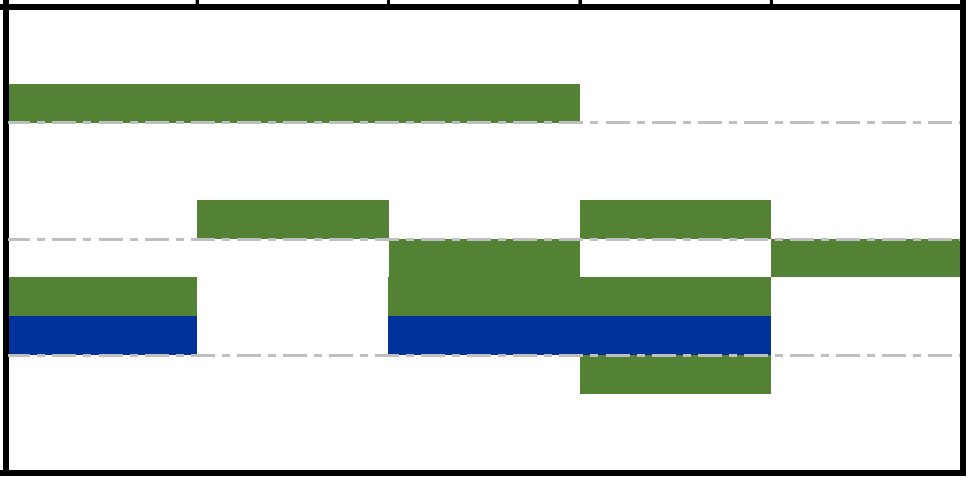


Appendix C4 (continued): Teaching Assessment Evidence (Self Source) in Canadian University Policy Documents.

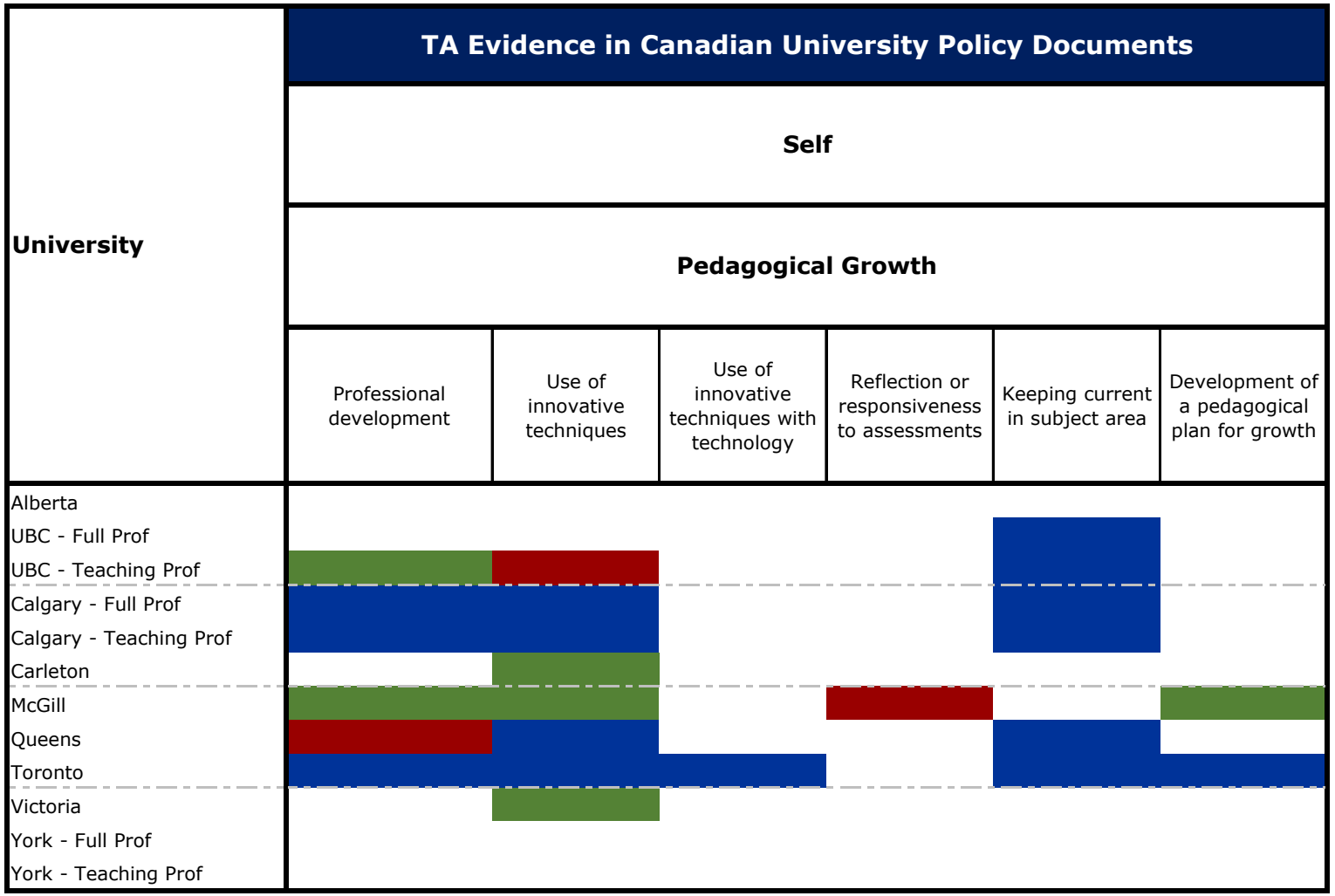


Appendix C4 (continued): Teaching Assessment Evidence (Self Source in Canadian University Policy Documents.

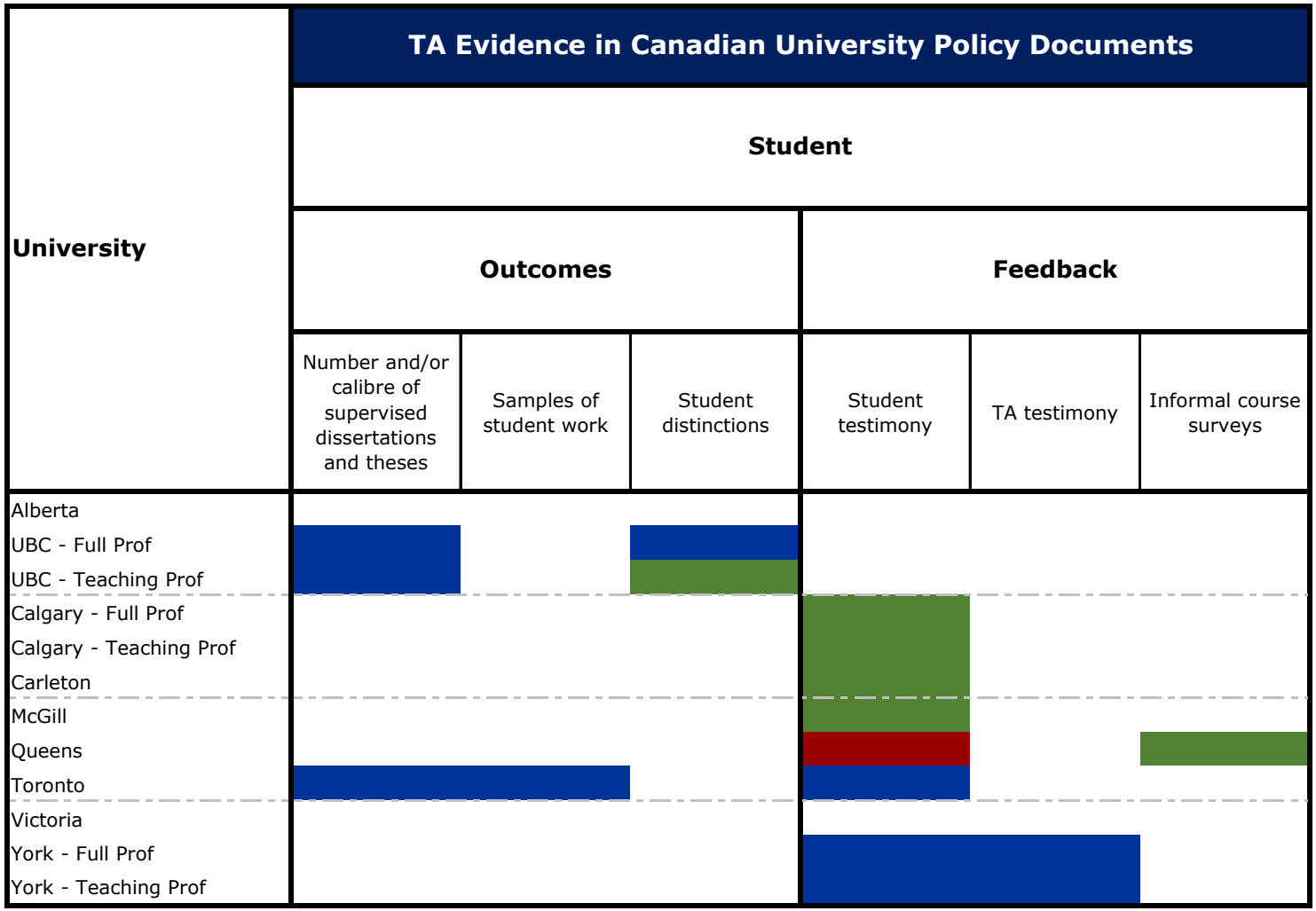
University	TA Evidence in Canadian University Policy Documents				
	Self				
	Pedagogical Scholarship				
	Teaching grants	Pedagogical research	Published articles in education journals	Presentations at educational conferences	Membership in pedagogical associations
Alberta					
UBC - Full Prof					
UBC - Teaching Prof					
Calgary - Full Prof					
Calgary - Teaching Prof					
Carleton					
McGill					
Queens					
Toronto					
Victoria					
York - Full Prof					
York - Teaching Prof					



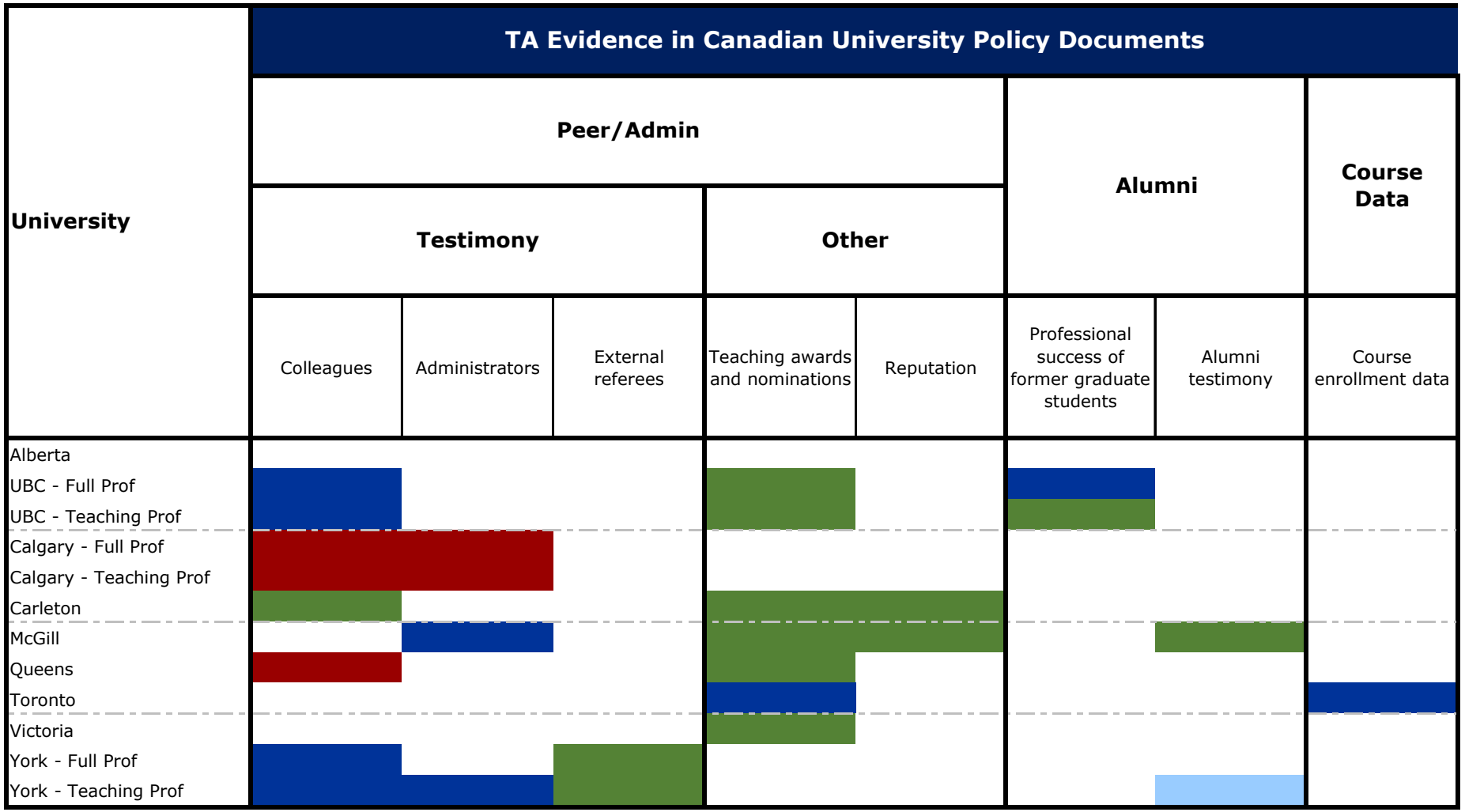
Appendix C4 (continued): Teaching Assessment Evidence (Self Source) in Canadian University Policy Documents.



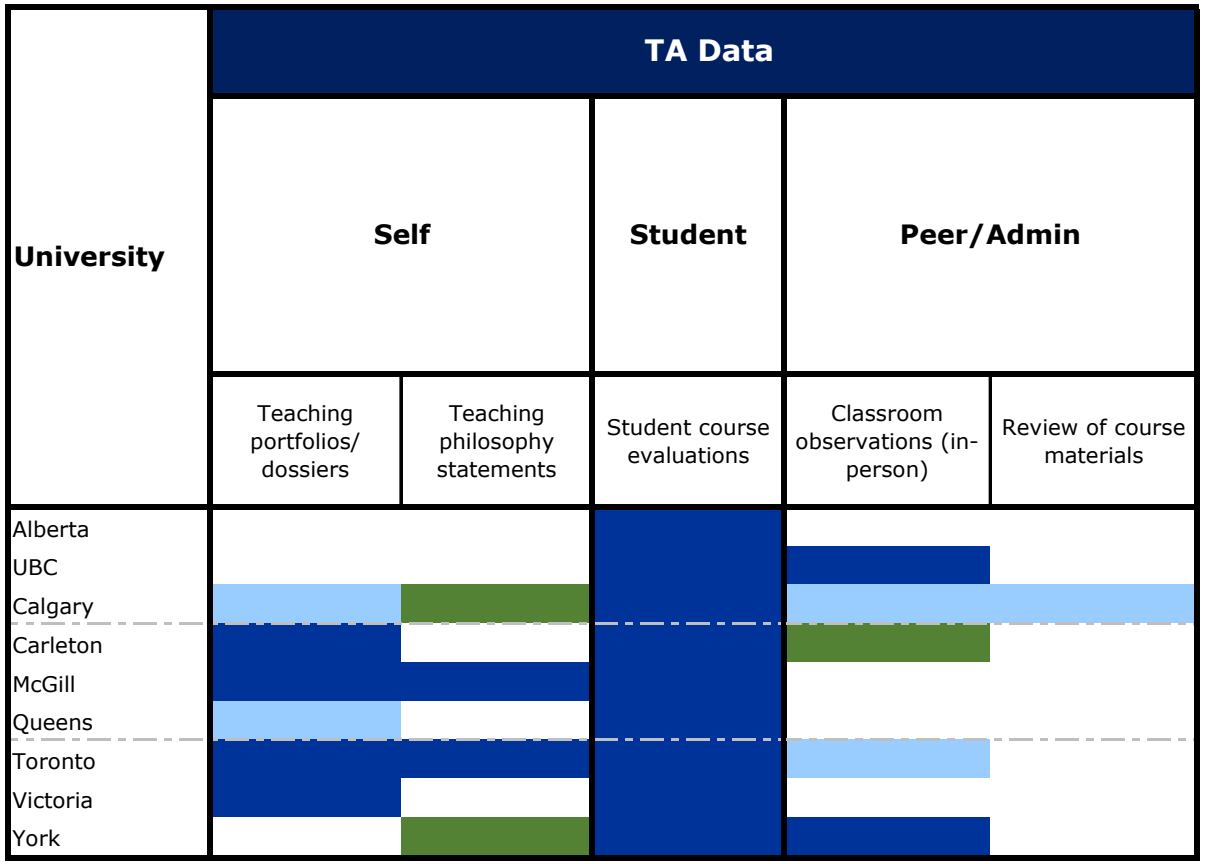
Appendix C5: Teaching Assessment Data (TA Data) in Canadian University Policy Documents.



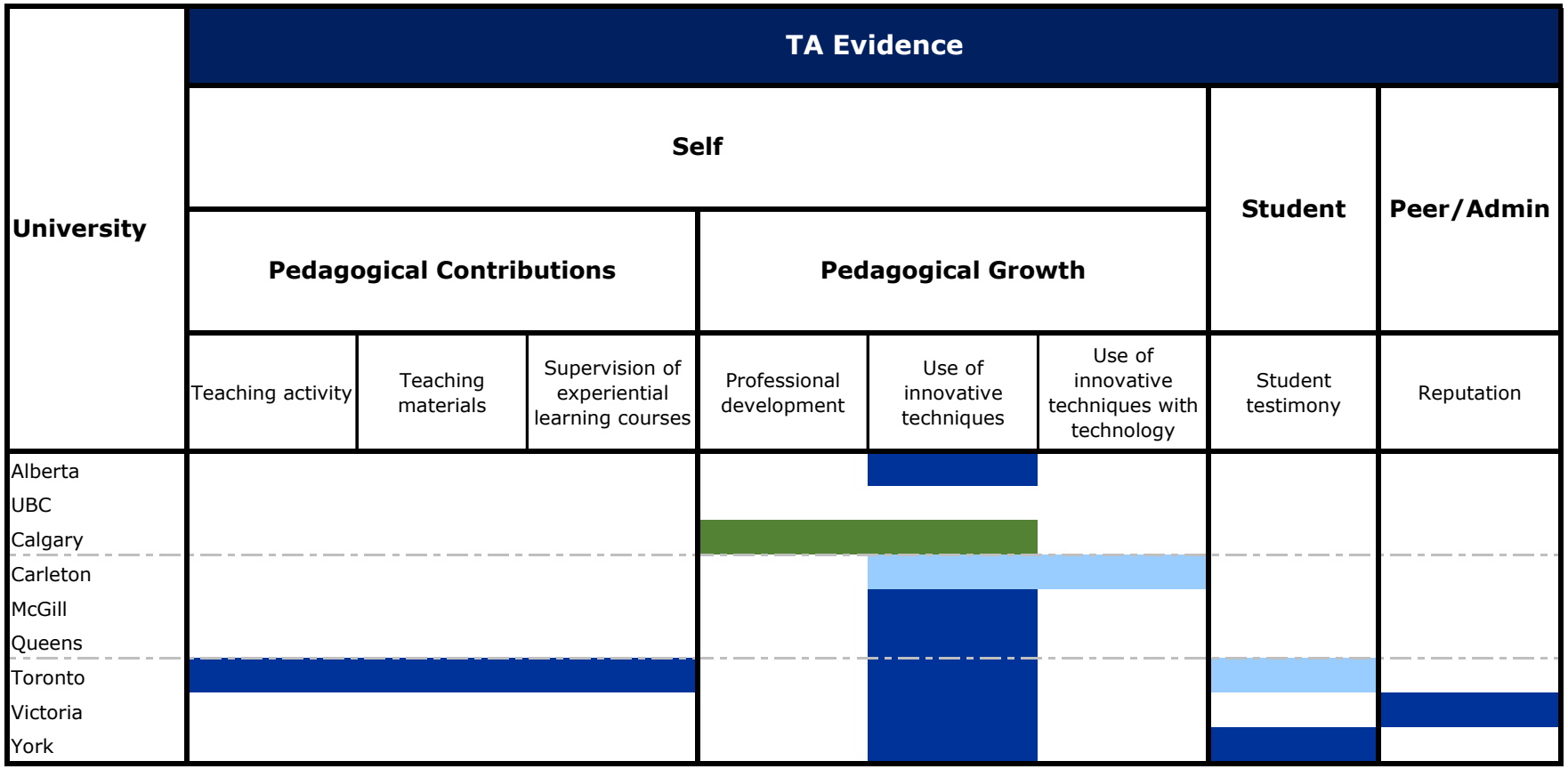
Appendix C5 (continued): Teaching Assessment Data (TA Data) in Canadian University Policy Documents.



Appendix C6: Teaching Assessment Data (TA Data) Used at Canadian Universities (Interview Data).



Appendix C7: Teaching Assessment Evidence (TA Evidence) Used at Canadian Universities (Interview Data).



SFU INSTITUTIONAL RESEARCH AND PLANNING

Appendix D:
TEACHING ASSESSMENT METHODS INVENTORY

Appendix D1: Glossary of TA Data.

Self		
TA Data	**Definition**	**Examples/Components**
Teaching philosophy statements	A reflective pedagogical rationale, intended to outline: • An instructor's beliefs about teaching and learning • His/her teaching style • Contextualization of his/her teaching methods, and • Highlighting alignment of goals and teaching practice	• Beliefs about teaching and learning • Teaching aims and objectives • Teaching accomplishments • Directions for future improvement/advancement • Strategies to achieve future teaching objectives • How to incorporate equity/diversity in the classroom • How adapt teaching to different types of learners • Expectations about student-instructor relationship • Viewpoint on evaluation and its impact on students
Self-evaluation instruments	Reliable and valid instruments that assess an instructor's teaching approach	• Teaching Perspectives Inventory • Approaches to Teaching Inventory • College Teaching Self-Efficacy Scale

Student			
TA Data	**Definition**	**Examples/Components**	
Student course evaluations	End-of-course, summative evaluations about the instructor's teaching effectiveness and course content	• Value of course material • Iinstructor enthusiasm • Organization • Rapport with students • Curriculum breadth	• Exams/grading • Assignments/readings • Workload/course difficulty • Course design • Learning environment
TA evaluations	• TAs that an instructor supervises evaluate instructor's teaching effectiveness and course content • End-of-course and summative	• Value of course material • Iinstructor enthusiasm • Organization • Rapport with students • Curriculum breadth	• Exams/grading • Assignments/readings • Workload/course difficulty • Effectiveness of supervision/training of TAs
Focus groups	• Facilitated group discussions with a subset of the instructor's students • Aimed at obtaining specific and detailed feedback on the instructor's teaching • Usually involves no more than 12-20 students and 1 third-party moderator (e.g., educational consultant)	• Value of course material • Iinstructor enthusiasm • Organization • Rapport with students • Curriculum breadth	• Exams/grading • Assignments/readings • Workload/course difficulty • Course design • Learning environment
Interviews	Interviewing students at the end of the semester to gain qualitative data on their experiences with the instructor and the course	• Value of course material • Iinstructor enthusiasm • Organization • Rapport with students • Curriculum breadth	• Exams/grading • Assignments/readings • Workload/course difficulty • Course design • Learning environment
Small Group Instructional Diagnoses (SGID)	• Informally obtain student feedback in small groups • Facilitated by a colleague or educational consultants • Completed at mid-point of semester to identify areas for improvement for the remainder of the semester • Students are asked to discuss their opinions on the course/instructor in small groups and then come to a consensus on three things: • (a) what they are content with regards to the course/instructor • (b) what they would like to see improved, and • (c) how they envision those improvements occurring for the rest of the semester	• Value of course material • Iinstructor enthusiasm • Organization • Rapport with students • Curriculum breadth	• Exams/grading • Assignments/readings • Workload/course difficulty • Course design • Learning environment
Classroom Assessment Techniques (CAT)	Brief, in-class writing activities, asking students to reflect and quickly gauge comprehension after a class	• One-Minute Paper (“What was the most important thing you learned during today’s class?” and “What important question remains unanswered in your mind?”) • The Muddiest Point (“What was the muddiest – most unclear – point for you in today’s class?”)	

Student (continued)		
TA Data	**Definition**	**Examples/Components**
Learning outcomes	• Measuring students on predetermined learning outcomes at the beginning and end of the course • Should be connected to course objectives	• Pre-tests • Post-tests
Engagement survey data	Surveys asking students to rate how actively involved and engaged they feel in the classroom	• Effectiveness of instructor facilitating class discussion • Student-instructor interaction • Independent studies/projects • Modified National Survey of Student Engagement

Peer/Administrator			
TA Data	**Definition**	**Examples/Components**	
Classroom observations (in-person)	A peer/administrator sits in on a lecture or tutorial, with the goal of offering feedback	• Content knowledge • Student engagement • Interaction with students	• Class organization • Communication skills • Active learning
Classroom observations (video analysis)	• Evaluator views a video of an instructor's teaching • May occur if the evaluator's availability or location does not allow him/her to attend the class at the scheduled time or location	• Content knowledge • Student engagement • Interaction with students	• Class organization • Communication skills • Active learning
Review of course materials	A peer/administrator review one's course materials	• Syllabi • Lecture notes/slides • Assignments	• Exams • Content knowledge • Organization
Review of teaching portfolios/dossiers	A peer/administrator review one's teaching portfolio/dossier	• Structure and organization • Adequate self-reflection • Showcases breadth and depth of teaching experience • Includes concrete examples for teaching methods	
Interviews	• A peer/administrator interviews an instructor about their teaching philosophy and approach • Could occur at the time of tenure and promotion (i.e., interview may be conducted by a member(s) of the Tenure and Promotion Committee)	• Beliefs about teaching and learning • Teaching aims and objectives • Directions for future improvement/advancement • Strategies to achieve future teaching objectives	

Alumni		
TA Data	**Definition**	**Examples/Components**
Alumni surveys	• Quantitative surveys that document alumni's experiences with the instructor and the course • Recommended time frame is 2-5 years post-grad	• Long-term value of course material • Usefulness of course material in current career • Impact of instructor on career trajectory • Instructor rapport with students

Course Data			
TA Data	**Definition**	**Examples/Components**	
Consistency in grading with similar courses	Comparing grading data (assignments, exams, and/or final grades) with courses in a similar subject area and/or level to determine whether or not grading is within a similar range	• Patterns and anomalies • Lowest grade • Highest grade	• Mean • Median • Mode

Appendix D2: Glossary of TA Evidence.

Self - Pedagogical Contributions		
TA Evidence	**Definition**	**Examples/Components**
Curriculum/course design and development	Initiatives taken to develop/improve curriculum	• Developing a new course • Creating a new theoretical framework for an existing course
Graduate supervision or committee service	Supervising graduate (Masters or Doctoral) students or sitting on examining committees	• Being a senior/co supervisor • Being a secondary supervisor • Being an external examiner
Teaching activity (e.g., lists of courses - level and breadth)	• Overview of courses an instructor has taught • Considering a range/breadth and various levels of instruction	• A list of courses taught
Teaching materials	Materials used for one's courses	• Syllabi • Lecture notes/slides • Assignments • Exams
Teaching materials (online or software)	Materials used for one's courses, that incorporates technology	• Course website • Software
Supervision of experiential learning courses	Mentoring and supervising students in experiential learning courses	• Field work • Laboratory work • Clinical work • Honours theses • Directed readings • Capstone projects
TA supervision	Mentoring and supervising teaching assistants	• Level and quality of training • Supervision and mentorship given to TAs • Level of support given to his/her TAs
Textbook contributions	Writing textbook sections in one's research area	• A Physics professor contributing to a Physics textbook
Incorporating latest research into teaching	Bringing current research issues and developments into the classroom or incorporating these issues/developments into assignments/exams	• Organizing an in-class student debate on a current hot-button issue in one's research area
Knowledge-transfer of pedagogy to colleagues	Sharing knowledge about teaching and learning with one's peers	• Running a teaching circle in one's department, where participants discuss pedagogical issues
Availability to students outside classroom	Being available and accessible to students outside of classroom hours	• Consistently holding office hours • Effective e-mail communication with students • Being open to setting up student appointments

Self - Pedagogical Contributions (continued)		
TA Evidence	**Definition**	**Examples/Components**
Guest lecturing	• Lecturing in classes other than one's own • Guest lectures are in the area of one's expertise (i.e., research area)	• Lecturing in a colleague's class, another academic institution, or in the community
Participation in student-led programs or events	Being involved in student initiatives	• Being on a speaker panel for a student event
Mentoring colleagues	Formally or informally mentoring colleagues regarding pedagogical practices	• Being a mentor for a department mentorship program • Informally meeting with a colleague to discuss and offer advice regarding pedagogy
Being an evaluator for any peer review of teaching procedure	Assessing colleagues' teaching	• Being an evaluator for a classroom observation • Reviewing and offering feedback on a colleague's course materials
Self - Pedagogical Growth		
TA Evidence	**Definition**	**Examples/Components**
Professional development	Attending or leading professional development opportunities at one's academic institution, other institutions, or conferences	• Workshops • Conferences
Use of innovative techniques	Introducing a novel technique into the classroom	• Finding different ways to incorporate active learning into the classroom • Finding different methods to encourage small-group discussion in large lectures
Use of innovative techniques with technology	Introducing a novel technique into the classroom, with the aid of technology	• Using an innovative platform (e.g., Tophat) • Using an existing platform in an innovative way (e.g., using backchannels in lectures) • Creating courseware
Reflection or responsiveness to assessments	Using feedback from student course evaluations (and other forms of assessment) to improve one's teaching	• Finding a common theme for an area of improvement in student course evaluations • Creating a strategy to address the weakness • Maintaining a record of changes made due to self-reflection on assessments

Self - Pedagogical Growth (continued)		
TA Evidence	**Definition**	**Examples/Components**
Keeping current in subject area	Staying abreast of current issues and developments in one's research area	• Subscribing to journals in one's research area • Attending conferences in one's research area • Completing continuing education (CE) credits for one's professional license
Registration with professional body	Some departments may require/recommend registration with professional bodies	The Department of Psychology requires clinical faculty to be registered with the College of Psychologists of British Columbia
Developing a pedagogical plan for growth (e.g., goals)	Incorporating feedback from all available TAD into a personal framework for improving one's teaching abilities	• Setting annual goals
Taking notes after class	Could be recorded in teaching logs/journals	• Delivery of course material • Responsiveness of students to a new classroom activity • Level of student engagement and interest
Listening to lecture recordings	Audio-recording one's lectures and reviewing them afterwards	• Delivery of material • Clarity • Communication skills • Organization
Self-reflections	Involves observing and then reflecting/analyzing one's teaching practices and beliefs	• Analyzing lesson plans to determine if they meet course objectives • Informally gauging student engagement in the classroom

Self - Pedagogical Scholarship		
TA Evidence	**Definition**	**Examples/Components**
Teaching grants	Obtaining funds to investigate an innovative teaching and/or learning practice	• SFU Teaching and Learning Development Grants
Pedagogical research	Conducting original pedagogical research to better understand teaching and how best to enhance student learning	• Conducting research on teaching methods or student assessment

Self - Pedagogical Scholarship (continued)		
TA Evidence	**Definition**	**Examples/Components**
Published articles in education journals	Publishing original pedagogical research in education journals	• Canadian Journal of Higher Education • Canadian Journal for the Scholarship of Teaching and Learning • International Journal of Teaching and Learning in Higher Education
Presentations at education conferences	Presenting original pedagogical research at conferences, seminars, workshops, and professional meetings	• Society for Teaching and Learning in Higher Education Annual Conference • Canadian Society for the Study of Higher Education Annual Conference
Membership in pedagogical associations	Being a member of regional, provincial, national, or international associations or societies focused on the improvement of teaching and learning	• Society for Teaching and Learning in Higher Education • Canadian Society for the Study of Higher Education

Student - Outcomes		
TA Evidence	**Definition**	**Examples/Components**
Number and/or calibre of supervised dissertations and theses	A quantitative record of supervised graduate work (i.e., number) or a qualitative document of supervised graduate work (i.e., calibre)	• Frequencies • Written comments from students' external examiners or examining committee
Samples of student work	• Showcases outstanding student performance • Can be paper or video evidence	• Assignments • Essays/reports • Creative work • Student portfolios
Student distinctions	Considering success achieved by current students, typically in a mentoring relationship with instructor (e.g., Honours students, directed studies students)	• Competitions • Awards • Scholarships
Performance reports from employers of students (e.g., co-op)	Used when students participate in work-study or co-op programs, and student performance may be directly related to the knowledge and training received from their instructor	• Knowledge of subject area • Critical thinking skills • Problem solving skills

Student - Outcomes (continued)			
TA Evidence	**Definition**	**Examples/Components**	
Classroom attendance records	• A record of students attending class; typically on a weekly basis • Easier to track in smaller classes (e.g., seminars, tutorials) • Typically tracked by instructor or TA	• Frequencies • Percentages	
Student - Feedback			
TA Evidence	**Definition**	**Examples/Components**	
Student testimony (letter, e-mail)	• Describes the instructor's teaching ability and the classroom experience • Can be informal (e-mail) or formal (letter) • Can be solicited or unsolicited	• Value of curriculum • Instructor enthusiasm • Organization • Rapport with students • Breadth of curriculum	• Exams/grading • Assignments/readings • Workload/difficulty • Course design • Learning environment
TA testimony (letter, e-mail)	• Describes the instructor's teaching ability, the classroom experience, and supervision skills • Can be informal (e-mail) or formal (letter) • Can be solicited or unsolicited	• Value of curriculum • Instructor enthusiasm • Organization • Rapport with students • Breadth of curriculum	• Exams/grading • Assignments/readings • Workload/difficulty • Effective supervision and training of TAs
Anecdotal knowledge (e.g., informal discussions, undergraduate student caucus)	Informal student feedback about an instructor's teaching effectiveness or course content	• Value of curriculum • Instructor enthusiasm • Organization • Rapport with students • Breadth of curriculum	• Exams/grading • Assignments/readings • Workload/difficulty • Course design • Learning environment
Informal course surveys	• Written and administered by instructor • Intended to informally obtain formative assessment feedback	• Value of curriculum • Instructor enthusiasm • Organization • Rapport with students • Breadth of curriculum	• Exams/grading • Assignments/readings • Workload/difficulty • Course design • Learning environment

Peer - Testimony		
TA Evidence	**Definition**	**Examples/Components**
Colleagues Administrators Educational consultants External referees	• Describes instructor's teaching ability and teaching experience • Can be informal (e-mail) or formal (letter) • Can be solicited or unsolicited	• Teaching awards • Teaching accomplishments • Teaching reputation among colleagues • Teaching contributions outside of the classroom (e.g., evidence of innovative course/curriculum design, documentation of professional development activities)

Peer - Other			
TA Evidence	**Definition**	**Examples/Components**	
Teaching awards and nominations	• Formal distinctions to recognize exceptional instructors • At faculty or institutional level • May also be external awards	• SFU Excellence in Teaching Award (institution-level) • Cormack Teaching Award (SFU Faculty of Arts and Social Sciences) • 3M National Teaching Fellowship (Society for Teaching and Learning in Higher Education)	
Micro-teaching	• A mock teaching session amongst a small group of colleagues • Each instructor has 10 minutes: 6 minutes for a short teaching lesson/activity and then 4 minutes to receive feedback from colleagues • Provides a concise overview of teaching skills, strengths, and weaknesses	• Verbal communication • Presentation skills • Time management • Audience rapport	• Use of technology • Inspiration • Display of passion/enthusiasm • Audience engagement
Reputation	Common opinion about instructor's teaching abilities, within/outside the academic institution	• Personality • Grading • Course workload • Rapport with students • Interpersonal skills • Invitations to guest lecture	• Media requests or interviews discussing a successful teaching innovation • Invitations to contribute to education journals

Alumni		
TA Evidence	**Definition**	**Examples/Components**
Professional success of former graduate students	Considering success achieved by former graduate students in their education or careers	• Admission to prestigious programs • Job interviews/offers
Alumni testimony (letter, feedback, e-mail)	• Describes the instructor's teaching ability and classroom experience • Can be informal (e-mail) or formal (letter) • Can be solicited or unsolicited	• Long-term value of course material • Usefulness of course material in current career • Impact of instructor on career trajectory
Employers of alumni (letter, feedback, e-mail)	Used to determine if an instructor's specific course goals are being exemplified in their alumni' workplaces	• Knowledge of subject area • Critical thinking skills • Problem solving skills
Anecdotal knowledge (e.g., informal discussions)	Informal alumni feedback about an instructor's teaching effectiveness or course content	• Long-term value of course material • Usefulness of course material in current career • Impact of instructor on career trajectory
Evidence of the effect of courses on alumni career choices	• Documented evidence of an instructor's course influencing alumni's career choices • Can be either quantitative or qualitative data	• Numerically tracking over time how many students state that instructor's course influenced their career choices (quantitative) • Solicited or unsolicited written comments from alumni explaining how the instructor influenced this career choices (qualitative)

Course Data			
TA Evidence	**Definition**	**Examples/Components**	
Grade distributions	• Examining the grade distribution for an instructor's course to determine quantitative, objective measures of student success • Should not be used in departments where instructors must adhere to a predetermined grade distribution (i.e., grading on a curve)	• Patterns and anomalies • Lowest grade • Highest grade	• Mean • Median • Mode
Course enrollment data	Examining course enrollment data to determine demand for an instructor's courses	• Demand for an instructor's elective courses • Record of students who choose another course with the same instructor	
Course files/portfolios used for external accreditation review	• Some departments apply for external accreditation, which requires course files/portfolios • These files document the planning, process, and outcomes of one specific course	• Syllabus • Lecture notes	• Assignments • Exams
Record of students who select and succeed in advanced courses	Analyzing course enrollment data to determine which students select advanced courses in the instructor's academic field and then keeping a record of grades or other measures of success in the advanced courses	• Looking at grade distributions • Looking at student distinctions (competitions, awards, scholarships) • Written comments from those who teach courses for which the instructor's course is a prerequisite	
Course-level student retention/drop-out rates	A record of students who either dropped out of a particular course or those who stayed enrolled for the entire duration of the course	• Frequencies • Percentages	

Appendix D3: Advantages of TA Data.

	Advantages	Self		Student			
		Teaching philosophy statements	Self-evaluation instruments	Student course evaluations	TA evaluations	Focus groups	Interviews
Type of Data	Quantitative data - easy comparisons		✓	✓	✓		
	Qualitative data - richer data	✓				✓	✓
Scope of Data	Holistic/macro view of teaching	✓		✓	✓		✓
	Differentiates between different calibres of teaching	✓		✓	✓		✓
	Flexibility on what areas of teaching to focus on	✓		✓		✓	✓
	Easy to track changes over time		✓	✓	✓		
Quality of Data	Less prone to bias		✓				
	Evaluators have good recall				✓	✓	✓
	Evaluators are experienced at assessing teaching	✓	✓				
	Higher response rate			✓	✓	✓	✓
	Unsolicited feedback						
	Immediate feedback					✓	✓
Resources	Evaluators require minimal training	✓	✓	✓	✓	✓	✓
	Additional resources/supports are not needed						
	Financially cost-effective	✓	✓	✓	✓		
	Makes use of already existing data						
	Not labour-intensive for instructor		✓	✓	✓	✓	✓
	Not labour-intensive for evaluators	✓	✓	✓	✓		
	Not labour-intensive for administrators to implement	✓	✓				
Perceived Risk	Not intrusive for instructor	✓	✓	✓	✓	✓	✓
	Evaluators feel participation is truly voluntary					✓	✓
	Evaluators feel truly anonymous					✓	✓
By-products	Evaluators benefit and learn too	✓			✓		
	Encourages professional growth for instructor	✓	✓	✓	✓	✓	✓
	Encourages collaboration					✓	✓
	TOTAL	12	11	12	13	12	14
	TOTAL (%)*	63%	61%	48%	52%	48%	56%

Legend

Not applicable

*Percentages calculated based on applicable factors (e.g., self-evaluation instruments only had 18 applicable factors).

Appendix D3 (continued): Advantages of TA Data.

	Advantages	Student			
		Small Group Instructional Diagnoses	Classroom Assessment Techniques	Learning Outcomes	Engagement Survey Data
Type of Data	Quantitative data - easy comparisons			✓	✓
	Qualitative data - richer data	✓	✓		
Scope of Data	Holistic/macro view of teaching	✓			
	Differentiates between different calibres of teaching				✓
	Flexibility on what areas of teaching to focus on	✓	✓	✓	✓
	Easy to track changes over time			✓	✓
Quality of Data	Less prone to bias	✓	✓	✓	
	Evaluators have good recall	✓	✓	✓	
	Evaluators are experienced at assessing teaching				
	Higher response rate	✓	✓	✓	✓
	Unsolicited feedback				
	Immediate feedback	✓	✓		
Resources	Evaluators require minimal training	✓	✓	✓	✓
	Additional resources/supports are not needed	✓	✓		✓
	Financially cost-effective	✓	✓	✓	✓
	Makes use of already existing data				
	Not labour-intensive for instructor	✓	✓		✓
	Not labour-intensive for evaluators	✓	✓		✓
	Not labour-intensive for administrators to implement	✓	✓	✓	
Perceived Risk	Not intrusive for instructor	✓	✓	✓	✓
	Evaluators feel participation is truly voluntary				
	Evaluators feel truly anonymous				
By-products	Evaluators benefit and learn too		✓	✓	
	Encourages professional growth for instructor	✓	✓	✓	✓
	Encourages collaboration				
TOTAL		15	15	12	12
TOTAL (%)*		60%	60%	50%	48%

Legend

Not applicable

*Percentages calculated based on applicable factors (e.g., learning outcomes only had 24 applicable factors).

Appendix D3 (continued): Advantages of TA Data.

	Advantages	Peer/Administrator				
		Classroom observations (in-person)	Classroom observations (video)	Review of course materials	Review of teaching portfolios	Interviews
Type of Data	Quantitative data - easy comparisons					
	Qualitative data - richer data	✓	✓	✓	✓	✓
Scope of Data	Holistic/macro view of teaching			✓	✓	✓
	Differentiates between different calibres of teaching	✓	✓	✓	✓	✓
	Flexibility on what areas of teaching to focus on	✓	✓		✓	✓
	Easy to track changes over time					
Quality of Data	Less prone to bias			✓	✓	✓
	Evaluators have good recall	✓	✓	✓	✓	✓
	Evaluators are experienced at assessing teaching	✓	✓	✓	✓	✓
	Higher response rate	✓	✓	✓	✓	✓
	Unsolicited feedback					
	Immediate feedback	✓	✓	✓	✓	✓
Resources	Evaluators require minimal training	✓	✓	✓	✓	✓
	Additional resources/supports are not needed					
	Financially cost-effective			✓	✓	
	Makes use of already existing data			✓	✓	
	Not labour-intensive for instructor	✓	✓	✓	✓	✓
	Not labour-intensive for evaluators			✓		
	Not labour-intensive for administrators to implement			✓	✓	
Perceived Risk	Not intrusive for instructor					✓
	Evaluators feel participation is truly voluntary					
	Evaluators feel truly anonymous					
By-products	Evaluators benefit and learn too	✓	✓	✓	✓	
	Encourages professional growth for instructor	✓	✓	✓	✓	✓
	Encourages collaboration	✓	✓	✓	✓	
TOTAL		12	12	17	17	13
TOTAL (%)*		48%	48%	68%	68%	52%

Legend

Not applicable

*Percentages calculated based on applicable factors (e.g., consistency in grading only had 18 applicable factors).

Appendix D3 (continued): Advantages of TA Data.

	Advantages	Alumni	Course Data
		Alumni surveys	Consistency in grading
Type of Data	Quantitative data - easy comparisons	✓	✓
	Qualitative data - richer data		
Scope of Data	Holistic/macro view of teaching	✓	
	Differentiates between different calibres of teaching	✓	
	Flexibility on what areas of teaching to focus on		
	Easy to track changes over time	✓	✓
Quality of Data	Less prone to bias	✓	✓
	Evaluators have good recall		
	Evaluators are experienced at assessing teaching		
	Higher response rate		
	Unsolicited feedback		✓
	Immediate feedback		✓
Resources	Evaluators require minimal training	✓	✓
	Additional resources/supports are not needed	✓	✓
	Financially cost-effective	✓	✓
	Makes use of already existing data		✓
	Not labour-intensive for instructor	✓	✓
	Not labour-intensive for evaluators	✓	
	Not labour-intensive for administrators to implement		✓
Perceived Risk	Not intrusive for instructor	✓	✓
	Evaluators feel participation is truly voluntary	✓	
	Evaluators feel truly anonymous	✓	
By-products	Evaluators benefit and learn too		
	Encourages professional growth for instructor	✓	
	Encourages collaboration		
TOTAL		14	12
TOTAL (%)*		56%	67%

Legend

Not applicable

*Percentages calculated based on applicable factors (e.g., consistency in grading only had 18 applicable factors).

Appendix D4: Example of a Self-Evaluation Instrument (Self TAM) – The Teaching Perspectives Inventory.

Sample item:

BELIEFS - What do you *believe* about instructing or teaching?					
To be an effective teacher, one must be an effective practitioner.	SD	D	N	A	SA
Teachers should be virtuoso performers of their subject matter.	SD	D	N	A	SA
Teachers should focus on developing qualitative changes in thinking.	SD	D	N	A	SA
INTENTIONS - What do you *try to accomplish* in your instruction or teaching?					
My intent is to demonstrate how to perform or work in real situations.	N	R	S	U	A
I expect people to master a lot of information related to the subject.	N	R	S	U	A
I want to make apparent what people take for granted about society.	N	R	S	U	A
ACTIONS - What do you *do* when instructing or teaching?					
I cover the required content accurately and in the allotted time.	N	R	S	U	A
I link the subject matter with real settings of practice or application.	N	R	S	U	A
I ask a lot of questions while teaching.	N	R	S	U	A

Notes:

Beliefs - SD, D, N, A, SA = strongly disagree, disagree, neutral, agree, and strongly agree, respectively.

Intentions and Actions - N, R, S, U, A = never, rarely, sometimes, usually, and always, respectively.

Reference: Collins, J. B., & Pratt, D. D. (2011). The Teaching Perspectives Inventory at 10 years and 100,000 respondents: 10.177/0741713610392763
Adult Education Quarterly, 61, 358-375. doi: Reliability and validity of a teacher self-report inventory.

Appendix D5:Example of an Alumni Survey (Alumni TAM).

Sample Item:

To what extent did the [insert name of program] help you develop the following [related to professional and ethical behaviour]?						
My ability to work together in a respectful and collaborative manner with team members to complete tasks.	To a great extent	To a moderate extent	To a slight extent	To a very little extent	Not at all	N/A
My ability to demonstrate ethical reasoning, moral maturity and a moral sense of mind in decision-making, including academic integrity and social responsibility.	To a great extent	To a moderate extent	To a slight extent	To a very little extent	Not at all	N/A
My ability to demonstrate leadership, including giving direction and guidance to others, as well as strategic visioning.	To a great extent	To a moderate extent	To a slight extent	To a very little extent	Not at all	N/A
My ability to demonstrate personal organization, accountability and time management.	To a great extent	To a moderate extent	To a slight extent	To a very little extent	Not at all	N/A
To what extent did the [insert name of program] help you develop the following [related to critical and creative thinking]?						
My ability to gather and analyze evidence, ask in-depth questions, and make informed conclusions and judgements.	To a great extent	To a moderate extent	To a slight extent	To a very little extent	Not at all	N/A
My ability to identify and solve problems, including evaluating alternatives and articulating reasoning.	To a great extent	To a moderate extent	To a slight extent	To a very little extent	Not at all	N/A
My ability to think creatively, initiate change and take intellectual risks.	To a great extent	To a moderate extent	To a slight extent	To a very little extent	Not at all	N/A
My ability to integrate existing knowledge across disciplinary boundaries, and to evaluate the limits of my own knowledge.	To a great extent	To a moderate extent	To a slight extent	To a very little extent	Not at all	N/A

Reference: University of Guelph. (n.d.). Example alumni questionnaire.

Retrieved from http://www.uoguelph.ca/vpacademic/avpa/outcomes/pdfs/Example%20Alumni%20Questionnaire%20Dec18.pdf

Appendix D6: Example of an Informal Course Survey (Student-Feedback TAE).

Sample items:

1. Overall					
How do you like the course so far (from 1 to 5 with 5 being the most positive)?	1	2	3	4	5
Do you think that you have learned something from this course (5 being the most positive)?	1	2	3	4	5
Rate the difficulty level of this course (5 being the most difficult):	1	2	3	4	5
2. The Instructor (Please rate the following items from 1 to 5 with 5 being the most positive)					
Lecturing:	1	2	3	4	5
Office hour/tutorial:	1	2	3	4	5
Connection with individual students:	1	2	3	4	5

3. Is the pace of the course:

_____ too slow?

_____ too fast?

_____ about right?

4. Is the number of assignments:

_____ too few?

_____ too many?

_____ about right?

5. Why do you think yourself/others skip lectures:

_____ The lecture is boring.

_____ I rarely/never skip lectures.

_____ Too busy with other duties.

_____ Because it is in the late afternoon.

_____ Because the assignment is not due yet.

_____ Other.

Survey created by Dr. Gary Wang, SFU Professor in the School of Mechatronic Systems Engineering.

Appendix D7: Example of a Focus Group (Student TA Data).

Student Context

1. What are your time commitments outside of university? What activities compete with university study?

PROMPTS: Does anyone work? Casual/Part-time? Does anyone play sport/music? Is anyone a gamer? Does anyone care for children or family members?

2. What had you heard about the course or teacher before the first class/lecture? What did you think the course would be about when you chose it?

Student Impressions of the Course Design

3. How did you feel about the course readings? How were readings relevant (or not) to the course aims?

4. How did the assessment tasks help you achieve the course's outcomes?

PROMPTS: What were your favourite activities/assessments in the course? Why?

5. What is your sense of the balance between the range of areas covered and how thoroughly they are covered in this course or subject?

PROMPTS: Are there any ideas you would have liked to discuss more intensely? How much time did you feel you had to look further into key areas and ideas?

6. What, for you, have been the key ideas/areas in this course or subject? How well do you feel you understand these?

PROMPTS: Brainstorm some key ideas and write them on a white board – Did you expect these themes/ideas at the outset of the course?

Student Impressions of Learning Environment

7. What was your general impression of the 'feel' of classes (i.e. were students keen or lethargic, was the teacher excited/passionate or unenthusiastic)? What might have contributed to this atmosphere?

8. How did you feel about class discussions and/or activities? How were they relevant to course aims and/or assessment tasks?

9. What is your sense of any compromises or 'short cuts' you may have taken in this course or subject? Why did you feel you needed to take these short cuts?

10. Did you ever feel the need to go beyond the course materials or to investigate a topic more thoroughly? What made you want to go further into a topic?

Overall Student Impressions

11. How useful do you think this course or subject will be in your future career?

PROMPTS: What career would you like to pursue? What are the key skills in that career?

12. What advice would you give to a friend who was about to undertake this course?

Reference: Miller, B. (The University of Sydney). (2010). *Student focus group guidelines*. Retrieved from http://sydney.edu.au/arts/teaching_learning/academic_support/Student_focus_group_guidelines.pdf

Appendix D8: Example of a Small Group Instructional Diagnosis (SGID, Student TA Data).

Course Title:
Course Instructor:
Date:

What do you like most about this course so far?

Topic	Agree	Disagree	Neutral

What do you like least about this course so far?

Topic	Agree	Disagree	Neutral

What suggestions do you have for your instructor to improve your learning experiences in this course?

Topic	Agree	Disagree	Neutral

What might you do to improve your learning experiences and those of other students in this course?

Topic	Agree	Disagree	Neutral

Reference: University of Northern Iowa. (2016). *Small group instructional diagnosis*. Retrieved from http://www.uni.edu/provost/cetl/small-group-instructional-diagnosis

Appendix D9: Example of Classroom Assessment Techniques (CAT, Student TA Data).

The Muddiest Point

This technique will help you determine which key points were missed by the students.

In today's session, what was least clear to you?

_____
_____
_____

When and how to apply it:

- *Apply this technique after a lecture or after the class session.*
- *Hand out the cards to the students and give them about 3 minutes to respond anonymously.*
- *Don't use this method after every class or it will become monotonous and the information won't be as useful.*

One-Minute Paper

This is a useful technique because it is anonymous and encourages the quieter students to ask questions.

1. What was the most useful or the most meaningful thing you learned this session?

_____
_____
_____

2. What question(s) do you have as we end this session?

_____
_____
_____

When and how to apply it:

- *The one-minute paper (or as many minutes as you like) can be used after a class or at the beginning of a class to review the previous session.*
- *Student answers to question 1 indicate whether you met your goal for the session.*
- *Student answers to question 2 indicate which parts of the lesson you may need to review.*

Reference: British Columbia Institution of Technology. (2010). *Classroom assessment techniques*. Retrieved from http://www.northernc.on.ca/leid/docs/ja_assesstech.pdf

SFU INSTITUTIONAL RESEARCH AND PLANNING

Appendix E:
SUMMARY OF THE PERSONAL EVALUATION STANDARDS[1]

[1] Retrieved from http://www.jcsee.org/personnel-evaluation-standards

Propriety Standards

The Propriety Standards are intended to ensure that a personnel evaluation will be conducted legally, ethically, and with due regard for the welfare of the evaluatee and those involved in the evaluation.

- **P1 Service Orientation** Personnel evaluations should promote sound education, fulfillment of institutional missions, and effective performance of job responsibilities, so that the educational needs of students, community, and society are met.
- **P2 Appropriate Policies and Procedures** Guidelines for personnel evaluations should be recorded and provided to the evaluatee in policy statements, negotiated agreements, and/or personnel evaluation manuals, so that evaluations are consistent, equitable, and fair.
- **P3 Access to Evaluation Information** Access to evaluation information should be limited to persons with established legitimate permission to review and use the information, so that confidentiality is maintained and privacy protected.
- **P4 Interactions with Evaluatees** The evaluator should respect human dignity and act in a professional, considerate, and courteous manner, so that the evaluatee's self-esteem, motivation, professional reputations, performance, and attitude toward personnel evaluation are enhanced or, at least, not needlessly damaged.
- **P5 Balanced Evaluation** Personnel evaluations should provide information that identifies both strengths and weaknesses, so that strengths can be built upon and weaknesses addressed.
- **P6 Conflict of Interest** Existing and potential conflicts of interest should be identified and dealt with openly and honestly, so that they do not compromise the evaluation process and results.
- **P7 Legal Viability** Personnel evaluations should meet the requirements of all federal, state, and local laws, as well as case law, contracts, collective bargaining agreements, affirmative action policies, and local board policies and regulations or institutional statutes or bylaws, so that evaluators can successfully conduct fair, efficient, and responsible personnel evaluations.

Utility Standards

The Utility Standards are intended to guide evaluations so that they will be informative, timely, and influential.

- **U1 Constructive Orientation** Personnel evaluations should be constructive, so that they not only help institutions develop human resources but encourage and assist those evaluated to provide excellent services in accordance with the institution's mission statements and goals.
- **U2 Defined Uses** Both the users and intended uses of a personnel evaluation should be identified at the beginning of the evaluation so that the evaluation can address appropriate questions and issues.

- **U3 Evaluator Qualifications** The evaluation system should be developed, implemented, and managed by persons with the necessary qualifications, skills, training, and authority, so that evaluation reports are properly conducted, respected and used.
- **U4 Explicit Criteria** Evaluators should identify and justify the criteria used to interpret and judge evaluatee performance, so that the basis for interpretation and judgment provide a clear and defensible rationale for results.
- **U5 Functional Reporting** Reports should be clear, timely, accurate, and germane, so that they are of practical value to the evaluatee and other appropriate audiences.
- **U6 Professional Development** Personnel evaluations should inform users and evaluatees of areas in need of professional development, so that all educational personnel can better address the institution's missions and goals, fulfill their roles and responsibilities, and meet the needs of students.

Feasibility Standards

The Feasibility Standards are intended to guide personnel evaluation systems so that they are as easy to implement as possible, efficient in their use of time and resources, adequately funded, and viable from a political standpoint.

- **F1 Practical Procedures** Personnel evaluation procedures should be practical, so that they produce the needed information in efficient, non-disruptive ways.
- **F2 Political Viability** Personnel evaluations should be planned and conducted with the anticipation of questions from evaluatees and others with a legitimate right to know, so that their questions can be addressed and their cooperation obtained.
- **F3 Fiscal Viability** Adequate time and resources should be provided for personnel evaluation activities, so that evaluation can be effectively implemented, the results fully communicated, and appropriate follow-up activities identified.

Accuracy Standards

The accuracy standards determine whether an evaluation has produced sound information. Personnel evaluations must be technically adequate and as complete as possible to allow sound judgments and decisions to be made. The evaluation methodology should be appropriate for the purpose of the evaluation and the evaluatees being evaluated and the context in which they work.

- **A1 Validity Orientation** The selection, development, and implementation of personnel evaluations should ensure that the interpretations made about the performance of the evaluatee are valid and not open to misinterpretation.
- **A2 Defined Expectations** The qualifications, role, and performance expectations of the evaluatee should be clearly defined, so that the evaluator can determine the evaluation data and information needed to ensure validity.

- **A3 Analysis of Context** Contextual variables that influence performance should be identified, described, and recorded, so that they can be considered when interpreting an evaluatee's performance.
- **A4 Documented Purposes and Procedures** The evaluation purposes and procedures, both planned and actual, should be documented, so that they can be clearly explained and justified.
- **A5 Defensible Information** The information collected for personnel evaluations should be defensible, so that the information can be reliably and validly interpreted.
- **A6 Reliable Information** Personnel evaluation procedures should be chosen or developed and implemented to assure reliability, so that the information obtained will provide consistent indications of the evaluatee's performance.
- **A7 Systematic Data Control** The information collected, processed, and reported about evaluatees should be systematically reviewed, corrected as appropriate, and kept secure, so that accurate judgments about the evaluatee's performance can be made and appropriate levels of confidentiality maintained.
- **A8 Bias Identification and Management** Personnel evaluations should be free of bias, so that interpretations of the evaluatee's qualifications or performance are valid.
- **A9 Analysis of Information** The information collected for personnel evaluations should be systematically and accurately analyzed, so that the purposes of the evaluation are effectively achieved.
- **A10 Justified Conclusions** The evaluative conclusions about the evaluatee's performance should be explicitly justified, so that evaluatees and others with a legitimate right to know can have confidence in them.
- **A11 Metaevaluation** Personnel evaluation systems should be examined periodically using these and other appropriate standards, so that mistakes are prevented or detected and promptly corrected, and sound personnel evaluation practices are developed and maintained over time.

SFU INSTITUTIONAL RESEARCH AND PLANNING

Appendix F:
PROGRAM EVALUATION STANDARDS STATEMENTS[2]

[2] Retrieved from http://www.jcsee.org/personnel-evaluation-standards

Utility Standards

The utility standards are intended to increase the extent to which program stakeholders find evaluation processes and products valuable in meeting their needs.

- **U1 Evaluator Credibility** Evaluations should be conducted by qualified people who establish and maintain credibility in the evaluation context.
- **U2 Attention to Stakeholders** Evaluations should devote attention to the full range of individuals and groups invested in the program and affected by its evaluation.
- **U3 Negotiated Purposes** Evaluation purposes should be identified and continually negotiated based on the needs of stakeholders.
- **U4 Explicit Values** Evaluations should clarify and specify the individual and cultural values underpinning purposes, processes, and judgments.
- **U5 Relevant Information** Evaluation information should serve the identified and emergent needs of stakeholders.
- **U6 Meaningful Processes and Products** Evaluations should construct activities, descriptions, and judgments in ways that encourage participants to rediscover, reinterpret, or revise their understandings and behaviors.
- **U7 Timely and Appropriate Communicating and Reporting** Evaluations should attend to the continuing information needs of their multiple audiences.
- **U8 Concern for Consequences and Influence** Evaluations should promote responsible and adaptive use while guarding against unintended negative consequences and misuse.

Feasibility Standards

The feasibility standards are intended to increase evaluation effectiveness and efficiency.

- **F1 Project Management** Evaluations should use effective project management strategies.
- **F2 Practical Procedures** Evaluation procedures should be practical and responsive to the way the program operates.
- **F3 Contextual Viability** Evaluations should recognize, monitor, and balance the cultural and political interests and needs of individuals and groups.
- **F4 Resource Use** Evaluations should use resources effectively and efficiently.

Propriety Standards

The propriety standards support what is proper, fair, legal, right and just in evaluations.

- **P1 Responsive and Inclusive Orientation** Evaluations should be responsive to stakeholders and their communities.
- **P2 Formal Agreements** Evaluation agreements should be negotiated to make obligations explicit and take into account the needs, expectations, and cultural contexts of clients and other stakeholders.
- **P3 Human Rights and Respect** Evaluations should be designed and conducted to protect human and legal rights and maintain the dignity of participants and other stakeholders.

- **P4 Clarity and Fairness** Evaluations should be understandable and fair in addressing stakeholder needs and purposes.
- **P5 Transparency and Disclosure** Evaluations should provide complete descriptions of findings, limitations, and conclusions to all stakeholders, unless doing so would violate legal and propriety obligations.
- **P6 Conflicts of Interests** Evaluations should openly and honestly identify and address real or perceived conflicts of interests that may compromise the evaluation.
- **P7 Fiscal Responsibility** Evaluations should account for all expended resources and comply with sound fiscal procedures and processes.

Accuracy Standards

The accuracy standards are intended to increase the dependability and truthfulness of evaluation representations, propositions, and findings, especially those that support interpretations and judgments about quality.

- **A1 Justified Conclusions and Decisions** Evaluation conclusions and decisions should be explicitly justified in the cultures and contexts where they have consequences.
- **A2 Valid Information** Evaluation information should serve the intended purposes and support valid interpretations.
- **A3 Reliable Information** Evaluation procedures should yield sufficiently dependable and consistent information for the intended uses.
- **A4 Explicit Program and Context Descriptions** Evaluations should document programs and their contexts with appropriate detail and scope for the evaluation purposes.
- **A5 Information Management** Evaluations should employ systematic information collection, review, verification, and storage methods.
- **A6 Sound Designs and Analyses** Evaluations should employ technically adequate designs and analyses that are appropriate for the evaluation purposes.
- **A7 Explicit Evaluation Reasoning** Evaluation reasoning leading from information and analyses to findings, interpretations, conclusions, and judgments should be clearly and completely documented.
- **A8 Communication and Reporting** Evaluation communications should have adequate scope and guard against misconceptions, biases, distortions, and errors.

Evaluation Accountability Standards

The evaluation accountability standards encourage adequate documentation of evaluations and a metaevaluative perspective focused on improvement and accountability for evaluation processes and products.

- **E1 Evaluation Documentation** Evaluations should fully document their negotiated purposes and implemented designs, procedures, data, and outcomes.

- **E2 Internal Metaevaluation** Evaluators should use these and other applicable standards to examine the accountability of the evaluation design, procedures employed, information collected, and outcomes.
- **E3 External Metaevaluation** Program evaluation sponsors, clients, evaluators, and other stakeholders should encourage the conduct of external metaevaluations using these and other applicable standards.

References

Howard B., & Gullickson, A. R. (2009). *The personnel evaluation standards: How to assess systems for evaluating educators* (2nd ed.). Thousand Oaks, CA: Sage.

Yarbrough, D. B., Shulha, L. M., Hopson, R. K., & Caruthers, F. A. (2011). *The program evaluation standards: A guide for evaluators and evaluation users* (3rd ed.). Thousand Oaks, CA: Sage.

APPENDIX G

Terms of Reference: Working Group on Policies and Priorities for Evaluation of Instructors and Courses

The Teaching and Course Evaluation Project (TCEP) issued a report, a set of appendices, and a set of best practices, all of which have been endorsed by Senate. The Report includes the following statements:

It is also recommended that a parallel process begin immediately to define key institution-wide policies and teaching and learning priorities for institution-wide questions (p. 3)

Conduct process from VPA Office to set clear evaluation goals, including clear general definitions of what constitutes effective teaching, and develop institution- wide evaluation questions that reflect these goals; it is recommended to ensure both education and evaluation expertise are involved in this process (p.15)

Working group tasks

Phase 1.

1. Compile a list of attributes that characterize effective teaching in the different disciplines across the university. This list should be distributed to TPC chairs for consultation.

2. Develop a set of goals for evaluation of instructors and courses that can be used across the institution. These goals should reflect questions and issues for which student evaluations can provide germane information, and should be distributed to TPC chairs for consultation.

3. Develop a set of eight questions that reflect the university's definition of "effective teaching" and the goals of evaluation; these questions will be used on all instructor/course evaluations.

The group should report on these activities to SCUTL no later than September 2014.

Phase 2.

1. Determine what SFU policies (including collective agreements) govern the evaluation of instructors and courses, and how these are currently implemented at the department/school/faculty level.

2. Evaluate current policies and practices against the document "Best Practices on Interpretation and Use of Evaluation Data", submitted by SCUTL as part of the TCEP package to Senate in January 2014. Identify areas where SFU practices and policies require revision or additions.
3. Items 1 and 2 can be considered later (beginning in November 2014) with a report to SCUTL in May or July 2015:

Proposed working group composition (to be determined by SCUTL) and support people

Three faculty members (suggest at least one nominated by SFUFA, at least one from Education with appropriate expertise in evaluation, and at least one SCUTL member as chair)

One additional faculty member with experience in using teaching evaluations in assessment of performance (e.g. TPC chair, department chair)

One sessional instructor (nominated by TSSU)

One undergraduate student (SCUTL member?)

One graduate student (SCUTL member?)

One IRP representative

Project manager (from Teaching and Learning Centre)

Researcher (if required) – selected by project manager and funded by VPA.

Consultation

Because the teaching and course evaluation instrument will be used widely across the university, it is essential that consultation take place on any issues that are not already covered by the TCEP report and associated documents that went to Senate in January 2014. When consultations are required they should include instructors, academic administrators, employee groups, Academic Relations, Human Resources, and students. However, given the timeframe for this submission, it is recommended that at least the chairs of TPCs are consulted.

Governance and reporting

Working group will report to SCUTL. SCUTL will consult with VPA before submitting report to Senate for approval. Submission to Senate no later than October 2014.

APPENDIX H

SETC Working Group (phase 2) Membership

Kevin O' Neill, Education (co-chair)

Panayiotis A Pappas, FASS (co-chair)

Chris Groeneboer, TLC (project coordinator)

Elizabeth Elle, Science

John Nesbit, Education

Neil Abramson / Dan Laitch, SFUFA

Daria Ahrensmeier, TLC

Arjan Mundy, SFSS

Aynsley Pescitelli, GSS

Kiran Bisra, IRP

Strategies to Value Effective Teaching

Teaching Assessment Working Group

Final Report

August 9, 2019

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I. Executive Summary

The Teaching Assessment Working Group (TAWG) was established in August 2017 to encourage an active conversation amongst faculty at SFU about how we assess and value teaching and to recommend ways to review teaching practice that are consistent, flexible and robust, and that are useful and useable to faculty, chairs, tenure and promotion committees (TPCs) and deans. In this report, TAWG proposes several recommendations in five main categories:

1. Use of student evaluations of teaching (SET)
2. Use of teaching assessment methods beyond SET
3. Improving the recognition of teaching
4. Training and support for faculty members and TPCs
5. Recommendations for changes to policy and administration

Evaluating teaching effectiveness is a key goal of both the biennial review and tenure/promotion processes. While it is generally accepted that an effective teacher promotes and enables learning, it is difficult to measure teaching effectiveness because it is difficult to measure learning. While Student Evaluations of Teaching (SET) are the most commonly used form of assessment, SET in itself is not a measure of student learning. It is better to think of SET as a tool for understanding the student experience. We recommend that **faculty use SET as a tool to inform pedagogy**, to find out what students believe is working in their classes and what isn't, to discover how a new format or method was received. We recommend that **TPCs and Deans not use SET for the biennial review process**, as there is too much potential for bias. TPCs may use SET results in evaluating tenure/promotion applications as **one form of evidence** demonstrating how students experience the applicant's teaching, particularly changes in that experience over time. We also see a potential role for **Chairs and Directors** to **use SET as one part of a broader set of indicators to identify outliers, to inform teaching assignments and as part of a collective assessment of a program** to help identify changes to improve student learning and experience.

The use of teaching assessment methods beyond SET has recently been studied by a group reporting to the Senate Committee on University Teaching and Learning. One major finding of the group's final report (SETCWG, 2017) is that TPCs rely heavily upon student evaluations and are not comfortable with other assessment methods. TAWG supports the recommendations of this report, which include the **development of a more robust assessment of teaching based on five principles**: that assessments of teaching should use **multiple methods** and **multiple sources** gathered over **multiple points in time**, all of which should be **viewed holistically** (without focusing on a single method or source) and **used in alignment with individual instructors' career paths**. The report includes a comprehensive discussion of methods that are consistent with these principles. In our report, we propose guidelines for faculty and TPCs for use of these methods. TAWG recommends that **each Academic Unit define a teaching assessment framework based on Faculty Member Guidelines (Appendix E) and the TPC Guidelines (Appendix F) for use within the Unit** and that **TPC members be encouraged to participate in training on how to assess teaching**. These tools have been drafted in terms of three sources of data: self-reflection, students, and peers.

To increase the recognition of teaching, we recommend that we **expand and enhance teaching awards at SFU,** as well as **improve the recognition and celebration of teaching award winners**. We also

recommend that the University **explore non-competitive criteria-based mechanisms to recognize teaching effectiveness** and **highlight the importance of teaching** within the University's mandate.

Faculty members will require guidance in preparing documentation for teaching assessment. As part of its mandate, **TAWG has worked to develop a series of workshops to introduce faculty members to different methods of assessing teaching**. The workshops start with an overview of teaching assessment methods and practices, and continue with workshops focusing on use of student feedback, peer feedback, and self-assessment and reflection. We **recommend that workshops on assessing and valuing teaching be provided for TPC members by the Associate Vice President, Learning and Teaching (AVPLT), working in concert with Faculty Relations, SFUFA and the Centre for Educational Excellence (CEE)** (formerly Teaching and Learning Centre).

To ensure that teaching is valued, it should be assessed comprehensively, without focus on a single source or method, evaluated as an ongoing process of inquiry, experimentation and reflection, and it should be recognized, both through salary review and promotion, and through public recognition. We recommend that **Academic Units review their tenure/promotion criteria related to teaching** for clarity and consistency and that they **define a teaching assessment framework for their unit to use to evaluate teaching**. We recommend that Academic Units be encouraged to **assign step awards based on both teaching and research** and to **make sure that contributions to teaching impact the step award**. **Deans should make sure that departmental criteria for teaching assessment are multi-faceted and comprehensive** and **that biennial review (BR) and tenure/promotion (TP) cases provide sufficient evidence for effective teaching.** The Vice-President Academic should **encourage TPCs to attach more significance to teaching at BR and TP and should explore shifting from a summative to a formative system of assessment to encourage positive change**.

The report concludes with some suggestions for ways to review implementation of these recommendations and their impact.

The full list of recommendations is provided in Appendix A. We hope that these recommendations will be useful and useable and will help build a culture where teaching is valued.

II. Introduction

The Teaching Assessment Working Group was established by Vice President, Academic and Provost Peter Keller in August 2017 to encourage an active conversation amongst faculty at SFU about how we assess and value teaching and to recommend ways to review teaching practice that are consistent, flexible and robust, and that are useful and useable to faculty, chairs, tenure and promotion committees (TPCs) and deans. The TAWG Terms of Reference are attached as Appendix B. The group included representation from all faculties, from the SFU Faculty Association (SFUFA), the Senate Committee on University Teaching and Learning (SCUTL), and Faculty Relations, and included both teaching and research faculty who were at various levels of their careers.

We met with Dean's Advisory Councils in all eight faculties as well as several additional groups to identify concerns and to invite feedback. We also reviewed several recent SFU reports related to these issues:

- Task Force on Teaching and Learning: Final Report (TFTL, 2010),
- Teaching and Course Evaluation Project: Final Report (TCEP, 2013), and
- Developing a Teaching Assessment Framework for Simon Fraser University: Final Report of the Student Evaluation of Teaching and Course Working Group (SETCWG, 2018),

as well as a recent thesis examining the role of teaching evaluation in tenure and promotion policies in Canada (Gravestock, 2011). Following the release of a draft of this report, TAWG hosted a session at the Teaching and Learning Centre's (TLC's) 17th Symposium on Teaching and Learning to gather feedback and further recommendations from the community.

Building a culture where teaching is valued is central to SFU's Mission Statement,

> "To be the leading engaged university defined by its dynamic integration of **innovative education**, cutting-edge research, and far-reaching community engagement,"

as an **innovative education** requires that faculty members be engaged in their teaching, and that they have access to the support and encouragement they need to be able to create and implement innovations.

However, various concerns about the climate for teaching and the availability of teaching support have been raised in our consultations:

- Faculty are reluctant to try new things because they feel this may negatively impact their teaching assessments and hence their evaluations during biennial reviews and promotion;
- We heard from many faculty members that they do not feel their teaching is valued, but concerns were particularly strong amongst teaching faculty who felt that their contributions were ignored in the biennial review process;
- Teaching excellence is not broadly recognized, rewarded, celebrated or communicated;
- TPCs are not comfortable using methods of teaching assessment other than formal surveys of student evaluations of teaching;
- There is a lack of alignment between departmental tenure and promotion (TP) criteria and TP review practice; and
- After at least ten years of discussion and reports, some progress has been made (e.g. creation of the Teaching and Learning Centre (TLC), introduction of university-wide student evaluation

system, establishment of a new AVPA Learning and Teaching, introduction of Faculty Teaching Fellows) but more can be done to ensure that effective teaching is a core value of the institution.

Based on these concerns, we developed goals in three main areas, for (1) faculty members, (2) academic units, and (3) the University, that we believe will improve the way we value and assess teaching; these goals can be found in Appendix C. The goals were distributed to the community in early 2018 for consideration by academic units and faculties as they drafted their 2019-2024 Academic Plans (TAWG, 2018a). Since then, TAWG has used these goals to develop a set of strategies and recommendations to value teaching practice and to facilitate consistency, flexibility and robustness of reviews of teaching practice of use to all stakeholders.

Our recommendations to address the above goals fall into five main categories:

1. Use of student evaluations of teaching (SET)
2. Use of teaching assessment methods beyond SET
3. Improving the recognition of teaching
4. Training and support for faculty members and TPCs
5. Recommendations for changes to policy and administration

The recommendations in each category, with some background and discussion and a list of the goals addressed, are presented in this report. A summary is provided in Appendix A. We hope that these recommendations will be useful and useable and will help build a culture where teaching is valued.

III. Background

Assessment and Evaluation

A key precept of any assessment system is that it be designed with a specific outcome in mind—that is, what is it that the assessment is supposed to examine and how will the data be used? In the current context, assessment of teaching, results might be used by the instructor to adjust the course structure, content, or pedagogical approach to formatively improve student outcomes. This would be the typical practice within a *formative* assessment system. In planning their teaching, instructors would look at assessment data as providing information for their use within their practice and the primary purpose would be to get data, typically in a timely and ongoing manner, that allows them to fully understand the outcomes of their planning, instruction, and student learning activities and adjust their teaching as needed. Formative assessment is typically a core component of any continuous improvement system.

Assessment data might also be used in a *summative* manner for evaluation—that is to evaluate the outcomes of a system at a set point in time. Summative evaluations are typically designed to determine the value of a program, course, or experience and frequently have higher stakes associated with them as a result. Again, in the current context, assessment data could be used to determine the "value" (e.g. evaluation) of a faculty member's teaching at key points in time (the end of a course, during biennial review, for renewal, for tenure or for promotion). When data is used to evaluate something in a summative manner, the goal is descriptive and the results are not as readily available for formative use. For example, the results of our biennial assessments summarize two years of teaching data and are provided in the middle of the semester following submission of the review documents, meaning any changes an instructor might make would be in response to data 2½ to three years old by the time changes could be implemented. Summative assessments are frequently used for periodic review of specific performance outcomes.

While contract renewal, tenure and promotion are focused on individual achievement, biennial assessment in the current context of limited salary steps introduces competitive stimuli. In effect, the biennial assessment system shifts the focus from a descriptive criterion assessment (what is the effectiveness of each individual's teaching and does it meet defined effectiveness criteria) to a normalized system (how can we differentiate between participants to allocate limited rewards, irrespective of an independent measure of quality).

These three features—formative, summative, and competitive evaluation—are core parts of many evaluation systems, including our own. In considering how best to assess teaching, it is critical that the influence of the entire evaluation system be considered, and not just the particular definitions of effective teaching or specific measures that may be available.

Recent SFU Reports

Three recent SFU reports provide background related to issues of teaching assessment, as well as recommendations that are relevant to faculty members, tenure and promotion committees (TPCs), and the University: the Task Force on Teaching and Learning (TFTL) report "TFTL: Recommendations Report" (TFTL, 2010), the Teaching and Course Evaluation Project (TCEP) report "Student Evaluation of Teaching and Courses" (TCEP, 2013), and the Student Evaluation of Teaching and Courses Working Group (SETCWG) report "Developing a Teaching Assessment Framework for SFU" (SETCWG, 2017). Each of

these reports includes a comprehensive survey of the literature and consideration of the situation at SFU. A few highlights will be presented here; please see these reports for further details.

The goal of the TFTL was to develop recommendations to enhance teaching and learning support at SFU. The group studied the teaching and learning environment at SFU and recommended establishment of a coordinated teaching and learning support system. Of particular interest to academic units, they recommended development of a coherent system to evaluate teaching and learning effectiveness[1] that includes multiple inputs as well as ability to recognize teaching workload, and encouraged more ways to recognize and value teaching, including awards, special recognitions and incentives.

The TCEP was asked to develop recommendations for a new system of student evaluation of teaching and courses, with an emphasis on improving the teaching and learning environment, ensuring efficient methods of data collection, storage and protection of privacy, and adoption of guidelines for best practices in the use of evaluation data. The report was based on earlier work by the Senate Committee on University Teaching and Learning (SCUTL) and the TFTL. The report presents many recommendations related to the ethical and appropriate use of SET data, but also emphasizes that SET should not be the sole source of data for decision making around teaching performance, suggesting that peer evaluation and/or teaching dossiers provide supplemental information.

The SETCWG was tasked with determining which SFU policies govern the evaluation of instructors and courses, and identifying areas where SFU practices and policies require revision or additions. The report reviews both the relevant academic literature and SFU policies, and summarizes interviews with SFU TPC Chairs, teaching fellows, and teaching award recipients. The report contains a number of recommendations, but also highlights limitations and recommendations for future work. It contains a proposed framework for teaching assessment and an inventory of 73 methods of teaching assessment. The framework is based on five principles:

1. Use multiple methods – several pieces of data and evidence should be collected using various methods,
2. Use multiple sources – to increase validity, teaching assessment methods from various sources should be gathered,
3. Gather teaching assessment methods over multiple points in time - this will increase reliability,
4. View teaching assessment methods holistically – without focusing on one particular piece of data or evidence, and
5. A teaching assessment should align with an instructor's career path – one single prescribed, weighted evaluation should not be used for all instructors.

Current Situation at SFU

Teaching assessment methods used at SFU

The SFUFA/SFU Collective agreement (SFUFA/SFU 2014) clearly states that "teaching is of fundamental importance" and that matters that should be taken into account when evaluating teaching include mastery of the subjects being taught, generation of enthusiasm in students, maintenance of appropriate academic standards, dedicated involvement within one's field(s), openness to innovation, graduate

[1] Teaching effectiveness, and other terms used to describe teaching and teaching assessment, are defined in Appendix D.

supervision, and development of academic programs. In addition, it states that consideration should be given to the ability and willingness of a faculty member to teach a range of subject matter and at various levels of instruction, and to the provision of services to students over and above formal teaching, particularly where the service is of a time-consuming nature. It states that teaching effectiveness should be evaluated through a combination of methods, including student questionnaires, observations of faculty colleagues, teaching portfolios, and the calibre of supervised dissertations and theses.

The SETCWG report summarizes the current state (as of 2016) of teaching assessment methods at SFU. The SETCWG studied what was written in departmental tenure and promotion criteria, and surveyed chairs to find out what actually happened in the TP review process. Table 1 summarizes the results and compares methods that were included in TP criteria to those actually used in the review process. This table includes methods included in TP criteria by > 50% of the departments (for further detail see SETCWG report, Tables 32 and 33):

Table 1: Summary of use of teaching assessment methods in TP criteria and TP review practice (SETCWG report, Tables 32 and 33). Use of some methods is required, while use of others is either recommended or optional.

Method	**TP Criteria**	**TP Practice**		
	Frequency of use in departmental TP criteria	**Frequency of use in TP review - required**	**Frequency of use by in TP review – recommended**	**Frequency of use in TP review – optional**
Teaching Assessment Data				
SET	95%	100%	-	-
Teaching dossiers	86%	53%	17%	3%
Classroom observations	51%	3%	3%	3%
Teaching philosophy statements	49%	63%	10%	10%
Teaching Assessment Evidence – Pedagogical Contributions				
Curriculum/courses design and development	92%	20%	3%	3%
Graduate supervision or committee service	92%	7%	0%	0%
Teaching activity (list of courses, level and breadth)	89%	17%	0%	3%
Supervision of experiential learning coursers	73%	-	-	-
Teaching materials	54%	37%	10%	3%
Teaching Assessment Evidence – Pedagogical Growth				
Use of innovative techniques	70%	30%	3%	17%
Professional development	51%	17%	3%	10%

There are obvious discrepancies between policy (TP criteria) and practice (frequency of use), with most forms of assessment being used less than stipulated. The exception is the observation that student evaluations of teaching (SET) are used universally.

Views of SFU faculty members on teaching assessment

In the fall of 2018, the TAWG surveyed all faculty members at SFU to find out how they reflect on their teaching, what evidence they feel would be useful in evaluating their teaching, and how they feel their teaching is valued. 340 faculty members responded to the survey, or 30% of faculty at SFU.

A report on the survey has been prepared (TAWG, 2019). Most of the questions were multiple choice questions, but some had open-ended answers. The results of the multiple choice questions are represented as tables and/or graphs. The open-ended answers were analyzed by Ms. Vanja Zdjelar, MA candidate in Criminology. Her work is summarized in the TAWG report, but her complete report, which describes the methodology in detail and compares the response of tenure vs teaching track and of tenured vs untenured faculty, is also available (Zdjelar, 2019).

From the survey, it is clear than many faculty are reflective, thoughtful teachers who care deeply about their teaching. Participants report that student feedback, both informal (e.g. conversations with students outside of class, surveys they conduct during class, and alumni feedback) and formal (teaching evaluations including SFU's online system SETC), is very important. It helps them determine whether their course went well, whether or not they should make changes, and informs the changes that they make. In general, participants feel that their TPCs rely too heavily on formal teaching evaluations including SETC, and would like to see TPCs use a broader range of assessment methods. Overall, participants are not very satisfied with the way their teaching is assessed; on a scale of 1 (not satisfied) to 5 (very satisfied), they ranked their satisfaction at 2.64. They are most satisfied with how their teaching is valued by their students (3.81), followed by their academic unit (2.97). They are least satisfied by how their teaching is valued by SFU (2.67). About 30% of respondents to Question 16 (Over all, how satisfied are you with how your teaching is valued) responded that they felt that their teaching was not valued. However, many others wrote that they personally value their teaching and achieve great satisfaction from this aspect of their work.

IV. Use of Student Evaluations of Teaching

Summary

Evaluating teaching effectiveness is a key goal of both the biennial review and tenure/promotion processes. While it is generally accepted that an effective teacher promotes and enables learning, it is difficult to measure teaching effectiveness because it is difficult to measure learning. While student evaluations of teaching (SET) are the most commonly used form of assessment, SET in itself is not a measure of student learning. It is better to think of SET as a tool for understanding the student experience. The use of SET allows students to have a voice in their education. SET can also be very useful for identifying outliers – either teachers who are struggling or teachers who are exceptional.

Kaplan Decision (2018)

Contention between the Ryerson Faculty Association and Ryerson University about the use of SET for the purpose of evaluation of a faculty member's effectiveness as a teacher was sent to an arbitration hearing presided over by William Kaplan, a Canadian lawyer, mediator and arbitrator. His decision (Kaplan, 2018) provides a useful summary of the benefits and difficulties with use of SET:

- SETs have value because they capture the student experience
- SETs are easy to administer
- Numerous factors – including personal characteristics, response rates, and course characteristics – skew the results
- Averages establish nothing relevant or useful about teaching effectiveness, and should not be compared across course formats, levels, topics, or disciplines
- If SETs must be presented, they should be presented as a frequency distribution with response rates and as a source of information about the student experience, and not as a measure of teaching effectiveness
- Deans, Chairs and TPCs should be educated in the inherent and systematic biases in SETs
- The best way to assess teaching is through use of a teaching dossier and in-class peer assessment

In his deliberations, Mr. Kaplan heard expert testimony from Professors Phillip Stark and Richard Freishtat (Stark and Freishtat, 2014). Professor Stark (UC Berkeley) visited SFU in April, 2018 to give a public presentation and to discuss use of SET with TAWG and other interested parties (Stark, 2018). In his lecture, Professor Stark gave a very comprehensive overview of bias issues related to use of SET and made several suggestions as to how SET should be used. Links to Mr. Kaplan's decision, Prof. Stark's presentation and paper, and other references can be found in the Bibliography – please see these references for further details.

Recommendations

All users of SET data should understand the risks involved in using data that research has shown may systematically disadvantage some faculty members and groups of faculty for reasons that are unrelated to their teaching. SET data should be used with caution, and never as the only indicator regarding faculty teaching.

Use of SET by Role

By Faculty Members

Faculty should:

- Use this as a tool to inform pedagogy rather than assess teaching
- Utilize the four questions that are available to them in SETC to find out what is working, and what isn't, in their classes, how a new format of assignments or new material was received, etc., with the idea of using the responses as a basis for reflection of their teaching
- Use the opportunity to add contextual information as a way to reflect on their teaching
- Use mid-semester (informal) surveys for formative questions and end of semester survey for summative questions
- Consult with experts such as their faculty's Educational Consultant on how to word questions – in particular on how to ask questions that focus on the student experience

By TPCs

Because of the different purposes of biennial reviews (competitive) and tenure/promotion decisions (summative), we are recommending using SET in different ways in the two processes:

- TPCs should not use SET results for biennial review, because there are questions of validity and too much potential for bias.
- TPCs may use SET results in evaluating tenure/promotion applications as **one form** of evidence demonstrating how students experience the applicant's teaching, particularly changes in that experience over time.

By Chairs and Directors

- Use this as a tool to inform pedagogy rather than assess teaching
- Use SET results as one indicator among multiple indicators to inform teaching assignments
- Use SET results to flag outliers for further investigation – faculty who receive consistently exceptional responses may be considered for awards; faculty who receive consistently negative responses may be provided with support to improve their teaching practice
- Use SET results as one part of a broader program of collective assessment of a program to help identify changes to improve student learning and experience

SETC Design

- Preamble:
    - Use the preamble on the SETC questionnaire to educate students on the importance of SET, how it is used, and how to make useful comments
- Contextual component:
    - Make the purpose of the instructor-related context section clearer. This could be used as an opportunity for the faculty member to reflect on their teaching – what they tried, what worked, what didn't. This section is currently presented as a way to influence how the results are evaluated, which is not the same thing.
- Questions:
    - Students are asked to respond to a SET survey for each class they are taking at a time when they are already busy and stressed.

        - Reduce the number of questions. The current version consists of 23 questions – 10 would be more reasonable, e.g. 3 institution questions, 3 department questions and 4 instructor questions.
        - Make sure that questions provide answers to things the institution/ department/instructor are really interested in and can only find out in this way (e.g. make sure that the information is not provided by the annual student satisfaction survey)
        - To reduce survey fatigue consider shifting to sampling strategy for gathering responses rather than a census approach.
    - Revise any judgment-based questions on SETC questionnaires (Stark and Freishtat, 2014). Questions should be rewritten to focus on the student's experience e.g.
        - I could understand the instructor's explanations (instead of The course instructor explained concepts clearly)
        - I understood what was expected of me (instead of The course instructor explained grading criteria clearly)
    - Questions should focus on issues that affect learning and the learning experience e.g.
        - I feel this course is too much work
        - I cannot read the instructor's handwriting
        - I feel I learned a lot in this class
- Presentation of Responses
    - Reorganize the presentation to condense the information
    - Do not present averages, present frequency distributions with response rates
    - Do not rank or compare across faculty, course formats, levels, topics or disciplines
    - Provide instructors with more raw data so that they can explore, for example, cross-tabulations on pairs of questions in order to better understand the student experience in their class, while ensuring confidentiality of students is maintained

Goals addressed

- The capacity to understand and evaluate teaching is present in all steps of the process
- TPCs have the tools and knowledge to value effective teaching

V. Use of Teaching Assessment Methods Beyond SET

Article 28.5 of the SFUFA/SFU Collective Agreement (SFUFA/SFU, 2014) states that "Teaching effectiveness should be measured or assessed through a combination of methods, including student questionnaires, the observations of faculty colleagues, teaching portfolios, and the calibre of supervised dissertations and theses."

The final report of the SETCWG summarizes assessment policies and practices currently implemented at SFU and recommends potential improvements (SETCWG, 2017). It includes a discussion of best practices identified in a literature review, relevant SFU policies used in tenure and promotion processes, results of interviews with chairs of SFU Tenure and Promotion Committees and with select SFU award-winning instructors, a summary of teaching assessment practices and policies used at other Canadian institutions, and a teaching assessment framework that outlines guiding principles and provides an inventory of assessment methods for use by academic units in developing their teaching assessment policies and practices.

One major finding of the report was that, despite SFU policies such as Article 28.5 of the SFUFA/SFU Collective Agreement and unit TP criteria that recommend using multiple methods of assessment, interviews with TPC Chairs in 2016 indicated that TPCs rely heavily upon student evaluations (100%). Only 9% of TPC Chairs reported utilizing classroom observations despite this method being mentioned in 51% of the TP criteria. While teaching philosophy statements and/or portfolios were frequently submitted (83% and 73% respectively), TPC Chairs noted that there was uncertainty about how they should be assessed, leading once again to a greater reliance on student evaluations.

Decreasing the reliance of TPCs on student evaluations is also recommended by a recent arbitration decision involving teaching assessment at Ryerson University (Kaplan, 2018). Arbitrator William Kaplan declared that where "assessing teaching effectiveness is concerned – especially in the context of tenure and promotion – [student evaluations of teaching] are imperfect at best and downright biased and unreliable at worst".

In recommending the development of a more robust assessment of teaching, the SETCWG outlined five principles: assessments of teaching should use **multiple methods** and **multiple sources** that are **gathered over multiple points in time**, all of which should be **viewed holistically** (without focusing on a single method or source) and **used in alignment with individual instructors' career paths**.

Based on these principles, the report includes a Teaching Assessment Inventory, which identifies 73 methods of assessment that are generated from different sources: the instructor, students, peers and administrators, alumni, and from course data (SETCWG 2017, Tables 34-37, pp. 63-66).

In order to help assist faculty members in presenting and TPCs in identifying and assessing **multiple methods and sources**, the Teaching Assessment Working Group has reorganized the SETCWG's 73 methods into two tables that focus on methods and sources, one to provide guidance for faculty members (Appendix E), and one to provide guidance for TPCs (Appendix F). These documents are meant to be used as a starting point as academic units work to define the teaching assessment framework that will be used for biennial review and tenure and promotion decisions in their unit.

In addition, feedback from faculty members at the 2019 Symposium on Teaching and Learning suggests a simpler approach. Many teaching assessment methods can be described as being either student, peer, or self-assessments. Faculty member feedback suggested that Academic Units use student focus groups

(in addition to formal SET surveys for student feedback), that they include peer observation for formative assessment, and that a self-reflection piece of 2-3 pages might follow one of the following formats:

(a) 3 most significant achievements
(b) What did you do? What did you learn? What will you do next year?
(c) What did you try? What worked? How did things improve?

SFU and the CEE may wish to further investigate these and other approaches to understanding teaching at SFU.

Guidance for faculty members

TAWG has summarized the 73 methods described in the SETCWG Report (SETCWG, 2017, Tables 34-37, pp. 63-66) in a single table (Appendix E) to help guide faculty members as they work to demonstrate their effectiveness as a teacher for biennial review or tenure/promotion processes. The table summarizes the 73 methods into four main sections: documentation, reflection on current goals and past practice, student outcomes and observations, and reflection on future goals. The format is designed to encourage reflection and follows the guiding principles of a teaching dossier. Departments may also use Appendix E to generate discussion about the aspects of teaching they can assess and value, and the ways in which they might operationalize those values through evaluation. All of the documentation listed is provided/assembled by the faculty member, unless otherwise noted. Please note that this table presents an inclusive list; what a faculty member actually includes will depend on department requirements.

Guidance for tenure and promotion committees

In order to best assist TPCs in identifying **multiple methods and sources**, the Teaching Assessment Working Group has reorganized the SETCWG's 73 methods (SETCWG, 2017, Tables 34-37, pp. 63-66) into a single table that focuses on methods and sources (Appendix F). The table focusses on three groups of assessment methods: documentation of teaching and related activities, reflections on teaching, and outcomes and observations. While Appendix E is designed to help faculty members make their case, we hope that the approach outlined in Appendix F will help academic units in their evaluation of their colleagues teaching. Please note that the list of assessment methods is an inclusive list; what a TPC uses will depend on department requirements.

Assessing teaching is difficult and how TPCs assess their colleagues' teaching – either for promotion or biennial review – will have an impact on faculty careers. The Associate Vice President, Learning and Teaching should work with Faculty Relations, SFUFA, and the Teaching & Learning Centre to provide advice and workshops for TPCs on how to assess teaching beyond student evaluations. Ultimately, adjudication of teaching effectiveness should be based on a preponderance of evidence across all of the data sources presented.

General comment on teaching assessment

Teaching assessment at SFU contains all three of the components described in Section III; formative, summative and competitive evaluation. In particular, biennial assessment in the current context of limited salary steps introduces competitive stimuli. In such a competitive, incentivized system

substantial research shows that participants tend to change their behaviours to increase the likelihood that they will be able to obtain the rewards (or avoid the sanctions). In effect, the higher the stakes within the system, the more likely it becomes that the system will be corrupted as participants attempt to manipulate the data to ensure their place in the distribution and obtain the rewards. When rewards are allocated competitively, this pits members of the system against each other and further breaks down both the system and the community.

To mitigate the negative effects of competitive, high-stakes evaluation systems, research suggests that data be gleaned from a wide variety of sources and across multiple time points (to limit the ability of participants to manipulate outcomes), or that separate systems for evaluation be used. For example, creating a formative system where data is provided exclusively to improve teaching eliminates the incentives that tend to encourage manipulation. Reducing competition within the system also reduces the incentives for manipulation, as does creation of a categorical (noncompetitive) evaluation system.

While the bulk of our work focuses on the methods for gathering and using data, attention to the larger incentive system is also important and we recommend that SFU and SFUFA should work collaboratively on further examining SFU's current incentive system in light of the unintended impacts the system may have on accurately determining faculty performance.

Goals addressed

- Faculty members feel they are part of a culture where teaching is valued
- TPCs have the tools and knowledge to value effective teaching
- Multiple teaching assessment methods are integrated into the work of TPCs
- The capacity to understand teaching and evaluate it well is present in all steps in the process
- A general framework for methods of teaching assessment has been adopted, which can be used to inform the work of academic units

VI. Improving the Recognition of Teaching

As part of the completion of our mandate, we would like to recommend a number of strategies to celebrate teaching excellence.

The primary mechanism for teaching recognition at SFU is through teaching awards. This document focusses on this mechanism, but also includes some ideas for non-competitive, criteria-based recognition.

Recommendations

1. Expand and enhance teaching awards at SFU

   The University recognizes teaching excellence through the University Excellence in Teaching Awards, awarded annually to up to three faculty members. In addition, some Faculties offer awards to their faculty members. Making sure that there is a diversity and hierarchy of awards available will make it easier to nominate excellent teachers for national and international awards. We recommend that:

   - The variety of teaching awards at the University level be increased;
     - awards could be made in different areas such as excellence in TA development, instructional technology innovation, course development, experiential learning, risk taking, etc. in order to highlight different aspects of teaching excellence,
     - awards could target different stages of an academic career (early, mid, late), and
     - awards could target different instructor groups (faculty members, sessional instructors, TAs, TMs).

     For example, the University of Calgary offers awards celebrating teaching excellence in 13 different categories, including diverse learning contexts, individual and team awards, curriculum design and educational leadership.
   - The award guidelines be reviewed and revised as the criteria are vague and not in line with current standards, in particular, we should ensure that the criteria take a comprehensive and holistic approach to teaching assessment. For example, applications for University of Calgary teaching awards require a teaching dossier that includes information from the nominee, from peers, and from students.
   - Faculties that do not currently have a teaching award be encouraged to develop one. This will both recognize teaching at the Faculty level and makes sure that the Faculty's excellent teachers are known and can be nominated for University awards.

2. Expand and enhance recognition and celebration of teaching award winners

   - For example, the visibility of teaching award winners could be increased through dinners and/or receptions, such as the FASS Cormack Teaching Award Reception and Symposium, or by posting photos and bios in prominent places.
   - Highlight teaching successes and innovation in University and Faculty newsletters, web pages, etc.
   - Award winners could be encouraged to open their classrooms, or could be seconded to provide professional development for their colleagues.
   - Chairs should be encouraged to celebrate teaching, for example by awarding extra merit steps to award winners.

3. Expand and enhance support for nominees and nominators

   The process of identifying teaching excellence begins at the level of the academic unit. TPCs should be encouraged to identify faculty-level nominations during biennial review or tenure/promotion processes. Subsequently, winners of faculty-level awards should be nominated for university awards, and university award winners should be nominated for national awards. At each level, award winners should be counselled on what they should do to prepare for the next level of award. Each academic unit should be encouraged to nominate a member for faculty-level awards, and each Faculty should ensure that a member of the faculty is nominated for university-level awards.

   A central support model should be developed for nominations for national and international awards. This could include appointment of an awards facilitator to make sure that candidates are identified and encouraged. A nomination for a national award would then include collaboration between nominator, nominee, nominee's academic unit, CEE, and the office of the AVPLT.

4. Awards are one way to recognize excellent teaching. Other teaching recognition mechanisms are available at SFU and should be continued and enhanced:

   - Appointment of Faculty Teaching Fellows
   - Awarding steps in biennial review associated with teaching effectiveness
   - Recognition of teaching achievements in biennial review and tenure/promotion letters
   - Recognition of teaching innovations in CEE newsletters
   - Recognition of teaching innovation on the main SFU website and in SFU News

5. Finally, TAWG recognizes that there are many faculty engaged in highly effective teaching at SFU and that not all quality teaching can be adequately recognized through competitive awards. As a result, we recommend that the University explore non-competitive criteria-based mechanisms to value and recognize the importance of teaching to the University's mandate. These could include
   - Encouraging TPCs to attach more importance to teaching at all stages of a faculty member's career: hiring, biennial review, tenure and promotion
   - Encouraging TPCs to recognize teaching outside the formal classroom – for example supervision of graduate students, field courses, and special topics courses
   - Encourage certification of professional development experiences
   - Explore development of a multi-tiered teaching fellowship program.

Goals addressed

- Faculty feel that they are part of a culture where teaching is valued
- Outstanding teaching is celebrated
- Academic units identify and promote their best teachers for faculty, university, national and international teaching awards

VII. Training and Support for Faculty Members and TPCs

Faculty members and TPCs should feel comfortable with a range of teaching assessment methods. Faculty members will require guidance in preparing documentation for teaching assessment. TPC members should become comfortable using the evidence from multiple, new teaching assessment methods. As a result, significant training and support will be required.

Daria Ahrensmeier and Sarah Turner from CEE, working in collaboration with TAWG, have developed a series of workshops that will introduce faculty members to different methods of teaching assessment. The workshops start with an overview of teaching assessment methods and practices, and continue with workshops focusing on use of student feedback, peer feedback, and self-assessment and reflection. For details, see Appendix G.

These workshops should be part of a series of workshops for early, mid and late career faculty that provide professional development and support to faculty teaching at different stages of their careers. The workshops will help faculty members prepare material for more accurate assessment of their teaching and will help them be reflective and responsive teachers. TPCs should recognize participation in these types of professional development as an indicator of faculty commitment to effective teaching in the teaching review process.

Workshops for TPC members should be provided by the Associate Vice President, Learning and Teaching, working in concert with the Faculty Relations, SFUFA and the CEE. These workshops should include information on how to use different teaching assessment methods, how to evaluate teaching-related data, and on the inherent and systematic biases of SET. Some training could be made available online. These workshops should help TPCs work more efficiently and effectively.

Both faculty members and TPC members will need time to engage in training, to prepare for, and to perform a more comprehensive teaching assessment. Institutional support is required to minimize the impact on workload. We have included a few suggestions on how to minimize the impact on workload in the next section, Section VIII.

Goals addressed

- Faculty members are reflective and responsive teachers
- Faculty members adapt their teaching to changing environments
- Faculty members are comfortable taking risks and are rewarded for experimenting with their teaching practices
- TPCs have the tools and knowledge to value effective teaching
- Multiple teaching assessment methods are integrated into the work of TPCs
- The capacity to understand teaching and evaluate it well is present in all steps in the process

VIII. Recommendations for Changes to Policy and Administration

Summary

To ensure that teaching is valued, it should be assessed comprehensively, without focus on a single source or method, evaluated as an ongoing process of inquiry, experimentation and reflection, and it should be rewarded, both through salary and promotion and through public recognition.

Faculty want to hear a consistent message from chairs and other administrators that teaching is valued – teaching needs to impact hiring and promotion, faculty should have access to training that supports their needs and interests, faculty should be encouraged to try new things, and faculty who are having difficulty should have access to support.

While summative assessment is appropriate at the stages of tenure and promotion, where a decision is being made on whether a candidate has been performing at the level expected, this is not necessary for biennial review where the emphasis is on comparing the progress of different department members. SFU should consider increasing the opportunities for formative assessment, where feedback is designed to promote growth and improvement of performance.

Changes that Academic Units Can Make

Based on recent SFU reports and discussions with various stakeholders, TAWG would like to recommend a number of changes that academic units can make in how they assess and value teaching. These changes will demonstrate that teaching is valued, will provide more support to faculty in their teaching, and will ensure that their efforts are assessed in a fair, unbiased manner. Each department can choose practices that are best suited for their discipline.

Practices that demonstrate that teaching is valued:

- Ask candidates to give a teaching presentation as part of the hiring process
- Ensure that the hiring practice for teaching faculty is as rigorous and thoughtful as the practice of hiring research faculty in order to identify candidates of the highest calibre
- Implement a formal mentorship program to support new faculty as they start teaching (Teaching Fellows and/or CEE Educational Consultants to help)
    - Encourage formative assessment before tenure and promotion, i.e. year 3 for Assistant Professor or Lecturer, as this is a particularly important time in a faculty member's professional development
    - Provide formative assessment on promotion to Associate Professor or Senior Lecturer – what can they work on as they prepare for promotion to Professor or University Lecturer? (This will probably have to occur after the promotion decision)
- Encourage award-winning teachers to open their classrooms to new instructors
- Ensure that representation of teaching faculty on TPCs reflects the ratio of teaching to research faculty in the Academic Unit (this may require changes to the Collective Agreement)
- Use the biennial review process to
    - identify faculty members to recommend for teaching awards, or other recognition
    - recognize teaching innovations
    - recognize educational leadership projects

- Assign step awards based on both teaching and research; make sure that contributions to teaching impact the step award

Suggestions of methods from academic units at SFU that have been effective in promoting a culture where teaching is valued in their unit

- Set aside time at every department or school meeting to discuss teaching issues, e.g. through issues raised by the curriculum committees, or through sharing by faculty members of new ideas they have tried or come across
- Encourage formation of a Teaching Circle, a small group of faculty members who meet on a regular basis to discuss teaching and learning concerns, in your department

Practices that improve assessment of teaching:

Academic units should review their unit's tenure/promotion criteria related to teaching. Academic units assess teaching as part of the tenure and promotion process, and as part of the biennial review process. To inform both faculty members and the TPC, it is important that the department criteria related to teaching be clear and applied consistently.

All departmental TP criteria are now published on the Faculty Relations webpage (www.sfu.ca/faculty-relations). Some define criteria related to teaching more clearly than others – we have included what we believe to be a couple of good examples of clear criteria in Appendix H.

During our consultations, faculty members raised concerns about several issues related to existing criteria. When reviewing departmental TP criteria, please ensure that the following issues are clarified:

- Departmental TP criteria *are in addition* to the University criteria; this may not be obvious to new faculty members, for example.
- Is graduate supervision – including senior supervisor, member of supervisory committees, and internal/external reviewer – considered part of research or teaching and how is it evaluated?
- How will professional development activities, including professional development that leads to certification, be recorded and recognized?
- How will the supervision of student projects or group work, interdisciplinary teaching, and community-engaged teaching be recorded and recognized?
- How will risk-taking and experimentation with teaching practice be rewarded and recognized?
- What criteria will be used to differentiate between satisfactory, successful, excellent, and outstanding teaching? These are words used to describe expectations for different ranks in the Collective Agreement, but they are not currently defined there – for examples, please see the definitions that TAWG has been using, summarized in Appendix D.

Each unit should define the teaching assessment framework that will be used to evaluate teaching – including details of the tools and processes to be used, and an example of each. See recommendations for use of SET and methods of assessment beyond SET in Sections IV and V, respectively, for details. Each unit should define a version of the guidelines for faculty members (Appendix E) and guidelines for TPCs (Appendix F) for use in the unit. Using these tools will ensure that best practices in teaching assessment are being followed, as described in the SETCWG report:

- Use multiple methods – a diversity of data and evidence should be collected using various methods (observations, interviews, surveys, etc.).

- Use multiple sources – to increase validity, teaching assessment methods from various sources should be gathered (students, colleagues, self, etc.).
- Gather teaching assessment methods over multiple points in time - this will increase reliability.
- View teaching assessment methods holistically – without focusing on one particular piece of data or evidence.
- Align the teaching assessment with an instructor's career path – one single prescribed, weighted evaluation should not be used for all instructors.

Many units do not differentiate the evidence used in biennial assessment and at tenure and promotion. We recommend that academic units specify the evidence used in the biennial assessment in the unit's TP criteria and that this should focus on evidence of teaching effectiveness specific to the short-term process of biennial assessment. This could include measures of both classroom teaching and external efforts to strengthen teaching, including participation in professional development.

Finally, TPC members will need to be encouraged to participate in training on how to assess teaching (see Section VII Training and Support).

Suggestions for ways to manage workload

- Focus on doing the most thorough reviews at year 3 at the time of contract renewal and/or in the year before promotion
- Consider doing salary reviews every three years after promotion to Full Professor or University Lecturer, or perhaps throughout one's entire career (would need to be part of the Collective Agreement)
- Provide training to TPC members on how to evaluate teaching-related data to help them work more efficiently
- Provide rubrics for evaluation
- Provide exemplars of high-quality teaching and portfolios

Actions for Deans

We recommend that Deans review departmental criteria for teaching carefully to ensure that teaching assessment is multi-faceted and comprehensive. They should encourage cross-disciplinary review and sharing of TP criteria and ensure that Academic Units realize that TP criteria are now available online. During the review process, they should encourage TPC Chairs to ensure that contributions to teaching impact the step award. They should send biennial review (BR) and tenure/promotion (TP) cases back if there is not sufficient evidence for effective teaching.

We recommend that Deans ensure that their Faculty has teaching awards, that the award guidelines are clear, and that the criteria take a comprehensive and holistic approach to teaching assessment. They should encourage all of their Academic Units to submit teaching award nominations and celebrate their award winners. See TAWG's recommendations on teaching recognition (Section VI) for further information.

Teaching Fellows were introduced following the TFTL Report (TFTL 2010). They are meant to provide support for continued improvement in teaching within the faculty as well as bring attention to issues related to teaching. They provide the opportunity for cross-faculty exchange of teaching innovations and

issues. Deans should make sure that they have a full complement of Teaching Fellows and that their roles are clear.

Actions for the VPA / AVPLT

We recommend that senior leadership take the following actions to demonstrate support for a culture where teaching is valued:

- Review recommendations from previous reports to make sure that progress has been made. For example, the TFTL Report (TFTL, 2010) recommended that SFU develop and implement a phased institutional plan to raise awareness of the broad range of SFU teaching and learning successes, services and support for teaching and learning and to ensure that they are recognized, used, and celebrated at all three campuses in an appropriate manner and that we establish and communicate a vision statement and principles to provide direction and common purpose around teaching and learning at SFU. It would be great to see a mission statement where teaching plays a more prominent role!
- Enable the development of additional methods of assessing teaching. For example, faculty are interested in the opportunities afforded by peer evaluation. Other institutions have developed peer evaluation systems, but to implement such a program at SFU will require leadership and commitment.
- Explore shifting from a summative to a formative system that encourages positive change. In a competitive incentivized system substantial research shows that participants tend to change their behaviour to increase the likelihood that they will be able to obtain the rewards (or avoid the sanctions). In effect, the higher the stakes within the system, the more likely it becomes that the system will be corrupted as participants attempt to manipulate the data to ensure their place in the distribution and to obtain the rewards. When rewards are allocated competitively, this pits members of the system against each other and further breaks down both the system and the community. SFU and SFUFA should work collaboratively on further examining SFU's current incentive system in light of the unintended impacts the system may have on accurately determining faculty performance.
- Review the award guidelines for the University Awards to make sure that the criteria take a comprehensive and holistic approach to teaching assessment. Consider increasing the variety of awards available. Celebrate award winners. See TAWG's recommendations on teaching recognition (Section VI) for further information.
- Initiate a review of departmental criteria for tenure and promotion that includes a focus on teaching criteria and teaching assessment. Review the revised criteria carefully to make sure that teaching assessment is multi-faceted and comprehensive.
- Ask the Deans to have TPCs attach more importance to teaching at the time of biennial reviews and promotion and ask them to turn back biennial review and promotion cases that do not indicate that teaching has been assessed comprehensively.
- Extend the orientation period for new faculty in order to give new faculty time to prepare for teaching, and encourage the establishment of a year-long series of workshops addressing instructional issues facing new faculty.

Institutional Support

The CV system is in the process of being redesigned. The new version should collect more teaching-related information to support faculty in reflection on their teaching and to help them prepare teaching material for BR and TP. The new CV system could provide a template for a teaching dossier. It should also make it easier to incorporate existing data to avoid manual data entry. We recommend that a design committee be established that includes both teaching and research faculty. For examples of information that should be included, please see Appendices E and F.

Examples of best practice should be collected and made available to the SFU community in one location. Appendix H includes some examples that TAWG has collected. For example, the CEE could be tasked with maintaining and updating resources related to teaching assessment on a regular basis, making them available to the SFU community through the CEE website. The following should be included:

- Best examples of departmental TP Criteria related to teaching assessment
- Examples of instructions sent to faculty preparing documentation for biennial review
- Information on how to conduct an informal student survey, with an example
- Information on how to conduct a student focus group, with an example
- Information on how to conduct peer assessment
- Information on how to prepare a teaching philosophy statement
- An example of a short teaching dossier that could be used to present material for teaching assessment for biennial review

Other recommendations:

- Encourage a scholarly approach to teaching
- Support development of a peer assessment program
- Highlight teaching successes and innovation in University and Faculty newsletters, web pages, etc.
- Provide opportunities to present teaching innovations at yearly sharing events
- Provide institutional support for faculty who wish to apply for external funding for teaching-related research
- Provide funding to attend conferences related to teaching

Resources

Using SET as a proxy measure for teaching effectiveness is fast and easy, but the opportunities for bias are high. A culture where teaching is valued, where faculty members are reflective and responsive teachers, where they adapt their teaching to changing environments, and where they are comfortable taking risks asks more of faculty members. TPC members and Chairs will require training in types of teaching assessment methods and in how to evaluate teaching submissions. Resources for professional development for faculty members and training for TPC members are required to support a community of teaching.

- Resources are required for: Collection of additional teaching assessment data, e.g. peer or expert observation, video analysis, surveys of alumni, student input beyond SETC such as focus groups or exit surveys
- Faculty members require support and professional development

- TPCs require support, e.g. training in evaluating teaching submissions and peer assessment and on the inherent and systematic biases of SET
- Develop ways to manage TPC workload – we have heard that there is not enough time to do a good job. Could TPC members be relieved from other service obligations? Could the workload of Chairs/Directors be reduced? We have made a couple of suggestions in the section "Changes that Academic Units Can Make"
- The CEE requires resources to provide
    - Workshops for faculty – assessment of teaching; see proposal for workshops on teaching assessment, outlined in Appendix G, consisting of four modules: 1. Overview, 2. Student Feedback, 3. Peer Feedback, 4. Self-reflection
    - Workshops for faculty – general; CEE should offer a coordinated series of workshops aimed at early-, mid- and late-career faculty members
    - Resources to develop a peer assessment program
    - Support for teaching assessment activities
    - Support for teaching awards and teaching award submissions
    - Resources to develop a teaching development certificate
    - Educational consultants with disciplinary knowledge
    - Support for SETC – the SETC managing group is under-staffed and under-supported
    - Development of support for faculty and academic units creating SET questions that avoid bias; with support of the EDI office
    - Consider seconding faculty to work and learn in the CEE and then return to Faculties with added capacity
- Institute for Studies in Teaching and Learning in the Disciplines (ISTLD)
    - Continue to support faculty-led inquiry

Changes to the SFUFA/SFU Collective Agreement

As part of its work, TAWG has made a number of recommendations for consideration in the next round of negotiations of the SFUFA/SFU Collective Agreement. These include adding a new section describing steps for academic units to use to develop criteria for evaluation of teaching that are in addition to the university criteria, including recognition of the scholarship of teaching and learning as a form of scholarship, and working towards harmonization of criteria for teaching and research faculty in order to reduce differences and distinctions. For further detail, please see the TAWG submission (TAWG, 2018b).

Reporting and Review

Developing a culture where teaching is valued and rewarded falls within the mandate of the AVPLT. We suggest the AVPLT consider enlisting the support of Senate, through the Senate Committee on University Teaching and Learning, and the Centre for Educational Excellence, and other local structures already in place to support teaching and learning, for example the Beedie Teaching and Learning Group.

A general review of the impacts of the project should be initiated within five years – ideally to inform the next Academic Planning cycle. We recommend that repeats of the two surveys – the survey of TPCs conducted by the SETCWG and the survey of faculty members conducted by TAWG – be used as measures of change of culture. Given the discontent with the way merit steps are assigned during biennial reviews expressed by teaching faculty, we recommend that a comparison be made of the merit

steps awarded to teaching and research faculty across the university and any differences justified or corrected. Progress on the recommendations made in recent reports related to teaching assessment (TAWG, SETCWG, TCEP, TFTL) should also be reviewed.

Finally, these recommendations will need to be revised as the SFUFA/SFU Collective Agreement evolves.

Goals addressed

- Faculty members are aware of teaching expectations for their rank and position
- Faculty members are reflective and responsive teachers, they adapt their teaching to changing environments, and they are comfortable taking risks and are rewarded for experimenting with their teaching practices
- Faculty members feel they are part of a culture where teaching is valued
- Expectations for different ranks for teaching and research faculty are clear
- Teaching is valued at hiring and promotion
- Multiple teaching assessment methods are integrated into the work of TPCs
- TP criteria reflect best practice and current teaching research, and are used to inform tenure and promotion decisions
- TP criteria, practice and assessment are aligned
- SFU has articulated a vision statement and principles to provide direction and common purpose around teaching and learning
- There is a clear definition of expectations for both teaching effectiveness and teaching excellence, and the standards expected for different ranks for teaching and research faculty
- A general framework for methods of teaching assessment has been adopted, which can be used to inform the work of academic units
- There is a program of professional development and support that is clearly aligned with this evaluation framework
- The University has established a support system to provide formative feedback and instructional development to all interested faculty
- There is a program of support and/or training for all those involved in the review process
- The expectations, evaluation framework, and support mechanisms are regularly reviewed
- Institutional policies regarding teaching and learning are regularly examined and revised
- Appropriate resources, including the CEE, are tasked with supporting the advancement of teaching and learning throughout the university

IX. Conclusions

The Teaching Assessment Working Group met for a period of twenty months from September 2017 to April 2019. During that time, members reviewed recent SFU reports related to assessment of teaching, invited several experts to present to the community, met with various groups within the community, and discussed ways to build a culture where teaching is valued.

Teaching is a multifaceted activity and we must consider a comprehensive approach to understanding and valuing teaching. This includes using multiple methods to assess teaching. We support the SETCWG recommendations that, to assess teaching, multiple methods, multiple sources, and multiple points in time should be applied. We recommend that academic units focus on formative assessment of teaching for new assistant professors and lecturers during the early part of the faculty member's career. We recommend that academic units perform a comprehensive, summative assessment at the time of promotion to associate professor or senior lecturer and at the time of promotion to full professor or university lecturer. These processes will require additional expertise and work on the part of faculty and TPCs and should be supported by training – through workshops and on-line material – for faculty and TPC members.

To ensure that teaching is valued, faculty members need to hear a consistent message from chairs and other administrators that this is indeed the case – teaching needs to impact hiring and promotion and faculty should have access to training that supports their needs and interests. Addressing these issues requires the attention of faculty members, their Chairs and Directors, and their Deans. Finally, excellent teaching should be rewarded through salary increases, at promotion, and through public recognition.

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The SETCWG was tasked with determining which SFU policies govern the evaluation of instructors and courses, and identify areas where SFU practices and policies require revision or additions. The report reviews the relevant academic literature, SFU policies, and summarizes interviews with SFU TPC Chairs, teaching fellows, and teaching award recipients. The report contains a number of recommendations, but also highlights limitations and recommendations for future work. It also contains a proposed framework for teaching assessment and an inventory of 73 methods of teaching assessment.
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Stark, P. B. and Freishtat, R. (2014) An evaluation of course evaluations. *ScienceOpen Research*. Student ratings of teaching have been used, studied, and debated for almost a century. This article examines student ratings of teaching from a statistical perspective. The common practice of relying on averages of student teaching evaluation scores as the primary measure of teaching effectiveness for promotion and tenure decisions should be abandoned for substantive and statistical reasons: There is strong evidence that student responses to questions of "effectiveness" do not measure teaching effectiveness. Response rates and response variability matter. And comparing averages of categorical responses, even if the categories are represented by numbers, makes little sense. Student ratings of teaching are valuable when they ask the right questions, report response rates and score distributions, and are balanced by a variety of other sources and methods to evaluate teaching. https://www.scienceopen.com/document_file/ad8a9ac9-8c60-432a-ba20-4402a2a38df4/ScienceOpen/1826_XE9106672292100478299.pdf

TAWG (2018a) Teaching Assessment Working Group: Valuing Teaching and the 5-year Academic Plan. Goals to improve how we assess and value teaching at SFU. These goals were developed by TAWG to contribute to the 2019-2024 Academic Plan. http://www.sfu.ca/content/dam/sfu/faculty-recognition/Documents/TAWG%20teaching-related%20considerations%20for%20the%205-year%20planning%20process.pdf

TAWG (2018b) Teaching Assessment Working Group: Recommendations for the Collective Agreement. Proposed changes to the collective agreement between the Simon Fraser University Faculty Association and the University. These changes were developed by TAWG to clarify the expectations for teaching effectiveness and teaching excellence, and the standards expected for different ranks for teaching and research faculty.

TAWG (2019) Teaching Assessment Working Group: Report on Faculty Survey (2018). This report presents of a survey of faculty members delivered in the fall of 2018. Faculty members were asked to comment on how they reflect on their teaching, on what evidence they feel would be useful in evaluating their teaching, and how they feel their teaching is valued. https://www.sfu.ca/content/dam/sfu/faculty-recognition/Documents/TAWG%20-%20Faculty%20Survey%20-%20Report.pdf

TCEP (2013) Teaching and Course Evaluation Project: Final Report. The TCEP was asked to develop recommendations for a new system of student evaluation of teaching and courses, with an emphasis on improving the teaching and learning environment, ensuring efficient methods of data collection, storage and protection of privacy, and adoption of guidelines for best practices in the use of evaluation data. The report was based on earlier work by the Senate Committee on University Teaching and Learning (SCUTL) and the TFTL. The report presents many recommendations

related to the ethical and appropriate use of SET data, but also emphasizes that SET should not be the sole source of data for decision making around teaching performance, suggesting that peer evaluation and/or teaching dossiers provide supplemental information.
http://www.sfu.ca/content/dam/sfu/faculty-recognition/Documents/2013%20Final%20Report%20of%20the%20Teaching%20and%20Course%20Evaluation%20Project.pdf

TFTL (2010) Task Force on Teaching and Learning: Final Report.
The goal of the TFTL was to develop recommendations to enhance teaching and learning support at SFU. The group studied the teaching and learning environment at SFU and recommended establishment of a coordinated teaching and learning support system. Of particular interest to academic units, they recommended development of a coherent system to evaluate teaching and learning effectiveness that includes multiple inputs as well as ability to recognize teaching workload, and encouraged more ways to recognize and value teaching, including awards, special recognitions and incentives.
https://www.sfu.ca/content/dam/sfu/faculty-recognition/Documents/2010%20Recommendations%20Report%20of%20the%20Task%20Force%20on%20Teaching%20and%20Learning.pdf

Zdjelar (2019) The Teaching Assessment Working Group (TAWG) Survey 2018 Results.
Qualitative analysis of the written responses from the TAWG survey.

XI. Appendices

Appendix A: Summary of Recommendations

Use of Student Evaluations of Teaching

General Statement on the Use of SET data - All users of SET data should understand the risks involved in using data that research has shown may systematically disadvantage some faculty members and groups of faculty for reasons that are unrelated to their teaching. SET data should be used with caution, and never as the only indicator regarding faculty teaching.
Use of SET by Faculty Members - Use this as a tool to inform pedagogy rather than assess teaching - Utilize the four questions that are available in SETC to find out what is working, and what isn't, in their classes, how a new format of assignments or new material was received, etc., with the idea of using the responses as a basis for their reflection of their teaching - Use the opportunity to add contextual information as a way to reflect on their teaching - Use mid-semester (informal) surveys for formative questions and end of semester survey for summative questions - Consult with experts such as their faculty's Educational Consultant on how to word questions – in particular on how to ask questions that focus on the student experience
Use of SET by TPCs Because of the different purposes of biennial reviews (competitive) and tenure/promotion decisions (summative), we are recommending using SET in different ways in the two processes. - TPCs should not use SET results for biennial review, because there are questions of validity and too much potential for bias. - TPCs may use SET results in evaluating tenure/promotion applications as **one form** of evidence demonstrating how students experience the applicant's teaching, particularly changes in that experience over time.
Use of SET by Chairs and Directors - Use this as a tool to inform pedagogy rather than assess teaching - Use SET results as one indicator among multiple indicators to inform teaching assignments - Use SET results to flag outliers for further investigation – faculty who receive consistently exceptional responses may be considered for awards; faculty who receive consistently negative response may be provided with support to improve their teaching practice - Use SET results as one part of a broader program of collective assessment of a program to help identify changes to improve student learning and experience
SETC Design Preamble: - Use the preamble on the SETC questionnaire to educate students on the importance of SET, how it is used, and how to make useful comments Contextual component: - Make the purpose of the instructor-related context section clearer. This could be used as an opportunity for the faculty member to reflect on their teaching – what they tried, what

worked, what didn't. This section is currently presented as a way to influence how the results are evaluated, which is not the same thing.

Questions:

- Students are asked to respond to a SET survey for each class they are taking at a time when they are already busy and stressed.
    - Reduce the number of questions. The current version consists of 23 questions – 10 would be more reasonable, e.g. 3 institution questions, 3 department questions and 4 instructor questions.
    - Make sure that questions provide answers to things the institution/department/instructor are really interested in and can only find out in this way (e.g. make sure that the information is not provided by the annual student satisfaction survey)
- Revise any judgment-based questions on SETC questionnaires. Questions should be rewritten to focus on the student's experience e.g.
    - I could understand the instructor's explanations (instead of The course instructor explained concepts clearly)
    - I understood what was expected of me (instead of The course instructor explained grading criteria clearly)
- Questions should focus on issues that affect learning and the learning experience e.g.
    - I feel this course is too much work
    - I cannot read the instructor's handwriting
    - I feel I had taken the right pre-requisites to prepare for this course

Presentation of SETC Responses

- Reorganize presentation to condense the information
- Do not present averages, present frequency distributions with response rates
- Do not rank or compare across faculty, course formats, levels, topics or disciplines
- Provide instructors with more raw data so that they can explore, for example, cross-tabulations on pairs of questions in order to better understand the student experience in their class, while ensuring confidentiality of students is maintained
-

Use of Teaching Assessment Methods Beyond SET

General

Follow the five principles outlined in the SETCWG Report (SETCWG, 2018)

1. Use multiple methods – several pieces of data and evidence should be collected using various methods.
2. Use multiple sources – to increase validity, Teaching Assessment Methods from various sources should be gathered.
3. Gather Teaching Assessment Methods over multiple points in time - this will increase reliability.
4. View Teaching Assessment Methods holistically – without focusing on one particular piece of data or evidence.
5. A teaching assessment should align with an instructor's career path – one single prescribed, weighted evaluation should not be used for all instructors.

Academic Units

Work to develop guidelines for faculty members and for TPC members on which assessment methods should be used for biennial review and tenure and promotion decisions. Tables in Appendices E and F are included for guidance.
SFU and SFUFA Work collaboratively on further examining SFU's current incentive system in light of the unintended impacts the system may have on accurately determining faculty performance.

Improving the Recognition of Teaching

Expand and enhance teaching awards at SFU

- Increase the variety of teaching awards at the University level
  - awards could be made in different areas such as excellence in TA development, instructional technology innovation, course development, experiential learning, risk taking, etc. in order to highlight different aspects of teaching excellence,
  - awards could target different stages of an academic career (early, mid, late), and
  - awards could target different instructor groups (faculty members, sessional instructors, TAs, TMs). For example, the University of Calgary offers awards celebrating teaching excellence in 13 different categories, including diverse learning contexts, individual and team awards, curriculum design and educational leadership.
- Review and revise the award guidelines as the criteria are vague and not in line with current standards, in particular, we should ensure that the criteria take a comprehensive and holistic approach to teaching assessment. For example, applications for University of Calgary teaching awards require a teaching dossier that includes information from the nominee, from peers, and from students.
- Encourage faculties that do not currently have a teaching award to develop one. This will both recognize teaching at the Faculty level and makes sure that the Faculty's excellent teachers are known and can be nominated for University awards.

Expand and enhance recognition and celebration of teaching award winners

- For example, the visibility of teaching award winners could be increased through dinners and/or receptions, or by posting photos and bios in prominent places, such as the FASS Cormack Teaching Award Reception and Symposium.
- Highlight teaching successes and innovation in University and Faculty newsletters, web pages, etc.
- Award winners could be encouraged to open their classrooms, or could be seconded to provide professional development for their colleagues.
- Chairs should be encouraged to celebrate teaching, for example by awarding extra merit steps to award winners

Expand and enhance support for nominees and nominators

TPCs should be encouraged to identify faculty-level nominations during biennial review or tenure/promotion process, winners of faculty-level awards should be nominated for university awards, and university award winners should be nominated for national awards.

- At each level, award winners should be counselled on what they should do to prepare for the next level of award.

- Each academic unit should be encouraged to nominate a member for faculty-level awards, and each faculty should ensure that a member of the faculty is nominated for university-level awards.
- A central support model should be developed for nominations for national and international awards.

Continue and enhance other teaching recognition mechanisms at SFU

- Appointment of Faculty Teaching Fellows
- Awarding steps in biennial review associated with teaching effectiveness
- Recognition of teaching achievements in biennial review and tenure/promotion letters
- Recognition of teaching innovations in CEE newsletters
- Recognition of teaching innovation on the main SFU website and in SFU News

Explore non-competitive criteria-based mechanisms to value and recognize the importance of teaching to the University's mandate

These could include

- Encouraging TPCs to attach more importance to teaching at all stages of a faculty member's career: hiring, biennial review, tenure and promotion
- Encouraging TPCs to recognize teaching outside the formal classroom – for example supervision of graduate students, field courses, and special topics courses
- Encouraging certification of professional development experiences
- Explore development of a multi-tiered teaching fellowship program.

Training and Support for Faculty and TPCs

- The CEE should offer workshops for faculty members on teaching assessment methods. We have proposed a series of four workshops (Appendix G): an overview of teaching assessment methods and practices, use of student feedback, use of peer feedback, and use of self-assessment and reflection.
- These should be part of a series of workshops for early, mid and late career faculty that provide professional development and support to faculty teaching at different stages of their careers
- Workshops for TPC members should be provided by the Associate Vice President, Learning and Teaching, working in concert with the Faculty Relations, SFUFA and the CEE. These workshops should include information on how to use different teaching assessment methods and on the inherent and systematic biases of SET.

Recommendations for Changes to Policy and Administration

Changes that Academic Units Can Make

Practices that demonstrate that teaching is valued:

- Ask candidates to give a teaching presentation as part of the hiring process
- Ensure that the hiring practice for teaching faculty is as rigorous and thoughtful as the practice of hiring research faculty in order to identify candidates of the highest calibre
- Implement a formal mentorship program to support new faculty as they start teaching (Teaching Fellows and/or CEE Educational Consultants to help)

  - Encourage formative assessment before tenure and promotion, i.e. year 3 for Assistant Professor or Lecturer, as this is a particularly important time in a faculty member's professional development
  - Provide formative assessment on promotion to Associate Professor or Senior Lecturer – what can they work on as they prepare for promotion to Professor or University Lecturer? (This will probably have to occur after the promotion decision)
- Encourage award-winning teachers to open their classrooms to new instructors
- Ensure that representation of teaching faculty on TPCs reflects the ratio of teaching to research faculty in the Academic Unit (this may require changes to the Collective Agreement)
- Use the biennial review process to
  - identify faculty members to recommend for teaching awards, or other recognition
  - recognize teaching innovations
  - recognize educational leadership projects
- Assign step awards based on both teaching and research; make sure that contributions to teaching impact the step award
- Set aside time at every department or school meeting to discuss teaching issues, e.g. through issues raised by the curriculum committees, or through sharing by faculty members of new ideas they have tried or come across
- Encourage formation of a Teaching Circle in your department (e.g. Biology)

Practices that improve assessment of teaching:

- Academic units should review their unit's tenure/promotion criteria related to teaching.
- Clarify that all departmental criteria are in addition to the university criteria
- Clarify how your academic unit views graduate supervision – including senior supervisor, member of supervisory committees, and internal/external reviewer
- Recognize and value professional development, including professional development that leads to certification, and recognize supervision of student projects or group work, interdisciplinary teaching, and community-engaged teaching
- Recognize and reward risk taking and experimentation with teaching practices
- Clarify what your academic unit means by satisfactory, successful, excellent, and outstanding teaching
- Include information about the evidence used in the biennial review process in the unit's TP criteria and focus on evidence of teaching effectiveness specific to the short-term process of biennial assessment
- Define the teaching assessment framework that will be used to evaluate teaching – including details of the tools and processes to be used, and an example of each (See Appendix E and F)
- Encourage TPC members to participate in training on how to assess teaching (see Section VII Training and Support)

Suggestions of ways to manage workload

- Focus on doing the most thorough reviews at year 3 at the time of contract renewal and/or in the year before promotion
- Consider doing salary reviews every three years after promotion to Full Professor or University Lecturer, or perhaps throughout one's entire career (would need to be part of the Collective Agreement)

- Provide training to TPC members on how to evaluate teaching-related data to help them work more efficiently
- Provide rubrics for evaluation
- Provide exemplars of high-quality teaching and portfolios

Actions for Deans

- Review departmental criteria for teaching carefully to ensure that teaching assessment is multi-faceted and comprehensive. During the review process, encourage TPC Chairs to make sure that contributions to teaching impact the step award. Send biennial review (BR) and tenure/promotion (TP) cases back if there is not sufficient evidence for effective teaching.
- Encourage cross-disciplinary review and sharing of departmental TP criteria and make sure that Academic Units realize that departmental TP criteria are now available online.
- Ensure that your Faculty has teaching awards, that the award guidelines are clear, and that the criteria take a comprehensive and holistic approach to teaching assessment. Be sure to encourage all of your Academic Units to submit teaching award nominations. Celebrate award winners.
- Make sure that you have a full complement of Teaching Fellows and that their roles are clear.

Actions for the VPA/AVPLT

- Review recommendations from previous reports (TFTL, 2010; TCEP, 2013; SETCWG, 2018) to make sure that progress has been made
- Enable the development of additional methods of assessing teaching, for example peer evaluation
- Explore shifting from a summative to a formative system that encourages positive change
- Review the award guidelines for the University Awards to make sure that the criteria take a comprehensive and holistic approach to teaching assessment. Consider increasing the variety of awards available. Celebrate award winners.
- Initiate a review of departmental criteria for tenure and promotion that is designed to focus on teaching criteria and teaching assessment. Review the revised criteria carefully to make sure that teaching assessment is multi-faceted and comprehensive.
- Ask the Deans to encourage TPCs to attach more importance to teaching at the time of biennial reviews and promotion and ask them to turn back biennial review and promotion cases that do not indicate that teaching has been assessed comprehensively.
- Extend the orientation period for new faculty and encourage the establishment of a year-long series of workshops addressing issues facing new faculty.

Institutional Support

- Make sure that the new CV System can collect more teaching-related information to support faculty in their reflection on their teaching and help them prepare teaching material for BR and TP
- Collect and make available examples of best practice
- Encourage a scholarly approach to teaching
- Support development of a peer assessment program

- Highlight teaching successes and innovation in University and Faculty newsletters, web pages, etc.
- Provide opportunities to present teaching innovations at yearly sharing events
- Provide institutional support for faculty who wish to apply for external funding for teaching-related research
- Provide funding to attend conferences related to teaching

Resources

- Resources are required for: Collection of additional teaching assessment data, e.g. peer or expert observation, video analysis, surveys of alumni, student input beyond SETC such as focus groups or exit surveys
- Faculty members require support and professional development – this requires support of the CEE and the ISTLD
- TPCs require support, e.g. training in evaluating teaching submissions and peer assessment
- Develop ways to manage TPC workload– we have heard that there is not enough time to do a good job. Could TPC members be relieved from other service obligations? Could the workload of Chairs/Directors be reduced? We have made a couple of suggestions in the section "Changes that Academic Units Can Make"
- Provide the resources the CEE needs to present workshops, teaching assessment activities (including peer assessment and SET), educational consultants with disciplinary knowledge
- Continue support for faculty-led inquiry

Reporting and Review

- We recommend that the AVPLT enlist the support of Senate, through the Senate Committee on University Teaching and Learning, the Centre for Educational Excellence, and other local structures already in place to support teaching and learning,
- Compare how merit steps are awarded to teaching and research faculty to make sure that there are no discrepancies
- Initiate a review of the impacts of the project within five years. Repeat the two surveys – the survey of TPCs conducted by the SETCWG and the survey of faculty members conducted by TAWG – to measure change of culture
- Revise these recommendations as the SFUFA/SFU Collective Agreement evolves

Appendix B: TAWG Terms of Reference

Teaching Assessment Working Group

Strategies to Value Effective Teaching

Terms of Reference

Preamble

Some 54 Tenure and Promotion Committees (TPC's) exist across SFU each charged with reviewing faculty performance and providing recommendations. Each TPC develops review criteria consistent with their Faculty and disciplinary needs.

Faculty members are evaluated and promoted based on their performance in three areas as set out in the SFU-Faculty Collective Agreement, Section 28.5. These areas are Research, Teaching, and Service. Although the distribution of these areas is not mentioned in the collective agreement it is generally considered to be 40% Research, 40% Teaching and 20% Service for research faculty and 80% Teaching, 20% Service for teaching faculty (these percentages may vary depending on expectations).

In general, the metrics used to evaluate the research component are well known, consistent, and relatively straightforward to apply. The evaluation of teaching practice and related metrics are not as well known across disciplines and, in practice, may not be as consistent or as straightforward to apply. It is the belief of this working group that TPC's are committed to valuing teaching by fairly evaluating all components of a faculty members' teaching practice but may lack a consistent set of evaluation tools to choose from. It will beneficial to all to review best practices locally, at other institutions, and as identified in the literature and to share these with the SFU academic community.

Purpose of Working Group

The charge of this working group is to provide a set of strategies to value teaching practice and recommendations to facilitate consistency, flexibility, and robustness of reviews of teaching practice that are **useful and usable** by Faculty, Chairs, Tenure and Promotion Committees (TPCs), and Deans.

Scope

The working group should identify current practice and issues of concern by considering the following:

1. Review of current Departmental TP Criteria to determine the types and ways in which teaching practice are being evaluated,
2. Review of current University Criteria,

3. The experiences of TPC Chairs and Deans,
4. The experiences of a sample of faculty members who have been reviewed,
5. The experiences of other groups e.g. SFUFA, SCUTL, Faculty Relations.

The working group should explore alternatives to current practice by considering, for example, the following:

1. Best practices at SFU including the types and range of strategies being used,
2. Best practices at other institutions in Canada including the types and range of strategies being used,
3. Recent literature relevant to faculty teaching reviews.

The working group will work to advance awareness of alternatives by considering, for example, the following:

1. Workshops for faculty with experts,
2. Promotion of discussions at department meetings,
3. Development of a website of resources

The working group will write a report summarizing their findings and develop a set of recommendations for different stakeholders regarding:

1. Strategies to celebrate teaching excellence,
2. A broad and flexible set of teaching competencies,
3. Methods for formative and summative evaluation of teaching,
4. Support for faculty including submission templates,
5. Clarification of Departmental and general University criteria,
6. Strategies to increase efficacy, fairness and efficiency,
7. Strategies to promote sustainability of the initiative.

Committee Members

Barbara Frisken (Chair) (PHYS)	Faculty of Science
Brad Johnson (Director, TLC)	Teaching and Learning Centre
Natalia Gajdamaschko (EDUC)	Senate Committee on University Teaching and Learning (SCUTL) 2017-2018
Panayiotis Pappas (LING)	Senate Committee on University Teaching and Learning (SCUTL) 2018-2019
Russell Day (PSYC)	SFU Faculty Association (SFUFA)
Jennifer Spear (HIST)	Faculty of Arts and Social Sciences
Diana Cukierman (CMPT)	Faculty of Applied Sciences
Neil Abramson	Beedie School of Business (2017-2018)
Daniel Ahadi (CMNS)	Faculty of Communication, Art and Technology
Dan Laitsch (EDUC)	Faculty of Education
Andrew Perkins (GEOG)	Faculty of Environment

Diego Silva	Faculty of Health Sciences
Richard Lockhart (STATS)	Faculty of Science
Doug Thorpe-Dorward	Faculty Relations (Ex-Officio) (2017-2018)

Appendix C: Goals for improving how we assess and value teaching

TAWG developed goals in three main areas, for faculty members, academic units, and the University, that we believe will improve the way we value and assess teaching. These goals were distributed to the community in early 2018 for consideration as academic units and faculties drafted their 2019-2024 Academic Plans. TAWG also used these goals to develop the strategies and recommendations to build a culture at SFU where teaching is valued that are outlined in this report. The goals addressed by recommendations in each of the five categories are summarized at the end of the appropriate section.

The goals are that:

1. Faculty members are reflective practitioners within a community of teaching
    - They are aware of teaching expectations for their rank and position
    - They are reflective and responsive teachers
    - They adapt their teaching to changing environments
    - They are comfortable taking risks and are rewarded for experimenting with their teaching practices
    - They feel they are part of a culture where teaching is valued
    - Outstanding teaching is celebrated
2. Academic units value and reward teaching as one of the primary academic responsibilities
    - Expectations for different ranks for teaching and research faculty are clear
    - Teaching is valued at hiring and promotion
    - TPCs have the tools and knowledge to value effective teaching
    - Multiple teaching assessment methods are integrated into the work of TPCs
    - Departmental TP criteria reflect best practice and current teaching research, and are used to inform tenure and promotion decisions; criteria, practice and assessment are aligned
    - Academic units identify and promote their best teachers for faculty, university, national, and international teaching awards
3. The University provides support to faculty members and academic units for the design, development, delivery, and evaluation of effective teaching
    - SFU has articulated a vision statement and principles to provide direction and common purpose around teaching and learning
    - The capacity to understand teaching and evaluate it well is present in all steps in the process
    - There is a clear definition of expectations for both teaching effectiveness and teaching excellence, and the standards expected for different ranks for teaching and research faculty
    - A general framework for methods of teaching assessment has been adopted, which can be used to inform the work of academic units
    - There is a program of professional development and support that is clearly aligned with this evaluation framework
    - The University has established a support system to provide formative feedback and instructional development to all interested faculty
    - There is a program of support and/or training for all those involved in the review process
    - The expectations, evaluation framework, and support mechanisms are regularly reviewed
    - Institutional policies regarding teaching and learning are regularly examined and revised
    - Appropriate resources, including the TLC, are tasked with supporting the advancement of teaching and learning throughout the university

Appendix D: Definitions

There are a number of terms used to describe teaching and assessment. In this report, we used the definitions below; departments may use these as a starting point as they work to define terms that are relevant to their discipline and context.

Formative Assessment – ongoing feedback that is designed and used to promote growth or improvement in the person's performance[2]

Summative Assessment – an evaluation designed to present conclusions about the merit or worth of a person's performance[2]

Effective Teaching

> Section 28.5 of the 2014-2019 SFU/SFUFA Collective Agreement states:
> "Success as a teacher is of fundamental importance for evaluating the performance of a faculty member. Matters which should be taken into consideration in evaluating teaching include **mastery of the subject**, **generation of enthusiasm in students**, **maintenance of appropriate academic standards**, **dedicated involvement within one's field(s)**, **openness to innovation**, **graduate supervision**, and **development of academic programs**."
> This is consistent with accepted definitions of effective teaching in the field. For example, Gravestock (2011, p 54) states
> "In general, it is agreed that an effective teacher should be:
> - Organized and prepared for class;
> - Knowledgeable about and demonstrate a strong interest in the subject matter;
> - Able to motivate students;
> - Fair and reasonable in their evaluation of student work;
> - Able to assist with and encourage student learning;
> - Able to encourage discussion;
> - Dynamic and energetic in the classroom and possess effective presentation skills; and,
> - Interested in their students learning."
>
> For more information, Gravestock references a more complete definition published by Queen's University in 1995, which is reproduced in Gravestock's thesis (Gravestock, 2011, Appendix G, p 347).

Scholarship of teaching and learning (SOTL) – "The systematic study of teaching and/or learning and the public sharing and review of such work through presentations, performance, or publications." McKinney, p39. From https://www.stlhe.ca/sotl/what-is-sotl/

Discipline Based Education Research (DBER) – "DBER combines knowledge of teaching and learning with deep knowledge of discipline-specific science content. It describes the discipline-specific difficulties learners face and the specialized intellectual and instructional resources that can facilitate student understanding." National Research Council. 2012. Discipline-Based Education Research: Understanding and Improving Learning in Undergraduate Science and Engineering. Washington, DC: The National Academies Press. https://doi.org/10.17226/13362.

[2] Gullickson, A.R., Howard, B.B. (2009). The Personnel Evaluation Standards: How to assess systems for evaluating educators (2nd Ed.). Thousand Oaks, CA: Corwin Press.

Active research – research in teaching and learning in one's own classroom

Scholarly teaching – teaching informed by research /scholarship of teaching and learning (UBC Collective Agreement)

Excellent teaching and outstanding teaching – These two terms are used to describe teaching expectations for promotion at SFU but are not defined in the SFUFA/SFU Collective agreement. They are generally used to describe teaching that exceeds expectations for effective teaching. Excellent teaching is sometimes described as being a combination of effective and scholarly teaching. In general, each academic unit will need to define these terms in the context of disciplinary norms in order to make it clear what is expected for promotion to senior academic positions within the academic unit. The Criteria for Promotion recently approved by the Faculty of Education in December 2018 (Faculty of Education, 2018) provide a comprehensive example.

Innovative teaching – introducing or applying practices that are new to them or to their classroom

Educational leadership

> Educational leadership is the process of influencing colleagues, students, and SFU administration to improve student learning. It includes leadership in the exploration of instructional strategies and student learning; mentorship of colleagues; and the creation, development, and/or implementation of policies, initiatives, and programs within the University to enhance student learning and teaching practice.

Two other terms are used to define teaching – quality teaching and successful teaching – but we believe that these are captured in the terms above and have avoided using them.

Appendix E: Guidance for use of teaching assessment methods by faculty members

This table was created by Daria Ahrensmeier to help faculty members systematically collect information and document the scope, effectiveness and progression of their teaching. It is meant for personal reflection and professional development, but can also be used for biennial review and/or tenure/promotion processes. Departments may also use the table to generate discussion about the aspects of teaching they can assess and value, and the ways in which they might operationalize the assessment. The table reorganizes the 73 teaching assessment methods described in the SETCWG Report (SETCWG, 2017, Chapter 5) from a user's point of view. The format encourages reflection and follows the guiding principles and structure of a teaching dossier. All of the documentation listed is provided/assembled by the faculty member, unless otherwise noted. Please note that this list shows a wide variety of options; what a faculty member actually includes will depend on their own interests or department requirements. Faculty and departments should refer to the details in the SETCWG report when considering these items, and are encouraged to request help and further information from the CEE (Centre for Educational Excellence). Departments should also consider Appendix F: Guidelines for use of teaching assessment methods by academic units as a scaffold for evaluation of teaching for biennial review, tenure and promotion.

	What – The kind of information that may be collected and documented	**How – Examples for Details, specific materials and data that may be included**	**Why – Examples for what the documentation can illustrate about the instructor's teaching**
Documentation of Teaching and Related Activities	Courses taught	Number, type, level of courses; student population; specific responsibilities; description of student activities; teaching strategies and innovation	Breadth and depth of experience; use of evidence-based, research-informed practices; adaptability to audience
	Course materials	Syllabus, course plan; sample lecture, sample assignment, midterm, final; grading rubrics	Alignment of Educational Goals, assessment, and teaching practice; use of evidence-based, research-informed practices; meaningful/authentic assessment
	Course (re)design; curriculum (re)design	New vs old course materials (see details above); new vs old program including curriculum map, Program Level Educational Goals	Consideration of Student needs and/or feedback; alignment of Educational Goals, assessment, and teaching practice; use of evidence-based, research-informed practices

	What – The kind of information that may be collected and documented	**How – Examples for Details, specific materials and data that may be included**	**Why – Examples for what the documentation can illustrate about the instructor's teaching**
	TA training and/or supervision	TA training materials	Awareness of student needs, demands and issues the TAs may face
	Graduate student supervision	Number of students; student careers, student awards	Awareness of graduate student needs and methods to support their success
	Active participation in teaching circles or communities of practice	Presentations, reports	Interest in new developments, literature, and continuous improvement including sharing experiences
	Educational Leadership	Mentoring other instructors; creation of course materials for broader use; writing/editing textbook; creating community of practice; editor for a SOTL/DBER journal	Impact beyond one's own classroom, on the larger teaching community
	Scholarship of Teaching and Learning (SoTL) and/or Discipline Based Education Research (DBER)	Grants, projects, reports, presentations, publications	Impact on the larger teaching community through scholarly work.
	Professional development activities related to teaching	Documentation of participation in workshops etc; artifacts created; certificates; journals or books read	Interest in continuous improvement, learning about new developments and research; adherence to professional standards in a field
	Teaching-related administrative work	Committee work, program development participation	Support of teaching community; interest in program improvement to address changing needs

	What – The kind of information that may be collected and documented	How – Examples for Details, specific materials and data that may be included	Why – Examples for what the documentation can illustrate about the instructor's teaching
Reflection on Current and Past Practices	Reflections on Teaching	Teaching Philosophy Statement; Teaching Dossier; Reflection on own teaching in relation to SoTL or DBER literature, Teaching Perspectives Inventory etc.	Views on how teaching and learning works, values and how they are realized; seeking out and responding to feedback; reflection for continuous improvement; changes based on reflection
	Reflections on Educational Leadership	Educational Leadership Dossier	Views on how educational leadership works, values and how they are realized; seeking out and responding to feedback; reflection for continuous improvement
	Other teaching-related Publications	Blogs, videos, opinion pieces	Impact on the larger teaching community through communicating reflection, news, and opinions.
Outcomes and Observations	Course data	Grade distributions; attendance, retention	Consistency with department practice; student engagement
	Educational goals	Mapping of educational goals to course work and related grades or other assessment	Degree of achievement of educational goals through the course
	Student outcomes	Student work samples; concept inventory (pre-/post-test) results	Illustration of student learning via examples or validated, reliable tests.
	Student feedback	SETC; student focus groups, interviews (provided by CEE); instructor-developed surveys; in-class feedback; alumni feedback; testimonials	Student perception of the course, their learning, and the instructor's teaching
	TA feedback	TA focus groups, interviews, exit survey (all provided by CEE)	TAs' perception of the course, the instructor's

	What – The kind of information that may be collected and documented	How – Examples for Details, specific materials and data that may be included	Why – Examples for what the documentation can illustrate about the instructor's teaching
			teaching and the students' learning
	Peer feedback	Classroom observation with or without standardized protocol (provided by peers; training by CEE available)	Student engagement and interaction; use of suitable, effective methods
	Expert feedback	Classroom observation with or without standardized protocol (provided by CEE or, e.g., university lecturers)	Student engagement and interaction; use of suitable, effective, evidence-based, research-informed methods
	Teaching awards	Awards, nominations	Demonstration of particular dedication to teaching, innovation etc
Reflections on Future Goals	Reflections on future development as an instructor	Teaching philosophy statement; Teaching dossier; reflection on development options based on feedback and observations, inspired by literature or interactions with community	Seeking out opportunities for professional growth as instructor, reflecting on and using feedback; planned changes based on outcomes and observations
	Plans for future teaching (innovation), course development, SoTL, DBER, etc	Teaching philosophy statement; Teaching dossier; ideas inspired by feedback and observations, community, student/department needs and/or literature	Seeking opportunities for professional growth as instructor to further teaching in the department and address the (changing) student needs

Appendix F: Guidance for use of teaching assessment methods by academic units

This table organizes the SETCWG's 73 methods for assessment of teaching (SETCWG, 2017, Tables 34 and 35, pp. 63-66) into a single table organized by methods and sources. The table focusses on three groups of assessment methods: documentation of teaching and related activities, reflections on teaching, and outcomes and observations. While Appendix E is designed to help faculty members record and document their teaching, we hope that this approach will help academic units in choosing their sources for evaluation of their colleagues' teaching. A $ indicates methods that would need to be financially supported. Faculty and departments should refer to the full SETCWG report in considering any of these items and contact the Centre for Educational Excellence (CEE) for support.

Method	Self	Current & Former Students	Peer/Administrator
Documentation of Teaching & Related Activities	Courses taught Course (re)design Course materials Graduate student supervision T.A. training/supervision Scholarship of Teaching & Learning (SoTL) and/or Discipline Based Education Research (DBER) Professional development activities Educational leadership	Student work	Review of course materials Review of SoTL/DBER
Reflections on Teaching: **1) Current & Past Practices** **2) Future Goals**	Teaching philosophy (why do you do what you do in the classroom?) Narrative reflection on teaching activities & practices	Faculty-developed surveys	Pre- & post-observation meetings
Outcomes & Observations	Video analysis $ Teaching awards	Number/calibre of students supervised Student awards & distinctions Course data (grades, attendance, retention) Student feedback T.A. feedback Focus groups $ Current & former student testimonials Alumni surveys $	Peer observation $ Expert (CEE, University Lecturers) observation $ Video analysis $ Review of course materials

Appendix G: Recommendations for workshops for faculty members

This Appendix describes four workshops designed to introduce faculty members to different methods of teaching assessment. The workshops were designed by Daria Ahrensmeier and Sarah Turner from TLC in collaboration with TAWG and were piloted at the Symposium for Teaching and Learning on May 15 and 16, 2019, at SFU's downtown campus.

Design overview and considerations

- Workshops should illustrate that instructors' professional development and the reflection on and presentation of their development and achievements are complementary processes.
- Correspondingly, the workshops should provide guidance on how to implement the various teaching assessment methods, how to analyze the resulting data, and how to present the results, including reflection. They should also illustrate pros and cons of each method and their limitations.
- The workshops should offer face–to-face options as well as online materials for self-study/review, including exemplars for instructors at various ranks/career stages and from various disciplines.
- The sessions should be short (typically no more than 2 hours), with each session focused on one topic.
- For the workshops to be efficient, departments should be strongly encouraged to discuss their view of effective teaching so that instructors can use that view as a guideline.
- It is important that these sessions are both supported from the bottom up, i.e. including faculty voices in the creation and development of each module, and top down. It is recommended that there be clear support of these initiatives by the VPA, AVPTL and directors and chairs.

Draft Timeline (2019/2020)

- Design sessions, supplementary material, outreach strategy: Jan – April
- Book space, promote sessions, plan evaluation: February and March
- Pilot newly developed sessions at the Teaching and Learning Centre's Symposium: May
- Revise and refine, using feedback from participants and consultations with stake holders: June - August
- Begin offerings and create supplementary/online materials: September – April

Module 1: Teaching Assessment – An Overview

While there are multiple options for teaching assessment beyond student course evaluations, not many of them are currently being used at SFU. The goal of this workshop is to provide an overview of these options, how they can be implemented, their pros and cons, and the type, breadth and depth of information they can provide, including their limitations. We will also address how instructors can use the results for continuous improvement of their teaching, where they can find support for implementation and analysis, and what a TPC will likely be looking for in their assessment.

Faculty members should expect an initial increase in workload when implementing these methods, but the workshops will illustrate the benefits that make up for it: a combination of multiple methods (e.g. surveys, observations, reflection) and data sources (students, peers, self) at several points in time is not

only suggested in SFU policies, it is also widely seen as a more nuanced, fair and realistic approach that allows for interpretation within the context of an individual instructor's career path.

Module 2, with Kiran Bisra: Student Feedback on Teaching

Collecting meaningful, relevant and timely student feedback on teaching can lead to improvements and further development of an instructor's teaching practice. Methods of collecting this feedback are varied, and include student course evaluations (including SETC instructor-selected questions), mid-term instructor-designed surveys (distributed early enough to make adjustments), and student focus groups (conducted by an educational consultant, TA's or Peers), or class observations by trained undergraduate students.

Participants will learn how to identify key aspects of the learning experience they would like feedback about, how to use survey question design principles to craft questions about those aspects, distill and analyze survey results, and how to use this data to improve their students' learning experience.

Module 3: Peer Feedback – Approaches to Design

Teaching assessment by peers provides a complementary angle to student assessment and can contribute to a more holistic picture of an instructor's practice. While formative peer assessment has recently become more popular at SFU and elsewhere, many questions regarding the process still remain. This session examines the goals and scope of peer observation as well as models, options and guidelines for performing and for receiving peer feedback.

Participants will evaluate the benefits and limitations of these models and discuss how to document and extract information, as well as how to present findings. Faculty members who have implemented peer assessment processes will share their own experiences highlighting the various ways they have made the workload both sustainable and manageable. Special attention will be paid to the various ways these experiences have informed instructors' practice and creative models for sharing and showcasing the learning from peer feedback.

Module 4: Teaching Philosophy Statements and Dossiers

The commonly used format for documenting an instructor's teaching effectiveness, progress, and self-reflection is the teaching dossier, which includes the teaching philosophy statement.

In this workshop, participants will get started on preparing their own dossier and philosophy by reviewing the typical structure and content of teaching dossiers, and comparing several examples from a variety of disciplines and career stages. They will start to create their Philosophy of Teaching statement, discuss approaches for documenting teaching activities and effectiveness as well as reflections, and engage in peer review of the results. They will also learn what to look for when assessing another instructor's teaching dossier, and where to find support.

Follow-Up session: Drop-in session for participants to receive feedback on their teaching dossier drafts

Appendix H: Examples / templates

1. TP Criteria related to teaching assessment
    a. Department of History
    b. Faculty of Education
2. Informal course survey of students, not led by instructor
    a. Student focus group – SETCWG Appendix D7
    b. Small group instructional diagnosis – SETCWG Appendix D8
3. Informal course survey of students, led by instructor
    a. Student Feedback TAE – SETCWG Appendix D6
    b. Muddiest point – SETCWG Appendix D9
    c. One minute paper – SETCWG Appendix D9
4. Peer assessment - http://ctl.ok.ubc.ca/teaching-development/classroom-practices/peer-review/