

Guide to Evaluation of Teaching at John Abbott College

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(Clea Notar 2006-2007)

1. INTRODUCTION

Introduction by Keith W. Henderson, Director General

The stated purpose of the Evaluation of Teaching Policy is to improve the quality of education at John Abbott College through the provision of constructive and formative feedback to both new and experienced faculty. The evaluation process will be implemented by the College's administration as a collegial process designed to foster personal and professional growth and development, individual motivation and shared responsibility for the continuous improvement of teaching. Both the letter and the spirit of the Policy specifically preclude that it could in any way be implemented or administered in a manner that could be construed as punitive.

The Policy itself addresses only one type of situation concerning new faculty that could lead to decisions other than suggestions regarding professional development and the like. This is the unlikely situation where a new teacher manifests the same serious pedagogical or other problems in each of two consecutive semesters (their second and third semesters of teaching at the College) after having been given the appropriate advice, aid, professional assistance and, especially, time to put these into practice and to correct the problems identified. These situations are so serious as to warrant that changes absolutely need to be made in order for the individual new faculty member to be able to continue teaching at John Abbott College. It should be clear here that by "serious" problems or situations, we do not mean temporary difficulties that are related to lack of experience or to situational factors. In other words, these situations refer to individuals who are either completely unable or completely unwilling to recognize the seriousness of the problems identified through the evaluation process or to correct them once they recognize their seriousness.

As far as other faculty members are concerned, i.e. those faculty members who have more than three semesters of full-time teaching at JAC, the evaluation process is solely formative and cannot in any way be used for disciplinary measures against them.

Finally, the Academic Dean will do everything possible to ensure that all new faculty members will be treated equitably and with the utmost respect regardless of their division, their program, their department, or their Dean.

2. THE PROCESS

New Faculty

(see Policy 12 - Concerning the Evaluation of Teaching and the Assurance of Quality Education and Agreement on the Formative Evaluation of Teaching)

- | | |
|--------------|---|
| 1st semester | A formative process confidential to the teacher and another teacher in the department |
| 2nd semester | Review of the teacher's performance with the Dean |
| 3rd semester | Review of the teacher's performance with the Dean |

(Continuing Education teachers -
as outlined in the policy and agreement)

All Other Faculty

A complete formative evaluation once every five years to be reviewed by the Dean. Selection of faculty members is decided by the Dean in consultation with the Department.

(See 7.3 of Policy 12 and 5.3 of the Agreement)

3. STUDENT QUESTIONNAIRES

A. Semester Time frame for Student Questionnaire Administration and Review

Week 2 or 3	Letter from Dean to the teacher to be evaluated in the semester (includes copy of questionnaire)
Week 7	Letter asking the teacher to confirm day/time/place of the administration of the questionnaire
Weeks 11 to 14 (or equivalent)	Administration of questionnaire by staff (in accordance with protocol)
Week 15	Appointments are set (teachers/Dean)
Before the beginning of the next semester	Meetings with Dean
Middle of the following term	Compile recommendations for the Quality Education Committee regarding the process

B. Administration and Analysis of Student Questionnaires

Confidentiality is maintained during all phases of the process. Surveys are administered by a staff member assigned by the Dean. A standard protocol will be followed for the administration of the questionnaire (see Appendix C). Completed surveys are returned to office of the Dean. Tabulation of multiple choice questions will be done by Computer Services using scales, charts and percentages.

All open-ended comments will be transcribed verbatim.

The confidential reports will be sent by mail or e-mail to the teacher and the Dean as required by the policy.

C. Teaching Context Form

Faculty members will fill out this form for each course section (see Appendix D).

4. QUESTIONNAIRE

STATEMENT OF PURPOSE		Agree (A)	Somewhat Agree (B)	No Opinion / Not Applicable (C)	Somewhat Disagree (D)	Disagree (E)
<p>John Abbott College would appreciate your careful completion of this questionnaire. The results may help teachers make constructive changes in curriculum and instruction. In addition, the results may be an important factor in decisions affecting the career of your teacher. The information you provide on the questionnaire will be treated in a confidential manner.</p> <p>To protect your anonymity, your written responses to the open-ended question at the end of the questionnaire will be typed. You may respond in English or French.</p> <p>Your teacher will not receive the results of the questionnaire until the final marks have been submitted.</p> <p>Please record your answers in HB pencil on the OPSCAN sheet by filling in the circle completely as indicated (●). Choose only one answer per question.</p>						
STUDENT'S RESPONSES						
1.	The teacher explains course material clearly.	(A)	(B)	(C)	(D)	(E)
2.	Assignments (test, lab reports, essays, etc.) are based on course content.	(A)	(B)	(C)	(D)	(E)
3.	Instructions for assignments (tests, lab reports, essays, etc.) are clear.	(A)	(B)	(C)	(D)	(E)
4.	If AV material (language labs, overheads, films, slides, Powerpoint presentations) is used, it helps me understand the course material.	(A)	(B)	(C)	(D)	(E)
5.	The teacher encourages students to ask questions.	(A)	(B)	(C)	(D)	(E)
6.	The teacher answers questions clearly.	(A)	(B)	(C)	(D)	(E)
7.	The teacher covers the topics listed in the course outline.	(A)	(B)	(C)	(D)	(E)
8.	The course is well organized.	(A)	(B)	(C)	(D)	(E)
9.	The teacher tries to make the course interesting.	(A)	(B)	(C)	(D)	(E)
10.	The teacher provides helpful feedback on my assignments (tests, lab reports, essays, etc.).	(A)	(B)	(C)	(D)	(E)
11.	The teacher usually returns my assignments (tests, lab reports, essays, etc.) within two weeks for 15-week courses and, for shorter courses, within a reasonable time.	(A)	(B)	(C)	(D)	(E)
12.	The teacher is approachable.	(A)	(B)	(C)	(D)	(E)
13.	The teacher treats students with respect.	(A)	(B)	(C)	(D)	(E)
14.	The teacher begins classes on time.	(A)	(B)	(C)	(D)	(E)
15.	The teacher ends classes on time.	(A)	(B)	(C)	(D)	(E)
16.	The teacher is available to help students individually.	(A)	(B)	(C)	(D)	(E)
17.	Overall, I believe the teaching of this instructor is effective.	(A)	(B)	(C)	(D)	(E)
18.	The classroom(s), lab(s), stage location(s) have satisfactory space, light, ventilation, sound proofing, seating and temperature.	(A)	(B)	(C)	(D)	(E)
19.	The level of difficulty of the course material is : A. Too easy B. Easy C. Average D. Difficult E. Very difficult	(A)	(B)	(C)	(D)	(E)
20.	How many classes have you missed? A. None B. 1-2 classes C. 3-4 classes D. 5-6 classes E. More than 6	(A)	(B)	(C)	(D)	(E)
21.	On average, how many hours PER WEEK do you spend outside of class on this course? A. Over 4 hours B. 3-4 hours C. 1-2 hours D. Less than 1 hour E. None	(A)	(B)	(C)	(D)	(E)
22.	Please write below any comments or suggestions. These could include comments about what you liked or disliked about the course; possible improvements to the course; choice of course material or the textbook; classroom space, etc. Do not write in margin.					

5. MEETING WITH THE DEAN

The Dean will meet with each teacher to review the results of the teaching evaluation. These meetings will generally proceed in the manner described below.

- A. An explanation and review of the evaluation process and the role of the Dean.**
- B. A clarification of the teaching context of the teachers' courses for the term (as described in the accompanying teaching context form - Appendix D).**
- C. A discussion of issues and topics suggested by the teacher arising from the evaluation forms and process.**
- D. A discussion of issues and topics suggested by the Dean arising from the evaluation forms and process.**

Ordinarily this discussion would include such topics as the teacher's perception of the process and its results; a discussion of what worked and what did not during the previous term; a request for suggestions about how administration could help with any issues raised by the evaluation. The Dean and teacher will pay particular attention to questions on which more than 30% of responses are "somewhat disagree" and "disagree." At the end of this discussion, topics for follow-up may be identified.

- E. Recommendations for follow-up**

If topics have been identified for follow-up, the Dean will request a plan from the teacher to address these topics. In most cases this plan will be self-directed. It could include such things as proposals for professional development, the scheduling of additional meetings with the Dean, consultation by the teacher with experienced faculty members, and so forth.

In some cases, where issues are multiple, serious or repeated, the Dean may require specific follow-up actions from the faculty member. These actions could include such things as mandatory professional development, an agreement regarding changes, required meetings with the Dean during the following term and so forth. For the sake of consistency, any such proposals would be made by the Dean only in consultation with the other Deans while maintaining the confidentiality of the teacher's identity. This kind of required follow-up would not ordinarily be proposed on the basis of unsatisfactory responses in the evaluation of a single class.

- F. Written Report**

In accordance with the Policy and Agreement on the Evaluation of Teaching, the Dean will provide a written report to the teacher that contains written formative feedback and, where warranted, written corrective measures.

In cases of disagreement, the teacher may appeal the decision of the Dean to the Academic Dean.

6. THE LINKS TO PROFESSIONAL DEVELOPMENT

Institutional Development Services at JAC offers individual and group support to teachers in areas related to the quality of planning of teaching materials and documents (course outlines, handouts, audio-visual or multi-media material, assignments, examinations, etc.). This support may take the form of coaching and workshops designed to help teachers improve their repertoire of and expertise in classroom skills. Topics include: how to design a course plan; how to promote active learning; how to use PowerPoint to enhance a class presentation; and how to use a Course Management System to communicate more effectively and efficiently with students.

Other activities offered by the Institutional Development office, such as pedagogical day presentations, are designed to enhance the knowledge and skills of teachers and promote learning as a lifelong activity. (See FPDC website under “Faculty and Staff” banner.)

7. IMPLEMENTATION, APPLICATION AND REVISION OF THE POLICY

The Quality Education Committee advises the Academic Dean on the implementation, application and revision of the policy.

APPENDIX A

POLICY NO. 12: CONCERNING THE EVALUATION OF TEACHING AND THE ASSURANCE OF QUALITY EDUCATION

This Policy was adopted for the first time by Resolution Number 313-07 on October 24, 2006.

1. PREAMBLE

Consistent with its Mission and Statement of Purpose, John Abbott College recognizes the need to formally incorporate the evaluation of teaching performance into its regular operations as a means towards assuring the quality of education.

2. PRINCIPLES

In keeping with the values underpinning the College's Mission and Statement of Purpose and the provisions of the Faculty collective agreement the Policy is based on the following principles:

- The College is committed to the continuous improvement of the quality of teaching it provides to its students.
- To be effective as a tool for improving the quality of education, the evaluation of teaching at John Abbott College should primarily be formative in nature. This enhances both the motivation of those involved, and the effectiveness of the process.
- In exceptional circumstances, an evaluation of an administrative nature is required in order to adequately address serious problematic situations.
- The evaluation process should be clear and credible for those involved, including students.

3. DEFINITIONS

3.1 Formative evaluation:

A collegial process, which fosters personal and professional growth and development, individual motivation, and shared responsibility for continuous improvement but cannot lead to the removal of hiring priority and to disciplinary measures. Formative evaluation will take place in accordance with the Agreement on the Formative Evaluation of Teaching.

3.2 Administrative evaluation:

A process coordinated by a supervisor, which includes the attributes of formative evaluation but can lead to administrative decisions regarding hiring priority, to corrective measures required in an individual's professional or personal behaviour, and disciplinary measures.

3.3 New faculty:

- All full-time teachers during their first, second and third complete semesters of regular division teaching at John Abbott College.

- All part-time teachers during their first, second and third complete semesters, or until they have accumulated one and a half years of seniority in regular division teaching at John Abbott College at the discretion of the Program Dean.

3.4 New Continuing Education faculty:

- All teachers in the Continuing Education division who have not accumulated the equivalent of one and a half years of seniority (675 hours of teaching).

3.5 All other faculty:

- Faculty having three consecutive full-time complete semesters or more of teaching at John Abbott College or, 1.5 years of seniority or, in the case of Continuing Education faculty, the equivalent.
- Permanent faculty transferred to John Abbott College.

3.6 Quality Education Committee:

- A parity College committee comprised of an equal number of faculty and administration. In the absence of agreement on the total number of members of the committee, there will be three members of faculty and three members of the administration.

4. OBJECTIVES

The objectives of the policy are:

- To specify the principles, context and process for the evaluation of teaching performance at John Abbott College in accordance with the principles of equity and fairness.
- To respect the academic freedom of faculty.
- To determine the responsibilities of those involved in the process.
- To specify who has access to the results of evaluations and under what conditions.
- To determine the frequency with which faculty members will be evaluated.

5. ELEMENTS COVERED BY THE EVALUATION OF A TEACHER

All the activities inherent in teaching listed in clause 8-4.01a of the collective agreement (or the equivalent clause in future collective agreements).

- Quality of teaching in the classroom context (clarity, variety of pedagogical methods, strategies, use of interactive techniques, etc...).
- Knowledge of course content.
- Quality of teaching demonstrated in other learning contexts such as work-experience settings (stage), laboratories, clinical settings, field-work, individualized tutoring or mentoring as applicable.
- Availability to students.
- Quality of treatment of students (Fairness, respect, equity, etc...).
- Quality of planning, of teaching materials and documents used (course outlines, handouts, audio-visual or multi-media material, assignments, examinations etc...).

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- Quality of assessment of student learning.
- Compliance with program learning objectives.
- Compliance with departmental, program, divisional and institutional policies and procedures.
- Contribution to, and participation in, the academic activities of the department.
- Other contractual obligations (punctuality, absence, etc...).

6. POSSIBLE INFORMATION SOURCES

- Standardized student questionnaire.
- Self-evaluation questionnaire or portfolio.
- Analysis of teaching methods, documentation, courseware, evaluation instruments.
- Evaluation grid for classroom observation.
- Other instruments determined by the individual faculty member, or a Program Dean.

All instruments will be developed by the Quality Education Committee.

7. THE EVALUATION PROCESS

7.1 All new faculty:

1st semester:

- Formative evaluation will take place in accordance with the Agreement on the Formative Evaluation of Teaching.

2nd semester:

- The Program Dean will review the teacher's performance using, among other means, the College's standardized student questionnaires. These will be administered in each of the teacher's sections by someone other than a teacher.
- The Program Dean will review the results with the faculty member, and propose changes or courses of action in writing where warranted, as well as professional assistance where required and available. The purpose of this review is formative and no decisions on hiring priority will be made on the basis of evaluation results unless prejudice has been caused to the College which by its nature and gravity requires immediate action.
- A teacher who is found to have serious pedagogical or other serious problems will be informed in writing of the seriousness of the difficulties, of the corrective measures to be taken, of professional assistance where required and available and of the fact that special attention will be focused on the problems identified in the course of the third semester evaluation. The teacher will be given a reasonable opportunity to correct such problems prior to the subsequent evaluation.
- The Program Dean may decide the 3rd semester evaluation is not necessary.

3rd semester:

- The Program Dean will review the teacher's performance using, among other means, the College's standardized student questionnaires. These will be administered in each of the teacher's sections by someone other than a teacher.

- The Program Dean will review the results with the faculty member, and propose changes and courses of action in writing where warranted, as well as professional assistance where required and available.
- In all cases, the Program Dean will provide a written statement to the teacher containing the results of the evaluation.
- For a teacher who is found to have serious pedagogical or other serious problems that were identified in the course of the 2nd semester evaluation, the Program Dean may make recommendations to the Academic Dean regarding additional measures or, in exceptional cases, the withdrawal of hiring priority.
- A teacher who is found to have serious pedagogical or other serious problems for the first time will be informed in writing of the seriousness of the difficulties, of the corrective measures to be taken, of professional assistance where required and available and be given a reasonable opportunity to correct such problems prior to any recommendation or decision on additional measures or, in exceptional cases, the withdrawal of hiring priority.
- The Program Dean will meet with the teacher and his or her union representative before any recommendation is made to the Academic Dean regarding additional measures or the withdrawal of hiring priority
- The Academic Dean will meet with the teacher and his or her union representative before any decision is made regarding additional measures or the withdrawal of hiring priority.

NOTE: Non-permanent day division faculty who also teach in Continuing Education, and who are evaluated by Continuing Education, will not have their hiring priority withdrawn on the basis of a negative evaluation by Continuing Education before first being informed by the College that their hiring priority may be in jeopardy if they continue to apply for Continuing Education teaching assignments.

7.2 New Continuing Education faculty:

1st semester:

Formative evaluation will take place in accordance with the Agreement on the Formative Evaluation of Teaching.

2nd and subsequent semesters:

Student questionnaires will be administered in each of the teacher's sections by someone other than a teacher.

- The Dean or his /her delegate will review the results with the faculty member, and propose changes and courses of action in writing where warranted, as well as professional assistance where required and available.
- A teacher who is found to have serious pedagogical or other serious problems will be informed in writing of the seriousness of the difficulties, of the corrective measures to be taken, of professional assistance where required and available and be given a reasonable opportunity to correct the such problems prior to any recommendation or decision on additional measures or, in exceptional cases, the withdrawal of hiring priority.

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- If required, the Dean will make recommendations to the Academic Dean regarding additional measures or, in exceptional cases, the withdrawal of priority.
- The Dean of Continuing Education will meet with the teacher and his or her union representative before any recommendation is made to the Academic Dean regarding additional measures or the withdrawal of hiring priority.
- The Academic Dean will meet with the teacher and his or her union representative before any decision is made regarding additional measures or the withdrawal of hiring priority.

7.3 All other faculty:

Faculty members with three consecutive full time complete semesters or more of teaching at John Abbott College or, with 1.5 years of seniority or more and permanent faculty transferred to John Abbott College will undergo a complete formative evaluation process once every five years. This process will be in accordance with the Agreement on Formative Evaluation of Teaching.

In the case of Continuing Education faculty with 1.5 years of seniority or more, a formative evaluation process will take place each semester. This process will be in accordance with the Agreement on the Formative Evaluation of Teaching.

8. ADMINISTRATIVE EVALUATION PROCESS

In exceptional circumstances, such as serious student complaints, or for other reasonable cause, a faculty member may be required to undergo an administrative evaluation.

In such cases, the Program Dean or the Dean of Continuing Education will determine the timing, the type and the scope of the evaluation, and inform the teacher, in writing, of the reasons for the evaluation and the process that will be used.

Except for cases where it is found that a teacher has caused prejudice to the College that by its nature and gravity necessitates immediate action, any evaluation process that may lead to disciplinary measures will respect the following principles and steps:

- The results of the evaluation are reviewed and discussed with the teacher.
- The teacher is informed, in writing, of any corrective measures to be taken and of a reasonable time period in which the problem(s) is (are) to be corrected.
- Professional assistance, if required and available, will be provided to the teacher.
- A determination will be made by the Program Dean or the Dean of Continuing Education, possibly through re-evaluation, as to whether or not the problem(s) has (have) been corrected.
- The determination of the Program Dean or the Dean of Continuing Education will be communicated, in writing, to the teacher and discussed with him/her. The teacher may choose to be accompanied by a union representative at any meeting with the Program Dean or Dean of Continuing Education during this evaluation process.
- Any disciplinary action taken after the previous steps will conform to the stipulations in the Faculty Collective Agreement.

9. RESPONSIBILITIES

9.1 Faculty Members

- Participate in the evaluation process in good faith.
- Provide the Program Dean with the required documentation.
- Will not participate in the administration of student questionnaires.
- Act upon the legitimate corrective measures communicated, in writing, to him/her by the Program Dean or the Dean of Continuing Education.

9.2 Academic Departments

- Participate in professional development activities organized by the College for the implementation and assessment of this policy.

9.3 Academic Administration

9.3.1 Academic Dean

- Is responsible for the implementation and application of this policy.
- Approves a Faculty Evaluation Implementation Plan and critical path.
- Responds to recommendations regarding the application of this policy.
- Provides an annual report on the application of the policy to the Board of Governors and to the Quality Education Committee.
- Ensures the provision of support services and resources to evaluated faculty within the limits of financial resources provided by the College for that purpose.
- Responds to appeals from individual faculty members who disagree with the management of their evaluation by a Dean.

9.3.2 Program Dean

- Ensures compliance with the policy.
- Analyses information and provides written formative feedback to faculty members undergoing evaluation.
- Provides written corrective measures, where warranted, to each new faculty member evaluated and to other faculty members following an administrative evaluation.
- Respects the confidentiality of the evaluation process.
- Provides professional assistance to faculty members where required and available.
- Is responsible for the administration of student questionnaires in courses under his or her responsibility.

9.3.3 Dean of Continuing Education

- Is responsible for the administration of student questionnaires in all sections of all courses under his/her responsibility except in the first semester for new Continuing Education faculty who are also teaching in the day division.
- Analyses information and provides written formative feedback to faculty members teaching in Continuing Education.

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- Provides written corrective measures, where warranted, to each new faculty member evaluated and to other faculty members following an administrative evaluation.
- Respects the confidentiality of the evaluation process.
- Provides an annual written report to the Academic Dean on Continuing Education's evaluation activities.

9.3.4 Institutional Development Office

- In cooperation with Computer Services, assists the Quality Education Committee in the development of standardized student questionnaires for the evaluation of faculty.
- Assists the Quality Education Committee in the development of evaluation grids for the analysis of documents and courseware for use by Program Deans.
- Assists the Quality Education Committee in the development of evaluation grids for classroom observation, video feedback, etc.
- Develops professional development activities for faculty and departments to facilitate the implementation of this policy.
- Responds to requests for professional development activities from departments and individual faculty members wishing to respond to proposed changes and courses of action or corrective measures made pursuant to an evaluation.
- Provides Program Deans with analyses of data gathered in the course of faculty evaluations.

9.4 Administrative Services

9.4.1 Computer Services

- Cooperate with the Institutional Development Office for the development and processing of questionnaires and other data required for the evaluation process.

9.4.2 Human Resources

- Provide faculty with an employee assistance plan in order to assist them with personal and professional services required by them to best carry out their responsibilities.
- Provide College orientation for new faculty.

9.5 Quality Education Committee

- Advises the Academic Dean on the implementation, application and revision of this policy.
- Develops and approves all evaluation instruments.
- Advises on the coordination of the various departments and services involved with issues of evaluation and professional assistance.
- Makes recommendations on funding priorities to FPDC and the IDO.
- Makes recommendations on continuous improvement of the quality of education at the College.
- Receives student input on this policy.

- Discusses issues arising from the implementation, application and revision of this policy.

10. CONFIDENTIALITY

- Evaluation results and the data from student questionnaires are confidential to the Program Dean or to the Dean of Continuing Education or his or her delegate and to the faculty member except in cases of the withdrawal of hiring priority or disciplinary measures where the appropriate members of the Administration and the Faculty Association Executive will have access. A faculty member may choose to share his or her evaluation results.

11. RESPONSIBILITY FOR THE APPLICATION OF THIS POLICY

- The Academic Dean is responsible for the implementation, application and revision of this policy.

12. EFFECTIVE DATE

- According to Implementation Plan submitted to the Board of Governors by the Academic Dean (see Annex 1).

AGREEMENT ON THE FORMATIVE EVALUATION OF TEACHING

1. Preamble

This agreement is in accordance with Annex VIII-3 in the 2005-2010 Faculty Collective Agreement.

2. Objective

John Abbott College and the John Abbott College Faculty Association recognize the value of the cooperative approach to the promotion of the formative evaluation of teaching to provide our students with a standard of teaching that goes beyond the simply satisfactory. The goal of this agreement is to motivate teachers to pursue teaching excellence.

3. Definitions

3.1 Formative Evaluation of Teaching:

A collegial process, which fosters personal and professional growth and development, individual motivation, and shared responsibility for continuous improvement but cannot lead to the withdrawal of hiring priority and to disciplinary measures.

3.2 New faculty:

- All full-time teachers during their first, second and third complete semesters of regular division teaching at John Abbott College or until they have accumulated one and half years of seniority.
- All part-time teachers during their first, second and third complete semesters of regular division teaching at John Abbott College or until they have accumulated 1.5 years of seniority

3.3 New Continuing Education faculty:

All teachers in the Continuing Education division who have not accumulated the equivalent of one and a half years of seniority (675 hours of teaching).

3.4 All other faculty:

Faculty having three consecutive full-time complete semesters or more of teaching at John Abbott College or; 1.5 years of seniority or, in the case of Continuing Education faculty, the equivalent. Permanent faculty transferred to John Abbott College.

4. Elements Covered by the Formative Evaluation of Teaching

- Quality of teaching in the classroom context (clarity, variety of pedagogical methods, strategies, use of interactive techniques, etc...)
- Knowledge of course content
- Quality of teaching demonstrated in other learning contexts such as work experience settings (stage), laboratories, clinical settings, field-work, individualized tutoring or mentoring as applicable
- Availability to students

- Quality of treatment of students (Fairness, respect, equity, etc...)
- Quality of planning, of teaching materials and documents used (course outlines, handouts, audio-visual or multi-media material, assignments, examinations etc...)
- Quality of assessment of student learning
- Compliance with program learning objectives
- Compliance with departmental, program, divisional and institutional policies and procedures.
- Contribution to, and participation in, the academic activities of the department.

5. The Formative Evaluation Process

5.1 For new faculty:

1st semester:

- The College's standardized student questionnaires will be administered in each of the teacher's sections. The confidential results will be examined only by the teacher being evaluated and another teacher in the same department with 3 years or more of CEGEP teaching experience chosen as an adviser by the teacher undergoing evaluation. If no teacher is chosen by the middle of the semester, a teacher will be designated by the department. The results of the student questionnaire and any advice given to the new teacher after review of his/her teaching will remain confidential to the two teachers involved.
- In their annual reports, departments will indicate the names of the first-semester teachers whose teaching was evaluated.

5.2 For new Continuing Education faculty:

1st semester:

- Continuing Education faculty who also teach in day division will have their teaching in Continuing Education evaluated in the same way as new faculty in the day division in their first semester. The College's standardized student questionnaires will be administered in each of the teacher's sections. The confidential results will be examined only by the teacher being evaluated and another teacher in the same department with 3 years or more of CEGEP teaching experience chosen as an adviser by the teacher undergoing evaluation. If no teacher is chosen by the middle of the semester, a teacher will be designated by the department. The results of the student questionnaire and any advice given to the new teacher after review of his/her teaching will remain confidential to the two teachers involved.
- For new Continuing Education faculty who do not teach in the day division, the teaching of each faculty member in their first semester will be evaluated using the College's standardized student questionnaires. These will be administered in each of the teacher's sections by someone other than a teacher. The Dean of Continuing Education or his/her delegate will review the results with the faculty member, and propose changes or courses of action where warranted, as well as professional assistance where required and available. The purpose of this review is formative.

5.3 For all other faculty:

All other day division faculty members must undergo a complete formative evaluation process (described below) once every five years. A faculty member who wishes to undergo such a process more frequently may request it.

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In the case of Continuing Education faculty, a formative evaluation process (described below) will take place in all sections in each semester for all faculty members.

Faculty members are encouraged to solicit feedback from their students on a more frequent basis than that required by this policy. The College will endeavour to make questionnaires and data treatment systems available to them within reasonable limits. It is recommended that continuous student feedback be sought through the use of a student questionnaire in each semester with the results destined for the teacher only.

5.4 Description of the Process for Day Division

- Program Deans will determine the order in which the teaching of day division faculty members in the departments under their responsibility will be evaluated in each of the five years following the approval of this policy. The same calendar will be used subsequent to the first five-year period unless amended by the Dean.
- The Program Dean will review the teaching of each faculty member using, among other means, the College's standardized student questionnaires. These will be administered in each of the teacher's sections in one semester by someone other than a teacher.
- The Program Dean will review the results with the faculty member, and propose changes or courses of action where warranted, as well as professional assistance where required and available.

5.5 Description of the Process for Continuing Education

- The College's standardized student questionnaires will be administered in all the teacher's sections in each semester by someone other than a teacher with the results being provided both to the faculty member and to the Dean of Continuing Education or his/her delegate.
- The Dean of Continuing Education or his/her delegate may review the results with the faculty member, and propose changes or courses of action where warranted, as well as professional assistance where required and available.

6. Confidentiality

Formative evaluation results and the data from student questionnaires are confidential to the Program Dean or to the Dean of Continuing Education or his or her delegate and to the faculty member. A faculty member may choose to share his or her evaluation results.

7. Scope

This agreement does not modify any clause or article in the current collective agreement.

8. Expiration

This agreement is valid until the expiration of the current collective agreement. This agreement may be cancelled by written notice to the other party to the agreement on or before September 20 to be effective for the Winter semester and on or before February 15 to be effective for the Fall semester.

Student Questionnaire Administration Protocol/Instructions

FORMAL ADMINISTRATIVE VERSION

Protocol for the Administration of the Student Questionnaire on the
Evaluation of Teaching

1. The questionnaire should be administered near the beginning of the class.
2. Advise the students to read the questionnaire's statement of purpose at the beginning of the questionnaire, which reads as follows:

John Abbott College would appreciate your careful completion of this questionnaire. The results may help teachers make constructive changes in curriculum and instruction. In addition, the results may be an important factor in decisions affecting the career of your teacher. The information you provide on the questionnaire will be treated in a confidential manner.

To protect your anonymity, your written responses to the open-ended question at the end of the questionnaire will be typed. You may respond in English or French.

Your teacher will not receive the results of the questionnaire until the final marks have been submitted.

Please record your answers in pencil on the OPSCAN sheet by filling in the circle exactly as indicated. Choose only one answer per question.
DO NOT WRITE IN THE MARGINS OF THE OPSCAN SHEET.

3. Have students write the teacher code (the first 4-digit number) provided on the control sheet on the top left-hand corner of the OPSCAN sheet (where it says Code: _____).
4. Please tell the students that they are to complete the questionnaire individually. They should not talk to each other during the filling out of the questionnaire.
5. Put all the questionnaires in the envelope and sign on the sealed flap. Ensure that the control sheet information on the envelope is correct. Record the number of completed questionnaires.
6. Return the envelope(s) (one per section) to the office of the Dean (HO-240).
7. The report and typed comments will be returned by internal mail to the teacher and the Dean after the grades have been submitted (except for first semester new teachers).

TEACHING CONTEXT FORM

Name of course: _____

Semester: _____ Academic year _____

Please feel free to attach additional comments

1. STUDENT CHARACTERISTICS

- A. The students are enrolled in a ☐ regular course
☐ mise-à-niveau course
☐ accueil course (Pathways etc.)
☐ Other: _____
- B. The students are primarily ☐ first semester students
☐ second semester or later students
☐ students who are repeating the course because of failure
☐ Other: _____

2. TEACHING CHARACTERISTICS

- A. I have taught this course times
- B. I am teaching this course because of ☐ seniority ☐ teacher
(Check all that apply) ☐ replacement ☐ rotation system
☐ my area of specialization ☐ my interest in it
☐ Other: _____
- C. I received notice that I would be teaching this course ☐ days ☐ weeks ☐ months before it started
- D. I have preparations this semester
- E. Other remarks, if applicable

3. COURSE CHARACTERISTICS

- A. ☐ I developed the course outline
☐ I used a common course outline
☐ I adapted a common course outline

B. Are there modifications you would like to make to this course?

C. Does this course relate to your specialization or area of interest?

4. TEACHING ENVIRONMENT

A. When is this course taught? (days & time)

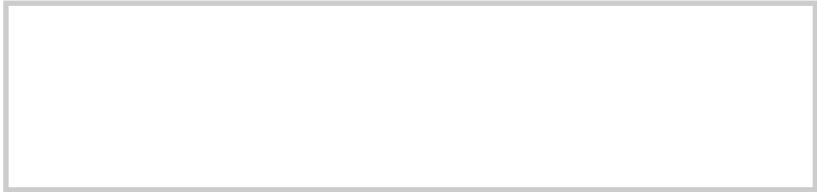
B. Comments about the classroom

C. Comments about the available support for teaching
(AV or lab equipment, choice of common textbook, etc.)

APPENDIX D, CONTINUED

5. OTHER FACTORS AFFECTING TEACHING

A. Were there any factors that affected your teaching of this course?



6. OTHER COMMENTS

A. Are there any other comments you would like to make?



SAMPLE REPORT

CEGEP John Abbott College

Report: Condensed Item Analysis

Eval Code 98765

Section: 98

1. The teacher explains course material clearly.

Response	Frequency	Percent	
A	21	80.77	<div><div></div></div>
B	5	19.23	<div><div></div></div>
C	0	0.00	<div><div></div></div>
D	0	0.00	<div><div></div></div>
E	0	0.00	<div><div></div></div>
Missing	0	0.00	<div><div></div></div>

2. Assignments (tests, lab reports, essays, etc.) are based on course content.

Response	Frequency	Percent	
A	20	76.92	<div><div></div></div>
B	5	19.23	<div><div></div></div>
C	1	3.85	<div><div></div></div>
D	0	0.00	<div><div></div></div>
E	0	0.00	<div><div></div></div>
Missing	0	0.00	<div><div></div></div>

3. Instructions for assignments (tests, lab reports, essays, etc.) are clear.

Response	Frequency	Percent	
A	16	61.54	<div><div></div></div>
B	8	30.77	<div><div></div></div>
C	1	3.85	<div><div></div></div>
D	1	3.85	<div><div></div></div>
E	0	0.00	<div><div></div></div>
Missing	0	0.00	<div><div></div></div>

4. If AV material (language labs, overheads, films, slides, Powerpoint presentations) is used, it helps me understand the course material.

Response	Frequency	Percent	
A	19	73.08	<div><div></div></div>
B	6	23.08	<div><div></div></div>
C	1	3.85	<div><div></div></div>
D	0	0.00	<div><div></div></div>
E	0	0.00	<div><div></div></div>
Missing	0	0.00	<div><div></div></div>

5. The teacher encourages students to ask questions.

Response	Frequency	Percent	
A	11	42.31	<div><div></div></div>
B	11	42.31	<div><div></div></div>
C	3	11.54	<div><div></div></div>
D	1	3.85	<div><div></div></div>
E	0	0.00	<div><div></div></div>
Missing	0	0.00	<div><div></div></div>

6. The teacher answers questions clearly.

Response	Frequency	Percent	
A	17	65.38	<div><div></div></div>
B	8	30.77	<div><div></div></div>
C	1	3.85	<div><div></div></div>
D	0	0.00	<div><div></div></div>
E	0	0.00	<div><div></div></div>
Missing	0	0.00	<div><div></div></div>

7. The teacher covers the topics listed in the course outline.

Response	Frequency	Percent	
A	24	92.31	<div><div></div></div>
B	1	3.85	<div><div></div></div>
C	1	3.85	<div><div></div></div>
D	0	0.00	<div><div></div></div>
E	0	0.00	<div><div></div></div>
Missing	0	0.00	<div><div></div></div>

8. The course is well organized.

Response	Frequency	Percent	
A	19	73.08	<div><div></div></div>
B	6	23.08	<div><div></div></div>
C	0	0.00	<div><div></div></div>
D	0	0.00	<div><div></div></div>
E	0	0.00	<div><div></div></div>
Missing	1	3.85	<div><div></div></div>

[illegible]