

APPENDIX F ADDENDUM

Pursuant to agreements dated 2 December, 2008 and 12 December, 2008 between Ryerson University and the Ryerson Faculty Association duly ratified by Members of the Ryerson Faculty Association, and with the understanding that those agreements read together govern in case of any conflict, and despite anything to the contrary in Appendix F of the Collective Agreement, the following system of Faculty Course Evaluation process shall remain in effect and end with the completion of the Faculty Course Survey process for the earlier of i) the Winter term following the ratification of a successor agreement; or ii) the term following the decision of the arbitrator if the parties submit collective bargaining to interest arbitration under Article 2.3.

In addition, the allowable use of Faculty Course Surveys was further the subject of an interest arbitration award dated 28 June 2018 (CanLII 58446). Directives from this award can be found in MOU # 26 - Faculty Course Survey.

A. The process shall be as follows:

1. Limited Term Faculty, and tenured faculty teaching any courses and pre-tenure faculty members teaching online courses shall participate in the online Faculty Course Survey process described in paragraph K.
2. All pre-tenure faculty members will be required to participate in the paper-based in-class Faculty Course Survey process described in paragraph J for courses which are not taught online. For pre-tenure faculty members, the results of the paper-based in-class Faculty Course Survey for courses which are not taught online and the results of the online Faculty Course Survey for online courses will be the official survey results and will be utilized in their year-end assessments, tenure reviews, and for subsequent promotion submissions.
 - a) Where a paper-based in-class survey is not possible for a course but an on-line survey is possible (e.g. an on-line course), then the pre-tenure faculty member will participate in the on-line survey for that course and the results will be used as the official results for that course for all year-end assessments, tenure reviews, and subsequent promotion submissions.
 - b) For courses which are not taught online, the online survey results where they exist for pre-tenure faculty members will not be considered in their year-end assessments, tenure reviews, and for subsequent promotion submissions of pre-tenure faculty members.

Pre-tenure faculty members cannot include in their submissions to the DEC, or FTC as the case may be, the online results for courses not taught online, including the results for optional questions, and/or write-in

comments received from their students who completed an online evaluation.

3. Tenured and Limited Term Faculty Members may elect to participate in the paper-based in-class Faculty Course Survey process in parallel with the online FCS and they must make this election when validating their courses in September or January of each term. Those faculty members who make this election will have the results of the paper-based in-class survey attached to their Annual Reports and those results will be considered their official survey results for the academic year and will be the only results included.
 - a) Notwithstanding the preceding sentence, those tenured and Limited Term faculty members who elect to participate in the paper-based in-class Faculty Course Survey process may also include the results from the online survey in their annual report. Unless a member so elects and except as provided by paragraph D below, the online results will not be available to the University.
 - b) Tenured faculty members applying for promotion or for salary transfer must include any paper-based in-class results as part of their teaching dossier submitted with the documentation provided for in Articles 5A.13.F.2 and 5B.13.F.2. They also have the option to include the results from the online survey for these courses. They must include the results of the online surveys for all courses which were only evaluated online. Notwithstanding the above, the results of online surveys for courses which were taught during their pre-tenure period cannot be included unless the courses were taught online in the semester when the survey was conducted.
- B. The parties agree that they will both endorse and encourage student participation in the online Faculty Course Survey process set out above, as they agree that greater feedback from students regarding teaching delivery will assist in recognizing good teaching and identifying areas for improvement.
- C. The parties also agree that they will review the student response rates and effectiveness of the above system which will inform each side going into collective bargaining for the next collective agreement.
- D. The results of the online and in-class FCS for each term will be provided to the parties with the identities of instructors, courses, and sections rendered anonymous in order that the parties may conduct analyses on the FCS data. Apart from those central administrative individuals who are responsible for the processing of the FCS survey data, neither of the parties, nor their representatives, will have access to any of the data or parts thereof, other than in this anonymous format unless it is submitted as part of a faculty member's submission to the

University such as in their annual report, their PCF, or their promotion dossier. Notwithstanding the above, it is agreed that the usual summary reports will be generated from the survey results of record of each individual and distributed to the usual recipients.

- E. A summary of the results for each course section surveyed shall be prepared. The summary should show a frequency distribution for the responses to each of the questions. These summary results as well as written (qualitative) responses will be available to the faculty member via a link on the FCS online application. A separate link will provide access to a file that contains only the summary results of the 14 University Standard questions, in order to facilitate inclusion in annual reports and similar uses as contemplated in the Collective Agreement. Any other distribution of the individual summaries of University standard item results will be in accordance with the Collective Agreement. The results for the optional items, and the written (qualitative) comments are to be provided to no one other than the individual faculty member. However, raw, numerical data, stripped of identifying information (faculty name, course number, etc) may be used.
- F. The distribution, posting, collection and processing of the data from the FCS is the responsibility of the Vice-Provost, Faculty Affairs.
- G. Any issues of interpretation and/or application, surrounding Faculty Course Evaluations and any minor edits to the set of optional questions shall be dealt with by the Vice-Provost, Faculty Affairs.
- H. The parties agree that they may, by mutual consent, add to or modify the Optional Course Specific questions.
- I. In-class FCS process:

The in-class process uses the University Standard 14 questions listed below. The in-class survey will not allow for additional optional questions to be posed to students. As well, there will be no write-in comments on the in-class evaluations.

- 1. The in-class surveys will be scheduled by instructors who must use them, or who choose to use them, to be completed in the eleventh and twelfth weeks of the term (or twelfth and thirteenth for courses with thirteen weeks). The week of the evaluation is to be noted on the course outline distributed and also announced at the beginning of the semester. Faculty members may alter the announced date, provided that they provide the students and the Chair/Director with no less than two (2) weeks notice of the new date on which the evaluation will be carried out, subject to the evaluation being carried out in the last two weeks of the semester before the start of the exam period. (Note that for courses taught in an alternate mode (e.g., intensive mode) these timelines will be modified.)

APPENDIX F ADDENDUM

2. The evaluation form should be contained on a scanner sheet designed for this purpose, with both questions and space for responses on the same single sheet.
3. The scanner sheet will be pre-coded with faculty member, course and section on the sheets.
4. Evaluation forms will be forwarded to the faculty member who will arrange for a student to distribute and collect the forms in the class. It is suggested that the faculty member leave the room during the time when students complete this questionnaire. The faculty member should not interfere with the administration of the evaluations.
5. All evaluation forms, including blanks, will be collected in class, placed in the designated envelope, and sealed with the signatures of the faculty member and the student written across the seal of the envelope.
6. Evaluation forms will be delivered to a central location such as a departmental assistant's office or a Dean's office, designated by the Vice- Provost, Faculty Affairs. The person receiving the forms will sign for them upon receipt. If any forms were discovered after the envelope was sealed those forms will be transported jointly by the student and faculty member to this location.

K. Online FCS process:

1. There are 14 University Standard questions listed below. In addition, all tenured faculty members and pre-tenure faculty members teaching online courses will have the opportunity to add optional questions and receive anonymous comments from students. By the end of week 8, tenured faculty members and pre-tenure faculty members teaching online courses will choose on the FCS online application which optional questions (if any) are to be included in the surveys to be completed by their students for each course and section taught. Tenured faculty and pre-tenure faculty members teaching online courses will have several weeks in which to select optional questions however, if no optional questions are selected by the deadline, then only fourteen (14) University standard items will appear on their course survey form.
2. The online surveys will be available to students effective 1800h on the two (2) Fridays prior to the in-class survey timeline outlined in I.1. above. (Note that for courses taught in an alternate mode (e.g., intensive mode) these timelines will be modified.) The timing of the survey is to be noted on the course outline distributed and also announced at the beginning of the semester.

FACULTY COURSE SURVEY

The survey is to be used to obtain student opinion about the student educational experience. FCS results are not to be used to obtain student opinion about teaching effectiveness. It will consist of fourteen (14) University-standard items. When delivered online, up to sixteen (16) additional (optional) items may be included at the discretion of a tenured faculty member or a pre-tenure faculty member teaching online courses. In the online delivery, students will also have the opportunity to provide written (qualitative) comments for the individual use of the professor.

UNIVERSITY STANDARD QUESTIONS (14 in total):

Students will be provided with a form which contains the following questions, and no others. They will be asked to read each statement carefully and record their response that most accurately matches their opinion.

	a	b	c	d	e	f
1. The instructor is knowledgeable about the course material.	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Does not apply/ no opinion
2. The course material is presented with enthusiasm.	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Does not apply/ no opinion
3. The instructor stimulates my interest in this subject.	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Does not apply/ no opinion
4. Concepts are clearly explained with appropriate use of examples.	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Does not apply/ no opinion
5. I get timely feedback on my assignments.	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Does not apply/ no opinion
6. I get constructive feedback on my assignments.	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Does not apply/ no opinion
7. The course handouts /postings contain all of the information I need about the organization and operation of this course.	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Does not apply/ no opinion

APPENDIX F ADDENDUM

8. The assessment methods, including tests, provide a fair evaluation of my learning.	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Does not apply/ no opinion
9. Students are treated with fairness and respect.	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Does not apply/ no opinion
10. The class meets as scheduled and on time.	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Does not apply/ no opinion
11. The course is well organized and managed.	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Does not apply/ no opinion
12. The instructor is available for consultation as specified on the course handouts/ postings.	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Does not apply/ no opinion
13. This course provides a valuable learning experience.	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Does not apply/ no opinion
14. The way this course is taught helps me to learn.	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Does not apply/ no opinion

OPTIONAL COURSE SPECIFIC QUESTIONS

Instructors participating in the online FCS may choose up to sixteen (16) additional questions from the list below. Note that headings are for organizational purposes only; instructors can choose any of the items, and the students completing the FCS do not see the headings listed. Clearly the focus of the survey is the main Instructor and not another individual such as a TA / GA who is being evaluated.

Suggested Items for Laboratory Courses:

1. Procedures are clearly explained.
2. The instructor adapts to student abilities, interests and needs.
3. I feel free to ask for assistance and to ask questions.
4. The instructor accepts opinions different from his/her own.
5. I get useful feedback on my lab assignments.
6. Labs are well organized
7. Labs assist me in learning the course material.
8. Lab assignments are interesting and stimulating.
9. Lab assignments stimulate independent thought.
10. Labs are of a reasonable length and complexity.

APPENDIX F ADDENDUM

11. The lab helps me understand things I am learning in lecture.

Suggested Items for Discussion/Tutorials/Seminars

1. Discussions are managed so that they help me learn.
2. Discussions are well organized.
3. Discussions clarify the lecture material well.
4. Discussion in this course is stimulating.
5. The instructor raises challenging questions for discussion.
6. The instructor is skilful in developing classroom discussion.
7. I feel encouraged to participate in the discussions.
8. The amount of time dedicated to discussion is adequate.
9. This course encourages students to learn from one another.

Suggested Items for Clinical/Field Placements

1. Prior course work prepared me to handle clinical tasks.
2. I have responsibility commensurate with my abilities.
3. My instructor offers constructive criticism away from others.
4. My instructor identifies specific areas in which I need improvement.
5. My instructor helps me to improve my skills.
6. My instructor demonstrates the techniques I am expected to develop.
7. The amount of supervision is adequate.
8. I received adequate information on health and safety issues.
9. My field experience is well coordinated with my course work.
10. I receive adequate supervision at the field site.
11. University and field site personnel work well with each other.

Suggested Items for Performance and Studio Courses

1. I am exposed to a variety of performance/art techniques.
2. Performance/art projects are extremely valuable in understanding the course.
3. Performance/art projects are appropriate to the level of the course.
4. My instructor's demonstrations of techniques are clear and concise.
5. My instructor values my creativity and/or originality.
6. Evaluations of my performance/artistic products are constructive.
7. The instructor is sensitive to students when giving critiques.
8. My instructor is able to diagnose technical problems.
9. Performances provided me the opportunity to show my learning.

Suggested Items on Instructional Technology

1. The technology used in this course provides high quality instruction.
2. Instructional technology is well coordinated with course materials.
3. The instructor uses technology in ways that helped my learning of concepts and principles.

APPENDIX F ADDENDUM

4. My instructor's use of new technology increases my overall learning in this course
5. More uses of instructional technology would enhance learning in this course.

Suggested Items for Other Course Elements

1. Group work is used effectively in this course.
2. I am evaluated for my individual contribution to group work in this course.
3. Student presentations contribute significantly to this course.
4. Developing the term project is a good learning experience.
5. Guest speakers contribute significantly to this course.
6. Field trips offer insights that class materials do not.
7. Overall, I would rate the textbook/readings as excellent.
8. Team teaching provides insights a single instructor could not.
9. Instruction is well coordinated among the team teachers.