Weighed in the Balance:
Evaluating Teaching in Higher Education

University of Windsor
November 30, 2015

We welcome your ideas, comments, and questions!

- Share your comments at any time throughout the day on the "Message Board" at the back of the room. If you have any questions, include your email address.
- Send a message directly to the Provost by dropping your questions or comments into the "Direct to the Provost" blue box at the registration table.

We encourage you to mark your tweets about the Forum with the **#HEteachEval** hashtag**.**

We're wireless!

The University of Windsor has wireless capability across campus. If your university is an eduroam-enabled institution, you can connect to WiFi by selecting the "eduroam" network and signing in with your username and password. All other users can connect to the uWindsor network by using the following:

User: wgst017   Password: Forum2015

Program

9:00 a.m.	Douglas Kneale, Office of the Provost	*Greeting and Introduction*
9:10 a.m.	Erika Kustra, Centre for Teaching and Learning	*Defining Evaluation*
9:20 a.m.	Maggie Liddle, Faculty of Law Richard Caron, Department of Mathematics and Statistics Andrew Allen, Faculty of Education Brandon Sabourin, student, Faculty of Education Anne Forrest, Department of Women's Studies Table Discussions	*Evaluation Vignettes*
10:35 a.m.	Break	
10:55 a.m.	Bev Hamilton, Office of the Provost Kai Hildebrandt, Department of Communication, Media and Film (emeritus)	*The Ontario Context* *History of Windsor SETs*
11:15 a.m.	Nira Hativa, Tel Aviv University	*Almost everything you ever wanted to know about Student Ratings of Instruction (SRI)…*
12:15 p.m.	Lunch	
1:00 p.m.	Judy Bornais, Faculty of Nursing Dave Andrews, Department of Kinesiology Veronika Mogyorody, School of Creative Arts Phil Graniero, Department of Earth and Environmental Sciences Bala Kathiresan, Information Technology Services Alan Wright, Faculty of Education Panel Chair, Ken Cramer, Department of Psychology	*Campus Initiatives: What's Evolving?*
2:00 p.m.	Break	
2:15 p.m.	Table Discussions	*Campus Dialogue: What's Important?*
3:00 p.m.	Bruce Tucker, Office of the Provost Erika Kustra, Centre for Teaching and Learning	*Campus Futures: Where to Next? And How?*
3:55 p.m.	Bruce Tucker, Office of the Provost	*Closing Remarks*

Exploring Teaching Evaluation Experiences

At your table, discuss the vignettes:

- What's working and what's challenging in teaching evaluation?
- What was missing, based on your own experiences?

Teaching Evaluation Component	Design and Content	Implementation and Process	Reporting	Interpretation	Use for Teaching Improvement	Use for Personnel Purposes	Other Uses
What's working?							
What's Challenging?							

The Ontario Context

Bev Hamilton, Academic Initiatives Officer, Office of the Provost

Visit the Smartboard at the back of the room to explore the Ontario context and more electronically. This resource will be available online.
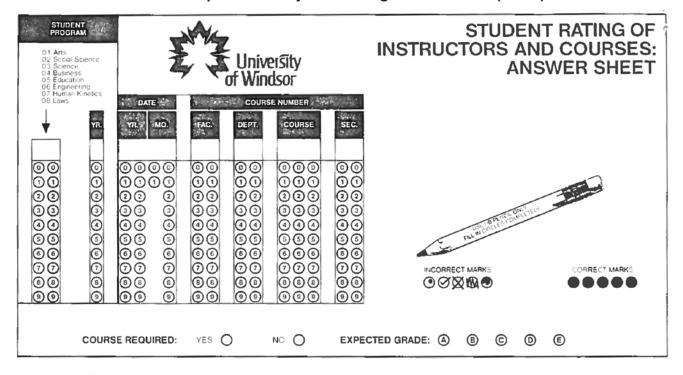
Wright, A., Hamilton, B., Mighty, J., Muirhead, B., & Scott, J.   (2014). T*he Ontario Universities' Teaching Evaluation Toolkit: A Feasibility Study*. Report to the Ministry of Training, Colleges and Universities – Productivity and Innovation Fund Program. University of Windsor: Windsor (ON).
Retrieved from: http://scholar.uwindsor.ca/ctlreports/4/

A Short History of SETs at UWindsor

Kai Hildebrandt, Associate Professor Emeritus, Department of Communication, Media and Film

- Student Opinion Survey of Teaching Questionnaire (SOST)
- Student Evaluation of Teaching Questionnaire (SET)
- Policy on Student Evaluations of Teaching (SET) and Mandatory Administration of SET
- Student Evaluation of Teaching Report Distribution Instructions

Student Opinion Survey of Teaching Questionnaire (SOST)

STUDENT PROGRAM

01 Arts
02 Social Science
03 Science
04 Business
05 Education
06 Engineering
07 Human Kinetics
08 Laws

University of Windsor

STUDENT RATING OF INSTRUCTORS AND COURSES: ANSWER SHEET

DATE — YR. — MO. | COURSE NUMBER — FAC. — DEPT. — COURSE — SEC.

USE HB PENCIL ONLY
FILL IN CIRCLES COMPLETELY

INCORRECT MARKS | CORRECT MARKS

COURSE REQUIRED: YES ○   NO ○   **EXPECTED GRADE:** Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

Please read each statement carefully and then select one of the five scores; from 5 if you strongly agree, to 1, depending on the extent to which you disagree with the statement. Mark one choice per statement.
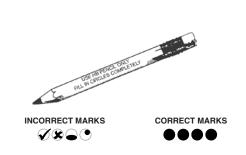
ITEMS ON INSTRUCTOR

Strongly Agree — Strongly Disagree

1. Overall, the instruction on the course was very effective .... ⑤④③②①

2. Overall, this was a worthwhile course .... ⑤④③②①

3. The course has definitely increased my knowledge and competence .... ⑤④③②①

ITEMS ON COURSE

Strongly Agree — Strongly Disagree

1. The course content corresponded with the description in the course outline .... ⑤④③②①

2. Attending classes was important for understanding course content .... ⑤④③②①

3. Course requirements (readings, assignments and expectations of the instructor) were demanding .... ⑤④③②①

4. I was able to keep up to the workload of the course with reasonable effort .... ⑤④③②①

5. Required and recommended readings were appropriate for the course .... ⑤④③②①

6. The marks allocated to assignments reflected the work required .... ⑤④③②①

7. Material tested was an accurate reflection of course content .... ⑤④③②①

8. Out-of-class assistance contributed to the course .... ⑤④③②①

9. Student participation contributed significantly to the course .... ⑤④③②①

10. My interest in this area was stimulated by this course .... ⑤④③②①

Student Evaluation of Teaching Questionnaire (SET)

STUDENT EVALUATION OF TEACHING FORM

UNIVERSITY OF
WINDSOR

DATE			COURSE NUMBER			
YR.	MO.	FAC.	DEPT.	COURSE	SEC.

INCORRECT MARKS   **CORRECT MARKS**

USE HB PENCIL ONLY
FILL IN CIRCLES COMPLETELY

Instructions: Please note that the results of this evaluation will be available to the instructor only AFTER final course grades have been submitted.

The results may be used by:
STUDENTS for aid in course selection;
INSTRUCTORS for feedback on teaching;
ADMINISTRATORS for decisions on career advancement for instructors and for program planning.

INSTRUCTOR'S NAME (LAST, FIRST)

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Please complete the evaluation form honestly and seriously!
Please respond to the statements below for your instructor and then for the course, bearing in mind that there are wide variations in class size and subject matter at the University of Windsor. (If the statement is not applicable in this course, please mark the "NA" column.)

A. The instructor...	Extremely Poor	Very Poor	Poor	Adequate	Good	Very Good	Out-Standing	NA
1. presented material in an organized, well-planned manner	○	○	○	○	○	○	○	○
2. used instructional time well	○	○	○	○	○	○	○	○
3. explained content clearly with appropriate use of examples	○	○	○	○	○	○	○	○
4. was a clear and effective speaker	○	○	○	○	○	○	○	○
5. communicated enthusiasm and interest in the course material	○	○	○	○	○	○	○	○
6. stimulated your interest in the subject and motivated your learning	○	○	○	○	○	○	○	○
7. attended to students' questions and answered them clearly and effectively	○	○	○	○	○	○	○	○
8. was open to students' comments and suggestions	○	○	○	○	○	○	○	○
9. was sensitive to students' difficulties	○	○	○	○	○	○	○	○
10. was approachable for additional help	○	○	○	○	○	○	○	○
11. was accessible to students for individual consultation (in office hours, after class, open-door, by e-mail, phone)	○	○	○	○	○	○	○	○
12. The overall effectiveness of the instructor was	○	○	○	○	○	○	○	○

B. Rate the course:	Extremely Poor	Very Poor	Poor	Adequate	Good	Very Good	Out-Standing	NA
1. How effective was the course outline in communicating goals and requirements of the course?	○	○	○	○	○	○	○	○
2. How consistently did the stated course goals match what was being taught in the course?	○	○	○	○	○	○	○	○
3. How appropriate was the course format for the subject matter?	○	○	○	○	○	○	○	○
4. How well did the methods of evaluation (e.g., papers, assignments, tests, etc) reflect the subject matter?	○	○	○	○	○	○	○	○
5. How fair was the grading of student work?	○	○	○	○	○	○	○	○
6. How timely was the grading of student work?	○	○	○	○	○	○	○	○
7. How helpful were comments and feedback on student work?	○	○	○	○	○	○	○	○
8. How well did the instructional materials (readings, audio-visual materials, etc) facilitate your learning?	○	○	○	○	○	○	○	○
9. How well did the instructional activities (lectures, labs, tutorials, practica, field trips, etc) facilitate your learning?	○	○	○	○	○	○	○	○
10. How reasonable was the level of difficulty of the course material?	○	○	○	○	○	○	○	○
11. How reasonable was the volume of the work required in the course?	○	○	○	○	○	○	○	○
12. The value of the overall learning experience was	○	○	○	○	○	○	○	○

13. Your level of enthusiasm for taking this course at the time of initial registration: ○ low   ○ medium   ○ high
14. Your level of enthusiasm for the course at the conclusion of the course: ○ low   ○ medium   ○ high
15. Considering your experience with this course, would you recommend it to other students? ○ yes   ○ no

C. Statements about yourself: *This information will be used to identify student demographics and their effect on the questionnaire results. Please answer all questions honestly and to the best of your knowledge. Ask the facilitator for assistance, if needed.*

1. Your faculty: (01) Arts   (02) Social Sciences   (03) Science   (04) Business   (05) Education
   (06) Engineering   (07) Human Kinetics   (08) Law   (11) Nursing   (14) Interfaculty Programs

2. Your status: Undergraduate: ○ 1st year   ○ 2nd year   ○ 3rd year   ○ 4th year   ○ 5th year
   or   ○ B.Ed. student (Fac. of Educ.)   ○ Graduate student (Master's or Ph.D. level)   ○ Law   ○ Other

3. Status of this course for you: ○ required   ○ not required   4. Your expected grade level in this course: (A) (B) (C) (D) (F)

5. You are: ○ female   ○ male

D. Additional statements or questions to be added by the instructor:

Q1. ①②③④⑤⑥⑦⓪	Q2. ①②③④⑤⑥⑦⓪	Q3. ①②③④⑤⑥⑦⓪
Q4. ①②③④⑤⑥⑦⓪	Q5. ①②③④⑤⑥⑦⓪	Q6. ①②③④⑤⑥⑦⓪
Q7. ①②③④⑤⑥⑦⓪	Q8. ①②③④⑤⑥⑦⓪	Q9. ①②③④⑤⑥⑦⓪
Q10. ①②③④⑤⑥⑦⓪	Q11. ①②③④⑤⑥⑦⓪	Q12. ①②③④⑤⑥⑦⓪

Policy on Student Evaluations of Teaching (SET) and Mandatory Administration of SET

University of Windsor

SENATE POLICY

Policy on Student Evaluations of Teaching (SET) and Mandatory Administration of SET
(Senate approved: March 17, 2004)
(Senate amended: May 12, 2004, April 11, 2005, June 5, 2008, May 5, 2009)

The attached **S**tudent **E**valuation of **T**eaching Form will be used for collecting information on students' views of instructors and courses.

The Student Evaluation of Teaching (SET) Form
(This form will be printed back-to-back on one sheet)

Student Evaluation of Teaching Form

Course: _ _-_ _-_ _ _ Section: _ _ Instructor: _____

Instructions: Please note that the results of this evaluation will be available to the instructor only AFTER final course grades have been submitted.

The results may be used by:
STUDENTS for aid in course selection;
INSTRUCTORS for feedback on teaching;
ADMINISTRATORS for decisions on career advancement for instructors and for program planning.

Please complete the evaluation form honestly and seriously!
Please respond to the statements below for your instructor and then for the course, bearing in mind that there are wide variations in class size and subject matter at the University of Windsor. (If the statement is not applicable in this course, please mark the "NA" column.)

A. The instructor...	extremely poor	very poor	poor	adequate	good	very good	outstanding	NA
1. presented material in an organized, well-planned manner	1	2	3	4	5	6	7	0
2. used instructional time well	1	2	3	4	5	6	7	0
3. explained content clearly with appropriate use of examples	1	2	3	4	5	6	7	0
4. was a clear and effective speaker	1	2	3	4	5	6	7	0
5. communicated enthusiasm and interest in the course material	1	2	3	4	5	6	7	0
6. stimulated your interest in the subject and motivated your learning	1	2	3	4	5	6	7	0
7. attended to students' questions and answered them clearly and effectively	1	2	3	4	5	6	7	0

8. was open to students' comments and suggestions	1	2	3	4	5	6	7	0
9. was sensitive to students' difficulties	1	2	3	4	5	6	7	0
10. was approachable for additional help	1	2	3	4	5	6	7	0
11. was accessible to students for individual consultation (*e.g.*, by e-mail, phone, on-line, in office hours, after class, open-door*etc.*)	1	2	3	4	5	6	7	0
12. The overall effectiveness of the instructor was	1	2	3	4	5	6	7	0

B. Rate the course:	extremely poor	very poor	poor	adequate	good	very good	outstanding	NA
1. How effective was the course outline in communicating goals and requirements of the course?	1	2	3	4	5	6	7	0
2. How consistently did the stated course goals match what was being taught in the course?	1	2	3	4	5	6	7	0
3. How appropriate was the course format for the subject matter?	1	2	3	4	5	6	7	0
4. How well did the methods of evaluation (*e.g.*, papers, participation, assignments, tests etc) reflect the subject matter?	1	2	3	4	5	6	7	0
5. How fair was the grading of student work?	1	2	3	4	5	6	7	0
6. How timely was the grading of student work?	1	2	3	4	5	6	7	0
7. How helpful were comments and feedback on student work?	1	2	3	4	5	6	7	0
8. How well did the instructional materials (*e.g.,* website, readings, multi-media materials, *etc*.) facilitate your learning?	1	2	3	4	5	6	7	0
9. How well did the instructional activities (lectures, lessons, labs, tutorials, practica, discussion, field trips, *etc.*) facilitate your learning?	1	2	3	4	5	6	7	0
10.How reasonable was the level of difficulty of the course material?	1	2	3	4	5	6	7	0
11. How reasonable was the volume of the work required in the course?	1	2	3	4	5	6	7	0
12.The value of the overall learning experience was	1	2	3	4	5	6	7	0

13. Your level of enthusiasm for taking this course at the time of initial registration:low medium high

14. Your level of enthusiasm for the course at the conclusion of the course: low medium high

15. Considering your experience with this course, would you recommend it to other students? Yes No

C. Statements about yourself: *This information will be used to identify student demographics and their effect on the questionnaire results. Please answer all questions honestly and to the best of your knowledge. Ask the facilitator for assistance, if needed*.
1. Your faculty:

Arts	Social Sciences	Science	Business	Education	Engineering	Human Kinetics	Law	Nursing	Interfaculty Programs
01	02	03	04	05	06	07	08	11	13

2. Your status: Undergraduate: 1st year 2nd year 3rd year 4th year 5th year
or B.Ed. student (Fac. of Educ.) Graduate student (Master's or Ph.D. level) Law other
3. Status of this course for you: required not required
4. Your expected grade level in this course: A B C D F
5. You are: Female Male

D. Additional Statements or questions to be added by the instructor(instructors teaching DE courses or courses taught in an alternative delivery format, see appendix A):
Q1. 1 2 3 4 5 6 7 0   Q2. 1 2 3 4 5 6 7 0   Q3. 1 2 3 4 5 6 7 0
Q4. 1 2 3 4 5 6 7 0   Q5. 1 2 3 4 5 6 7 0   Q6. 1 2 3 4 5 6 7 0
Q7. 1 2 3 4 5 6 7 0   Q8. 1 2 3 4 5 6 7 0   Q9. 1 2 3 4 5 6 7 0
Q10. 1 2 3 4 5 6 7 0   Q11. 1 2 3 4 5 6 7 0   Q12. 1 2 3 4 5 6 7 0

Appendix A:
D. Additional statements or questions to be added by the instructors teaching Distance Education courses or courses taught in an alternative delivery format:
Q1. How well did the instructor structure and guide group discussion?
Q2. How well did the instructor handle inappropriate posts in the online discussion area?
Q3. How 'readable' were the course web pages?(*i.e*, font size, use of white space/web design, *etc.*?)
Q4. How effective were the graphics in the course web pages for promoting your learning?
Q5 How effective were the video and audio clips in the course website for promoting your learning?
Q6. How effective were the online discussions for promoting your learning?
Q7. How clearly related were the assignments to the course goal/objectives?
Q8. How easy was the process of registering for the course?
Q9. How responsive was the IT Services Help Desk with respect to difficulties you may have experienced in accessing DE material?
Q10. Did the instructor communicate clearly and effectively?

E. Comments:

**The Administration Process
SET administration procedures**

1. The student evaluations of teaching (SET) are to be administered during the last two weeks of class prior to the beginning of the final exam period. Instructors are encouraged to indicate on their course outline the date on which the SET will be completed .

2. The instructor or designate brings the appropriate number of forms and a return envelope to class and assigns a student to distribute and collect the forms in the classroom.

3. The SET should be administered at the beginning of the class period, not at the end.

4. The instructor should NOT remain in the classroom during the evaluation procedure. Before leaving the room, the instructor should write the complete course number on the board or overhead and distribute any additional questions (up to 12) to be answered on the SET form in section D. Instructors are also encouraged to use open-ended questions to invite additional feedback from students (on separate sheets).

5. Evaluations must be filled out in pencil. Students must print the course number on the computer form in the appropriate space.

6. The completed forms should be collected and put into the envelope. The envelope must be sealed and both the instructor and the student should sign across the sealed flap.

7. The student should return the sealed and signed envelope(s) to the appropriate (program/department/Faculty) office. In the case of night classes, or where it is not possible to deliver the completed questionnaires immediately, the instructor or designate should return the sealed and signed envelope(s) to the appropriate office the next day.

8. Students in courses offered through Distance Education should complete the Student Evaluation of Teaching form for these courses online.

9. Students in courses offered through traditional in-class delivery, Partial Distance Education, or any other blended delivery/flexible learning format should complete the Student Evaluation of Teaching form for these courses on-campus.

Mandatory Administration of Student Evaluations of Teaching (SET)

Beginning with the Fall 2004 semester, all instructors at the University of Windsor must arrange for the Student Evaluation of Teaching (SET) forms to be administered in their courses during the last two weeks of each class schedule.

This information must be included in the course outline.

Rationale:
• The process of evaluating teaching, and the feedback this evaluation provided to both instructors and students, is critical to the University's efforts to enhance the teaching/learning culture on campus. Failure to administer the SET forms would skew instructor and/or AAU averages and, most importantly, deny students a medium to express their views regarding the course.
• Specifically identifying the date of administration of the SET form will enable students, who may have to make arrangements relating to personal commitments, to ensure as best they can that they are available for that class. In addition, student evaluations of teaching are arguably as important as mid-terms which are identified on course outlines.

Correspondence Key: UCAPT information categories–SET items

Guide for matching Student Evaluation of Teaching (SET) and UCAPT Categories:
For each of the existing (and proposed) UCAPT-mandated items in the PTR process the information sources to be used have been identified. Where questions from the SET form are used, the mean (average) scores need to be calculated for the respective questions.

NOTE: **Only the questions indicated will be used for the PTR/UCAPT process**. However, the candidate may choose to supply additional information from the SET (e.g., as part of the teaching dossier).

UCAPT category: evaluate instructor for:	Info source(s)
a1.) course outlines	B1, B2, course outlines
a2) organization of class	A1, B3, course outlines
b) preparation for classes	A2, peers
c) clarity of communication	A3, A4, direct observation
d) ability to stimulate students' interest	A5, A6, direct observation
e) responsiveness to students' questions and suggestions	A7, A8, A9, direct observation
f) performance in elementary courses *(use avg 100 & 200 level score)*	A12, Peers
g) performance in senior and graduate courses *(avg 300 + up score)*	A12, Peers
h) appropriateness of material presented (volume & level)	B10, B11,
i) availability to students	A10, A11, direct observation
j) availability and effectiveness as student counsellor	Head, Peers, Student comments
overall evaluation of teaching ability and performance	**overall assessment** (Judgement)
(I) effectiveness in promoting students' academic pursuits and stimulating interest in continued study of the discipline	B8, B9, B12, B15, A5,A6, direct observation
(II) availability to students; ...willingness to assist students outside of formal class hours	A10,A11 [+A9], direct observation
x) NEW: quality of evaluation procedures	B4, B5, B6, B7
y) NEW: quality of instructional materials	B8, B9
z) NEW: competency in course subject matter	Peers

NOTE: UCAPT category a) has been split into 2 categories; x), y), and z) are proposed additional categories to be included on the UCAPT form.

UCAPT categories and SET item texts
SET items to be used for UCAPT/PTR categories

UCAPT category: evaluate instructor for:	SET items
a1.) course outlines	B1. How effective was the course outline in communicating goals and requirements of the course? B2. How consistently did the stated course goals match what was being taught in the course?
a2) organization of class	A1. presented material in an organized, well-planned manner, B3. How appropriate was the course format for the subject matter?
b) preparation for classes	A2. used instructional time well
c) clarity of communication	A3. explained content clearly with appropriate use of examples A4. was a clear and effective speaker
d) ability to stimulate students' interest	A5. communicated enthusiasm and interest in the course material A6. stimulated your interest in the subject and motivated your learning
e) responsiveness to students' questions and suggestions	A7. attended to students' questions and answered them clearly and effectively A8. was open to students' comments and suggestions A9. was sensitive to students' difficulties
f) performance in elementary courses	A12. The overall effectiveness of the instructor was *(use avg 100 & 200 level score)*
g) performance in senior and graduate courses	A12. The overall effectiveness of the instructor was *(avg 300 + up score)*
h) appropriateness of material presented (volume & level)	B10.How reasonable was the level of difficulty of the course material? B11. How reasonable was the volume of the work required in the course?
i) availability to students	A10. was approachable for additional help A11. was accessible to students for individual consultation (in office hours, after class, open-door, by e-mail, phone)
j) availability and effectiveness as student counsellor	Head, Peers, Student comments
overall evaluation of teaching ability and performance	**overall assessment** (Judgment)

UCAPT category: evaluate instructor for:	SET items
(I) effectiveness in promoting students' academic pursuits and stimulating interest in continued study of the discipline	B8. How well did the instructional materials (readings, audio-visual materials, etc) facilitate your learning? B9. How well did the instructional activities (lectures, labs, tutorials, practica, field trips etc) facilitate your learning? B12.The value of the overall learning experience was A5. communicated enthusiasm and interest in the course material A6. stimulated your interest in the subject and motivated your learning B15.Considering your experience with this course, would you recommend it to other students?
(II) availability to students; ...willingness to assist students outside of formal class hours	A10. was approachable for additional help A11. was accessible to students for individual consultation (in office hours, after class, open-door, by e-mail, phone) [A9. was sensitive to students' difficulties]

NEW CATEGORY 1. Quality of evaluation procedures	B4. How well did the methods of evaluation (e.g., papers, assignments, tests etc) reflect the subject matter? B5. How fair was the grading of student work? B6. How timely was the grading of student work? B7. How helpful were comments and feedback on student work (where appropriate)?
NEW CATEGORY 2. Quality of instructional materials	B8. How well did the instructional materials (readings, audio-visual materials, etc) facilitate your learning? B9. How well did the instructional activities (lectures, labs, tutorials, practica, field trips etc) facilitate your learning?
NEW CATEGORY 3. Competency in course subject matter	Peers

Note: UCAPT category a) has been split into 2 categories; also, NEW1, NEW2, and NEW3 are proposed additional categories to be included on the UCAPT form.

Additional Information: Displaying SET Results

As per Senate resolution (January 2000), following the close of each semester, ITS compiles the Senate approved method of students' evaluations of courses and course instructors data and publishes the results on the SIS (accessible only with a valid user id and password).

It should be understood that student questionnaires form an important part of evaluating teaching effectiveness or a course's value, but cannot be taken alone as a complete assessment of an instructor or course. Concerns have been expressed that the current University of Windsor evaluation questionnaire may not be an accurate measure of a teacher's ability or of a course's value and that factors other than an instructor's teaching ability or a course's value may influence ratings.

Note: If fewer than 6 students complete the SET, no breakdown should be reported by student characteristic at all; If any subcategory of student characteristic categories contains only one response, no data should be reported in that subcategory, i.e., if fifteen female and one male student responded, the average instructor and course evaluation for the male would not be printed.

***For a full report see Senate meetings of March 17, 2004 and April 11, 2005.

Implementing SET

That several types of courses not be included in the collection and reporting of SET data:

1. courses in which only 1-2 students are enrolled.
2. course numbers that are used to register students in individual projects, including (graduate) thesis, (graduate) major paper, directed reading, directed writing, directed studies, individual studio, (undergraduate) thesis, individual practica, etc. It is recommended that AAUs identify course numbers that fall into this category, so that they can be excluded from SET application in the future.
3. courses in the joint Ph.D. program in Education, as many courses are team-taught, and the courses are already evaluated in separate procedures through the Joint program

If courses with fewer than 3 students are evaluated, Report 1 should not be printed, and the course should not be included in Report 3.

Student Evaluation of Teaching Report Distribution Instructions

Student Evaluation of Teaching Report Distribution Instructions

Report 1: Student Evaluation of Instructors by individual course/section taught.
This report will display the *results of the responses* for each of the questions:

    section A - (questions A1 to A12) - Questions about the Instructor who taught the particular course
    section B - (questions B1 to B15) - Questions about the particular course taught by the Instructor
    section D - (questions D1 to D12) - Other Questions about the instructor and the course

Please distribute to appropriate instructors

Report 2: Student Evaluation of Instructors for all courses taught/section by Department.
This report will display the *results for all the courses taught* by the instructor, by department.

Please distribute to appropriate instructors

Report 3: Student Evaluation of Instructors by course/section taught by department ordered by Instructor Score (separate reports for Tenure Track and Non-Tenure Track).
This report will show the *Instructor Score (A1 to A12)* and *Course Score (B1 to B12)*. It will be sorted by Instructor Score in descending order.

Do NOT distribute to any instructor. Give to Department Head.

Report 4: Student Evaluation of Instructors for all courses / sections taught by the Instructor in the Department (separate reports for Tenure Track and Non-Tenure Track).
This report will show the *weighted average instructor score* by instructor in the department ordered by instructor score.

Do NOT distribute to any instructor as it appears. Cover instructor names and copy. For each instructor, highlight their score for them. Give original to Department Head.

Report 5: Student Evaluation of Instructors for all courses / sections taught by the Instructor in the Department (separate reports for Tenure Track and Non-Tenure Track).
This report will show the *weighted average course score* by instructor in the department ordered by course score.

Do NOT distribute to any instructor as it appears. Cover instructor names and copy. For each instructor, highlight their score for them. Give original to Department Head.

Keynote Speaker

Dr. Nira Hativa
School of Education, Tel Aviv University (TAU)

Almost Everything You Ever Wanted to Know About Student Ratings of Instruction (SRI)…

Student ratings of instruction are one of the most controversial issues in institutions of higher education. Faculty and administrators have been engaged in extensive debates on countless concerns, beliefs, and misconceptions regarding potential biasing factors affecting student ratings. Although there is impressive research evidence of the reliability and validity of the results of student ratings, misconceptions and beliefs persist, leading faculty and administrators to question the appropriateness of their use or misuse, particularly in making personnel decisions.

This presentation will address faculty misperceptions, concerns, and reservations about various aspects of SRI, and will provide valid and reliable information on these issues, based on extensive research that took place mainly in American colleges and universities, as well as studies performed using the extensive SRI database at TAU.

Nira Hativa received her B.Sc. and M.Sc. degrees in Mathematics from the Technion, Israel Institute of Technology, and her Ph.D. in Math education from Stanford University. She has been a (full) professor of teaching in higher education in the School of Education at Tel Aviv University (TAU) and worked as a teaching consultant and faculty developer at both TAU and Stanford University. In the last decade, she's served for seven years as the director of The Center for the Advancement of Teaching and as the director of the online SRI system, at TAU. She has published seven books in English, three books in Hebrew, and almost 200 articles and book chapters related to effective teaching in higher education and to student ratings. For the last 15 years she has been the editor of a journal in Hebrew for teaching in higher education, funded by a prestigious governmental agency. She has also served as the head of the Israeli network of teaching centers, and as the Israeli rep to ICED (International Consortium of Educational Developers).

University of Windsor Campus Initiatives: What's Evolving?

Panel Chair, Ken Cramer

The Peer Collaboration Network, Dave Andrews and Judy Bornais
- Additional Information: http://www.uwindsor.ca/pcn
- Email(s): dandrews@uwindsor.ca; jbornais@uwindsor.ca

Visualization of SET Data for Inquiry and Documentation, Phil Graniero
- Email: graniero@uwindsor.ca

E-Portfolios for Program Evaluation, Veronika Mogyorody
- Additional Information: http://teachonline.ca/pockets-innovation/documenting-learning-using-e-portfolios-visual-arts-and-built-environment
- Email: mogy@uwindsor.ca

New Technological Directions, Bala Kathiresan
- Email: Bala.Kathiresan@uwindsor.ca

Teaching Dossier Academy, Alan Wright
- Additional Information: http://www1.uwindsor.ca/ctl/tda#tda
- Email: awright@uwindsor.ca

Campus Dialogue: What's Important?

Table and Whole Group Discussions
Facilitated by Erika Kustra, Acting Director, Centre for Teaching and Learning

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Australian University Teaching Criteria and Standards Framework
Denise Chalmers, University of Western Australia

Indicative Teaching Criteria

The seven indicative teaching criteria are:

1. Design and planning of learning activities
2. Teaching and supporting student learning
3. Assessment and giving feedback to students on their learning
4. Developing effective learning environments, student support and guidance
5. Integration of scholarship, research and professional activities with teaching and in support of student learning
6. Evaluation of practice and continuing professional development
7. Professional and personal effectiveness

Criterion 1	Design and planning of learning activities
Planning, development and preparation of learning activities, learning resources and materials for a unit, course or degree program; including coordination, involvement or leadership in curriculum design and development
To demonstrate this criterion you should provide evidence of good practice in planning, development and preparation of learning resources and materials for a unit, course or degree program, including coordination or involvement in curriculum design and development. Good practice may be demonstrated across any or all of the full range of teaching contexts, including undergraduate, postgraduate, clinical and practical contexts. Where possible you should demonstrate how you have shown leadership or influenced others.
Good practice in relation to this criterion might include demonstration of: • Preparation   • Knowledge of the discipline   • Knowledge of the student learning process   • Knowledge and appropriate use of teaching techniques   • Knowledge and application of curriculum design   • Knowledge and appropriate use of technology   • Innovative design or use of technology

Criterion 2 | Teaching and supporting student learning

Quality teaching, including; lecturing, classroom, on-line, field, work-based, studio, laboratory, workshop, undergraduate and postgraduate teaching, and supervision of student research

To demonstrate this criterion you should provide evidence of good practice in teaching. Good practice may be demonstrated across any or all of the full range of teaching contexts. Where possible you should demonstrate how you have shown leadership or mentored and influenced others.

Good practice in relation to this criterion might include demonstration of:
- Engaging students and stimulating interest
- Encouraging active participation
- Explaining concepts in a way that students can understand
- Helping students that encounter difficulties
- Use of a student centred approach
- Knowledge and use a range of teaching activities
- Use of a collaborative teaching approach
- Utilise examples and resources from different contexts and countries
- Innovative teaching

Criterion 3 | Assessment and giving feedback to students on their learning

Design and execution of assessment tasks that are aligned with student learning outcomes and the provision of appropriate and timely feedback

To demonstrate this criterion you should provide evidence of good practice in the design and execution of assessment tasks, alignment of assessment with the desired learning outcomes and provide appropriate and timely feedback. Good practice may be demonstrated across any or all of the full range of teaching contexts. Where possible you should demonstrate how you have shown leadership or influenced others.

Good practice in relation to this criterion might include demonstration of:
- Support for students to develop and demonstrate the intended learning outcomes and educational principles
- Provision of constructive and timely feedback
- Clearly stated assessment requirements/criteria
- Design of assessment tasks closely linked to the unit objectives
- Design of assessment tasks that build cumulatively towards a capstone outcome
- Use a variety of assessment tasks
- Design of assessment for authentic learning
- Innovation in the design and execution of assessment

Criterion 4 | Developing effective environments, student support and guidance

Activities related to the creation of an engaging learning environment for students. Including; supporting transition, the development of learning communities and strategies that account for and encourage equity and diversity.

To demonstrate this criterion you should provide evidence of good practice in activities related to the creation of an engaging learning environment for students, including; supporting transition, and the development of learning communities and strategies that account for and encourage student equity and diversity. Good practice may be demonstrated across any or all of the full range of teaching contexts. Where possible you should demonstrate how you have shown leadership or influenced others.

Good practice in relation to this criterion might include demonstration of:
- Availability for consultation
- How you link students to appropriate support and services
- How you encourage students to support and engage with each other
- How you build communities in the unit/course or discipline
- How you respect and require students to demonstrate respect for others
- How you support students with diverse backgrounds and perspectives
- Innovation in supporting students and creating supporting or engaging learning environments

Criterion 5 | Integration of scholarship, research and professional activities with teaching and in support of learning

1. **Teaching and learning research incorporated into teaching practice**
2. **Inclusion of discipline-based research in the curriculum and engagement of students in pedagogically sound discipline-based research**
3. **Incorporation of professional, industry and work-based practice and experiences into teaching practice and the curriculum**

In order to demonstrate good practice in this criterion you should provide evidence of how you contribute to or use knowledge of teaching and learning, the discipline or professional practice to support student learning.

Good practice in relation to this criterion might include demonstration of:
- Incorporation of the scholarship of teaching and learning research into teaching practice
- Contribution to teaching and learning within or beyond your discipline
- Inclusion of discipline-based research in the curriculum
- Engagement of students in pedagogically sound discipline-based research that supports learning
- Incorporation of professional, industry and work-based practice or experiences into teaching practice or curriculum

(The indicative standards and evidence for this criterion has been divided into 3 subsections because we recognise that there is variation in the applicability of this criterion to different universities, disciplines and individual teaching contexts. Different institutions may include or exclude these subsections to fit their specific teaching context. Likewise individuals are not expected to address each of the subsections, but should highlight their particular contribution to knowledge related to teaching or use of knowledge to support student learning.)

Criterion 6 | Evaluation of practice and continuing professional development

Activities related to the evaluation of teaching effectiveness drawing on a range of sources of evidence (peer, self reflection, student feedback, student learning). Professional development undertaken to respond to the evaluation and commitment to professional learning.

In order to demonstrate this criterion you should provide evidence of good practice in evaluation and development of your knowledge, practice and skills related to teaching. You should demonstrate how you use evaluation of practice to guide professional development, engagement in professional development activities and give evidence of the impact of evaluation and development on enhancing student learning.

Criterion 7 | Professional and personal effectiveness

Professional qualities, personal qualities

In order to demonstrate this criterion you should demonstrate qualities of effective professional practice, personal development and your contribution to leadership

Campus Futures: Where To? And How?

1. What are key ideas that must be factored into this institutional discussion?

2. At the individual level, what next steps would you be interested in taking?

3. What could we do next that might help to make teaching evaluation fairer, more meaningful, more useful?

Further Reading

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