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## **Procedures for the Assessment and Improvement of Teaching Effectiveness**

The process of assessing teaching effectiveness includes looking at multiple sources of information that are regularly collected and reviewed to foster confidence in the trustworthiness of assessment processes. Those results are used to recognize and reward the work excellence in teaching.

The sources of assessments include, but are not limited to:

1. Course content delivery (assessed through student surveys and class audits);
2. Submission of attendance records;
3. Submission of student grades;
4. Personal conduct;
5. Direct Feedback
6. Self-evaluation/reflection;
7. Student course evaluations collected at each term end.

### Surveys and Audits

Student surveys are used to gather student opinions about teaching practices as part of the instructor evaluation and to provide information about teaching as is perceived by students.

1. Student's complete evaluations at the end of the semester to provide feedback about each course and its outcomes, about teaching and communication methods, assessment tasks, quality of teaching, and course workload;
2. An internal class audit is done at least once each term that the course is offered. Further audits may be conducted if concerns are brought to members of the faculty and/or the Chair of the Policy and Planning Committee. Audits may be completed by another instructor, member of the Policy and Planning Committee or other members of the faculty and education administrative team to assess quality of teaching methods, course delivery, and course content.

Faculty members are also encouraged to assist each other by providing constructive feedback to their peers by acknowledging strengths, as well as areas for further improvement.

### Student Council

As a representative body of the student body, the student council recognizes the importance of effective teaching and its impact on the quality of education. Therefore, the student council is committed to being involved in the assessment and improvement of teaching effectiveness.

To achieve this, the student council will work closely with the faculty and administration to identify areas of improvement and provide feedback on the effectiveness of teaching methods. The student council will actively engage with the student body to gather feedback on their classroom experiences and share this feedback with faculty and administration.

To ensure that the student council's involvement with the assessment and improvement of teaching effectiveness is carried out effectively, the following procedures will be implemented:

1. The student council will schedule meetings with the faculty and administration to discuss issues related to teaching effectiveness, including feedback from the student body and initiatives to improve teaching methods. The frequency of these meetings will be determined based on the needs of the student body;
2. The student council will collect feedback from the student body on their classroom experiences through surveys, focus groups, and other means. The feedback will be analyzed and shared with faculty and administration to identify areas of improvement and inform teaching practices. This feedback is anonymous and is done through creation of polls and surveys. Topics include, but are not limited to:
  - a. communicate anonymous student opinions about course instructors,
  - b. course load,
  - c. clinical preceptors and clinical environment
  - d. student life
3. The student council will communicate regularly with the student body about its involvement with the assessment and improvement of teaching effectiveness, including updates on initiatives and feedback received. This communication will be done through various channels, such as social media, email, and campus-wide announcements;
4. The student council will monitor and evaluate the impact of its involvement with the assessment and improvement of teaching effectiveness to ensure that it is meeting its objectives.

#### Development: Reflection and Growth

Instructors are encouraged to take a scholarly approach to reflection, one which sees teaching as an intellectual act equally important as research, a kind of scholarship that involves developing a case with evidence and exploring the intellectual meaning and qualities of that teaching. Therefore, self-evaluation enables the instructor to assess his or her growth over time identify the strengths and weaknesses of their teaching. Some areas of assessment that instructors are encouraged to review include, but are not limited to:

1. Classroom management skills;
2. Identifying and reviewing goals and strengths of teaching;
3. Participating in professional development activities;
4. Making changes to practices and/or developing innovations;
5. Reviewing lesson plans, syllabus, assessment tasks, scoring rubrics, student work, attendance, communication with students (emails, grade reports).

Based on student evaluations, attainment of course objectives, performance of students on attendance and assessment tasks, in addition to other criteria, The ACATCM provides awards for excellence in teaching. Instructors that have shown exemplary service in their teaching and/or research will be considered for merit allocation including an end of year teaching excellence award.

## Related Policies

- Academic Faculty Assessment, Support, and Awards Policy
- Evaluation, Promotion, Employment Conditions, and Dismissal of Academic Members Policy