TEACHING AND COURSE EVALUATION IMPLEMENTATION
DRAFT PROGRAM CHARTER

DECEMBER 15, 2014

Contact: Corinne Pitre-Hayes
604.765.4610
corinne_pitre-hayes@sfu.ca
DOCUMENT CONTROL

DOCUMENT INFORMATION

<table>
<thead>
<tr>
<th>INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document Owner</td>
</tr>
<tr>
<td>Role</td>
</tr>
</tbody>
</table>

DOCUMENT HISTORY

<table>
<thead>
<tr>
<th>VERSION</th>
<th>ISSUE DATE</th>
<th>CHANGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
<td>Aug 27, 2014</td>
<td>First draft</td>
</tr>
<tr>
<td>1.1</td>
<td>Nov 18, 2014</td>
<td>Addition of Best Value Pre-Award content</td>
</tr>
<tr>
<td>1.2</td>
<td>Nov 19, 2014</td>
<td>Minor correction to dates</td>
</tr>
<tr>
<td>1.3</td>
<td>Nov 28, 2014</td>
<td>Correct footer and a few typos</td>
</tr>
<tr>
<td>1.4</td>
<td>Dec 15, 2014</td>
<td>Final draft for signature</td>
</tr>
</tbody>
</table>

DOCUMENT APPROVALS

<table>
<thead>
<tr>
<th>ROLE</th>
<th>NAME</th>
<th>SIGNATURE</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sponsor</td>
<td>Dr. Jon Driver</td>
<td></td>
<td>15 Dec 2014</td>
</tr>
<tr>
<td>Steering Committee</td>
<td>Chair, Dr. Panayiotis Pappas (on behalf of the Committee)</td>
<td></td>
<td>Dec 18 2014</td>
</tr>
<tr>
<td>(SCUTL)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Director</td>
<td>Corinne Pitre-Hayes</td>
<td></td>
<td>Dec 15, 2014</td>
</tr>
</tbody>
</table>
# TABLE OF CONTENTS

1 CHARTER PURPOSE ............................................................................................................. 1
2 EXECUTIVE SUMMARY ...................................................................................................... 1
3 OVERVIEW OF THE TCE IMPLEMENTATION PROGRAM .............................................. 1
4 SCOPE OF THE PROGRAM ................................................................................................. 2
  4.1 GOALS AND OBJECTIVES .......................................................................................... 2
  4.2 ORGANIZATIONAL IMPACTS .................................................................................. 3
  4.3 PHASES .................................................................................................................. 3
  4.4 RELATED INITIATIVES ............................................................................................ 4
  4.5 OUT OF SCOPE ........................................................................................................ 4
  4.6 TIMELINE ................................................................................................................ 5
5 PROGRAM CONDITIONS ..................................................................................................... 7
  5.1 ASSUMPTIONS ......................................................................................................... 7
  5.2 ISSUES .................................................................................................................... 7
  5.3 RISKS ..................................................................................................................... 8
6 STRUCTURE AND APPROACH ......................................................................................... 8
7 PROGRAM ORGANIZATION ............................................................................................... 9
8 REFERENCES ..................................................................................................................... 10
1 CHARTER PURPOSE

This charter defines the scope, objectives, and overall approach for the Teaching and Course Evaluation (TCE) Implementation. It is a critical element for initiating, planning, executing, controlling, and assessing the program. It is a single point of reference for program goals and objectives, scope, organization, estimates and work plans. In addition, it serves as a contract between the core implementation team and the sponsor, stating what will be delivered according to the budget, time constraints, risks, resources, and standards agreed upon for the program.

2 EXECUTIVE SUMMARY

- The primary goal of this project is to implement the recommendations contained in the TCEP Final Report version 1.7 which was approved by Senate on January 6, 2014.
- Program objectives address report findings in seven key areas: validity; flexibility; responsible use of the data; use of evaluation data to improve teaching; efficiency; engagement; and structured support.
- The program will be in four phases:
  I. Setup, Planning and Design
  II. Pilot 1
  III. Pilot 2
  IV. Continued Rollout
- Key assumptions include: consensus will be reached on teaching priorities and corresponding institution-wide questions; sufficient academic units are ready and willing to participate in program pilots; the selected software will integrate well; the validated item bank from the University of Toronto will produce results with sufficient validity and reliability in the SFU context.
- The program is expected to run from October 2014 to Summer Term 2016; the timeline may need to be adjusted based on the outcome of each phase.
- The approach is to use a robust program organization that includes: four subteams focused on Institutional Goals & Policies, Faculty Rollout, Communication and Technical Implementation producing deliverables; a Core Team with leaders representing each subteam; and SCUTL reviewing and recommending deliverables on a timely basis. Consultation and input from the SFU community will continue to be a priority supported by a SCUTL TCEP Working Group and Instructor Advisory Group. Communication will be key and will be facilitated by a public website and an implementation Canvas course supplemented by a project management tool provided by the software vendor. Issue escalation will be swift with similarly rapid resolution.

3 OVERVIEW OF THE TCE IMPLEMENTATION PROGRAM

The goal of this program is to implement the recommendations contained in the TCEP Final Report version 1.7 which was approved by Senate on January 6, 2014. These recommendations are aimed at addressing report findings in seven key areas:
1) Valid results
2) Flexibility to meet the needs of a wide range of stakeholders
3) Responsible use of the data
4) Proactive measures to encourage the use of evaluation data to improve teaching
5) Efficiency in administering evaluations and in making the results easier to access and interpret
6) Engagement of faculty and students
7) Adequate structured support for design, implementation and interpretation of evaluations.
## 4 SCOPE OF THE PROGRAM

### 4.1 GOALS AND OBJECTIVES

<table>
<thead>
<tr>
<th>Goals</th>
<th>Objectives</th>
</tr>
</thead>
</table>
| Valid Results                | 1. Replace SFU’s instrument and processes for student evaluation of instructors and courses  
  2. Document what constitutes effective teaching at SFU and design evaluation questions accordingly, using rigorous theoretical and psychometric standards  
  3. Implement processes that strongly encourage supplementary evidence being included with evaluation data  
  4. Establish appropriate and standardized policies and processes for evaluation administration |
| Flexibility                  | 1. Utilize the multi-level cascaded framework adapted from the University of Toronto  
  2. Implement the new system ensuring privacy of instructor selected/created results and with flexibility in reporting and timing of evaluations |
| Responsible Use of the Data | 1. Roll out best-practices guide on interpretation and use of the data as part of implementation  
  2. Include contextual information about the course as part of the standard evaluation reports |
| Use of Evaluation Data to Improve Teaching | 1. Strongly encourage instructors to include a brief summary of teaching practices, goals and challenges for each course  
  2. Enable ease of evaluation data use for both formative and summative purposes  
  3. Utilize survey capabilities to continually test and improve evaluation instruments with each iteration  
  4. Implement process of conducting ongoing self-studies and internal research of evaluation validity and reliability |
| Efficiency                   | 1. Automate processes for collecting, storing and distributing evaluation data  
  2. Focus reporting on ease of use and accurate interpretation |
| Engagement                   | 1. Continue to engage the SFU community throughout the implementation  
  2. Implement a process which supports clear communication about the administration and use of evaluations to both instructors and students  
  3. Strongly encourage practices at all levels to promote ways in which data is being used to improve teaching and learning |
| Structured Support           | 1. Implement infrastructure for consultation on teaching evaluations including individualized support for instructors  
  2. Provide training for all relevant stakeholders  
  3. Develop and distribute educational materials and support |
## 4.2 Organizational Impacts

<table>
<thead>
<tr>
<th>Organizational Group</th>
<th>Impact to and Participation of Organization Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructors at SFU responsible for teaching courses, including tenured and tenure-track faculty members, lab instructors, lecturers and senior lecturers, limited term appointments, and sessional instructors</td>
<td>Very significant impact personally and professionally; the implementation will continue to invite input from the instructors throughout the project including: advisory groups for report design and other implementation decisions; meetings at the faculty and/or departmental level, focus groups, and surveys.</td>
</tr>
<tr>
<td>Students</td>
<td>Major impact on their ability to provide feedback on the SFU learning environment; the implementation will similarly continue to invite input from students throughout the project.</td>
</tr>
<tr>
<td>SFUFA and the TSSU</td>
<td>Significant changes that affect SFUFA and TSSU members; the implementation will continue to invite input from the SFUFA and TSSU throughout the project.</td>
</tr>
<tr>
<td>Tenure and Promotion Committee (TPC) chairs and members</td>
<td>Significant changes that affect how TPC chairs and members work with evaluation data at SFU; the implementation will continue to invite input from the TPC chairs and members throughout the project, and seek ways in which the project can provide helpful support and training.</td>
</tr>
<tr>
<td>Academic departments</td>
<td>Significant changes that affect how academic departments work with evaluation data at SFU; the implementation will continue to invite input from academic departments throughout the project, and seek ways in which the project can provide helpful support and training.</td>
</tr>
<tr>
<td>Administrative staff involved in managing teaching and course evaluation processes</td>
<td>Potentially significant impact on the processes used to do their work; the implementation will similarly continue to invite input from administrative staff throughout the project.</td>
</tr>
<tr>
<td>Office of the Vice President, Academic and Provost</td>
<td>Provide linkages to related and ongoing initiatives.</td>
</tr>
</tbody>
</table>

## 4.3 Phases

<table>
<thead>
<tr>
<th>Phase</th>
<th>Tasks</th>
</tr>
</thead>
</table>
| I. Setup, Planning and Design | • General project setup  
• SCUTL TCEP Working Group Phase 1 (identify attributes of effective teaching and goals for evaluation of courses/instructors in order to develop core institution-wide questions)  
• General technical setup  
• Preliminary report design  
• Technical integration and report testing  
• SCUTL TCEP Working Group Phase 2 (determine current SFU evaluation policies vis-a-vis best practices and recommend policy revisions/additions) |
<table>
<thead>
<tr>
<th>Phase</th>
<th>Tasks</th>
</tr>
</thead>
</table>
| II. Pilot 1           | • Conduct pilot of new evaluation system with a small number of academic units in Summer Term 2015  
                          • Validity and reliability assessment in SFU context  
                          • Stakeholder training and support assessment         |
| III. Pilot 2          | • Conduct second pilot by adding additional academic units in Fall Term 2015  
                          • Conduct Bluepulse (ongoing feedback tool) pilot with participant volunteers from first pilot  
                          • Evaluate validity and reliability adjustments from first pilot  
                          • Evaluate training and support adjustments from first pilot  
                          • Conduct evaluation software training for SFU staff |
| IV. Continued Rollout | • Continue rollout to additional academic units in Spring Term 2016  
                          • Overall program review following completion of Spring Term 2016 |

### 4.4 RELATED INITIATIVES

SFU is undertaking a number of initiatives that focus on teaching and learning. It is important to note that this program is separate from these initiatives. It should also be noted, however, that communication between the teams working on teaching and learning is equally important. As such, the TCE Implementation team will work to stay in close communication with other SFU teaching and learning initiatives.

### 4.5 OUT OF SCOPE

The project will implement recommendations with respect to:

1) Replacing SFU’s teaching and course evaluation form(s) in order to improve the teaching and learning environment for course instructors and students

2) Ensuring efficient methods of data collection and storage are used and that the privacy rights of instructors and students are protected, and

3) Adopting guidelines for best practices in the use of evaluation data.

As the focus is on instructors, the evaluation instrument used for TAs and TMs is not in the scope of this project. Additionally, the implementation of other methods for faculty evaluation is not in the scope of this project.
<table>
<thead>
<tr>
<th>Phase</th>
<th>Est. Completion</th>
<th>Milestones and deliverable(s)</th>
<th>Confidence Level</th>
</tr>
</thead>
</table>
| I. Setup, Planning and Design        | Nov 30, 2014    | Milestone 1: General Project Setup  
- Complete project charter, plan, detailed schedule  
- Confirm members of core team  
- Complete communications plan  
- Recruit instructor advisory group (e.g. Proof-of-Concept participants)  
- Obtain general concurrence from SCUTL as the project steering committee | High             |
| Dec 31, 2014                         | Milestone 2: General Technical Setup  
- Assemble joint technical team  
- Implement dedicated hosting infrastructure  
- Complete detailed technical plan including steps for integration with single sign on, Canvas and SIMS  
- Document all requirements to complete integration | High             |
- Gather materials for review by instructor advisory group  
- Conduct initial report design workshop with instructor advisory group  
- Validate results of workshop with instructor advisory group  
- Finalize report design for Pilot 1 | Medium           |
| Jan 31, 2015                         | Milestone 4: TCEP Working Group Phase 1 (Identify attributes of effective teaching and goals for evaluation of courses/instructors in order to develop core institution-wide questions)  
- Complete draft report and submit to TCEP Working Group, SCUTL, disseminate for feedback and comment  
- Confirm candidate institution-wide questions and disseminate for feedback and comment  
- Finalize institution-wide questions for Pilot 1 | Medium           |
- Complete technical integration  
- Thoroughly test technical integration  
- Mock up and thoroughly test | Medium           |
<table>
<thead>
<tr>
<th>Phase</th>
<th>Est. Completion</th>
<th>Milestones and deliverable(s)</th>
<th>Confidence Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>report design</td>
<td>Medium</td>
</tr>
</tbody>
</table>
|                        |                | - Review results of technical integration and report design testing with instructor advisory group  
|                        |                | - Make any final adjustments to integration and/or report design                                                                                                                                                             |                  |
| Jun 30, 2015           | Milestone 6: TCEP Working Group Phase 2  
                        | (Determine current SFU evaluation policies vis-a-vis best practices and recommend policy revisions/additions)  
                        | (Complete report and submit to TCEP Working Group for recommendation to SCUTL)  
                        | (Confirm policy required revisions/additions)  
                        | (Finalize policy revisions/additions for Pilot 1)  
                        | (Submit policy revisions/additions to Senate for approval)                                                                                                                                                                  | Medium           |
| II. Pilot 1            | Oct 31, 2015   | Milestone 7: TCE Implementation Pilot 1 (eXplorance to complete Blue administration)  
                        | (Determine units for initial pilot)  
                        | (Meet with each unit to plan steps)  
                        | (Faculty/School/Department question development)  
                        | (Response rate optimization planning)  
                        | (Cascaded framework discussions and material shared)  
                        | (Detailed requirements gathering for each unit)  
                        | (Information meeting with all instructors in each unit)  
                        | (User Acceptance Testing (UAT))  
                        | (User Acceptance Testing signoff)  
                        | (Update implementation based on UAT feedback)  
                        | (Conduct evaluation during Summer 2015)  
                        | (Distribute reports)  
                        | (Conduct feedback sessions)  
                        | (Report on lessons learned from TCE Implementation Pilot 1)                                                                                                                                                               | Medium           |
| II. Pilot 1 (continued)| Oct 31, 2015   | Milestone 8: Validity and Reliability Assessment  
                        | (Review and analyze survey results)  
                        | (Analyze evaluation data for validity and reliability)  
                        | (Report on findings)  
                        | (Recommend improvements)  
                        | (Plan to incorporate improvements in Pilot 2)                                                                                                                                                                            | Medium           |
| Oct 31, 2015           | Milestone 9: Stakeholder training and support  
<pre><code>                    | (Evaluate feedback on training and)                                                                                                                                                                                           | Medium           |
</code></pre>
<table>
<thead>
<tr>
<th>Phase</th>
<th>Est. Completion</th>
<th>Milestones and deliverable(s)</th>
<th>Confidence Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>support provided during Pilot 1 - Design improvements - Validate improvements with stakeholders - Complete plan for incorporating improvements in Pilot 2</td>
<td>Medium</td>
</tr>
<tr>
<td>III. Pilot 2</td>
<td>Feb 28, 2016</td>
<td>Milestone 10: Fall 2015 Pilot 2 evaluation software administered by eXplorance, and supported by SFU administrators - Invite volunteer instructors from Pilot 1 for Bluepulse pilot - Conduct Bluepulse pilot - Confirm validity and reliability improvements; recommend additional as required - Confirm stakeholder training and support improvements; recommend additional as required</td>
<td>Medium</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Milestone 11: Evaluation software administrator training (onsite at SFU)</td>
<td>High</td>
</tr>
<tr>
<td>IV. Continued Rollout</td>
<td>Jun 30, 2016</td>
<td>Milestone 12: Spring 2016 evaluation software administered by SFU, and supported by eXplorance - overall program review following completion of Spring 2016</td>
<td>Medium</td>
</tr>
</tbody>
</table>

5 PROGRAM CONDITIONS

5.1 ASSUMPTIONS

- It is possible to achieve a reasonable consensus among all affected SFU constituencies regarding overarching teaching priorities and corresponding institution-wide, Faculty level, and School/Department level questions.
- There are academic units ready and willing to participate in TCE Pilots 1 and 2.
- The selected software will integrate well with SFU’s information infrastructure including single sign-on, Canvas and SIMS (Peoplesoft).
- The validated item bank obtained from the University of Toronto will produce results with sufficient validity and reliability in the SFU context.

5.2 ISSUES

**Priority Criteria**

1 – High-priority/critical-path issue; requires immediate follow-up and resolution.
2 – Medium-priority issue; requires follow-up before completion of next program milestone.
3 – Low-priority issue; to be resolved prior to program completion.
4 – Closed issue.
<table>
<thead>
<tr>
<th>#</th>
<th>Date</th>
<th>Priority</th>
<th>Description</th>
<th>Status &amp; Resolution</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Oct 2014</td>
<td>2</td>
<td>Access to data and materials from U of T</td>
<td>In direct dialogue with key contacts at U of T; agreement to obtain data in Jan 2015; will push for materials sooner and continue to track closely</td>
</tr>
</tbody>
</table>

5.3 **Risks**

<table>
<thead>
<tr>
<th>#</th>
<th>Risk Area</th>
<th>Likelihood</th>
<th>Mitigation Plan</th>
</tr>
</thead>
</table>
| 1 | Implementation team engagement         | Medium     | • Provide clear guidelines on required roles for all tasks  
• Provide feedback to project sponsor if evidence of insufficient bandwidth or other resource-related factors that put the project plan at risk |
| 2 | Technical integration issues           | Low        | • Ensure all technical administrators are informed of the project and that main contacts are shared with the Technical Consultant  
• Ensure eXplorance Implementation Team is aware of any upcoming changes at the onset of the project in order to plan contingencies |
| 3 | Bad data from SIMS                     | Medium     | • Submit sample data for detailed review, submit data for final validation before going live  
• If necessary, halt evaluation and correct data |
| 4 | Difficulty reaching consensus on Core/Faculty/School/Dept questions | Medium     | • Leverage item bank and materials from U of T  
• Utilize pilots to thoroughly test and refine questions |
| 5 | Low engagement/participation of students and faculty | Medium     | • Determine participation with Faculty well in advance of going live; communicate process with key Faculty stakeholders; plan marketing strategy  
• Apply best practices for maximum student participation |

6 **STRUCTURE AND APPROACH**

- The plan to manage the challenges of the program is as follows:

---

1 The Program Director role will have overall responsibility for developing strategies to mitigate risks identified during the course of the program. The implementation of these strategies will also be conducted by the Program Director in discussion with the SCUTL Chair.
Create robust program organization that includes: four subteams focused on Institutional Goals & Policies, Faculty Rollout, Communication and Technical Implementation producing deliverables; a Core Team with leaders representing each subteam; SCUTL that reviews and recommends deliverables on a timely basis, and a Project Sponsor that reviews and approves deliverables on a similarly timely basis. The structure also incorporates a SCUTL TCEP Working Group and Instructor Advisory Group to facilitate ongoing consultation, input, and communication.

Regular meetings of all key groups: subteams on an as-needed basis, Core Team weekly and Steering Committee monthly.

Brief but complete documentation that enables everyone to be clear and on the same page.

A program Canvas course that provides a means of storing a “single version of the truth” and that enables effective collaboration on deliverables; this will be supplemented by a project management tool called AtTask supplied by the evaluation software vendor, eXplorance.

All Core Team and SCUTL meetings will include a review of how the team is tracking to the program plan, and discussion of how to correct any delays.

If it becomes apparent that there is an issue that will result in a significant delay, the issue will immediately be escalated to the Program Director, Steering Committee and/or the Sponsor for resolution.

### 7 PROGRAM ORGANIZATION

<table>
<thead>
<tr>
<th>Program Role</th>
<th>Team Member(s)</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sponsor</td>
<td>Dr. Jon Driver</td>
<td>• Primary liaison with the program director&lt;br&gt;• Ensure adequate resources are applied to the program</td>
</tr>
<tr>
<td>SCUTL</td>
<td>Panayiotis Pappas (Chair)&lt;br&gt;Diana Cukierman (Applied Sciences)&lt;br&gt;Panayiotis Pappas (Arts and Social Sciences)&lt;br&gt;Michael Johnson (Business Admin)&lt;br&gt;Stuart Poyntz (Communication, Art &amp; Technology)&lt;br&gt;Kevin O’Neill (Education)&lt;br&gt;Bob Muir (Environment)&lt;br&gt;Nienke Van Houten (Health Sciences)&lt;br&gt;Julian Christians (Science)&lt;br&gt;Laura Forsythe, Undergraduate Student&lt;br&gt;TBD, Graduate Student&lt;br&gt;Stephanie Chu, Director, Teaching and Learning Centre, Secretary, Ex-officio&lt;br&gt;Elaine Fairey, Director, Student Learning Commons Ex-officio&lt;br&gt;Nancy Johnston, Executive Director, Student Affairs (or designate) Ex-officio&lt;br&gt;Denise Buck, Recording Secretary Ex-officio</td>
<td>• Approve and recommend program deliverables&lt;br&gt;• Identify risks/issues, potential mitigation and resolution&lt;br&gt;• Oversee issues resolution&lt;br&gt;• Liaison with the community</td>
</tr>
<tr>
<td>Core Implementation Team</td>
<td>Chris Groeneboer&lt;br&gt;Corinne Pitre-Hayes&lt;br&gt;Danny Louie&lt;br&gt;Kiran Bisra&lt;br&gt;Mark Bachmann&lt;br&gt;Zel Bedard (eXplorance)</td>
<td>• Coordinate subteams&lt;br&gt;• Manage the production of project deliverables&lt;br&gt;• Subject matter expertise&lt;br&gt;• Research risk mitigation and issue resolution</td>
</tr>
</tbody>
</table>
Program Director | Corinne Pitre-Hayes | • Develop and maintain charter and plan
• Coordinate internal communications

8 REFERENCES

<table>
<thead>
<tr>
<th>Name</th>
<th>Description and/or Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Canvas Course</td>
<td><a href="https://canvas.sfu.ca/courses/18759">https://canvas.sfu.ca/courses/18759</a></td>
</tr>
<tr>
<td>AtTask Project Management Website</td>
<td><a href="https://explorance.attask-ondemand.com/reporting">https://explorance.attask-ondemand.com/reporting</a></td>
</tr>
<tr>
<td>Public Website</td>
<td><a href="http://www.sfu.ca/teachingandcourseeval.html">http://www.sfu.ca/teachingandcourseeval.html</a></td>
</tr>
</tbody>
</table>