Senate Committee on Teaching and Teaching Evaluation

Annual Report
September 2013 | August 2014
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Introduction

I am pleased to present the annual report of the Senate Committee on Teaching and Teaching Evaluation. The Committee is a standing advisory committee of the Senate. It reports to the Executive Committee of the Senate and advises the Senate on all aspects of teaching.

Terms of Reference:

1. To promote teaching and learning excellence in all its forms as well as the importance and the innovative character of teaching at the University.
2. To implement initiatives that influences the quality of professors’ teaching experience at the University (tools, practices, environment and policies).
3. To implement strategies to ensure appropriate recognition of excellence in teaching during an academic career.
4. To administer the Teaching and Learning Grants Program and the Special Grants Program for Innovative Pedagogical Material in French.
5. To oversee maintenance and development of tools that enable students to provide their input on the quality of teaching.
6. To ensure the development of evaluation tools that take into account the different types of teaching and the academic support offered at the University of Ottawa.
7. To facilitate and promote communication with the entire academic community to better meet its evaluation needs.
8. To ensure that evaluation is promoted to students and professors.
9. To submit an annual activity report to the University Senate.

As Chair of the Committee, I would like to sincerely thank all members who actively contributed to the meetings. Their expertise is very valuable and their contribution is vital. Finally, I would like to make special mention of the work done by Madeleine Boisvert, Committee Secretary.

Chair of the Senate Committee on Teaching and Teaching Evaluation

Yves Herry
Committee Members

The Senate Committee on Teaching and Teaching Evaluation is comprised of:

The Associate Vice-President, Teaching and Learning Support

- Yves Herry, Committee Chair

The following full-time faculty members of each faculty, recommended by the Vice-President Academic and Provost and appointed by the Executive Committee of the Senate:

- Amir Attaran (Common Law)
- Ian Dennis (Arts)
- John Leddy (Medicine)
- Robert Laganière (Engineering)
- Alain Desrochers (Social Sciences)
- Colin Montpetit (Science)

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- Ian Dennis (Arts)
- John Leddy (Medicine)
- Robert Laganière (Engineering)
- Alain Desrochers (Social Sciences)
- Colin Montpetit (Science)

- Vacant (Droit civil)
- Eileen O’Connor (Health Sciences)
- Éric Dionne (Education)
- Shauneen Furlong (Telfer School of Management)

Two members of the part-time teaching staff, one from Humanities and one from Science, recommended by the Vice-President Academic and Provost and appointed by the Executive Committee of the Senate:

- Vacant (Humanities)
- Vacant (Science)

Two undergraduate student senators, appointed by the student senators:

- Vacant: undergraduate student senator
- Vacant: 2nd undergraduate student senator

Two graduate student senators, appointed by the student senators:

- Nikesh Trecarten, graduate student senator
- Mohammad Zahirul Alam, graduate student senator

The Committee may invite the following people to its meetings, for consultation purposes:

- France Gravelle, Director, Centre for University Teaching

Guests:

- Nancy Vézina, Program Manager, Centre for University Teaching
- Jovan Groen, Curriculum Design and Quality of Learning Specialist, Centre for University Teaching

Secretary:

Madeleine Boisvert, Coordinator, Evaluation of Teaching and Courses (Office of the Vice-President Academic and Provost), Committee Secretary

The Committee met four times in 2013–2014.

Preparation of the annual report:
This annual report was prepared by Muriele Dagenais, Executive Assistant, Office of the Associate Vice-President.
Executive Summary

This annual report presents the accomplishments of the Senate Committee on Teaching and Teaching Evaluation as well as initiatives discussed under each term of reference, below. The report covers the period from September 2013 to August 2014.

Terms of Reference 1, 2 and 3

1: To promote teaching and learning excellence in all its forms as well as the importance and the innovative character of teaching at the University.

2: To implement initiatives that influence the quality of professors’ teaching experience at the University (tools, practices, environment and policies).

3: To implement strategies to ensure appropriate recognition of excellence in teaching during an academic career.

In order to promote teaching excellence, innovation in instructional methods and the quality of students’ learning experiences, the Committee works hand-in-hand with the University’s Centre for University Teaching (CUT). The Director of the Centre is a Committee member by invitation. The Director provides the Committee with information on proposed activities or those being developed and solicits the comments and suggestions of Committee members related to activities designed to promote teaching excellence, innovation in instructional methods and the quality of students’ learning experiences.

The Centre for University Teaching’s mandate is to support the faculties and teaching staff by providing a range of activities related to all aspects of university teaching and pedagogy. The CUT offers professional development programs, specialized courses on teaching methods, individual or group consultations with teaching staff, departments and faculties. The Centre organizes events, presentations and activities to encourage reflection on the profession of teaching. The CUT also runs the new professor orientation program (for regular and part-time teaching staff as well as teaching assistants), provides teaching observation sessions aimed at offering teachers feedback on their teaching strengths and areas for growth, as well as provides support for professors applying for teaching and learning grants or in preparing nominations for the excellence prizes and awards.
Main activities – September 1, 2013 to August 31, 2014:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Number</th>
<th>Date</th>
<th>Number of participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Workshops</td>
<td>50</td>
<td>September 1, 2013 to August 31, 2014</td>
<td>317 participants</td>
</tr>
<tr>
<td>CUT Lectures</td>
<td>7</td>
<td>September 1, 2013 to August 31, 2014</td>
<td>180 participants</td>
</tr>
<tr>
<td>ESG 5300 Course</td>
<td>1</td>
<td>Fall 2013</td>
<td>20 students</td>
</tr>
<tr>
<td>ESG 5500 Course</td>
<td>1</td>
<td>Winter 2014</td>
<td>11 students</td>
</tr>
<tr>
<td>Practicum ESG 8300 &amp; ESG 8500</td>
<td>1</td>
<td>Fall 2013</td>
<td>4 students</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Winter 2014</td>
<td>2 students</td>
</tr>
<tr>
<td>Orientation Day for Teaching Assistants</td>
<td>1</td>
<td>September 7, 2013</td>
<td>322 participants</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>September 14, 2013</td>
<td>278 participants</td>
</tr>
<tr>
<td>Kesarwani Lecture</td>
<td>1</td>
<td>May 27, 2014</td>
<td>91 participants</td>
</tr>
<tr>
<td>Blended Course Design Institute 2014</td>
<td>1</td>
<td>From June 3 to June 13, 2014 (English)</td>
<td>22 participants</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>From June 3 to June 13, 2014 (French)</td>
<td>32 participants</td>
</tr>
<tr>
<td>Orientation Program for New Professors 2014</td>
<td>1</td>
<td>From August 19 to August 21, 2014</td>
<td>39 professors</td>
</tr>
<tr>
<td>Personalized Consultations</td>
<td>233</td>
<td>September 1, 2013 to August 31, 2014</td>
<td>233 visits from professors 238 hours</td>
</tr>
<tr>
<td>University Teaching – Short Texts</td>
<td>13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TA Tips – Reflective Guide to Help</td>
<td>9</td>
<td>September 1, 2013 to August 31, 2014</td>
<td>N/A</td>
</tr>
<tr>
<td>Teaching Lounges – Short texts</td>
<td>8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Chairs in university teaching

As part of the Destination 20/20 strategic plan, the Centre for University Teaching has created chairs in university teaching, which highlights the University of Ottawa’s commitment to excellence in teaching. These chairs aim to:

- promote innovative teaching and learning practices that will benefit the entire university community;
- recognize the value of leadership and excellence in university teaching; and
- support professors who are committed to furthering research on teaching and learning.

The Centre for University Teaching (CUT) has created a website Chairs in university teaching that promotes the chairs and describes the nomination processes. Members of the Senate Committee on Teaching and Teaching Evaluation have been asked to comment on the documents produced by the CUT and to recommend changes before these documents are posted on the website.

The 2014 Chair in University Teaching was awarded to Professor Maurice Taylor, Faculty of Education, in recognition of his excellence and innovation in teaching, his educational leadership, and the quality of his proposed project.

To help move this initiative forward, Professor Taylor will be conducting a three year study that investigates the current conditions across different faculties toward large scale adoption and the best practices in blended learning here at the university and other leading provincial universities.

Excellence Award for Teaching Assistants Program

This annual Excellence Award for Teaching Assistants Program aims to value the work of TAs and their remarkable contribution in the classrooms. This annual program gives out an Excellence Award in three categories: Science, Humanities and Online Course, each award comes in the form of a $500 prize. The 2014 Excellence Award recipients are:
Although this project is only in its second year, many submissions, all equally excellent, were received. This is the reason why the Selection Committee decided to give four Honorable Mentions, in addition to the three Awards. The TAs who received an Honorable Mention are:

**HUMANITIES**

- **Jerie Shaw**
  Department of communications
  Faculty of Arts

- **Patricia Barra de la Tremblaye**
  School of psychology
  Faculty of Social Sciences

**SCIENCE**

- **Christian Clavette**
  Department of Chemistry
  Faculty of Science

- **Mélanie G.M. Perras**
  School of Human Kinetics
  Faculty of Health Sciences

- **Kelsey Catherine Schmitz**
  Faculty of Education

- **Kevin Church**
  Department of Mathematics and Statistics
  Faculty of Science

- **Maddie Jolyane Waddell**
  Department of biology
  Faculty of Science

**Blended Learning at the University of Ottawa**

The Senate Committee on Teaching and Teaching Evaluation discussed the report of the working group whose mandate was to set recommendations on online teaching and learning at the University of Ottawa. The Committee was interested in some of the report’s recommendations and closely followed the implementation of these recommendations in three areas: blended teaching, online teaching and the development of a Massive Open Online Course (MOOC). Presentations were made by the Teaching and Learning Support Service.
**Blended Teaching**

Following the recommendations of the Report of the e-Learning Working Group, the University of Ottawa decided to launch the Blended Learning Initiative to support the development of a large number of blended courses by 2020. Indeed, this teaching method combines the best of online and face-to-face instruction. It enhances the learning experience of students by using different learning modes. Blended learning is more flexible for students and professors. Research also shows that most students prefer blended courses because they help them to better comprehend the material and even sometimes obtain better grades.

The Teaching and Learning Support Service (TLSS) team has developed online resources, as well as designed and offered a series of workshops and a two-week institute on course design in June 2014. Training workshops will also be available during the fall and winter sessions. The goal is to empower professors to transform their course.

To help professors seeking to transform their course into a blended format, a Funding Program was launched in 2013. The goal of the Funding Program is to help faculty members finance the development of online interactive activities requiring the expertise of a web developer, the hiring of a production team for the creation of videos to be used during sessions offered online, or the hiring of an assistant or teaching assistant to help professors enrich content within Blackboard Learn, the University’s learning management system. In the first round, 25 courses were selected, including the conversion of a program, with over 10 courses.

**Online Teaching**

The E-Learning Working Group recommended that the University strategically explores online learning as a way to expand its offering of online programs and while continuing to support the online development of specific high enrolment mandatory courses.

The members of the committee reviewed the government initiative entitled “Ontario Online”. Indeed, the Ontario government wants to establish a Centre of Excellence in technology-enabled learning that would support three hubs of activities:

- A Course Hub whose objective is to coordinate the delivery of shared online courses and to develop and monitor standards for the delivery of shared courses and credit recognition.
- A Knowledge Hub whose objective is to generate and disseminate best practices, research, and data covering the full range of technology-enabled learning.
- A Support Hub whose objective is to offer support for students, professors, and institutions while reducing costs by facilitating collaboration on tools, services and technology.

To promote the development of online courses, the ministry created the Shared Online Course Fund.
In 2013-2014 the ministry funded the development of 68 courses in the following categories:

- Introductory or foundational courses that are scalable for large enrolments (60 courses)
- Low enrolment courses whose financial viability can be ensured through a broader base of students (4 courses)
- French-language courses (4 courses)

The University of Ottawa received funding to develop four courses (three in French and one in English).

**Development of a Massive Open Online Course (MOOC)**

The E-Learning Working Group recommended considering strategically developing a “flag-ship” MOOC in French in the medium term after undertaking a feasibility analysis that assesses the costs and benefits.

The Teaching and Learning Support Service is overseeing the development of a first MOOC in French. It is a biology course entitled “L’animal humain” which deals with the evolution of species. This course, destined to the general public, should be offered in January 2015.

**New Certificate in University Teaching for Faculty Members**

The Certificate in University Teaching for Faculty Members allows professors to perfect their teaching and learning skills while offering training that enhances their practices, facilitates discussion and collaboration, and allows for the implementation of various learning methods, including the use of information and communication technologies (ICT).

All full-time and part-time professors working at the University of Ottawa may register for this certificate, free of charge. Professors who register for the “Certificate in University Teaching” can choose between four (4) program options:

| Training Program |
|------------------|------------------|------------------|------------------|
| **Option 1**     | **Option 2**     | **Option 3**     | **Option 4**     |
| Orientation Program for New Professors | Blended Course Design Institute | ESG6100 Technology and University Teaching (online course) | Blended Course Design Institute |
| Blended Course Design Institute | 10 Workshops or Lectures offered by the TLSS (of your choosing) | 10 Workshops or Lectures offered by the TLSS (of your choosing) | ESG6100 Technology and University Teaching (online course) |
| 5 Workshops or Lectures offered by the TLSS (of your choosing) | 10 Workshops or Lectures offered by the TLSS (of your choosing) | 10 Workshops or Lectures offered by the TLSS (of your choosing) | ESG6100 Technology and University Teaching (online course) |
New Certificate in University Teaching for Graduate Students and Postdoctoral Fellows

The Certificate in University Teaching for Graduate Students and Postdoctoral Fellows aims to help graduate students and postdoctoral fellows develop the professional skills required to hold a faculty position at the university level while offering training that enhances their practices, facilitates discussion and collaboration, and allows for the implementation of various learning methods, including the use of information and communication technologies (ICT).

This program will allow students and postdoctoral fellows to do the following:

- Design a course and learning activities.
- Use various teaching and learning methods.
- Guide individual students or student groups in their learning.
- Evaluate learning processes.
- Evaluate their teaching methods.
- Analyse their professional environment and develop appropriate professional and personal strategies.
- Begin to reflect on both their teaching methods and their professional development.

**TRAINING STRUCTURE**

<table>
<thead>
<tr>
<th>COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESG5300</td>
</tr>
<tr>
<td>Theory and Practice of Undergraduate Teaching</td>
</tr>
<tr>
<td><em>(blended course)</em></td>
</tr>
<tr>
<td><em>(prerequisite for ESG8300)</em></td>
</tr>
<tr>
<td>ESG6100</td>
</tr>
<tr>
<td>Technology and University Teaching</td>
</tr>
<tr>
<td><em>(online course)</em></td>
</tr>
<tr>
<td>ESG8300</td>
</tr>
<tr>
<td>Practicum in University Teaching</td>
</tr>
<tr>
<td><em>(participants will teach sessions of a class)</em></td>
</tr>
<tr>
<td><em>(prerequisite : ESG 5300)</em></td>
</tr>
</tbody>
</table>
**uoSyll@bus: Syllabus creation module**

The Centre for University Teaching, in collaboration with Computing and Communications Services, developed an online module that allows professors to create course syllabi that comply with Senate Academic Regulation and provides them with a way of creating content that follows best practices in University teaching. Once the information is entered, it produces for the professor a syllabus in MsWord©, RTF or PDF format.

This module also makes it possible to specify learning outcomes, accreditation standards, or course attributes that will facilitate the data collection required for various program certification (especially those of the professional faculties).

Lastly, this module will give the curriculum design specialists a means of obtaining continuous information which will facilitate the curriculum mapping and the program evaluation processes.

**Term of reference 4**

**To administer the Teaching and Learning Grants Program and the Special Grants Program for Innovative Pedagogical Material in French.**

The Senate Committee on Teaching and Teaching Evaluation, through the Teaching and Learning Support Service, administers the Teaching and Learning Grants Program and the Special Grants Program for Innovative Pedagogical Material in French.

The Senate Committee on Teaching and Teaching Evaluation, in cooperation with the Centre for University Teaching, has reviewed the documents relating to these two grants programs. This included a review of the guidelines, eligibility criteria, evaluation method, funding distribution and the form used to submit a proposal for a teaching/learning grant. These revised documents can be found on the Centre for University Teaching website at [Grants Program](#).

The following grants were awarded in June 2014:

<table>
<thead>
<tr>
<th>Recipient</th>
<th>Title of the project</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Julie Gosselin - Psychologie, Faculté des sciences sociales</td>
<td>Création d’un cours hybride bilingue sur les compétences de base du superviseur clinique dans le cadre du programme doctoral en psychologie clinique</td>
<td>$6,248</td>
</tr>
<tr>
<td>Claire Isabelle - Faculté d’éducation</td>
<td>CAP sur l’apprentissage par modelage : capsule de pratique in situ</td>
<td>$7,250</td>
</tr>
</tbody>
</table>
### Senate Committee on Teaching and Teaching Evaluation – Annual Report

<table>
<thead>
<tr>
<th>Cécile Coderre - Service social, Faculté des sciences sociales</th>
<th>Apprendre à problématiser et à intervenir dans le domaine famille-enfance en service social : l’apprentissage par problème (APP), comme nouvelle approche pédagogique pour le cours obligatoire de maîtrise SVS 6700</th>
<th>$6,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Édith-Anne Pageot et Jakub Zdebik - Arts visuels, Faculté des arts</td>
<td>L’histoire de l’art en mode dynamique pour l’étudiant francophone canadien. Projet de document pédagogique numérique</td>
<td>$9,700</td>
</tr>
<tr>
<td>Monica Nevins - Mathématiques et statistiques, Faculté des sciences</td>
<td>Baladodiffusion au sujet des paradoxes pour étudiants d’analyse mathématique</td>
<td>$2,400</td>
</tr>
<tr>
<td>Pierre Bélanger - Communication, Faculté des arts</td>
<td>La création de deux cours en communication traditionnellement donnés en classe, en format entièrement en ligne</td>
<td>$8,200</td>
</tr>
<tr>
<td>Tolga Yalkin - Faculté de droit</td>
<td>Wiiget</td>
<td>$5,200</td>
</tr>
<tr>
<td><strong>Total :</strong></td>
<td></td>
<td><strong>$44,998</strong></td>
</tr>
</tbody>
</table>

### uOttawa Grants

<table>
<thead>
<tr>
<th>Recipient(s)</th>
<th>Title of the project</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nicholas Ng-A-Fook - Faculty of Education</td>
<td>Developing a Global Perspective: Teaching, Learning, and Community Engagement in the Service of Others</td>
<td>$2,000</td>
</tr>
<tr>
<td>Lynn Bowker – Traduction et interprétation, Faculté des arts</td>
<td>Passionné de vitesse! Le développement et la mise à l’essai d’un cadre de formation éclair dans les cours de traduction</td>
<td>$11,700</td>
</tr>
<tr>
<td>Monica Nevins – Mathématiques et statistique, Faculté des sciences</td>
<td>Baladodiffusion au sujet des paradoxes pour étudiants d’analyse mathématique</td>
<td>$3,600</td>
</tr>
<tr>
<td>Pierre Bélanger - Communication, Faculté des arts</td>
<td>La création de deux cours en communication traditionnellement donnés en classe, en format entièrement en ligne</td>
<td>$5,500</td>
</tr>
<tr>
<td>Tolga Yalkin - Faculté de droit</td>
<td>Wiiget</td>
<td>$10,500</td>
</tr>
<tr>
<td><strong>Total :</strong></td>
<td></td>
<td><strong>$33,300</strong></td>
</tr>
</tbody>
</table>
Terms of reference 5 and 6

5. To oversee maintenance and development of tools that enable students to provide their input on the quality of teaching.

6. To ensure the development of evaluation tools that take into account the different types of teaching and the academic support offered at the University of Ottawa.

To meet these objectives, the Senate Committee on Teaching and Teaching Evaluation relies on a classroom questionnaire, an online evaluation completed by distance education students and the possibility for professors to include their own questions in the questionnaire. Moreover, a large part of the Committee’s work this year focussed on researching the possibility of providing online evaluations for all courses offered on campus.

Official evaluation

At the University of Ottawa, all courses involving at least nine contact hours with the same professor will be subject to an evaluation by students, regardless of the number of students and the teaching method used. This evaluation must be done using the official questionnaire (13 questions).

Online evaluations of distance education courses

All web-based courses will be evaluated by students on the Web. Evaluations should be done on the official questionnaire on the Web. The official questionnaire is located on a secure site and can be filled out only during the official evaluation period.

Customized formative evaluation

It is possible for faculty members to add questions to the official evaluation form in order to obtain a customized formative evaluation, which allows them to get feedback on specific aspects of their course. Professors who want to use the customized formative evaluation can choose up to 10 questions from the bank of customized questions; this evaluation will be administered along with the official evaluation. The choice of questions and the results are stored in a separate database and only the professor can access them through InfoWeb.

Mid-term formative evaluation

The formative evaluation is done on a voluntary basis and allows professors to obtain feedback on the quality of their teaching, as well as changes suggested by the students for the rest of the course. The website also offers different strategies for implementing a mid-term formative evaluation; how to create its own evaluation tools; samples of questions and surveys; insights on the interpretation of the results obtained from students and how to use them to improve their teaching.

Modification of the online evaluation form (accessibility)

The University provides a teaching evaluation form to meet the requirements of students with special needs and the requirements of the government Accessibility Act.
Pilot project on the online evaluations for all courses

In 2012, the Senate Committee on Teaching and Teaching Evaluation developed a working document on online course evaluation (see the 2011-2012 and 2012-2013 annual reports). The document set out the advantages, risks and challenges of moving from hard copy course evaluation to full online evaluation. In consultation, the advantages of online evaluation were recognized, but concerns remained regarding students' participation rate using this evaluation method. A pilot project was developed to assess:

- the impact of online evaluation on participation rates
- the validity of the evaluation results
- the user satisfaction (students and professors)

The pilot project would also be a way to test:

- the online evaluation process
- the strategies for promoting online evaluation

Methodology

The project methodology is based on the results and recommendations of previous research on online evaluation of courses.

Tools

Tools will include the course evaluation form and a series of questions on the satisfaction of users.

a. Course evaluation form

The University of Ottawa already has an online course evaluation form. It includes the same questions as the hard copy form and features the same presentation. Like the hard copy form, it includes a section including questions that are answered using a Likert scale and a comments section. This form is used for all distance courses offered by the University and for special needs students. The same form was used for the pilot project.

b. User satisfaction questions (students and professors)

In addition to completing the course evaluation form, students were asked to answer a short series of questions on how the evaluation was conducted and their satisfaction level. They also had the option of adding recommendations or suggestions. As well, we sent an email to professors asking them to share their comments on how the evaluation was conducted and their satisfaction level.

Administration Procedures

The evaluation form was available on a secure website for the regular course evaluation period. Students were able to complete the form at their convenience, using their computer, smart phone
or tablet. The mandatory twenty minutes of class time was maintained and students who wished to were able to use that period to complete the course evaluation. This procedure followed recommendations based on both previous research and student suggestions. Students received an email asking them to begin evaluating their course at the beginning of the regular course evaluation period, followed by a reminder email (if necessary) and a thank you message once the evaluation was completed.

**Confidentiality**

Students’ answers are confidential. The procedure was the same as that used by the University of Ottawa for distance courses as well as that used by other universities that have online evaluation.

The anonymous student comments were made available via the professor’s InfoWeb account.

**Participants**

Participants were volunteer professors that were teaching at least one course during the Fall 2013 or the Winter 2014 session. The evaluations took place in November 2013 and in March 2014.

For the course selection we used a representative sample of courses from the list all courses offered at each session. The sample included 400 courses from the Fall 2013 session and 325 courses from the Winter 2014 session. We sent an email to each professor asking them to participate in the project so that their course could be evaluated online rather than the traditional method. From the 400 courses (Fall 2013), 214 were part of the project and from the 325 courses (Winter 2014), 144 were included. A total of 10,585 students also participated in the project.

**Analysis of Results**

The analysis of results focused on the following three elements:

- A comparison of the results for all professors who took part in the online study with those who chose hard copy evaluation.
- A comparison of the online evaluation results for all professors who took part in the November 2013 and March 2014 online studies with the evaluation results they have obtained in the hard copy evaluation for the same course they have given over the past three years.
- An analysis of the satisfaction levels of the pilot project participants.

Data analysis should be completed by November 2014.

**Course evaluation statistics**

The following two tables represent the course evaluation statistics. The first table provides information on the number of courses evaluated from September 2013 to August 2014. The second table provides the evaluation participation rates.
### Table 1: Number of courses evaluated from September 2013 to August 2014 (Fall 2013 + Winter 2014 + Spring-Summer 2014 combined)

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Number of courses evaluated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telfer School of Management</td>
<td>347</td>
</tr>
<tr>
<td>Arts</td>
<td>1495</td>
</tr>
<tr>
<td>Civil Law</td>
<td>169</td>
</tr>
<tr>
<td>Common Law</td>
<td>339</td>
</tr>
<tr>
<td>Education</td>
<td>395</td>
</tr>
<tr>
<td>Engineering</td>
<td>263</td>
</tr>
<tr>
<td>Graduate and Postdoctoral</td>
<td>1050</td>
</tr>
<tr>
<td>Health Science</td>
<td>225</td>
</tr>
<tr>
<td>Medicine *</td>
<td>23</td>
</tr>
<tr>
<td>Science</td>
<td>410</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>970</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>5686</strong></td>
</tr>
</tbody>
</table>

* Given the structure of their programs, the Faculty of Medicine uses a different system of course evaluation.

### Table 2: Number of students participating in evaluations – September 2013 to August 2014 (Fall 2013 + Winter 2014 + Spring-Summer 2014 combined)

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Number of students registered in course being evaluated*</th>
<th>Number of students participating in evaluation</th>
<th>Percentage students participating in evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telfer School of Management</td>
<td>24,327</td>
<td>14,525</td>
<td>59.7</td>
</tr>
<tr>
<td>Arts</td>
<td>68,327</td>
<td>44,658</td>
<td>65.4</td>
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<tr>
<td>Civil Law</td>
<td>8,101</td>
<td>5,425</td>
<td>67.0</td>
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<tr>
<td>Common Law</td>
<td>10,740</td>
<td>8,035</td>
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<tr>
<td>Education</td>
<td>13,394</td>
<td>10,858</td>
<td>81.1</td>
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<tr>
<td>Engineering</td>
<td>14,410</td>
<td>8,616</td>
<td>59.8</td>
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<tr>
<td>Graduate and Postdoctoral</td>
<td>17,563</td>
<td>13,596</td>
<td>77.4</td>
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<tr>
<td>Health Science</td>
<td>17,073</td>
<td>10,819</td>
<td>63.4</td>
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<tr>
<td>Medicine *</td>
<td>6,529</td>
<td>3,552</td>
<td>54.4</td>
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<tr>
<td>Science</td>
<td>41,834</td>
<td>24,991</td>
<td>59.7</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>62,555</td>
<td>37,944</td>
<td>60.7</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>284,853</strong></td>
<td><strong>183,019</strong></td>
<td><strong>64.3</strong></td>
</tr>
</tbody>
</table>

* The number of total students registered in all faculty courses that were evaluated (for example, 1 student registered in 4 courses = 4)
The following three figures represent the students’ response, in percentage (%), on questions 1, 4, and 9 of the evaluation form (September 2013 to August 2014).

**Question 1: I find the professor well prepared for class**

- Almost always: 68.1%
- Often: 24.0%
- Sometimes: 6.1%
- Rarely: 1.3%
- Almost never: 0.5%

**Question 4: I think the professor conveys the subject matter effectively**

- Almost always: 43.8%
- Often: 34.7%
- Sometimes: 16.3%
- Rarely: 3.7%
- Almost never: 1.5%

**Question 9: I find that the professor as a teacher is**

- Excellent: 42.6%
- Good: 36.1%
- Acceptable: 15.1%
- Poor: 4.4%
- Very poor: 1.8%
Terms of reference 7 and 8

7. To facilitate and promote communication with the entire academic community to better meet its evaluation needs.

8. To ensure that evaluation is promoted to students and professors.

The Committee on Teaching and Teaching Evaluation would like to make the evaluation results more accessible. Results are made available on the EvaluAction website. The Committee has also been promoting the importance of course evaluations and the impact of evaluations on teaching quality and the quality of students’ learning experience.

EvaluAction website

The EvaluAction website (www.evaluaction.uottawa.ca/index-e.html) was created to compile and present all the information on the evaluation of teaching and courses at the University of Ottawa. The site contains information on the evaluation process, the different reports issued and the follow-up carried out as part of this important exercise. The FAQ section provides the answers to the questions most commonly asked by students.
Promoting the evaluation of teaching and courses

Promoting the evaluations is an important factor in achieving high student participation. The Committee made recommendations to the program and course evaluation coordinator about the campaign to promote course evaluations. Promotional activities during the course evaluation period involve the following elements:

- Ads on bulletin boards around the main campus and at Roger-Guindon
- Message on the University’s homepage and the faculties that describes the process and why it is important to participate
- Message posted on the EvaluAction website
- Display of visual messages from Deans on faculty’s digital signage and website.
- Display of testimonials from professors on the faculty’s website
- Display of visual messages from deans, professeurs and students on faculty’s and Tabaret’s digital signage.
- Message posted to encourage professors and students to read the evaluation results (S-Report)
- Two large banners at the main entries to the campus
- Poster board ads in various locations around campus
- Message to students inviting them to participate
- Message to students through Virtual Campus
- Message for students on uoZone
- Article in the Gazette on a student’s and professor’s testimonial

Example of 2013-2014 visual messages from deans, professors and students:
“EvaluAction lets professors talk about teaching with their students, to build trust with them.”
- Mireille McLaughlin
Department of Sociology and Anthropology

“Course evaluations only take a few minutes to fill out. They are a useful and important resource for profs and students alike. It’s win-win situation!”
- Patrick Harrison, student
Faculty of Social Sciences