



UNIVERSITY OF TORONTO PROVOSTIAL GUIDELINES ON THE STUDENT EVALUATION OF TEACHING IN COURSES

Revised September 8 2020

Table of Contents

Table of Contents	2
1 List of Key Terms	4
1.1 General Terms.....	4
1.2 Terms Specific to the Current Course Evaluation System	6
2 Background	7
3 Course Evaluation System Overview	7
4 Administration of the Course Evaluation System	8
4.1 Institutional Responsibilities.....	8
4.1.1 System Administration.....	8
4.1.2 Reporting Functions.....	9
4.1.3 Access to Data.....	9
4.1.4 Communication, Education and Training	9
4.2 Divisional Responsibilities.....	10
4.2.1 Divisional Guidelines.....	10
4.2.2 Data Collection and Verification	10
4.2.3 Reporting Functions.....	11
4.2.4 Data and Report Storage	11
4.3 Shared Responsibilities	11
4.3.1 Communications	11
4.3.2 Project Organization	12
4.3.3 Paper Course Evaluations	12
4.3.4 Best practice in encouraging response rates.....	12
5 Data	13
5.1 Access to Data.....	14
5.1.1 Opting-out.....	15
5.1.2 Additional Requests for Data.....	15
5.2 Data Security, Storage and Retention	15
6 Research.....	16
Appendix A: Course Evaluation Framework	16
Appendix B: Divisional Guidelines Template	18
Appendix C: Request for Changes Process Flow Chart	19



Appendix D: Relevant Policies and Guidelines 21

1 List of Key Terms

1.1 General Terms

Centre for Teaching Support & Innovation (CTSI): The central teaching centre at the University of Toronto that manages the institution's Course Evaluation System, including the Course Evaluation Framework, the online assessment software application system (Blue), and all central functions associated with the administrative, technical and educational aspects of course evaluations at the University of Toronto.

Course Evaluation Framework (CEF): The CEF represents a cascaded assessment approach to the evaluation of students' learning experiences within University of Toronto courses. The CEF incorporates standardized, validated items at the institutional level, while providing for the addition of division, unit and instructor-level questions, drawn from a larger bank of validated items. All divisions using the CEF are required to adhere to the set of eight core institutional items that reflect current teaching priorities across the University. Additional questions may be developed, in collaboration with the Centre for Teaching Support & Innovation, at each subsequent level of evaluation (division, unit, instructor), at the discretion of individual divisions. The total number of items included in the CEF for a given division must be equal to or fewer than 20. For additional information on the CEF, please see Appendix A.

The CEF is licensed content under the EvalUT trademark and is the protected property of the University of Toronto under Canadian and international copyright and intellectual property laws. As such, the components of the CEF licensed under EvalUT cannot be copied or distributed beyond the University of Toronto community.

Course Evaluation Item Bank: The course evaluation item bank provides instructors with an extensive list of additional course evaluation items that they can add to their course evaluation forms, using the online assessment software application system, Blue. The item bank is divided thematically to reflect different areas of assessment priority, including sections related to instructor instructional behaviours and communication skills and others designated for the teaching of online courses. The number of items that instructors are permitted to add to their forms is determined within each division and is outlined in their divisional guidelines.

Course Evaluation Project: A batch of course evaluations within a division that will be the basis for institutional, divisional, departmental, and course-level data comparisons. Normally a project corresponds to all courses within an academic term that have approximately the same end date, with the exception of those courses deemed not appropriate for evaluation within the CEF.

Course Evaluation Results Opt-out: The process by which an instructor elects to forgo the dissemination of their course evaluation results to students. This occurs on a course-by-course

basis within each course evaluation project and selections do not carry over into future projects.

Course Evaluation System: Refers to the over-arching development, implementation, administrative, and support structures that intersect to effectively operationalize the course evaluation process. The system is comprised of three parts:

- Academic Framework and Educational Support:
 - The development and maintenance of the CEF.
 - Educational training on the use and interpretation of course evaluation results in support of instructor pedagogy.
- Online assessment software application (Blue):
 - Used to manage the creation, distribution, collection, and reporting functions within the Course Evaluation Framework (CEF) for the majority of UofT evaluation surveys and results.
 - CTSI in collaboration with Academic & Collaborative Technologies (ACT) is responsible for the management and maintenance of Blue.
 - Development and technical support of the software is managed by eXplorance (see below), in collaboration with CTSI.
- Administrative Framework:
 - The collection of data required for the purposes of evaluation within the CEF; specifically, data to identify and operationalize student, instructor and course relationships within divisional course evaluation projects;
 - The creation of projects; compiling course evaluation survey items based on unique divisional, departmental, and instructor-level requirements, as outlined within the CEF, and the associating of this set of items with a specified set of courses.
 - The generation and dissemination of evaluation results (i.e. reports) to academic administrators, instructors and students.

Task Completion Window (instructor/student): The period of time available to instructors and students for the completion of their respective tasks within a given course evaluation project. During the instructor Task Completion Window, the instructor is given the opportunity to add instructor-selected items to their evaluation for a specific course. During the student Task Completion Window, students are given the opportunity to fill out an online form to provide feedback on each of their courses.

1.2 Terms Specific to the Current Course Evaluation System

eXplorance: eXplorance is the developer and vendor for Blue, the online assessment software application system. This Canadian company provides technological and administrative support to the Course Evaluation System in its administration of course evaluations within the CEF.

ROSI Express Data Verification Tool: The ROSI Express Tool is used by divisions and departments to compile data for submission to CTSI to initiate the creation of a project. It is used to enter information and to manage the data verification processes for courses, instructors and course-by-course evaluations. The Tool comprises two reports editable by divisional and departmental staff; one that verifies course and instructor information and one that verifies the evaluation timing and method for each individual course.

2 Background

The 2011 *Policy on the Student Evaluation of Teaching in Courses*¹ stipulates that each undergraduate and graduate course at the University of Toronto will be evaluated by students each time a course is offered. For consistency across the institution, the University has developed a centrally-supported Course Evaluation Framework (CEF), supported by the implementation of an online assessment software package (Blue), to aid in the administration of evaluations, and the collection, analysis, and reporting of the resulting data. In addition, as course evaluations must align with and promote institutional teaching priorities, a common set of core institutional items has been developed to reflect these priorities across all divisions².

Course evaluation data are meaningful only within a broader framework for the evaluation of teaching. Course evaluation data should not be used as an exclusive measure of teaching effectiveness, either at an individual or program level. The data collected from the University of Toronto's Course Evaluation Framework are intended to support and to inform summative review processes (PTR/Merit, tenure, and promotion), program and curriculum review processes, and other forms of assessment, as appropriate.

This document addresses the administration, use, and storage of course evaluations and related data. In addition, given the diversity of academic units and programs at the University of Toronto, divisional guidelines are required to complement these *Provostial Guidelines*. The *Provostial Guidelines*, in conjunction with divisional guidelines, and the *Policy on the Student Evaluation of Teaching in Courses*, form an institutional methodology for the student evaluation of courses.

3 Course Evaluation System Overview

The primary course evaluation system at the University of Toronto is administered centrally by the Centre for Teaching Support & Innovation (CTSI). CTSI manages and supports the central course evaluation software, coordinates external support with the software vendor (eXplorance), and works with divisions to ensure that the course evaluation system continues to operate effectively and efficiently, to the satisfaction of all stakeholders. The course evaluation system is the broad array of administrative, technical and educational supports and processes that result in the creation, distribution, and implementation of course evaluation surveys and results.

The course evaluation instrument is the survey administered to students through these processes. The current course evaluation instrument is grounded in a unique cascaded CEF developed and trademarked by the University of Toronto. The CEF incorporates standardized, validated items at the university level, while providing the assessment infrastructure for the addition of division, unit and instructor-level items, drawn from a bank of researched, vetted,

¹ See Appendix E

² See Appendix A

and, in most cases, validated items. The central item bank will be continuously updated by CTSI, drawing on suggestions and requests from instructors, departments, divisions and academic administrators, and from empirical evidence in the scholarly course evaluation literature. Refer to Appendix D for an overview of the *Request for Changes* process and procedures.

The eight core institutional items that reflect the shared expectations and interpretations of teaching effectiveness outlined in the institutional teaching priorities are automatically included on all evaluations (Appendix B). Additional items may be selected at each subsequent level of evaluation (division, unit, and instructor) at the discretion of individual divisions, preferably in consultation with CTSI. The total number of items on all evaluation instruments must be equal to or fewer than 20.

Not all courses are appropriate for inclusion in the CEF or the online system, and as such, alternative means for evaluating teaching should be developed in accordance with the *Policy on Student Evaluation of Teaching in Courses*. See Section 4.1.1 for additional details on this process.

4 Administration of the Course Evaluation System

4.1 Institutional Responsibilities

The course evaluation system is an enterprise-level system and, as such, the University is responsible for administering and maintaining many of its key components and processes. The Vice-Provost, Innovations in Undergraduate Education (VPIUE) is responsible for Provostial oversight of the system, and CTSI provides administrative, technical, and educational support for both the online system and the CEF.

4.1.1 System Administration

CTSI is responsible for the ongoing administration and maintenance of the course evaluation system and its related technical processes. CTSI works with divisions to develop divisional-level assessment parameters within the CEF, provides training and guidance to instructors and academic administrators on the use and interpretation of course evaluation data, develops and distributes educational materials on course evaluation best practices to all constituents, and oversees the management of the item bank. CTSI also assists with the identification of appropriate alternative means of evaluating teaching in cases where the CEF and/or the central online system are not appropriate for the structure or pedagogy of a course. The appropriateness of individual courses is determined by the sponsoring academic unit, often in consultation with CTSI.

CTSI will review the CEF and associated items on a regular basis in order to ensure they continue to meet the needs of the institution and course evaluation stakeholders. Specific

requests by instructors, departments or divisions to add additional items or topics to the item bank, and requests by stakeholders to make changes to the CEF or the technical support provided to the service at a system level can be made by following the Request for Changes process outlined in Appendix D.

CTSI will monitor all data provided by divisions for each divisional course evaluation project and, where feasible, will provide divisions the opportunity to address issues in the data. See Section 4 for outline of data input process.

4.1.2 Reporting Functions

CTSI is responsible for providing course evaluation reports to the academic heads of divisions and units, as well as to individual instructors, in a timely manner. Report release dates should be jointly reviewed by CTSI and individual divisions on an annual basis, as modifications may be required to historical practices in response to technical or procedural changes in the administration and maintenance of the course evaluation system. Upon request, designated divisional leaders may request raw divisional data from CTSI for their divisional analysis.

4.1.3 Access to Data

CTSI, in collaboration with Academic and Collaborative Technologies (ACT), will coordinate and maintain the appropriate data access settings for each user group.³ See section 5.1 for more information on data access by user group.

4.1.4 Communication, Education and Training

CTSI will manage the communication of operational and technical information and requirements to divisions, academic administrators, staff, instructors and students regarding the course evaluation online system. This will include:

- Information regarding the windows for divisions to provide and confirm required data.
- The timing of instructor item-selection processes (i.e. the instructor task completion window), in applicable divisions.
- The timing of the student evaluation task completion window.
- The availability of evaluation results to academic administrators, instructors and students.

The setting of the student evaluation task completion window and the availability of evaluation results data will be coordinated by CTSI in a manner that maximizes system efficiency across all divisions, which from time to time, will have disparate sessional timelines. General variability in timelines will be accommodated when feasible.

³ See Section 5 for more information on this process

Upon request, CTSI will provide educational materials and consultation to academic administrators and instructors regarding the interpretation and use of course evaluation data. They will also work with academic administrators and instructors to operationalize the data collected through the evaluation process in support of teaching development and effective pedagogical practices.

4.2 Divisional Responsibilities

Much of the information required for supporting course evaluation projects within the online system originates with the divisions. Divisions will be responsible for a range of activities required to ensure the successful execution of course evaluation projects.

4.2.1 Divisional Guidelines

Divisions are expected to develop divisional guideline documents that are aligned with the Provostial guidelines and provide clarity on the implementation and interpretation of the CEF at a divisional level. Divisional guideline documents are expected to describe the distribution of responsibilities within the division, particularly with regard to data input, data collection and verification, reporting processes, and communication strategies. Refer to Appendix C for recommended topics to be covered in divisional guideline documents.

4.2.2 Data Collection and Verification

Divisions are expected to provide accurate and useable data to CTSI for programming into the online course evaluation system to establish course evaluation projects. It is crucial that divisions maintain active and updated information systems with respect to instructor assignments, student enrolment, and course delivery in order to minimize errors in the creation of divisional course evaluation projects.

Currently, five data sets are required in order to initiate a course evaluation project. These data sets cover, at a minimum:

- Course information (code, term, sections)
- Instructor information (utorid, email) for those teaching during the session
- Student information (utorid, email) for those registered in session courses
- Course-student associations
- Course-instructor associations

Additional data sets may be requested by CTSI or may be required by individual divisions in order to support division or department-specific items. Divisional guidelines should specify the list of required data within the division so that the requirements are transparent to key internal stakeholders and processes can be established by which to collect and verify the input data.

The five core data sets required by CTSI are drawn from a combination of central and divisional data repositories. Nominally this data is available through systems managed by the Enterprise

Applications and Solutions Integration (EASI) group. However, there may be instances of inaccurate or incomplete data existing in these databases. Divisions are responsible for ensuring the verification of all required data prior to entry into the course evaluation system. The mechanism for the verification of divisional data should be outlined in the divisional guidelines.

4.2.3 Reporting Functions

Divisions are responsible for identifying the appropriate recipients of administrative reports. This includes regular updates to CTSI on which academic administrators should receive direct access to course evaluation reports and data: at a divisional level, for single department faculties, and at both a divisional and departmental level, for multi-department faculties. The list of individuals with direct access should be restricted to Deans, Vice-Deans, academic unit heads and **up to 2** additional support staff per division as designated by the Dean. This list is intended to maintain a reasonable load on the system. Divisions are requested to establish internal procedures to ensure that CTSI is always in possession of accurate and up-to-date information individuals approved for accessing evaluation reports and/or data.

4.2.4 Data and Report Storage

Divisions and academic units are strongly encouraged to develop and implement safe and secure processes for exporting and storing course evaluation data and reports. These procedures should be followed each time new data or reports are made available. Consistent storage procedures will ensure easier access to reports and data for internal purposes and help reduce the access load on the central data warehouse. It is also recommended that data users consult the *Policy on Information Security and the Protection of Digital Assets*⁴. See Section 5.2 for more information on Data Security, Storage and Retention.

4.3 Shared Responsibilities

A number of important elements that will directly contribute to the overall success and sustainability of the course evaluation system will require ongoing collaboration between the Provost's Office, CTSI, ACT and academic leaders within divisions.

4.3.1 Communications

The most significant area of collaboration will be communication and education regarding both the overarching course evaluation system and key points of engagement for specific stakeholder groups. The Provost's Office is responsible for collaborating with CTSI and the office of the Vice-President, Communications to support an institutional communication strategy for course evaluations. CTSI will be responsible for producing and disseminating a range of

⁴ See Appendix E.

communication and education materials, however, these are not meant to be exhaustive, nor are they meant to be the only source of information and support; divisions are expected to supplement efforts with division-specific initiatives, as divisional leaders possess a wider range of touch points for understanding divisional culture and for developing strategic initiatives to address divisional needs and challenges.

4.3.2 Project Organization

Divisions are encouraged to work with CTSI to organize projects in way that minimizes the overall project load within the system. Normally, projects are grouped within divisions according to the level of study (undergraduate/graduate) and the timing of the course offering within the academic and/or calendar year.

4.3.3 Paper Course Evaluations

As part of the transition process to the online course evaluation system, faculty members who were hired prior to July 1, 2012 and who have not yet achieved tenure or promotion are given the option of continuing to use paper evaluations until tenure or promotion have been achieved.

Paper evaluations will be produced centrally by CTSI and disseminated to the academic administrator in the units of the effected courses. It is important to note that the accommodation of paper evaluations refers to the paper administration of the new CEF course evaluations; CTSI does not maintain course evaluation data for evaluations historically administered by individual divisions or units. Academic units are responsible for returning the completed paper evaluations to CTSI in a timely manner after the evaluation window for the course(s) in question has concluded. The data from the paper evaluations will be manually imported by CTSI into the divisional project associated with the course(s) in question. Instructors, academic administrators, and students will gain access to the results through the normal channels.

4.3.4 Best practice in encouraging response rates

Helping to maintain good or adequate response rates is a collective responsibility by all parties involved, including CTSI, Divisions, and Instructors. As well, in order to protect the integrity of the responses, it is a responsibility for all parties involved to ensure that neither penalties nor incentives including, but not limited to, grades, food, money, gift cards, prizes, changes in course structure/assessments are not used.

CTSI supports response rates by:

- Sending students reminders (e.g., e-mail, Quercus messages) during their course evaluation window to fill out their evaluations.
- Providing a protocol and resources (e.g., Powerpoint slides) to support instructors who set aside class time for students to complete course evaluations.

Instructors are encouraged to:

- Speak to their students about course evaluations (e.g., why they are important, how they use the evaluation results to modify courses for future iterations, etc.).
- Provide in-class time for students to complete their course evaluations.

5 Data

The *Policy on the Student Evaluation of Teaching in Courses* sets out the reasons for why course evaluations are conducted at the University of Toronto. To ensure that evaluation data are considered within this broader framework, the following principles and mechanisms to support the appropriate use and interpretation of data apply:

- Student responses on course evaluations will be anonymized prior to the distribution of result reports.
- Reports of evaluation data using the central online system are generated by CTSI for each user group.
 - These reports are intended to be used for both formative and summative purposes, for use by PTR, tenure and promotion committees, and, in an aggregate form, for program and curriculum review, and by students for course selection.
 - Data representing information from comparable courses will be included on reports where applicable.
 - In the divisional guidelines, divisions are encouraged to consider the best means for sharing data with students to reinforce the essential student role in course evaluations and to engage students in the feedback cycle. At a minimum, divisions are encouraged to participate in the centrally-supported feedback system (which is currently accessible through UofT Portal).
 - For divisions who wish to establish a secondary mechanism for student access to data, divisions are asked to identify an accessible means of distributing the data. Divisions must ensure that institutional privacy and confidentiality policies and guidelines are adhered to and access to data occurs through a utolid-authenticated process.
 - Regardless of the mechanism for data sharing, individual instructors must be afforded the opportunity to opt-out of sharing their evaluation data with students.

5.1 Access to Data

The *Policy on the Student Evaluation of Teaching in Courses* (p. 2) states that specified course evaluations data will be made available to the following stakeholder groups:

Decanal Staff

- A total of two academic administrators or administrative staff from each Dean’s Office will have access to all data in the form of University of Toronto Business Intelligence reports.

Academic Administrators

- Academic administrators will have access to all data in the form of reports, except from instructor-selected questions for courses within their academic unit(s).

Instructors

- Instructors will have full access to all quantitative and qualitative data from course evaluations conducted in each course they have taught.
 - Access to this data will be available to instructors only after final grades have been approved at the divisional level and in accordance with the release schedule.
- Instructors may elect to send data from instructor-selected questions to academic administrators.

U of T Students

- As the general norm, course evaluation data will be shared with students. These data generally include numerical data and may include qualitative information at the discretion of each division. Individual instructors may opt not to release data for their course(s).

Access parameters are outlined in the chart below.

Questions Access:	Institutional Quantitative	Institutional Open-Ended	Divisional	Department or Unit	Instructor selected
Instructors	Yes	Yes	Yes	Yes	Yes*
Academic Administrators in Departments or Units	Yes	Yes	Yes	Yes	
Academic Administrators in Divisions	Yes	Yes	Yes	Yes	

Institutional Leaders	Yes	Yes	Yes	Yes	
Students	Yes**	See note	See note	See note	

* Instructors may elect to release the instructor-selected questions to academic administrators

** Except when instructors have opted out of sharing their data with students

Note: Institutional items are required to be made available to students. Divisions and/or departments may choose to make divisional and/or departmental results available to students, and these decisions should be specified in divisional guideline documents.

5.1.1 Opting-out

All divisions are required to provide instructors with an opportunity to opt-out of sharing results with students and are responsible for determining the appropriate mechanism by which instructors can exercise this right. CTSI and divisions are responsible for setting the window for opting out of data-sharing with students (which may be concurrent with the instructor task completion window). Opting-out requires that the instructor requests this option for every course instance (i.e. every year, and for each course they teach).

5.1.2 Additional Requests for Data

Faculty members and external institutions may submit requests for access to data. These requests should be directed to vp.iue@utoronto.ca and will be assessed on a case-by-case basis.

5.2 Data Security, Storage and Retention

- Data storage is an institutional responsibility, though divisions may choose to address division-specific practices within divisional guidelines documents (see Section 4.2.4).
- Course evaluation data are critical to promotion, tenure, progress through the ranks, quality assurance processes, and other teaching assessment practices. In order to ensure the data are available for the above processes, they will be stored by the institution on an instructor-by-instructor basis for 50 years after the delivery of the course.
- The distribution, storage and retention of all data related to the course evaluation system at the University of Toronto must comply with four University policies on data security and privacy⁵:
 - *Policy on Information Security and the Protection of Digital Assets;*
 - *Information Security Guidelines;*
 - *Provostial Guideline regarding Security for Personal and Other Confidential Information;*

⁵ See Appendix E

- *General and Administrative Access and Privacy Practices.*

6 Research

A component of CTSI's administration of the course evaluation system involves research, development, and monitoring and analysis. This includes everything from the validation of research conducted with students during the design of divisional level items, to the analysis of core and item bank items, to research on stakeholder experiences and factors that influence response rates. Moreover, monitoring and analysis of key course evaluation variables and impacts are a significant part of CTSI administrative and reporting roles.

In addition to the research functions performed by CTSI, course evaluation data are recognized as a source of information for a range of institutional, divisional, program-based activities, such as curriculum and program reviews, and scholarly research. As such, access to data for the purposes of research can be approved by the Office of the Vice-Provost, Innovations in Undergraduate Education, and facilitated by CTSI. Instructors interested in using course evaluation data from their own course(s) for the purpose of academic research should similarly follow the above *Provostial Guidelines*.

In all cases, data must be anonymized and institutional privacy and data security policies must be adhered to. Where relevant, proposals must be reviewed and approved by the University's Research Ethics Board (REB) prior to the study's commencement and should follow the *Provostial Guidelines on Access to Faculty, Students and Staff for Research Purposes*.

Appendix A: Course Evaluation Framework

Overview of the Course Evaluation Framework

The new course evaluation framework reflects current institutional teaching practices and priorities and recognizes the diversity of teaching approaches and strengths across the institution. It consists of a balance of both summative and formative feedback on teaching. In addition to providing summative feedback to departmental, divisional, and institutional administrators on identified teaching priorities, it provides instructors with an opportunity for formative feedback for their own teaching development. The framework is flexible and customizable and includes the following components:

Core Institutional Items

- 8 core institutional items
- Appear on ALL course evaluation forms
- These items address institutional teaching priorities and measure the extent to which the course and the instructor met these priorities.

Divisional Items

- Divisions may work with CTSI to develop new divisional items, based on their teaching priorities, that are applicable to ALL courses across the faculty
- The number of items would be determined at the divisional level (Note: this number is determined in consideration of institutional limits regarding the maximum number of items permitted on course evaluation forms, which is currently set to 20).

Department Level Questions

- Multi-department faculties may invite individual units to include department-specific items
- The number of department-specific items is determined by the division

Instructor-selected Questions

- Instructors may add additional items to the evaluation form (selected from the institutional item bank) for each course they teach
- The item bank is available to instructors as a functional aspect of the course evaluation system and as a PDF, please see resources.
- These items are intended for use by the instructor (for formative/teaching enhancement purposes)
- The number of instructor-selected items is determined by the division

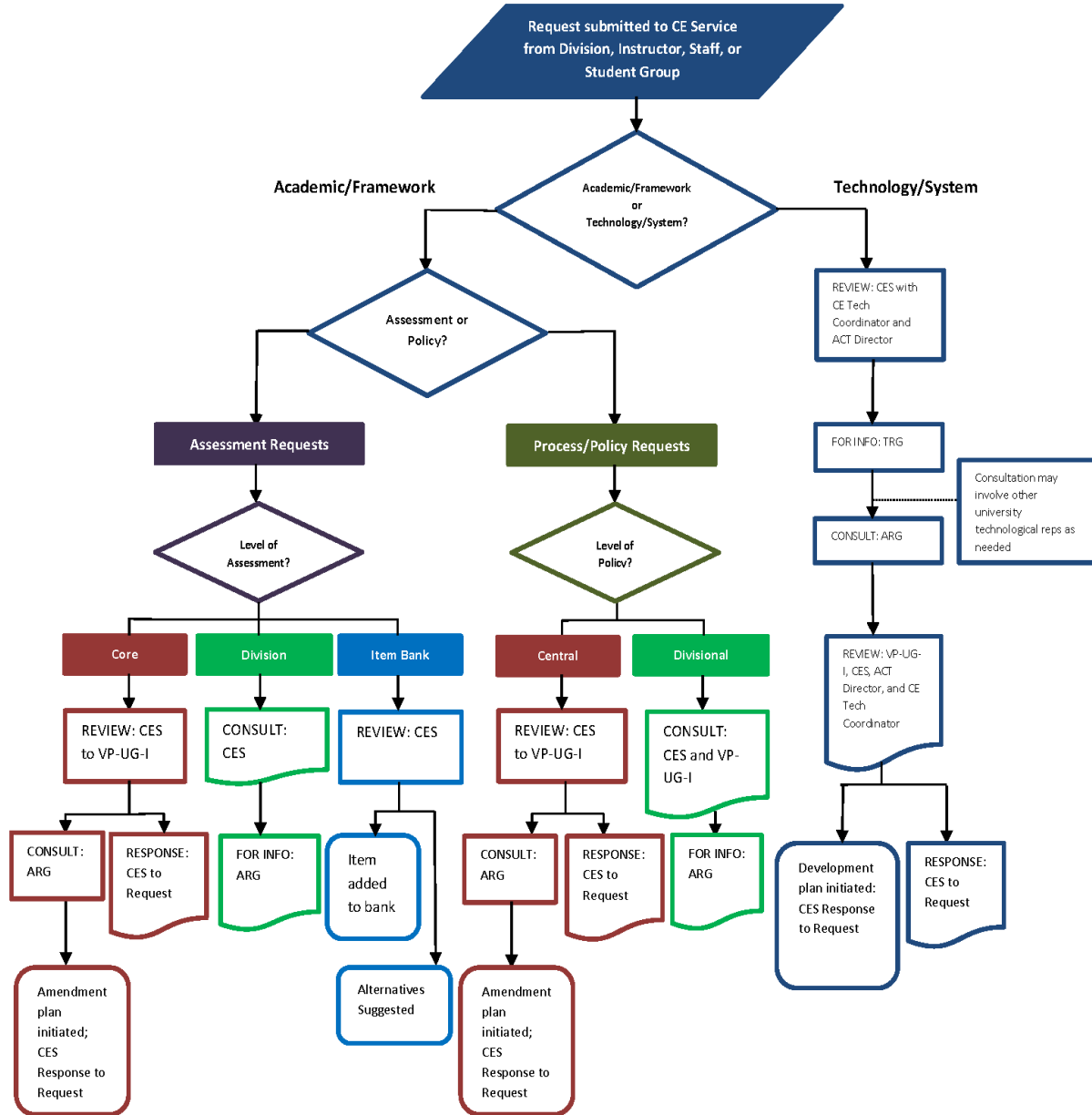
Appendix B: Divisional Guidelines Template

The following are suggested topic areas for division-specific guidelines:

- Overview of divisional, unit and instructor roles in the administration of the course evaluation system and supporting processes (i.e. data verification).
- Overview of the evaluation instrument and division-specific items, including the number of permitted items that instructors may add to their course evaluation forms.
- Overview of reporting process, format and timelines for evaluation results.
 - Outline access levels by user groups.
- Interpretation and use of course evaluation data in key divisional processes.
- Divisional protocols for the sharing of course evaluation results with students.
- Divisional protocols for transfer of data to another unit/division/institution/organization at the request of the faculty member.
- The mechanism for sharing course evaluation data with U of T students.
- Divisional protocols for opt-out procedures and mechanism.

Appendix C: Request for Changes Process Flow Chart

Course Evaluation Service (CE Service): Request for Changes Process Flow Chart



Note. This chart outlines the basic processes involved in the management of requests that are submitted to the CE Service. Inevitably, some requests may require multiple pathways to completion, especially if they have implications for other aspects of the overall CE Service. Generally speaking, requests of this nature will be mapped in a *coordinated, multiple pathway approach*, to resolution. This response will be determined at the time when the request is received by the CE Service, in consultation with the Vice Provost, Undergraduate Innovation.

Supporting Information

**Academic/
Assessment Requests**

Assessment-related requests reflect amendments to the **assessment or evaluative** aspects of the course evaluation framework, including questions related to the **content of the course evaluation framework's items** at the core, divisional, or item bank level. Within this area, requests might reflect the desire for item change, or to add unique items to the item bank, for example.

**Process/Policy
Requests**

Process and/or policy-related requests reflect amendments to the **administration and/or application** of course evaluations and/or the data collected through course evaluations. This includes requests that pertain to the type of courses deemed appropriate for course evaluations, the timing of course evaluations, student and instructor engagement in course evaluations, the application and use of course evaluation data for various institutional decision-making processes, and student access to course evaluation data, for example.

**Technology/System
Requests**

Technology or course evaluation system-related requests reflect amendments to the **technology that is used to support the online administration** of course evaluations. This includes, but is not limited to, requests related to how the course evaluation system application, Blue, meets stakeholder user needs at all aspects of the overall CE Service, from instructor experiences selecting additional items for their course evaluations to the reading of their reports, to students experiences filling out course evaluations online, for example.

Glossary of Acronyms

- CES:** Course Evaluation Service
- VP-UG-I:** Vice Provost, Undergraduate Innovation
- ARG:** Academic Reference Group (Provostial)
- TRG:** Implementation & Technical Reference Group (Provostial)
- ACT:** Academic & Collaborative Technologies

General Timeline Estimates

Requests that involve central or core aspects of the CE Service and hence, require information gathering and consultation with Provostial Reference groups will take at least one to two academic terms to implement, depending on the scope of the change.

Timelines for requests that involve divisional-level decision-making and processes will be established by the division involved.

Requests that involve changes to items within the item bank, if approved, will be implemented by the next academic term.

Appendix D: Relevant Policies and Guidelines

Policy on Student Evaluation of Teaching in Courses -

<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/studenteval.pdf>

Provostial Guidelines on Access to Faculty, Students and Staff for Research Purposes

<http://www.provost.utoronto.ca/policy/access.htm>

Provostial Guidelines for Developing Written Assessments of Effectiveness of Teaching in Promotion and Tenure Decisions - <http://www.provost.utoronto.ca/policy/teach.htm>

Policy on Information Security and the Protection of Digital Assets -

<https://main.its.utoronto.ca/about/committees/policy-on-information-security-protection-digital-assets/>

Information Security Guidelines - <http://main.its.utoronto.ca/wp-content/uploads/2013/07/Information-Security-Guidelines.pdf>

FIPPA Provostial Guideline regarding Security for Personal and Other Confidential Information -

http://www.provost.utoronto.ca/policy/FIPPA_-_Guideline_Regarding_Security_for_Personal_and_Other_Confidential_Information.htm

FIPPA General and Administrative Access and Privacy Practices -

<http://www.provost.utoronto.ca/Assets/Provost+Digital+Assets/Provost/Provost+Digital+Assets/Provost/fippa.pdf>