STUDENT EVALUATION OF TEACHING POLICY

Policy Number:	TLR 2.07
Name of Policy:	Student Evaluation of Teaching Policy (Issue Three)
Applicability:	All students and staff
Policy Owner:	Chair, Academic Senate
Contact Person:	Data Analyst, Office of Learning and Teaching
Policy Status:	Approved Policy
Date created:	31 October 2013
Date last amended:	24 July 2019
Date last exposed	June 2019
Date last reviewed	
Date of next review:	24 July 2022
Related policies:	Curriculum Management Policy (TLR 2.11)

1.   OVERVIEW:

Teaching Evaluation at Bond University must be considered within a larger context of assurance of learning. Combined with multiple means of providing feedback on educators and subjects and supported with professional development, student evaluation of teaching through online surveys (eTEVALs) can promote a culture of learning and teaching excellence.

This Policy outlines the framework and responsibilities for the conduct of student evaluation involving Bond University students where the evaluation is focused on obtaining feedback on the Bond student learning experience and learning and teaching process and outcomes.

Student evaluations are conducted with the aim of informing the University's commitment to continuous improvement in the delivery of high-quality learning experiences for current and future students.

At Bond University, student evaluations inform a number of mandated quality assurance processes, including the Program and Subject Review and Assurance of Learning processes and the Faculty Review process.

Whilst not the only source of evaluation data about educational quality, the University considers students' views to be of critical importance in the evidence-based approaches used within the University to target improvements in both teaching practices and the quality of programs and courses. There are a number of significant issues that arise in undertaking survey activity that are important to acknowledge, address and manage through an appropriate framework.

2.   ROLES AND RESPONSIBILITIES

Executive Deans are responsible for reviewing educator eTEVALs in the annual professional development review process.

Associate Deans (Learning & Teaching) as the Faculty Academic Senate representative, are responsible for encouraging and supporting response to student feedback on behalf of the Executive Dean.

Academic staff are responsible for reviewing their eTEVALs and responding to student feedback.

The Office of Learning and Teaching is responsible for the administration on eTEVALs, the analysis of quantitative and qualitative results and professional development for learning and teaching.

3.   THE POLICY
3.1   TEVALs

3.1.1 Bond University TEVALs for all Faculties are administered electronically through an approved cloud-based evaluation platform (eTEVAL system) that is integrated with the University's Learning Management System.

3.1.2 eTEVALs are completed anonymously by students. Academics will not have access to information linking students to responses, nor indicating which students have and have not completed and submitted eTEVALs. Students may complete their eTEVALs at any time, any place and on any internet-connected device during the semester-based eTEVAL administration period.

3.1.3 eTEVALs are centrally administered by personnel of the Office of Learning and Teaching (OLT) through the eTEVAL system . Students access their eTEVALs through the University's Learning Management System or by clicking on a link in an email released through the eTEVAL system. There are two sets of eTEVAL surveys for each subject:

- An Educator survey will be administered for each instructor timetabled for the subject, every semester the subject is offered. In regard to team taught subjects, after 5 sessions in which the educator has taught in the given semester, that educator will be included in the eTEVAL administration process.
- The Subject survey will be administered each semester the subject is offered unless otherwise requested by the respective Executive Dean and must be run on an annual basis at minimum.

3.1.4 eTEVAL questions were researched and written by a Subcommittee of the University Learning and Teaching Committee. The questions were accepted by means of vote by the University Learning and Teaching Committee. Responses are given on a five-point Likert scale – Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, Strongly Disagree. There is also a Not Applicable response option and open text fields for submitting qualitative comments.

3.1.5 Variations to the standard eTEVAL survey format and questions can be requested where the current instrument is not suitable for the subject delivery as long the university overall satisfaction benchmarking questions are included. All variation requests require the approval of the Faculty Associate Dean, Learning & Teaching and the Deputy Vice-Chancellor (Academic).

3.1.6. Academics have online access to their Educator and Subject eTEVAL results through the eTEVAL system. Academic eTEVAL reports include Likert scale responses, all student comments, descriptive statistics, qualitative analysis and graphical data presentation.

3.1.7. Administrative access to eTEVAL results is set within the eTEVAL system on the basis of a hierarchy and is managed by OLT personnel. Faculty Executive Deans and Associate Deans, Learning and Teaching receive unrestricted access to all Subject and Educator Reports within their respective Faculty, which includes both the quantitative and qualitative results. The Heads of Program receive full access to the quantitative and qualitative results for all subjects and educators within their respective Program. Individual Educators only receive access to the reports for the subjects/classes they taught during the semester.

3.1.8. Occasions will arrive whereupon an Executive Dean wishes to make an exception to the established hierarchy and/or timing of eTEVAL report distribution. In this case, the respective Faculty Executive Dean may approve a written Infra request to OLT for an irregular eTEVAL report.

3.1.9. Subject eTEVAL reports are available online to Bond University students and academics through the eTEVAL results website. Only Likert scale items, descriptive statistics and graphical data are available through these reports. Student comments are not included in these reports. They will be available once final results have been released and will remain online for a maximum of three years.

3.2   Closing-the-Loop on Student Feedback

Reports of eTEVAL results serve as input documents to the University Assurance of Learning (AoL) and subsequently the Subject Review processes. The eTEVAL data allows Faculty staff to correlate student perception with the curriculum and pedagogy specific to learning outcomes, assessment tasks, organisation and workload.

3.2.1. Response to Student Feedback

Students will have access to continuous improvement actions taken as a result of the analysis of the quantitative and qualitative feedback via a dedicated section on the subject page in the University's Learning Management System which acknowledges prior student feedback. This commentary will address areas identified for improvement and either an action that has been undertaken in relation to that feedback or an indication that no action was deemed necessary.

3.2.2 Academics are responsible for preparing and publishing responses to student feedback onto the subject page in the University's Learning Management System.

3.2.3 Faculty Associate Deans (Learning and Teaching) will be responsible for encouraging and rewarding Academic responsiveness to student feedback and the use of the University's Learning Management System to distribute this information to students.

3.2.4 Responses received from individual students deemed 'unacceptable' in accordance with the Bond University Student Code of Conduct will be excluded from analysis. 'Unacceptable' responses include those that vilify, abuse or threaten academic staff members, or contain profanities or other statements not provided with the constructive intent of improving learning and teaching.

3.3   eTEVAL Results and Academic Affairs
Academic faculty are required to submit eTEVALs for their PDR/probation/promotion processes. Academic faculty may also wish to use the eTEVAL data as evidence in support of internal and external learning and teaching citations and awards.

3.4   Professional Development
The Office of Learning and Teaching provides a range of opportunities for professional development of teaching academics. In the context of eTEVALs, professional development may be considered as a partner to student evaluation of teaching via eTEVALs in the interests of enhancing scholarship of learning and teaching. Professional development may also be recommended by the Executive Dean as an ameliorative measure in response to eTEVAL feedback.

4.   DEFINITIONS

Assurance of Learning (AoL)	AoL is the process of collecting and mapping educational data such as learning outcomes, graduate attributes and assessment to give universities specific information about how to strengthen contribution to student learning.
eTEVALs	eTEVALs are one of the instruments used to elicit student satisfaction feedback on subject content and teaching of the subject.
Executive Dean	For the purposes of this Policy, includes Deputy Vice-Chancellor (Academic) for Bond University College and Office of Core Curriculum eTEVALs.
Faculty	For the purposes of this Policy, includes Bond Business School, Office of Core Curriculum, and Bond University College.
Program:	A combination of subjects which according to degree rules leads to an academic award of the University.
Program & Subject Review	A quality assurance assessment process to establish whether the published objectives of the program and subject are being achieved.
Subject:	A segment of instruction approved by a Faculty as being a discrete part of the requirements for a program offered by the University and identified by a unique subject code.

5.   RELATED PROCEDURES, GUIDELINES AND FORMS