APPENDIX 2 – TEACHING EVIDENCE – SUMMATIVE ASSESSMENT OF TEACHING FOR REVIEW BY SAC AND THE PRESIDENT

All recommendations for initial appointments, promotion, or tenure should be supported by enough evidence detailing the effectiveness of a candidate’s teaching so that committees beyond the Department can be confident that the University’s standards for teaching performance have been met. Note that in the case of Senior Instructors, the standard for teaching performance is excellence. In the case of Professors of Teaching, the higher standard of outstanding achievement in teaching, which includes the development of the learning environment, is required. For Associate Professors the standard is successful teaching, beyond that expected of an Assistant Professor, as well as the ability to direct graduate students. Professors are expected to have shown high quality teaching to an appropriate standard of excellence.

For guidelines for cases for promotion in the Educational Leadership stream, see Guidelines for Promotion to Professor of Teaching and Senior Instructor (Appendix 1).

For candidates in either the Teaching or Professoriate stream, the complete teaching dossier is often important in assessment for promotion and tenure by the candidate’s Department, School or Faculty, and by the external referees. However, the complete dossier is less useful to Senior Appointments Committee (SAC) members, who lack discipline specific expertise, and knowledge of each academic unit’s standards and expectations with respect to teaching. Full teaching dossiers should not be forwarded to SAC. However, for cases in the Educational Leadership stream involving reviews for promotion (with tenure) to the rank of Senior Instructor or promotion to Professor of Teaching, where more evidence is required in order to demonstrate the candidate has met the requisite standard of excellence or outstanding achievement in teaching and educational leadership the full teaching dossier, less the following material, can be submitted to SAC:

- Course outlines/syllabi;
- Assignments and handouts; and/or
- Full sets of students evaluations.

In addition, SAC requests that each candidate’s file include a summative assessment of the teaching dossier (normally completed by the Chair of the Summative Peer Review of Teaching Committee or Head). Length is usually 4-5 pages of text; tables or charts and separate peer review letters may require additional pages. The assessment may be included as a separate document or as part of the Head’s letter of recommendation. The assessment should include the information outlined in the following template. Acceptable formats vary and if the template format is problematic, alternative approaches are acceptable as long as appropriate information is provided in a logical order. Note, commentary and suggestions are italicized in the template.
Template for a Summative Review of Teaching

1. Description of the procedure.
   • An explanation of how the teaching review is carried out.

2. Description of candidate’s teaching responsibilities.
   This should include:
   • A quantitative summary of the amount of teaching of all kinds performed by the candidate at the undergraduate, graduate and postgraduate levels.
   • A statement comparing the amount of teaching to the expected norms of the Department, School or Faculty.
   • An explanatory statement or comment if the amount of teaching in one or more particular areas does not meet the expected norms.

3. Summary of student evaluations of teaching. (Note Policy on Student Evaluation of Teaching, approved by Senate May 16 2007)
   a. Explanation of scale used in evaluation questionnaires. E.g. ratings from 1-5, 5 is ‘excellent’.
   b. Explanation of departmental norms.
      Specify how the norms are calculated. They may be, for example, averages for all classes at the same level taught over the same time period. Standard deviations may be provided, if so desired.
   c. Table of student scores evaluating overall instructor effectiveness (e.g. Q6 of the on-line student evaluations at UBCV or Q20 at UBCO equivalent).
      The table should provide scores; if possible, for all course offerings in which the candidate teaches together with appropriate norms for those courses or level formats of instruction. If a questionnaire other than the standard UBCV or UBCO questionnaire is used, please provide a blank copy of the questionnaire.

Example: Table of student scores evaluating overall effectiveness

<table>
<thead>
<tr>
<th>Course</th>
<th>Year</th>
<th>Term</th>
<th>Class size</th>
<th># of responses</th>
<th>‘Effectiveness score’ of instructor</th>
<th>Mean ‘effectiveness’ score for similar courses in the department</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   d. Scores in addition to ‘overall effectiveness.’ If student evaluations scores from questions other than ‘overall effectiveness’ provide particularly useful evidence about the candidate’s teaching record, organize the information in additional tables.
   List the questions asked of students on the evaluation form and list the instructor’s scores, along with departmental norms for each question.
e. A summary of student comments for each course may be presented. The candidate has the right to add all the student comments to the file providing they were obtained through formal procedures (Article 4.02 of the Agreement). If selected comments are to be presented, they should be chosen by the Head or the committee rather than by the candidate. Selected comments should represent the full range of student opinion across courses taught, as illustrated in the examples that follow.

Examples of Summaries of Qualitative Comments from SEoT/TEQ

Representative Student Comments
COURSE 101 (2015 W)
Professor X encouraged students to really understand where things came from rather than just showing formulas.

Was always willing to offer help outside of class.

COURSE 222 (2015 W)
Professor X presented the material very clearly and made sure that everyone understood.

I wish that Professor X spoke louder.

COURSE 101 (2014 W)
Professor X made the material really interesting, but I got confused when he made an error and had to back track.

Professor X was the best teacher I had this term.

Assessment of Student Evaluations
Overall, the comments reveal that students appreciated the clarity with which Professor X presented the material. They commented especially on how the examples made the material more relevant. The main negative comment, especially from large first year classes, was that students had difficulty hearing. Upper-level students found the classes demanding, but stated that they felt that the tests and assignments were fair.

4. Optional: Graphical view of the candidate's scores compared with other scores of other instructor/classes. As long as other instructors cannot be identified, a chart can be a useful way of showing trends and variation across courses and instructors.

5. Description of contributions to educational leadership (Required for candidates in the educational leadership stream, and optional for candidates in the professoriate stream. See Appendix 1 and Article 3.04 of the Agreement).

6. Description of contributions to graduate or professional training. (Article 3.07(a) of the Agreement - For candidates in the professoriate stream and optional for candidates in the educational leadership stream.)
This should include, as appropriate, evidence of ‘ability to direct graduate students’ as shown by:

- Supervised students’ degree completion, publications, research awards, and subsequent professional success.
- Teaching of graduate courses.
- The quality and quantity of graduate student mentoring compared to the expected norms in the Department, School or Faculty.

7. Highlights from summative peer evaluations.
   This should include:
   - A minimum of one recent summative report (consisting of at least two assessors’ assessments) OR a minimum of two recent summative reviews obtained through formal departmental processes. Deviations from these norms should be explained in the Head’s letter.
   - A statement comparing assessments of the candidate’s teaching at the undergraduate, graduate and postgraduate levels to the expected norms of the Department, School or Faculty.
   - A comment or explanatory statement if the candidate’s peer evaluations in one or more particular areas do not meet the expected standards.
   - For information about summative peer evaluations, see the Centre for Teaching, Learning and Technology.

8. Qualitative evidence regarding the candidate’s effectiveness and the importance of candidate’s educational activities to the Department, School or Faculty.
   This may include:
   - A summary of the candidate’s quantitative teaching evaluation scores and student comments, relative to the norms of the Department, School or Faculty.
   - A summary of any other evidence that bears upon the effectiveness or quality of the candidate’s teaching, e.g. national professional accreditation of a training program the candidate directs or recognition by a scholarly society of the candidate’s educational contributions to the field.
   - A list and brief description of any special or remedial efforts undertaken by the candidate to improve teaching performance.
   - A list and brief description of any awards or other recognition of teaching excellence the candidate has received.

9. Concluding statement that relates the candidate’s overall teaching record to the relevant criteria for promotion or tenure from Articles 3.04-3.08 of the Agreement.