STUDENT EVALUATION OF TEACHING AND COURSES

TEACHING AND COURSE EVALUATION PROJECT
FINAL REPORT

APPENDIX V: COMMUNICATIONS PLAN

SPRING 2012 - 2013

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1 COMMUNICATIONS STRATEGY

1.1 PROJECT DRIVERS

- Recommendations of SCUTL and TFTL
- Desire to take advantage of advances in TCE research, methods, and instruments
- Desire for more consistent and appropriate collection and use of data
- Desire for more efficient and appropriate methods for gathering, compiling, interpreting, and using data

1.2 CRITICAL COMMUNICATION ISSUES

1.2.1 FOR THOSE WHO ARE EVALUATED (FACULTY MEMBERS AND INSTRUCTORS)

- Concerns about fairness, consistency, and relevance of test formats
- Concerns about inappropriate interpretation and use of data
- Concerns about privacy, academic freedom, and related issues

1.2.2 FOR THOSE WHO EVALUATE (STUDENTS)

- Perception that data will be disregarded
- Desire for positive change based on evaluations
- Desire for publication of data results

1.2.3 FOR THOSE WHO USE THE EVALUATION DATA (ADMINISTRATORS)

- Desire for consistent, flexible data collection
- Desire for credible, relevant, meaningful, and easily usable data
- Desire for best practices in collection and use of data

1.2.4 FOR THOSE WHO COORDINATE THE EVALUATION PROCESS (DEPARTMENTAL MANAGERS)

- Desire for more consistent and efficient methods for gathering, compiling, storing, and accessing data

1.3 DESIRED OUTCOMES

1.3.1 SHORT-TERM (CONSULTATION PROCESS)

- Faculty members and instructors: Establish a high level of awareness of the TCE project; establish an understanding that the project is motivated by a desire to provide them with positive benefits; establish a perception that their needs and concerns will be addressed; achieve a high rate of involvement in consultation process
- Students: Establish a high level of awareness of the TCE project, linked with a perception that student voices will be heard during the consultation process; achieve a high rate of involvement in consultation process
- Administrators: Establish a high level of awareness of the TCE project; establish a high level of awareness of the potential benefits of the project; establish a high level of official support for the project
- Departmental managers: Establish a high level of awareness of the TCE project; establish a high level of awareness of the potential benefits of the project; establish a high level of participation in the consultation process
1.4 LONG-TERM (DURING AND AFTER IMPLEMENTATION OF NEW EVALUATION INSTRUMENT, PROCESS, AND GUIDELINES)

- **Faculty members and instructors**: Establish a positive attitude toward the new instrument, process, and guidelines; establish a high level of awareness of the benefits of the new instrument, process, and guidelines.
- **Students**: Establish a high level of awareness of the uses of evaluation data; establish a high level of confidence that evaluation data will prompt meaningful, positive change.
- **Administrators**: Establish a high level of belief in the benefits of the new instrument, process, and guidelines; establish a high level of adoption for the new instrument, process, and guidelines.
- **Departmental managers**: Establish a high level of support for the new instrument, process, and guidelines.

1.5 COMMUNICATIONS STRATEGY FOR CONSULTATION PROCESS

1.5.1 STAGE 1 – CONSULTATIONS ABOUT PROCESS (APRIL–SEPTEMBER 2012)

i. Build understanding of and support for the TCE project among administrators and departmental managers through digital media, individual meetings, and (in the case of departmental managers) the creation of an advisory council to address the TCE process (excluding questions of content).

ii. Build awareness of and support for the TCE project among faculty, instructor, and student groups through individual meetings and digital media.

iii. Build awareness of the TCE project and alleviate concerns and fears among faculty members and students through digital media.

1.5.2 STAGE 2 – CONSULTATIONS ABOUT CONTENT (SEPTEMBER 2012 AND BEYOND)

i. Build understanding of and support for the TCE project among faculty members and students through digital media, surveys, open forums, and individual meetings.

ii. Build an awareness of the benefits and improvements offered to all stakeholders by highlighting capabilities of new options through digital media and pilot projects.

1.6 KEY MESSAGES

- A vast body of research and literature on TCE exists, and many advanced TCE models exist at other institutions; the SFU project will be built upon this solid foundation.
- The new evaluation instrument, process, and guidelines will be consistent, flexible, and customizable by course format, discipline, etc., to allow for relevant questions and meaningful comparisons.
- The new data collection process will be efficient and designed to encourage high rates of student response and to facilitate more extensive and more meaningful use of results.
- The new process will include best-practice guidelines for collection and use of data.
- Instructors’ concerns about privacy, academic freedom, and related issues will be explored.
- Students’ concerns about the process and accessibility of the results will be explored.

1.7 TOOLS

- Website (completed)
- News releases to SFU News, The Peak, and other SFU-related media.
- Face-to-face meetings with key individuals in stakeholder groups.
- Advisory council meetings with departmental managers.
- Project e-newsletter.
- Feedback tools in consultations and meetings (paper forms, online polls, etc.).
- Advertorial features in The Peak.
2 COMMUNICATION AND INFORMATION RESOURCES FOR SUMMER 2013 PROOF OF CONCEPT

2.1 ABOUT THIS PROJECT (1–2 PAGES)
- Intro – Context, purpose, objective of TCE project and summer PoC
- Timeline (key dates and activities for instructors, students, project team)
- Q&A – How PoC results will be used, how instructor feedback will be collected, etc.
- Contact info for further inquiries
- Pointers to background documentation (website)

2.2 QUESTION SELECTION AND CUSTOMIZATION FORM (1-PAGE INTRO PLUS QUESTIONS)
- Explanation of four-tier structure and purpose of questions at each level
- Description of how results will be used; address confidentiality
- Description of factors to consider in choosing questions
- Table of questions at all levels
- We will be using all 183 questions from the U of T question bank

2.3 HOW TO USE THE RESULTS
- Explanation of how to read report; include ideas for using results etc.

2.4 SCRIPTS
- Intro – Instructor role in boosting participation
- Overview of survey process with script dates indicated
- Sample scripts for use in encouraging student participation

2.5 STUDENT Q&A (1–2 PAGES)
- Project background
- Purpose of proof of concept
- How test will be conducted
- How results will be used
- How feedback will be solicited
- How they will be informed of outcomes (both question results and project results)
- Contact info for further inquiries (website, Sarah)

2.6 DELIVERABLES FOR WEBSITE (BY JULY 2)
- Post U of T background report
- Repackage proof-of-concept information package for website
  - Intro
  - Timeline
  - Instructor Q&A
  - Student Q&A
  - Pointers to U of T, eXplorance, etc.