

Performance Needs Assessment

LAFORTUNE UNIVERSITY'S NON-TENURED NEW FACULTY AND STUDENT EVALUATION¹

A Report by Jeanine S. M. Lee

NOTE: The fictional LaFortune University is based on the administration, faculty structure and internal and external documentation of Concordia University in Montreal, Quebec, and on existing documentation, research and literature about university faculty and the assessment of student learning. However, all scenarios and personas in this report are fictional. Any resemblance to actual persons or actual events is purely coincidental.

INTRODUCTION

LaFortune University's new faculty – in particular, new lecturers and clinical professors not on the tenure track – has been having trouble transitioning to university teaching. There is more turnover among these non-tenured faculty because the recently-hired faculty felt they are not prepared for the job. Some of these new faculty have a background of teaching in continuing education and corporate training, but almost none have prior experience in university teaching. In response, the Director of the Centre for Faculty Development decided to develop a special year-long orientation program consisting of a series of brief, 30-minute online lessons.

However, even after receiving a certificate of completion, many new faculty are having trouble with one particular aspect of university teaching: the effective and efficient evaluation of their students' learning. The inability to adequately evaluate their students is being reflected in their course evaluations (by students) and is one of the factors leading to the higher-than-usual turnover rate among these non-tenured faculty.

I have been commissioned to provide a performance needs assessment of new non-tenured faculty at LaFortune University and their inability to effectively and efficiently evaluation of their students' learning.

BACKGROUND RESEARCH

Documentation: To collect the data, I looked at university policies and guidelines, and recent literature on the subject of non-tenured new faculty and of the evaluation of student learning in higher education. I will note appropriate citations at various points in this report. Here are the main sources I found:

¹ In research, I came across "student evaluation" as a term referring often to "student evaluation of teachers" or SETs. In this report I use "evaluation" to mean "evaluation of students' learning."

- The university's Centre for Faculty Development features C-Space, LaFortune's intranet – "a one-stop-shop for internal documents, knowledge sharing and opportunities for community-building" for faculty and staff members.² (Concordia University, n.d.)
- LaFortune University's Centre for Faculty Development homepage has a link to York University's Educational Developer's Cookbook featuring toolkits and resources for new faculty. (York University, n.d.)
- For an example of university resources, I referred to the University of Calgary's online site on student evaluation in higher education. It included evaluation resources for faculty, and guidelines by faculty discipline.³ (University of Calgary, n.d.)
- For information about non-tenure track faculty, I found a number of articles and surveys looking at "sessionals," as they are referred to in Canada. (Brownell, 2018; Fullick, 2016; MacDonald, 2013; Samson and Shen, 2018).
- For background on the assessment of student learning in higher education, I referred to a resource site at MacQuarie University. (MacQuarie University, n.d.).

Interviews: Given additional time and resources, I would reach out and conduct interviews with the following groups and experts:

- Current and former non-tenured faculty about their experience with student evaluations.
- The academic director at the Centre for Faculty and Development, about their training and professional development initiatives, and their new faculty orientation program.⁴
- A curriculum developer at the Centre for Faculty and Development knowledgeable about learning methodologies, evaluation, and the assessment of student learning.⁵

ABOUT THE PROBLEM

LaFortune University's Centre for Faculty Development has prepared training to support new faculty with the transition to university teaching. The university has had more turnover than they would like in these positions because the faculty feel like they are not prepared for the job. Despite training, one aspect of university teaching still proving challenging for many non-tenured new faculty is the effective and efficient evaluation of their students' learning.

BUSINESS NEED

The business need underlying the request is to contain expenses incurred with the high turnover rate of non-tenure track, full-time faculty at LaFortune University who feel they are not prepared to teach at the university. The inability to adequately evaluate students is leading to poor teaching efficacy, resulting in higher than usual turnover among these faculty members.

² I based LaFortune University's Centre for Faculty Development on Concordia's Centre for Teaching and Learning (CTL). The CTL's faculty intranet C-Space is username / password locked – Ideally, I would have access to this.

³ I am assuming LaFortune's C-Space faculty intranet offers similar resources.

⁴ Philippe Caignon holds this position at Concordia's CTL.

⁵ Carol Hawthorne holds this position at the CTL.

CURRENT AND IDEAL PERFORMANCE

A. JOB ONE:

Non-tenured, new faculty assess students' learning effectively and efficiently.⁶

B. CURRENT AND IDEAL SCENARIO:

CURRENT SCENARIO

Salman is a new non-tenured professor at the Economics Department at LaFortune University. He isn't interested in pursuing a tenure track – he's has a consulting business on the side – and he doesn't think he needs training for teaching. For his economics classes, Salman builds essay questions and tests using old cases from his prior work experience. He has no rubric and spends the minimum amount of time grading. Students in all his classes the first year are complaining about his evaluations, saying their corrected assignments and tests are returned late, and that some of his feedback aren't helpful to improving their understanding of the course content. Salman is so annoyed at the students' course evaluation, he's tempted to drop teaching all together.

Tasks in current performance

Main and Supporting Tasks

- ❖ Create assignment or exam
 - Choose between quizzes, multiple-questions and long-form essay questions
 - Choose the most familiar or easiest evaluation instrument
 - Write the exam question(s)
- ❖ Correct assignment or exam
 - Check for knowledge
 - Grade exams
- ❖ Return corrected assignment or exam

IDEAL SCENARIO

Salman is a new non-tenured professor at the Economics Department at LaFortune University. For his economics classes, Salman creates assessment strategies based on the course curriculums for each class. He has a colleague from the department look it over, before setting about creating evaluation instruments – assignments and tests to evaluate his students' learning – and accompanying rubrics. During the first week of the course, Salman makes it a point to talk about assessment criteria to his students while going over his course outline. He uses the rubrics to correct his students' assignments and tests, and manages to return them in a timely manner, along with appropriate feedback.

⁶ Effectively: in such a manner as to achieve a desired result; Efficiently: in a well-organized and competent way

Tasks in ideal performance

Job One

Non-tenured, new faculty assess students' learning effectively and efficiently⁷

*Main and Supporting Tasks*⁸

- ❖ Create assessment strategy
- ❖ Review assessment strategy with peers or colleagues
- ❖ Create evaluation instrument to assess individual assignment or group work
 - Create a rubric to use in grading individual assignment or group work
 - Communicate assessment criteria to students
- ❖ Evaluate students' assignments and exams
 - Write appropriate⁹ feedback
 - Grade the assignment or exam
- ❖ Return corrected assignment or exam

KEY GROUPS OF PERFORMERS

A. DEMOGRAPHICALLY:

For the main performers (non-tenured new faculty)

Non-tenured faculty at LaFortune University are diverse in ethnic background and cultural experience. However, all new lecturers and clinical professors share the following characteristics in general:¹⁰

- Their median age is between 49 to 52
- There are proportionately more women to men: 60% women vs. 40% men¹¹
- Many hold PhD degrees; almost all have at least a Master's degree or equivalent
- A few conduct some research work in their fields
- Half have an industry background
- Some have taught in continuing education and corporate training
- None have prior experience in university teaching

⁷ Effectively: in such a manner as to achieve a desired result; Efficiently: in a well-organized and competent way

⁸ For the tasks and objectives of assessing student learning, I referred to MacQuaire University's resource site on Evaluation: Assessing student achievement of learning outcomes. (MacQuaire University, n.d.).

⁹ Appropriate here means: appropriate to student learning of the course content.

¹⁰ Samson, N. and Shen, A. (2018, March 20). *University Affairs report on UCASS data, 1970-2016*.

¹¹ Field, C. C. & Jones, G.A. (2016). *A Survey of Sessional Faculty in Ontario Publicly-Funded Universities*. Toronto: Centre for the Study of Canadian and International Higher Education, OISE-University of Toronto.

For the 2nd group of performers (Centre for Faculty Development staff)¹²

There are 9 members in the centre for faculty development team. Leading the centre is the director, who joined the centre in 2016, and the academic director, who handles centre's pedagogical projects. The events and office coordinator handles the day-to-day functioning of the centre and oversees course evaluations. The remaining staff are teaching or curriculum developers who can advise faculty on various pedagogical matters. Staff at the centre for faculty development have the following characteristics:

- Average age ranges from 40 to 55
- There are 6 women and 3 men on staff
- They all have experience or expertise in teaching, learning and education.

For the 3rd group of performers (Teaching Assistants – TAs & RAs)¹³

Every semester about 1,800 undergraduate and graduate students work as Teaching and Research Assistants at LaFortune University. As members of the general student body they are diverse in ethnic background and cultural experience. TAs share the following characteristics in general:

- Average age ranges from 24 to 38
- There are proportionately slightly more women to men: 55% women vs. 45% men
- The majority of TAs & RAs are graduate students
- Undergraduate TAs are usually employed in marking positions
- TA training is offered by TRAC

B. CHARACTER SKETCHES:**MAIN PERFORMERS¹⁴****Low performer**

Salman, 65, is a new non-tenured professor at the Economics Department at LaFortune University. He holds both a Master's and a PhD in Economics and has worked in the banking industry the past 35 years. Salman isn't interested in pursuing a tenure track position since he also has a business consulting on the side. He doesn't think he needs training for teaching – he only attended the new-faculty orientation workshops as a contractual requirement. For his economics classes, Salman builds essay questions and

¹² LaFortune University's Centre for Faculty Development is based on Concordia University's Centre for Teaching and Learning (CTL).

¹³ TA demographics are hard to come by. They are loosely based on reports by the Teaching Assistant and Graduate Student Advancement Executive Committee (2014), and the Teaching and Research Assistants of Concordia (2018).

¹⁴ Sketch composites of non-tenure track new faculty are based on various articles about sessionals. (MacDonald, M., 2013; Samson, N. and Shen, A., 2018).

tests using old cases from his prior work experience. He has no rubric and spends the minimum amount of time grading. He returns corrected assignments and tests late; sometimes, he just submits grades, with no feedback. Salman never requested for a Teaching Assistant because he thought it would take too much time to explain things to them. Students in all his classes the first year are complaining about his evaluations, saying their corrected assignments and tests are returned late (if at all), and that his feedback is not helpful to improving their understanding of the course content. Salman is so annoyed at the students' course evaluation, he's tempted to drop teaching all together.

The typical performer

Renata, 38, is the newest member of the Physics Department at LaFortune University. A recent PhD graduate, she has only been able to secure this non-tenure position on limited-term contract. Renata has not had teaching experience aside from the occasional TA position. She took the orientation workshop on creating curriculum syllabi, and paid special attention to evaluations, writing assignments and tests. She wants to try other types of evaluations involving group projects. Unlike Kim and Salman, Renata engages a TA from her department because she knows how helpful they can be. But teaching four courses – some involving lab work – and participating on university committees is more time-consuming than she thought. Evaluating her students' group projects is also proving to be difficult – even with the help of a TA. Renata ends up giving teams group grades, ignoring individual assessment. Student evaluations for her courses reflect some unhappy students who feel they have been badly graded.

High performer

Kim, 48, is a full-time lecturer at the Journalism Department at LaFortune University. Along with teaching four courses, Kim is still contributing as a part-time editor at *The Gazette*. This is her first time teaching university courses. She attended the orientation workshop for new faculty on building curriculum syllabi. Like her colleague, Salman, Kim did not request a TA but it is because she forgot she could ask for help, and was too busy juggling all her responsibilities. Her assignments to her students included written assignments and group projects – all of which are very similar to editing news assignments and coordinating newsroom projects. When final assignments and tests landed in her inbox, Kim took a week off her non-teaching commitments to evaluate them all, and hand them back in time. Students in her courses note she's a great example of a working journalist and that her evaluations (and feedback) reflect real-life work experiences on top of covering the course content.

SECOND GROUP OF PERFORMERS (Centre for Faculty Development staff)¹⁵**Low performer**

Aimee is the academic director of the centre for faculty development, and as such, has the responsibilities of leading the pedagogical projects of the centre. She holds a PhD in Education and her interest is in student learning and innovative teaching practices (online, multimedia, AR/VR and experiential). She oversaw the development of the new faculty orientation program, but has left coordination with the centre's staff. Her management duties often take her out of the office.

Average performer

Abbey has been working at the centre for faculty development for the past 20 years and has seen a lot of faculty pass through the centre requiring help with teaching university students. As the events and office coordinator, she's in charge of organizing orientation workshops for new faculty and for guiding faculty to the appropriate resource. As with all university staff, Abbey's been trained on the administrative end of using the Moodle LMS, and regularly the centre's resources on the faculty intranet site – C-Space. She spends most of her time coordinating new faculty orientation workshops these days rather than managing teaching resources for faculty.

High performer

Ahmed is the newest member of the centre for faculty development staff, hired on as a teaching consultant. He has a background in curriculum development and training, but is new to higher education. Just before starting his job at the centre, he conducted some research about university teaching and of LaFortune University, so he is informed about higher education, faculty and curriculum differences, and various teaching styles. He is working with both tenured and non-tenured faculty now and often advises them about teaching and learning matters. He consults with his colleagues on various teaching solutions, and often follows up with faculty he's advised.

THIRD GROUP OF PERFORMERS (Teaching Assistants)¹⁶**Low performer**

Brenda is a graduate student who's been taking on Teaching Assistant positions since undergrad. She needs the money so she tries to TA for at least one course each semester. As a long-time member of the Teaching and Research Assistants of LaFortune University union, Brenda knows what her rights are, keeping an eye on the time, and billing for everything she can. She knows which professors require the least amount of work from a TA (few group projects, no labs, and mostly multiple-choice test questions!), and whose workload wouldn't be worth her TA salary. She has a reputation among faculty as being a difficult TA to work with, especially with grading assignments.

¹⁵ Sketch composites are based on staff descriptions on Concordia University's CTL staff directory site and were created for this assignment only. It is not a reflection of the CTL staff or their work at Concordia.

¹⁶ Sources: Sketch composites are based on reports by the Teaching Assistant and Graduate Student Advancement Executive Committee (2014), and the Teaching and Research Assistants of Concordia (2018).

Average performer

Bob keeps his head down as a TA. Like Brenda, he's a TRAC member, but he doesn't like the "do minimum" attitude he's seen. Bob lets the teachers guide what he does as a TA. He's agreeable and dependable, showing up at classes prepared and on time. But he likes his weekends and nights, so he rushes through his TA work sometimes, in order to get out one time. This is especially true for grading assignments and tests, so he always manages his teachers' expectations at the beginning of semester. Bob thinks his teachers should be able to keep to their own schedules.

High performer

Bernard has also been a TA for a few semesters – it helps to have a part-time job while studying full time. He only takes on one TA position at a time, and then, only if he knows he can juggle both work and study, especially in a graduate program like education. Because of his interest in evaluations, Bernard helps his teachers with developing the assignments and tests, and then marking them. He finds that if he's involved and interested, it's easier for both him and his teacher to coordinate the evaluation process, which can come around at a very busy time for both teacher and TA.

ORGANIZATIONAL AND CONTEXTUAL ISSUES

LaFortune University's new faculty – in particular, new lecturers and clinical professors not on the tenure track – is having trouble transitioning to university teaching. One particular aspect of university teaching is eluding them: the effective and efficient evaluation of their students' learning. Factors affecting performance on the individual level:

- Almost none of these non-tenured new faculty have prior experience in teaching.
- They may not have teacher efficacy – the sense of capability to source, create and use evaluation tools, specifically.
- As non-tenured new faculty, their sense of belonging in the teaching profession and commitment to the university have yet been developed.

Organizational level factors affecting performance:

- The university has clearly-defined guidelines to assessments, according to faculty discipline.
- There are end-of-term course evaluations giving teachers feedback on their teaching.
- New faculty is given a year-long orientation program to enhance their teaching skills.
- Although the centre for faculty development offers resources to faculty to help with assessment and other pedagogical matters, it may not be enough. Lacking is support for a community of practice among the non-tenured faculty.
- Both financial and non-financial incentives for non-tenure track faculty are on par with other universities in Canada. However, there is evidence sessionals (as non-tenure track faculty is called in Canada) suffer from job insecurity since they hold limited-term positions and they are paid less than their tenured peers.

PRODUCT AND PROJECT CONSTRAINTS

Known product constraints:

- **Production and publishing guidelines:** Any intervention with published material will have to adhere to editorial guidelines, design guidelines, templates and style guides as per style and design consistent with LaFortune University.
- **Technology guidelines:** Interventions will run on the university network, using existing hardware and software, and be maintained within C-Space, the intranet for faculty. PC and Mac laptops, tablets and mobile devices are all commonly employed at the WIFI-enabled university; common browsers (Chrome, Firefox and Safari) are installed on all university computers; Microsoft Office Suite is standard software. Videos should be in the universally-accepted MP4 format and captioned.
- **Other guidelines:** Interventions will need to adhere to university rules and policies.

Known project constraints:

- **Drop-dead deadline:** April 16, 2019 (by noon)
- **Not-to-exceed budget:** No budgetary constraints

REQUIREMENTS

OBJECTIVES

BUSINESS OBJECTIVE

The business need underlying the request is to contain expenses incurred with the high turnover rate of non-tenure track, full-time faculty at LaFortune University who feel they are not prepared to teach at the university. The inability to adequately evaluate students is leading to poor teaching efficacy, resulting in higher than usual turnover among these faculty members.

Given the performance improvement campaign, LaFortune University contains expenses by reducing the high turnover rate of its non-tenure track, full-time faculty by 5% in 3 years.

PERFORMANCE OBJECTIVES

JOB ONE

Non-tenured, new faculty assess students' learning effectively and efficiently¹⁷

PERFORMANCE IMPROVEMENT OBJECTIVES

MAIN GROUP OF PERFORMERS:

- ❖ Given the course curriculum, teachers **create assessment strategy** to allow students to demonstrate achievement of learning outcomes
- ❖ Given faculty support available through the Centre for Teaching and Learning, teachers **review assessment strategy with peers or colleagues** regularly¹⁸
- ❖ Given departmental evaluation guidelines, teachers **create evaluation instrument to assess individual assignment or group work**, focussing on content knowledge, process and capabilities
 - Given departmental evaluation guidelines, teachers **create a rubric to use in grading individual assignment or group work**, assessing content knowledge, process and capabilities
 - Given the rubric and the course outline, teachers **communicate assessment criteria to students** at the beginning of each term
- ❖ Given faculty resources such as help from a Teaching Assistant, teachers **evaluate students' assignments and exams** according to assessment criteria¹⁹

¹⁷ Effectively: in such a manner as to achieve a desired result; Efficiently: in a well-organized and competent way

¹⁸ Regularly: at the beginning or the end of every term

¹⁹ Assessment criteria: the rubric

- Given the rubric, teachers **write appropriate**²⁰ **feedback** about students' learning progress
- Given the university's grading system²¹, teachers **grade the assignments or exams** to assess academic standing
- ❖ Given the student information system, teachers **return corrected assignments or exams** in a timely manner²²

OTHER ENVIRONMENTAL OBJECTIVES

SECONDARY GROUP (Staff at the Centre for Faculty Development):

- ❖ Given curated best practices from fellow universities, centre for faculty development staff **create a system of evaluation** aligned with learning outcomes of each faculty and department at LaFortune University
- ❖ Given online faculty resources like C-Space, centre for faculty development staff **curate diverse methods of evaluation** based on criteria appropriate to assess individual or group work, as per LaFortune University evaluation guidelines
- ❖ Given Montreal meet-up and other community-building online sites, the centre for faculty development event and office coordinator **organizes non-tenured faculty meet-ups** in order to build a community of practice, enhancing their sense of belonging to the LaFortune University community.

THIRD GROUP (Teaching Assistants):

- ❖ Given a university CMS like Moodle, Teaching Assistants **monitor student assessments** - such as assignment submissions and student participation in forums – during the time preceding assignment deadlines
- ❖ Given a standard word processing software like Microsoft Word, Teaching Assistants **give teachers timely feedback on students' assignments or exams** using assessment criteria

²⁰ Appropriate here means: appropriate to student learning of the course content

²¹ Concordia's grading system: Grade Point Average (GPA)

²² In a timely manner: as soon as possible

CAUSE ANALYSIS

BASED ON: CHEVALIER’S UPDATED BEM

In bold: factors that are affecting performance. See Appendix for the model and questions.

ENVIRONMENT	INFORMATION	RESOURCES	INCENTIVES
	<ol style="list-style-type: none"> 1. Evaluation guidelines for each course or program and expectations for teachers’ evaluation of students are dictated within the password-protected C-Space, a site for LaFortune University faculty. A similar site can be found under library resources at the University of Calgary. (“Student assessment in higher education: A guide for faculty about student assessment”, n.d.). 2. Regular feedback on teaching at LaFortune University is in the form of end-of-term course evaluations (also known as students evaluations of teachers - SETs). At Concordia University, students receive notification to complete these online evaluations towards the end of every 3-credit course. 	<ol style="list-style-type: none"> 1. The centre for faculty development is a university resource offering support for faculty in matters like evaluation. Resources are available from its centre as well as online through its faculty intranet C-Space. (Concordia University, n.d.). 2. Teaching Assistants (TA), Research Assistants (RA) and Markers are available for faculty requiring classroom assistance. (Teaching and Research Assistants at Concordia, 2018). 3. Non-tenured faculty spend more time than their tenured peers on educational matters, including evaluation. (Brownell, 2018). 4. The centre for faculty development is the only source for faculty support. There is no apparent community of practice or other form of peer support on campus. Concordia University’s C-Space is password protected, otherwise I would verify if CoP can be found there. (“C-Space,” n.d.). 	<ol style="list-style-type: none"> 1. There are no apparent reward systems in place to motivate non-tenured faculty towards creating effective and efficient evaluations. I could not find anything substantial when I searched for documentation. 2. Non-tenured faculty are paid less than their tenured peers. (University Affairs infographic, 2013) 3. These limited-term contracts are offered and must be signed – usually in person – two to three months before start dates, as noted in a collective agreement between the university and the union representing part-time faculty. (Concordia University, 2015). 4. Job insecurity is one of the stress factors for non-tenured faculty. (Field & Jones, 2016; Fullick, 2016; MacDonald, 2013). 5. There aren’t enough opportunities to participate in ongoing professional development to improve instruction and pedagogy in general. (Field & Jones, 2016; Fullick, 2016; MacDonald, 2013).

INDIVIDUAL	KNOWLEDGE / SKILLS	CAPACITY	MOTIVES
	<ol style="list-style-type: none"> 1. Non-tenured new faculty are given a year-long orientation program to prepare them to teach in university. After this training, there would be no known knowledge gap particular to non-tenured new faculty. (Concordia University, n.d.) 2. The centre for faculty development offers faculty resources and consulting on matters to do with teaching and learning. (Concordia University, n.d.) 	<ol style="list-style-type: none"> 1. Non-tenured new faculty may not have teacher efficacy – they may not feel they are capable of evaluating their students effectively and efficiently. (The Room 241, 2018) 	<ol style="list-style-type: none"> 1. People take on non-tenure track positions for a variety of personal and professional reasons. There is no indication they are any more or less committed than their tenured peers. (Field & Jones, 2016; Fullick, 2016; MacDonald, 2013).

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THE BOTTLENECK IN THIS PERFORMANCE PROBLEM seems to be within the resources and incentives of the environment of the non-tenure track faculty member at LaFortune University.

INDIVIDUAL FACTORS AFFECTING PERFORMANCE:

- Efficacy – a teacher’s sense of confidence in their ability – is strongly tied with experience or school culture. According to a blog from the Portland, Oregon-based Concordia University, there is research that suggests teachers with strong self-efficacy are better planners, more resilient to failure, and more open-minded and supportive of students. Collective teacher efficacy has been tied to impact on student achievement. Non-tenured lecturers are often hired on limited-term contracts for teaching positions for a variety of courses, moving sometimes from one university to another, leading to job insecurity. Taking this into consideration, non-tenured faculty new to teaching in the university may **lack adequate teacher efficacy**. This would affect their over-all teaching performance.

ENVIRONMENTAL ISSUES:

- On average, non-tenured faculty **spend more time in their teaching activities** than the average academic – up to 70 per cent of their work week, as opposed to the 46 per cent for the over-all teaching faculty population, according Maclean’s annual survey of academics.

- Non-tenure track faculty members are scattered across faculties, departments, two campuses and multiple buildings. It may feel isolating for new non-tenure faculty, because if there is **no established community of practice (CoP)**, it's not easy for them to meet and share ideas. And there is no apparent CoP or other form of peer support on campus. While I recognize it was important to find out why there is no such support at LaFortune University, I could not discover the root cause of this situation. Suffice it to say, at the moment, the centre for faculty development is the only source for faculty support, with two links that connects to C-Space titled "Consultations" and "Course evaluations" from their homepage.
- There are **no apparent reward systems in place** to motivate non-tenured faculty towards creating effective efficient evaluations. I could not find anything substantial when I searched for documentation.
- In general, non-tenure tracked faculty **are paid less and have fewer benefits** than tenure-track or tenured faculty. There is no indication LaFortune University is any different.
- Non-tenured faculty at universities in Canada are **hired on limited-term contracts** and are often given only a few months notice to agree to and then sign their contracts in person. I noted this in the 2015-2017 collective agreement between Concordia University and CUPFA, the union representing part-time faculty. I couldn't get hold of the current collective agreement – it was behind the password-protected C-Space.
- As such, **job insecurity** is one of the stress factors for non-tenure track faculty at the university. This was the one over-whelming theme in all the documentation I found on sessionals in Canada.
- Despite centre for faculty development resources, there still may not be enough **opportunities for non-tenured faculty to participate in ongoing professional development**, in order to improve instructional techniques and pedagogy. Limited-term contracts and job insecurity can be mitigated with strong professional development, but this cannot be accomplished without university support. LaFortune University's centre for faculty development may not be prioritizing its resources towards non-tenured faculty's professional needs.

SUMMATIVE EVALUATION INSTRUMENTS ²³

ENGAGEMENT

In order to assess teachers' engagement in assessment in general:

- **Use Moodle's analytics** to monitor non-tenured new faculty's engagement in the use of the LMS in assessment, by verifying presence (within their course section in administrative mode), frequency of use (at least once a week, per course taught), and engagement in assessment tools available (looking at various tools)
- **Use web browser analytics** to monitor non-tenured new faculty's online presence accessing C-Space verifying presence (where within C-Space), frequency of use (at least once a semester – expectation is more often for newer faculty) and engagement in assessment tools available (looking at various tools)

INDIVIDUAL PERFORMANCE

In order to assess teachers' use of assessment in general:

- **Use Moodle's analytics** to monitor non-tenured new faculty's use of the LMS, verifying use of evaluation tools (organizing and uploading course assignments and exam schedules; posting team discussion forums; tracking participation; setting up submissions to accept assignments, at-home tests and projects)

In order to assess teachers' evaluation practices, communication of assessment criteria to students and feedback:

- **Check student evaluations of teachers (SETs) or course evaluations** and include specific questions about the teacher's evaluations (have assessment criteria – the rubric – been explained; are corrected assignments or exams returned in a timely manner²⁴; is the feedback appropriate²⁵)

ORGANIZATIONAL PERFORMANCE

In order to assess performance on organizational level:

- **Check turnover rate of non-tenured faculty** to verify if it is no longer higher than that of tenured faculty at LaFortune University, and in fact on track to falling 5% in three years.

²³ See Appendix for details about evaluation instrument and samples

²⁴ Nowhere could I find an actual timeframe to quantify "in a timely manner." In this context it should mean, as quickly as possible, and within reason for a formative evaluation – 1-2 weeks after submission.

²⁵ Appropriate here means: appropriate to student learning of the course content.

Appendix

MODEL: CHEVALIER’S UPDATED BEM

In bold: Factors that could be affecting performance

ENVIRONMENT	<p style="text-align: center;">INFORMATION</p> <ol style="list-style-type: none"> 1. What are the guidelines governing evaluations in each course or program? 2. Is the professor given feedback about his/her evaluation? How much feedback, from whom and how often? 	<p style="text-align: center;">RESOURCES</p> <ol style="list-style-type: none"> 1. Is the professor given adequate resources to support evaluation? 2. Are there Teaching Assistants or other means of assistance for help with evaluations? 3. How much time does the professor have for each course to write and then grade the tests? Is it enough? 4. What kinds of peer or faculty support is there for professors seeking help with writing tests? A community of practice on campus or online? 	<p style="text-align: center;">INCENTIVES</p> <ol style="list-style-type: none"> 1. What kinds of reward systems are in place to motivate non-tenured faculty towards creating effective and efficient evaluations? 2. In general, are financial incentives adequate for non-tenured faculty? 3. Does the job being a limited-term contract affect the non-tenured faculty? 4. Is job insecurity affecting the non-tenured faculty? 5. Does the university offer ongoing professional development for non-tenured faculty?
INDIVIDUAL	<p style="text-align: center;">KNOWLEDGE / SKILLS</p> <ol style="list-style-type: none"> 1. In terms of evaluation, is there a known knowledge gap particular to non-tenured new faculty? 2. What kinds of training is offered to non-tenured new faculty profs if they require additional knowledge or skills in evaluation? 	<p style="text-align: center;">CAPACITY</p> <ol style="list-style-type: none"> 1. Do non-tenured new faculty have teacher efficacy? Do they feel they are capable of evaluating their students effectively and efficiently? 	<p style="text-align: center;">MOTIVES</p> <ol style="list-style-type: none"> 1. How committed are non-tenured-faculty professors in this role as a teacher in higher education?

SUMMATIVE EVALUATION INSTRUMENTS

A. Using Moodle analytics

Collect the following data in order to assess non-tenured new faculty's engagement and use of effective and efficient evaluation of student learning:

- Verify presence on the LMS, within their course section in administrative mode
- Verify their use of evaluation tools (organizing and uploading course assignments and exam schedules; posting team discussion forums; tracking participation; setting up submissions to accept assignments, at-home tests and projects)
- Check frequency of use

B. Using web browser analytics

Collect the following data in order to assess non-tenured new faculty's engagement of effective and efficient evaluation of student learning:

- Verify presence on C-Space
- Verify use of resource links from the CTL homepage
- Check frequency of use

C. Using student evaluations of teachers (SETs) or course evaluations

Include these questions about the teacher's evaluations in a Likert-like scale:

1. How well do you understand the assessment criteria – the rubric – of your assignments for your course as it has been explained to you by your instructor / teacher?

(Circle the number that corresponds with your answer)

1	2	3	4	5
Not at all		Some		A lot

2. How quickly has your instructor / teacher returned corrected assignments?

(Circle the number that corresponds with your answer)

1	2	3	4	5
It's always late		Average time		It's quickly returned

3. How appropriate is the feedback to student learning of the course content in your corrected assignments? (Circle the number that corresponds with your answer)

1	2	3	4	5
Inappropriate		Appropriate		Very appropriate

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