

Letter of Understanding 23 – Assessment of Teaching

The Parties agree that this Letter of Understanding shall form part of the Collective Agreement.

Assessment File

1. Each Faculty Member's teaching record undergoes peer review by both the Department and College Tenure and Promotion Committees during the review period.
2. Each Faculty Member's Assessment File shall contain
 - a. A Teaching Dossier prepared by the Member; and
 - b. For each year of the review period, the Member's choice of one of
 - i. Results of Student Feedback Questionnaires for all courses taught by the Member during the review period, and/or
 - ii. A completed and formalized In-class Peer Observation Form;
 - c. Any response or contextualization the Member wishes to provide.
3. The choice made by the Member in 2(b) shall play no role in a negative assessment of Teaching.
4. If only e-Learning courses are assigned to the Member during the review period and the Member wishes to exercise option 2(b)(ii), the In-class Peer Observation Form will be used, unless the Association and the University jointly agree to a different form.

Anti-bias Training

5. The assessment of Teaching necessarily involves the judgment of assessors, and this judgment is potentially biased, regardless of the indicators or instruments that are used.
6. The University shall run anti-bias training sessions for every Department and College Tenure and Promotion Committee, which shall be mandatory for all members of these committees. The Association will be consulted in the development of the anti-bias training sessions for Members. An UGFA representative is welcome to attend any such anti-bias training meetings for Members.

Teaching Dossier

7. The Teaching Dossier in the eCV need not constitute a separate and formal or unified document.
8. The Teaching Dossier might include
 - a) A statement of teaching philosophy
 - b) Course outlines, syllabi, assignments, tests, etc.
 - c) Discussion of assignment and/or test questions
 - d) Discussion of course development and/or lecture maintenance and development the Member deems to be significant
 - e) Discussion of approaches used in teaching, including innovation
 - f) Reflections on courses taught
 - g) Reflections on pedagogy and/or scholarship of teaching
 - h) Student Feedback Questionnaire comments

- i) Emails, letters, and other communications
 - j) Any other material that the Faculty Member deems appropriate.
9. The list in 8(a)-(j) is not meant to be prescriptive, and therefore the absence in a Teaching Dossier of any particular item on this list shall play no role in a negative assessment of Teaching.

Student Feedback Questionnaires

- 10. Student Feedback Questionnaire questions shall be as jointly approved by the parties (September 2019) and as communicated to Members by the University (December 2019). Any change to the SFQ questions shall be jointly approved as per the process as agreed upon by the Association and the University.
- 11. Subject to LOU #2 of the Collective Agreement, Members shall have the right to choose paper in-class Student Feedback Questionnaires or online Student Feedback Questionnaires.
- 12. The responses to ranked questions on the Student Feedback Questionnaires shall be reported in the form of a frequency table only. That is, for each such question, the table will list the total number of students who selected each choice from the set of potential responses. No averages will appear in the frequency table report.
- 13. No averages of a Member's or Members' Student Feedback Questionnaire frequency table data shall be generated by members of the Tenure and Promotion Committees.
- 14. Any result of a Member's Student Feedback Questionnaires shall be assessed in the context of the approved Department Guidelines, without comparison to results of any other Member.
- 15. Student response rates to Student Feedback Questionnaires shall not play a role in a negative assessment of teaching by the Department and/or College Tenure and Promotion Committees.
- 16. The results of Student Feedback Questionnaires, including both numerical results and written comments, shall not be released publicly by the University without prior written agreement of the Member.

In-class Peer Observation

- 17. For an In-class Peer Observation, the Faculty Member
 - a. Submits to the Dean a list of six (6) potential Peer Observers, and
 - b. Chooses the course and lecture that the Peer Observer will visit.
- 18. Any Faculty Member who was assessed as being "Good" or better in Teaching in the most recent biennial review is an eligible choice as a potential Peer Observer.
- 19. While a Faculty Member may recommend and/or choose a Peer Observer with discipline-specific expertise, the observation of teaching and teaching practices does not require this. The choice of Peer Observer shall play no role in a negative assessment of teaching.
- 20. A Faculty Member seeking advice on the names of potential Peer Observers may, of course, consult with their colleagues, including their Chair, their Dean, the Office of Teaching and Learning, and/or the Association.
- 21. The Dean shall select one of the potential Peer Observers to be the Peer Observer.
- 22. The In-class Peer Observation process involves

- a. A pre-observation meeting
 - b. The In-class Peer Observation
 - c. A post-observation meeting
23. The pre-observation meeting between the Faculty Member and the Peer Observer allows for the Member to contextualize the lecture that will be observed. The meeting might include discussion of
- a. The course outline / syllabus
 - b. The Member's teaching philosophy and approach to teaching, in general
 - c. The Member's teaching approach to the lecture that will be observed
 - d. Materials that have been prepared for the lecture, such as lecture notes, slides, handouts or assignments.
 - e. The goals and objectives of the lecture that will be observed
 - f. The material with which the preceding lecture ended
 - g. How the lecture that will be observed fits in the overall course or surrounding lectures
 - h. Any characteristics of the students in the course that influence teaching decisions, such as gaps or weaknesses in their background preparation, major area of study, or the number of students.
 - i. Any relevant details about the room that influences teaching decisions.
 - j. Anything else deemed relevant by the Member or the Peer Observer.
24. During the observed class meeting, the Peer Observer shall fill in an In-class Peer Observation Form.
25. The post-observation meeting between the Faculty Member and the Peer Observer allows for the Member and the Peer Observer to discuss the observed lecture.
26. The pre-observation and post-observation meetings may take place in person or via phone, internet conferencing, or e-mail.
27. The Peer Observer shall provide the Member with the signed, and hence completed, Peer Observation Form no later than the post-observation meeting.
28. Should the Member not want the In-class Peer Observation Form included in their Assessment File, the Peer Observer can be asked by the Member to perform another In-class Peer Observation of a different lecture from the Member.
29. The Peer Observer may be requested by the Faculty Member to perform up to three In-class Peer Observations.
30. Should the Member want the completed In-class Peer Observation Form included in their Assessment File, the Member shall sign the Form themselves to formalize it and then submit the completed and formalized Form to their Dean to be included in their Assessment File.
31. The Peer Observer will retain no copy of a completed In-class Peer Observation Form.

32. With the exception of the completed In-class Peer Observation Form, the Peer Observer shall provide no details of the In-class Peer Observation, without the consent of the Member, to any person other than the Member who was observed.
33. A completed In-class Peer Observation Form shall be confidential and cannot be shared or used for any purpose beyond the Tenure, Promotion, and Review process, and any related process arising therefrom, without the written consent of the Member whose teaching has been observed.
34. The identity of the Peer Observer shall play no role in a negative assessment of teaching.
35. If the Member chooses not to include a completed In-class Peer Observation Form for an In-class Peer Observation that occurred, the information from the completed In-class Peer Observation Form shall play no role in a negative assessment of teaching.
36. If a formalized In-class Peer Observation Form is not part of a Member's Assessment File two weeks prior to the end of the review period, then Student Feedback Questionnaire results will be assumed to be the choice made by the Member in 2(b).
37. A Member may choose to include more than one formalized In-class Peer Observation Form per year of the review period.
38. Changes to the In-class Peer Observation Form template (as approved by the Parties in September 2019) shall be jointly approved per the process as agreed upon by the Association and the University.
39. A Peer Observer selected by the Dean for a Member in the first year of a biennial review period may also serve as a Peer Observer for that Member in the second year of that biennial review period.
40. Being a Peer Observer is Service to the University.
41. A Peer Observer cannot be compelled to testify at an appeal.

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