

ARTICLE 29

ASSESSMENT AND EVALUATION OF TEACHING

29.1 General

- 29.1.1 This Article applies to the assessment and evaluation of teaching for annual/biennial performance review, Renewal, Tenure, Continuing Appointment, Reappointment, and Promotion.
- 29.1.2 For purposes of annual/biennial performance review, Renewal, Tenure, Continuing Appointment, Reappointment, and Promotion, a Member's entire teaching contribution for the specified period under review shall be assessed and evaluated. For assessment and evaluation purposes, teaching includes all presentation whether through lectures, seminars and tutorials, individual and group discussion or supervision of individual students' work in degree-credit programs.
- 29.1.3 Assessment and evaluation of teaching shall be based on the effectiveness of the instructor, as indicated by command over subject matter, familiarity with recent developments in the field, preparedness, presentation, accessibility to students and influence on the intellectual and scholarly development of students.
- 29.1.4 Any person or Committee reviewing a Member's teaching shall seek to balance all aspects of teaching as well as the Departmental/Faculty context within which the Member works.
- 29.1.5 Any person or Committee reviewing a Member's teaching shall consider all relevant information, including but not limited to
- (a) the quality and utility of the pedagogical materials prepared by the Member;
 - (b) the quality of the supervision of essays and theses;
 - (c) the Member's contributions in the areas of pedagogical development and innovation and the complexity and risk such innovation entails;
 - (d) the size, type and level of course(s) taught;
 - (e) the nature of the subject matter;
 - (f) the experience of the instructor with the course(s) and the number of new course preparations assigned to the instructor;
 - (g) the role of the instructor and the method of delivery;
 - (h) the ability and willingness of the Member to teach a range of subject matter

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and at various levels of instruction;

- (i) assessments by students and/or colleagues as sought through formal procedures pursuant to this Agreement; and
- (j) any issue related to Article 9.1.

29.1.6 Any Member whose teaching performance is being reviewed has the right to submit any information they believe to be relevant to the review, including a Teaching Dossier per Article 29.2. Where a Member has submitted a Teaching Dossier, materials contained therein relevant to the indications of teaching effectiveness specified in 29.1.3 shall be considered in the University's assessment of the Member's teaching performance.

29.2 Member's Teaching Dossier

29.2.1 Teaching Dossiers are intended to provide a description of a Member's major teaching accomplishments and strengths in a manner that conveys the scope and quality of the individual's teaching. Responsibility for gathering and collecting the evidence for a dossier is the Member's. The contents of the Teaching Dossier may include, but should not be restricted to, such items as the following:

- (a) A statement of the faculty Member's philosophy, objectives and methods of teaching, including reference to institutional and departmental teaching goals;
- (b) A list of undergraduate and graduate courses, including directed studies and thesis supervisions, taught by the Member;
- (c) Examples of course revision, curriculum development, and teaching methods such as evidenced by course outlines, assignments, final examinations and other materials the Member deems appropriate;
- (d) A record of the faculty Member's role in curriculum and instructional developments such as administrative and committee service for the Department, Faculty, or Senate related to pedagogy, and including directing and coordinating programs, guest lectures, and other presentations;
- (e) Data from students including Queen's Survey of Student Experience of Teaching ("QSSET") per Article 29.3 and the Member's Course Survey per Article 29.4, and, subject to Article 18.1.2.2, letters and testimonials;
- (f) A record of the faculty Member's special contribution to teaching including

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teaching awards, publications and presentations, instructional development grants, participation in conferences and seminars on education/pedagogy, and other such evidence as the Member deems appropriate.

29.3 Queen's University Survey of Students' Experience of Teaching (QSSET)

QSSET shall consist of standard questions QSSET may also include additional questions selected by instructors, Faculties, or Schools, subject to vetting and approval for use by the relevant subcommittee of the JCAA for the purpose of reflecting the different pedagogies of Faculties and Schools within the University. All questions in the QSSET shall conform to the requirements of Article 9 and Article 14. The QSSET shall also provide opportunities for written comments from students. The subcommittee created under Memorandum of Agreement (Appendix E) shall conduct an ongoing review and may make recommendations to the JCAA as appropriate for revisions in the survey or practices respecting its administration and use in the evaluation of teaching.

- 29.3.1 The QSSET shall be administered so that the responding students will not be identified.
- 29.3.2 The QSSET shall be administered through the Office of the University Registrar, and in such a way as to afford all the students in a given course or class a reasonable chance to respond.
- 29.3.3 The QSSET shall be conducted within the last three (3) weeks of the course and announced at least one (1) week in advance on a date determined by the faculty Member responsible for the course in consultation with the students. In courses with multiple instructors, QSSET shall be conducted in a manner that permits students to address their experience of each instructor responsible for a major block of time. The QSSET shall be administered by someone other than the Member, who shall not be present during the surveying process. After the surveys have been completed and submitted, they shall not be reviewed or processed until the final marks for the class have been submitted to the appropriate administrative office.
- 29.3.4 Numerical responses to the questions shall be sent to the Member, the Department Head (if applicable) and the appropriate Dean(s) after the data have been converted into a report and following the submission of final marks. The report shall contain aggregated responses to each question, presented as a distribution of responses, by number and percentage as well as the number of eligible respondents. The report shall be placed in the Member's Official File.

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- 29.3.5 The University shall provide instructions to individuals charged with assessment and evaluation of a Member's teaching indicating that
- (a) only responses to questions in the "Instructor" section may be used directly in assessing the Member's teaching effectiveness except where the Member has requested that responses to questions in the "Course" section also be considered, and;
 - (b) subject to 29.3.6 (a), responses to the Instructor questions shall be considered in the context of responses to the other three sections in the understanding that these sections concern matters for which the Member is not responsible.
- 29.3.6 Written comments shall be sent only to the Member, and the University will take the appropriate measures to ensure that only the Member receives such responses.
- 29.3.7 Data derived from surveys that conform to the provisions of Article 29.3.5, and which have been placed in the Member's Official File, in conformity with the instructions provided per Article 29.3.6, shall be considered in the University's assessment of a Member's teaching performance.
- 29.3.8 The University shall ensure the confidentiality of QSSET responses. Individuals charged with the assessment and evaluation of teaching shall view QSSET responses only in the form provided for in 29.3.5 or in a presentation included in the Member's Teaching Dossier.

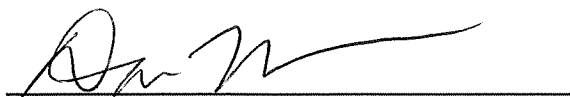
29.4 Member's Course Survey

- 29.4.1 In order to improve course design and/or teaching effectiveness, a Member may conduct a written survey in their class, provided that the students consent to participate and provided that the procedures of the survey protect student confidentiality and are carried out in a way that prevents confusion with the QSSET evaluation.
- 29.4.2 Member's course surveys are not for the same purposes as the QSSET and shall not be used in its stead, in whole or in part. Nonetheless, a Member may submit the Member's course survey as part of the material to be examined in the assessment and evaluation of the Member's teaching performance, provided that full details of the instrument and its administration are included.

(Signatures on next page)

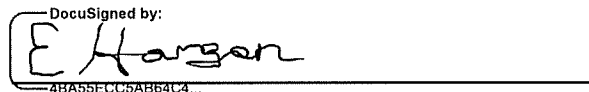
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Signed on behalf of the University this 1 day of June 2020.



Dan McKeown

Signed on behalf of QUFA on this 25 day of May 2020.

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Elizabeth Hanson