

# INTEGRATED EVALUATION OF TEACHING POLICY

Senate – October 23<sup>rd</sup>, 2025

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## OVERVIEW

1. Background to the policy
2. Policy goals and principles
3. Consultation feedback
4. Policy feedback

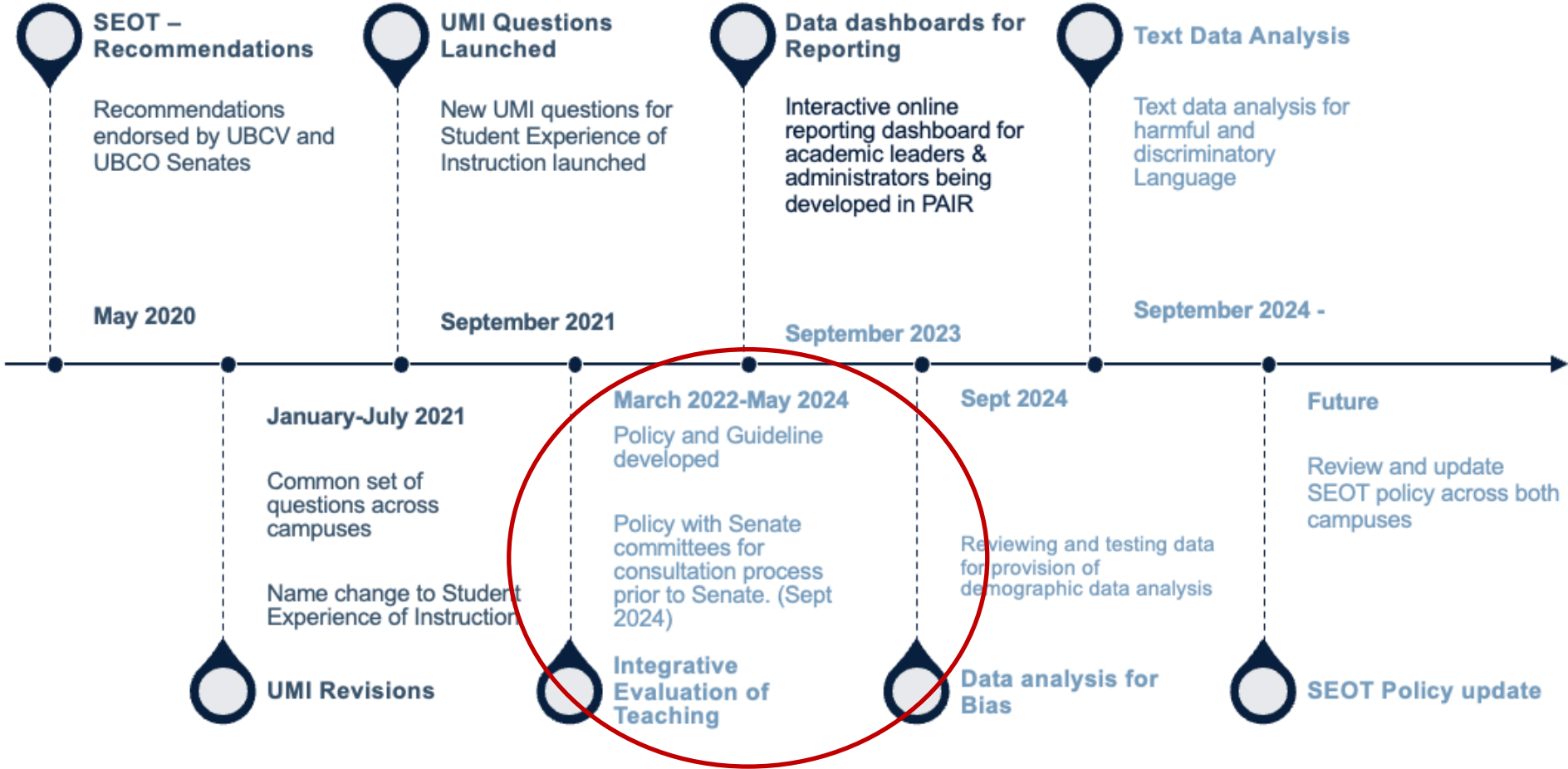


# BACKGROUND

- 2018 - Request at Teaching and Learning Senate committee to undertake a re-examination of our approach to student evaluations. A working group was formed in 2019 to provide recommendations to Senate
- Report with 16 recommendations, endorsed by both Senates May 2020, and bundled under 5 key headings:
  1. Student feedback and engagement
  2. University Module Items (UMI)
  3. Data and Reporting
  4. Dealing with Bias - Further data collection and analyses, including reviewing for bias
  5. **Broader Issues - Considering an integrative approach to evaluation of teaching, including updated Senate policy**

<https://seoi.ubc.ca/upcoming-changes/senate-recommendations/>

# IMPLEMENTATION OF RECOMMENDATIONS 2019-2024





## J138 POLICY GOALS

- To foster excellence in teaching across a variety of contexts and in a variety of locations;
- To support the development and success of course instructors across the University;
- To ensure consistent use of integrated evaluation of teaching processes across the University;
- To establish a process by which academic units can develop and revise procedures for an Integrated Evaluation of Teaching.



## CONSULTATION FEEDBACK: OVERALL RESPONSE AREAS

There were a total of 93 responses with one of these commenting solely on the guidelines and not the policy.

Category	#	Comments
<b>Policy ok</b>	27	Statements in the comments indicated that they policy as written was ok
<b>Policy concerns</b>	35	Could support idea/principles but not explicit in support for policy as it's written with comments referencing impact on workload, purpose of the change, etc.
<b>Policy clarity/ impact/ definitions</b>	26	Clarity on definitions, procedures, impact on workload, etc.
<b>Policy not supported</b>	5	Explicitly mentioned



## CATEGORIES OF FEEDBACK

Category	#	Comments
SEI Questions	16	Related to the value of the SEI questions
Self-Reflection	12	Training, better definitions in policy and guidelines, adding to workload. This is one area in the policy that is not defined as clearly as the other two sources of evidence.
Workload	34	By far the largest impact noted. To note - when the project started in 2022, types of resources required were considered and discussed with CTLT as part of the support provided to faculties. With the current fiscal position, the level of support will be matched to the resources available.
Definitions/ Clarity	5	Definition related to Self-Reflection Clarity related to timelines among others



# ADDRESSING THE IEOT POLICY FEEDBACK

- **Self-reflection** – Policy wording amended to provide more clarity on the rationale for including this component (the evolving nature of disciplines and pedagogies).  
[Definitions section]
- **Units** – to design approaches and procedures to reviews aligned with faculty context [Purpose and Goals section]
- **Policy procedures** – will be summarized on the Vancouver and Okanagan Senate websites.
- **Workload concerns** – opportunities to address this during development of procedures.