



Date: _____
Course: _____
Location: _____
Faculty Member: _____
Department: _____
Number of Students Present: _____
Current Enrolment: _____
Number of times course taught previously: _____
Relationship to Program (i.e., required for major, service course) _____
Evaluation performed by: _____

Approved by SFC: October 4, 2018

PREAMBLE

Performance evaluations are essential for career development and mentoring. The intent of teaching evaluations is to assist instructors in developing their teaching competence and in improving performance. The creation of a standardized tool to assess performance is essential to ensure equity across the Faculty.

According to the CAUT (2017), *“Teaching includes but is not limited to the following activities performed by members: (a) giving courses; conducting seminars; guiding tutorials, laboratories and studio work; supervising fieldwork, coaching and individual study projects; (b) preparing, grading and correcting assignments, tests and examinations; (c) guiding the work of teaching assistants, graders, markers and laboratory instructors; (d) guiding and evaluating students’ individual work, such as theses and papers; (e) consultations with students outside of class or laboratory time; (f) participating in the development of teaching methods, programs or course content; (g) preparing course outlines, instructional material, laboratory exercises and course notes; and (h) writing textbooks: textbooks may also be considered when evaluating a member’s scholarship. (i) all other activities in which the member engages to prepare for teaching, including activities to ensure that the member’s teaching is in keeping with the current state of the subject taught”*. For the purposes of evaluating teaching attainment, the classroom visitation will assess classroom performance only. Other aspects of teaching described in the preceding paragraph will be evaluated based on information supplied in the dossier. The evaluation of classroom performance will utilize some of the teaching behaviors developed by Murray (1983).

For each specific teaching behavior, the frequency with which the instructor has exhibited the behavior will be rated and evaluative comments provided. The following scale will be used: 0 = appropriate; - = should do less; + = should do more; and n/a = not applicable. The information presented here is limited to the class visited and will assist the Dean of Science (or designate) in fulfilling their duties and responsibilities with respect to Article 11.2.

1. CLARITY: methods used to explain or clarify concepts and principles in an effort to help students better understand expectations and comprehend subject matter

1.1. Gives an example of each concept	0	+	-	n/a
1.2. Uses concrete everyday examples to explain concepts and principles	0	+	-	n/a
1.3. Defines new or unfamiliar terms	0	+	-	n/a
1.4. Repeats difficult ideas	0	+	-	n/a
1.5. Stresses important points	0	+	-	n/a
1.6. Uses images to facilitate explanation	0	+	-	n/a
1.7. Points out practical applications of concepts	0	+	-	n/a
1.8. Answers students' questions thoroughly	0	+	-	n/a
1.9. Suggests ways of remembering complicated ideas	0	+	-	n/a
1.10. Identifies key terms	0	+	-	n/a
1.11. Explains subject matter in familiar colloquial language	0	+	-	n/a

2. ENTHUSIASM: instructor displays excitement and energy towards students and subject area to solicit student attention and interest

2.1. Speaks in an expressive way	0	+	-	n/a
2.2. Moves about while lecturing	0	+	-	n/a
2.3. Exhibits facial gestures or expressions	0	+	-	n/a
2.4. Makes eye contact with students	0	+	-	n/a
2.5. Tells anecdotes	0	+	-	n/a
2.6. Reads lecture verbatim from prepared notes or text	0	+	-	n/a
2.7. Shows distracting mannerisms	0	+	-	n/a

3. INTERACTION: techniques used to foster students' participation in class

3.1. Encourages students to participate during lectures	0	+	-	n/a
3.2. Criticizes students when they make errors	0	+	-	n/a
3.3. Praises students for good ideas	0	+	-	n/a
3.4. Asks questions of individual students	0	+	-	n/a
3.5. Asks questions of class as a whole	0	+	-	n/a
3.6. Presents challenging, thought-provoking ideas	0	+	-	n/a
3.7. Uses media and activities in class	0	+	-	n/a
3.8. Asks rhetorical questions	0	+	-	n/a

4. ORGANIZATION: ways of organizing or structuring subject matter of the lecture

4.1. Uses headings and subheadings to organize lectures	0	+	-	n/a
4.2. Displays outline of lecture	0	+	-	n/a
4.3. Clearly indicates transition from one topic to the next	0	+	-	n/a
4.4. Gives preliminary overview of lecture at beginning of class	0	+	-	n/a
4.5. Explains how each topic fits into the course as a whole	0	+	-	n/a
4.6. Reviews topics covered in previous lecture at start of class (for context)	0	+	-	n/a
4.7. Periodically summarizes points previously introduced	0	+	-	n/a

5. PACING: rate of presentation of information, efficient use of class time

5.1. Dwells excessively on obvious points	0	+	-	n/a
5.2. Digresses from major theme of lecture	0	+	-	n/a
5.3. Amount of material covered in lecture	0	+	-	n/a
5.4. Determines if students understand before proceeding to next topic	0	+	-	n/a
5.5. Sticks to the point in answering students' questions	0	+	-	n/a

6. SPEECH: characteristics of voice relevant to classroom teaching

6.1. Speaks at appropriate volume	0	+	-	n/a
6.2. Speaks clearly	0	+	-	n/a
6.3. Speaks at appropriate pace	0	+	-	n/a
6.4. Says "um" or "ah"	0	+	-	n/a
6.5. Voice is appropriately modulated	0	+	-	n/a

RAPPORT: the quality of the relationship between the instructor and the students supports an environment that will help learning

7.1. Able to address individual students by name	0	+	-	n/a
7.2. Announces availability for consultation outside of class	0	+	-	n/a
7.3. Offers to help students with problems associated with course material	0	+	-	n/a
7.4. Shows tolerance of other points of view	0	+	-	n/a
7.5. Talks with students before or after class	0	+	-	n/a
7.6. Students actively taking notes	0	+	-	n/a
7.7. Students participate in discussions	0	+	-	n/a

Comments:

Faculty members wishing to respond to the comments offered herein are invited to do so in writing, within two weeks of receiving this evaluation.

Signature of Faculty Member

Date

Signature of Dean of Science (or designate)

Date

References

Murray, Harry G. (1983). Low-inference Classroom Teaching Behaviors and Student Ratings of College Teaching Effectiveness. *Journal of Educational Psychology*, 75, 138-149.