

# $\pi$ PAIDEIA

TEACHING & LEARNING AT MOUNT ALLISON UNIVERSITY  
THE NEWSLETTER OF THE PURDY CRAWFORD TEACHING CENTRE

SPECIAL EDITION . . .

## TEACHING & LEARNING: SEEKING USEFUL FEEDBACK FROM STUDENTS

Mount Allison University has a strong reputation for teaching excellence; indeed, it is one of this university's defining characteristics. Yet, in this age of increasing demands for accountability in the demonstration of quality, reputation alone is no longer sufficient. Our professors want to prove—first and foremost to themselves—that their teaching reflects high standards, and they want to discover how to enhance it further.

*"Excellent teaching is founded on thorough and current knowledge of the subject and ability to communicate it with enthusiasm, in a variety of ways, using a range of mediums. Teaching is sustained by ongoing and active scholarship and/or creative activity, and by continuous efforts to improve pedagogical approaches."* Mount Allison University Senate, April 2000.

There are many ways to fulfill Senate's vision of "continuous efforts to improve"; one of the tools that can help us is a reliable instrument and an easy method to acquire student comments on our teaching. Currently, there is uneven use of end-of-semester questionnaires or surveys on

campus, meaning that some professors are missing a valuable opportunity to gather useful, formative feedback about their teaching.

In recent months, the Senate Committee on Teaching and Learning has explored various forms for acquiring student feedback. The SEEQ form—Student Evaluation of Educational Quality—has impressed the Committee and in February it invited Margaret-Anne Bennett from Saint Mary's to visit Mount Allison to describe that university's recent adoption of SEEQ.

This special issue of PAIDEIA gives a brief review of the literature on Student Ratings of Instruction, or SRI (it wouldn't be a real pedagogical concept unless we could abbreviate it!); recounts the recent history of such ratings at Mount Allison; describes the Student Evaluation of Educational Quality form; and invites you to take part in an innovative pilot project using an online version of SEEQ to acquire confidential student feedback for teaching enhancement.



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The Purdy Crawford Teaching Centre  
Mount Allison University  
<http://www.mta.ca/pctc>

## Seeking Student Comments: Why Bother?

Eileen Herteis, PCTC

Is there a direct, causal link between measurement and improvement? The same impulse that drives the overweight to their bathroom scales seduces some universities into believing that, by developing ever more elaborate means of evaluation and mandating their use, we will improve teaching.

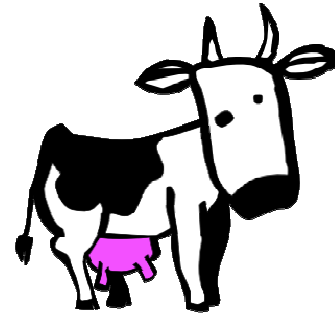
Many of you know that I worked at University of Saskatchewan before coming to the Maritimes, and any rancher on the Prairies will tell you that you don't fatten cattle by weighing them! No more can you improve teaching *simply* by assessing it. Many scholars (Seldin, 1999; Braskamp, Ory & Brandenburg, 1984; Cross & Angelo, 1993) insist that evaluation leads to improvement only when it reveals something new to the instructor; when the instructor is motivated to improve; when the instructor knows *how* to improve.

To this excellent list, I would add my own condition: that evaluation leads to improvement when the instructor and the students have confidence in the form and the process.

Clearly, forms that are poorly designed and implemented will not lead to teaching enhancement. Forms that ask students to comment on or rate items beyond their scope—for example, asking first year students to comment on the currency or mastery of the professor's content knowledge—are unreliable. Feedback that is not presented in a useable format for the professor is unlikely to be heeded.

The SEEQ form, described on page 4, has been extensively tested and used in more than 50,000 courses with over one million students at both the graduate and undergraduate levels. It is a valid and reliable way to collect student ratings of instruction that can lead to improvement.

An important note should be made here: The Purdy Crawford Teaching Centre is not involved in the summative evaluation of teaching: that is, evaluation done for personnel reasons, such as promotion and tenure decisions. **PCTC's domain is formative:** helping professors who wish to seek confidential feedback that will lead to teaching enhancement. (See page 3.)



***You don't fatten cattle by weighing them any more than you can improve teaching simply by evaluating it.***

Perhaps the most pernicious example of teaching assessment without reliability and validity, indeed assessment devoid of integrity, is "ratemyprofessors.ca," a treacherous, tabloid travesty that allows students, anonymously and with impunity, to call professors "arrogant" or "the worst I ever had." Of course, there are some—adoring yet unable to spell, bless them—

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who describe their professor as “a goddess” or “a genius.”

How unreliable is this site? Well, going back to University of Saskatchewan, some of you may have read the recent reports of a faculty member dismissed from the university because of the comments he posted about his colleagues!

***Blaming a teacher alone for my poor performance in is as logical as blaming my priest because I didn't get into Heaven.***

Sites like “ratemyprofessors” are doubly distasteful because they perpetuate the prevalent and dangerous view that students are consumers or ‘clients’ of education rather than partners in it. Blaming a teacher alone for my poor performance is as logical as blaming my priest because I didn't get into Heaven.

Let me go back to my original question: Why bother? Because a well-designed ratings form, like SEEQ, asks objective questions about important aspects of teaching, not just the easiness of a class. Because a well-designed form gathers information that leads to teaching enhancement—and whether we like it or not, whether we have been teaching for four years or forty, our students' comments matter to us! See page 10 for even more reasons to seek student feedback.

**The SEEQ form is described on Page 4. To take part in a pilot project that uses an online version of SEEQ, contact [pctc@mta.ca](mailto:pctc@mta.ca).**

**For more information about the technical aspects of this pilot, please see Toni Roberts' column on page 6.**

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## **Feedback Formative and Summative**

The main difference between formative and summative evaluation is the end purpose of the feedback rather than the format of the questionnaire itself. The following is meant as a guide:

### **Evaluation that is Summative**

- Sums up or determines teaching effectiveness
- Focuses on assessing performance, often for promotion, tenure or hiring decisions
- Is often conducted in fulfillment of contractual obligations
- Is often associated with numerically scored questions (but that need not be exclusively so)

### **Evaluation that is Formative**

- Is conducted to enhance teaching and learning
- Is initiated and controlled by the teacher
- Is the property of the teacher to disclose or not as she pleases
- Can be done during the course
- Can lead to changes and improvement
- Solicits information from self, students, peers
- Is often associated with narrative-response questions (but that need not be exclusively so)

The richness of any teaching evaluation, then, is contingent upon the quality of the questions asked, the teacher's willingness to reflect on and learn from the responses, and to make judicious modifications to her teaching as a result.

**Part of PCTC's mandate is to provide confidential support for teachers involved in formative evaluation of their teaching. The SEEQ project is in line with that mandate.**



## What is SEEQ

The Students' Evaluation of Education Quality (SEEQ) was developed by Dr. Herbert Marsh, University of Western Sydney. Marsh is an internationally recognized expert in the area of psychometrics.

Now in the public domain, SEEQ has been extensively tested and used in more than 50,000 courses with over one million students at both the graduate and undergraduate levels. For example, it has been used at the University of Manitoba for a number of years, and Saint Mary's University has just adopted it campus-wide after extensive research. (See page 5.)

### Professor Self-Rating

The first step in using the SEEQ form is to consider your own teaching, using a self-rating survey. This survey, to be done before you look at the student responses, allows you to place the student comments in the context of your own goals for that class and your own analysis of whether and where you were successful.

### Core Features of SEEQ

Using a five-point scale (strongly agree-agree-neutral-disagree-strongly disagree), the SEEQ examines eight characteristics of effective teaching:

1. Learning
2. Individual Rapport
3. Enthusiasm
4. Examinations
5. Organization
6. Breadth
7. Group Interaction
8. Assignments

Each of these categories contains three or four questions.

For example, the Learning category looks like this, with students responding on a five-point scale:

#### LEARNING

1. I found this course intellectually challenging and stimulating.
2. I learned something that I consider valuable.
3. My interest in the subject increased as a consequence of this course.
4. I learned and understood the subject materials of this course.

There are also two overall questions that ask students to rate the course compared to others taken at Mount Allison and the instructor compared to others at the university.

Students are asked to provide data about their expected grade, whether the course is elective, etc., and to comment on the workload/difficulty of the course.

Two open-ended or narrative-response questions end the questionnaire:

1. Which characteristics of this instructor or course have been most valuable to your learning experience?
2. Which characteristics of this instructor or course are most important for him/her to improve (particularly aspects not covered in this form)?

#### Additional Features

The SEEQ form has a rich question bank from which faculty can choose questions that reflect their own teaching context: labs, studio, hands-on learning. Of course, you can always (contd.)



compose your own questions, too. An entire department that has revamped its curriculum, for example, can tailor questions to give it the student feedback it requires for a number of courses over a number of years.

**A comprehensive web site about the SEEQ form is available at Australia's Curtin University of Technology (<http://lsn.curtin.edu.au/seeq/menu.html>) or linked from the PCTC home page.**

### **Strengths of the SEEQ Form**

Through this combination of self-reflection and reading students' comments, professors enter a cycle of continuous improvement. SEEQ provides valid information on strengths, and it also helps them focus on opportunities for improvement so that they can set priorities and discover means to become more effective teachers.

### **Student Comments Need Context**

The SEEQ instrument, like any questionnaire, is only one source of information on our teaching. Student comments are meaningful when they are compared with previous years' responses; when they are put in the context of the individual teacher's objectives for the course; and when they are housed within a comprehensive document, such as a teaching portfolio, that provides an array of evidence of teaching accomplishment from a variety of sources: self, students, peers and colleagues.

To participate in Mount Allison's SEEQ pilot project at the end of the semester, please contact Eileen at [pctc@mta.ca](mailto:pctc@mta.ca).

For technical details, contact Toni Roberts at [troberts@mta.ca](mailto:troberts@mta.ca).

### **Saint Mary's University Experience**

In January 2002, following an MOU between the university and SMUFU [Saint Mary's University Faculty Union] a committee was formed to explore possible alternative teaching evaluation forms. After nearly two years of meetings, surveying Saint Mary's faculty and students, considering the research literature on evaluation instruments per se and investigating instruments in use at other universities, the committee, chaired by Dr. Shelagh Crooks, Department of Philosophy, submitted a report recommending the Students' Evaluation of Educational Quality (SEEQ) as a replacement for Saint Mary's current form.

In providing a rationale for making their recommendation, the committee indicated that the SEEQ:

- is associated with a wealth of psychometric information which establishes its reliability and validity,
- has both formative and summative applications,
- can be tailored to fit individual teaching contexts,
- provides for clear and efficient feedback,
- is supported by an extensive literature on strategies for enhancing teaching effectiveness.

Dr. Terry Murphy, Vice-President Academic and Research

*Teaching & Learning at Saint Mary's*  
(Spring 2005)

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## Student Ratings and Research Literature

Wilbert J. McKeachie, a renowned educational scholar from University of Michigan, tells the following story:<sup>§</sup>

Some years ago I was a member of a committee administering grants to senior faculty members who proposed to construct or modify their courses to emphasize critical thinking. At an end-of-the-year dinner for the participants, the discussion turned to student ratings, and the usual criticisms were raised.

"Students don't really appreciate a good course until they are out of college."

"Students can't really judge how well they are learning."

"Students only give high ratings to courses with low standards."

It happened that Herb Marsh, a professor at the University of Western Sydney, [and creator of the SEEQ] was visiting me at the time, and I had invited him to be my guest at the dinner. He is probably the world's leading researcher on student ratings of teaching, and as a guest he kept quiet as long as he could. But finally he could stand it no longer and said, "You know, there's a good deal of research evidence on the issues you've raised."

A prominent historian immediately retorted, "We don't care about research evidence; we have our own experience."

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<sup>§</sup> McKeachie, Wilbert J. (1996). *Student Ratings of Teaching*. In *The Professional Evaluation of Teaching*: American Council of Learned Societies. Occasional Paper No. 33.

So what *does* the research literature say? In a recent survey of the student ratings research, James Kulik (Director and Research Scientist for the Office of Evaluations and Examinations at the University of Michigan at Ann Arbor) concludes:<sup>§</sup>

*If anything, the trend seems to be toward an increasing use of student ratings in higher education. Given the ubiquity and longevity of ratings systems, we should be grateful that a research base exists from which we can draw conclusions about the validity and utility of ratings.*

*What do the research studies show? First, that student ratings agree well with other measures of teaching effectiveness: learning measures, student comments, expert observations, and alumni ratings. The correlation between student ratings and examination scores and between ratings and classroom observations is high. Second, research studies also show how useful ratings can be to teachers. The studies show that teachers profit from the information the ratings provide. They profit from ratings alone, and they profit even more from ratings accompanied by instructional consultation. Ratings alone raise teaching effectiveness scores a little. Ratings plus consultation raise effectiveness more.*

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<sup>§</sup>Kulik, James A. (2001). *Student Ratings: Validity, Utility, and Controversy*. In Theall, Abrami, and Mets (eds). *New Directions for Institutional Research*, Number 109.

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## An Abbreviated History . . . .

In 2002, Dr. Carrie MacMillan chaired a committee on student evaluation of teaching at Mount Allison. As a result of the committee's recommendations, and after a visit by Dr. Chris Knapper from Queen's, a pilot project was run in Spring 2003 using a teaching evaluation form developed at Queen's University (QUEST).

QUEST, a machine-readable form, contains 11 core questions, and the professor can choose additional questions from a question bank; these questions are scored numerically. There is room for narrative responses from students to provide formative data.

Several things impeded the adoption of QUEST:

**Cost—**

Mount Allison would have to purchase the rights from Queen's

**Equipment—**

Mount Allison does not own a Scantron machine

**Labour and time—**

Who would compile the narrative responses?

The current Senate Committee on Teaching and Learning, eager to follow up—albeit three years later—on the 2002 report, found SEEQ to be an attractive alternative to the Queen's form and was impressed by the confidence already invested in SEEQ: it has been used by more than a million students in 50,000 courses worldwide.

Furthermore, SEEQ has many of the features of QUEST, including core questions, question bank, and narrative sections, but SEEQ provides more helpful detail to the instructor. Since, it is in the public domain, there are no fees—and Mount Allison has obtained permission from Dr. Herbert Marsh, its creator, to use it.

## Why online?

Why does the Senate Committee on Teaching and Learning favour an online form? The Committee sees at least five benefits:

**Time**

Saves in-class time; increases the time period for students to complete the form; eliminates support staff time and cost for compilation.

**Flexibility**

Faculty can ask pertinent questions; data can be stored securely and accessed easily by the professor

**Quality**

Research shows that students' written comments increase in length and quality with online forms (Northwestern University, Brigham Young University, et al.)

**Cost**

Online is less expensive than paper and the technology and support we already possess at Mount Allison are sufficient.

**Security**

The questionnaire will be password protected on a secure server. It will be accessible only to students in the class. Only the relevant course instructor will be able to access his or her own classes' responses.



**SEEQ and You**  
**Toni Roberts,**  
**Educational Technology Consultant**

Using technology for evaluations, assessments and surveys is not a novel idea. However, a more recent incarnation involves using an online form. This represents a relatively new way to administer and distribute evaluations, assessments and surveys, but one that has quickly caught on and has been done literally millions of times.

Students are becoming quite accustomed to online evaluations; with an estimated 3.1 million student online in 2005, the number of evaluations, assessments and surveys they have completed would be in the multi-millions as well. Tests and exams are given online and can be graded automatically with Learning Content Management Systems (LCMS) such as WebCT. Questions may be long answer, short answer, multiple choice, true/false or matching. They can incorporate equations and symbols.

Assignments can be submitted electronically through drop boxes, while comments from the instructor can be added for students to view at their leisure. Associated grades can be viewed easily online for students as well. Student surveys can be distributed online providing instructors with feedback on any number of topics that do not require grading—the current First-Year Experience survey is an example of this.

Instructors, too, may implement surveys with regards to their teaching using an online approach. Acquiring timely, informative feedback can be very important in improving teaching effectiveness.

Although research seems to indicate that the number of respondents *may* be lower with online evaluations than face-to-face, many agree that it is perhaps better to get fewer carefully considered responses than a larger number of quickly completed surveys done in the last 5 or 10 minutes of the last day of class.

Online teaching evaluations allow time for students to consider the questions, plan thoughtful responses, and take as much time as needed to fully complete the evaluation. Students also have the flexibility to complete the evaluation at their leisure. Online evaluations allow the faculty member to customize their questions more easily, along with providing immediate statistics. (See page 7 for more information about the benefits of using online forms to acquire student feedback.)

Whether online or paper-based, however, using tested and proven evaluation questions ensures trustworthy results. SEEQ, the Student Evaluation of Educational Quality, has been used for over 30 years in thousands of classes. Transforming SEEQ into an online form can be done rather simply with the help of an LCMS, such as WebCT.

As a pilot project, the Senate Committee on Teaching and Learning has digitized SEEQ and is making it available on WebCT for faculty members to use for their courses. Mount Allison professors can customize the form by adding to the core questions—either by choosing from the extensive database of additional questions or by creating new questions of their own.

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WebCT is a good platform for administering this questionnaire. SEEQ contains both multiple-choice and open-ended questions, and WebCT provides both detailed statistics for multiple-choice questions and all the responses to the open-ended questions in an easy-to-read format. Faculty members can view the students' responses online or download them for viewing later.

For the students, completing the form is straightforward. The students click the icon for the evaluation and are off and running.

The questions can be delivered in a number of ways, but the most common delivery is for all questions at once. The students simply read each question in order, save their answer and continue with the next question. When they have answered each question and saved their response, they click the 'submit' box. Conveniently, students may also complete a portion of the form and return to it later. The surveys are anonymous; the instructor is made aware only of who has completed the form. Even this information, however, can be kept from the instructor by an administrator of the system.

From a faculty perspective, there are many options that can be controlled: How the questions are delivered, one at a time or all at once, the availability period for the questions, and the order of the questions. Most importantly, only the students on the WebCT classlist will have access to the online form. The feedback, both numerical and written is available only to the course teacher who can then decide who—if anyone—sees those comments.

This latter control is very important and exceeds what is possible with a paper version.

**Maintaining Integrity and Confidentiality . . .**

***Only the students whose names are on the WebCT class list will have access to the online form.***

***The feedback, both numerical and written, is available only to the professor.***

***Only the professor can then decide who—if anyone—sees that feedback.***

Online teaching quality surveys incorporate many conveniences and tools that paper-based evaluations can't provide. For faculty and students alike, online options, and the use of communication and information technology generally, are becoming increasingly convenient and popular. As they become more easily accessible, they become more developed and sophisticated. Combining the benefits of such technology with sound pedagogy provides the best possible learning and teaching experience.

**If you are interested in learning more about how SEEQ works, come to one of the following sessions:**

**March 20<sup>th</sup> from 4:00 pm to 5:00 pm OR  
March 21<sup>st</sup> from 3:30 pm to 4:30 pm  
(Both in Bennett G03)**

**In the meantime, if you have questions about the technical side of SEEQ, please do not hesitate to contact me at [troberts@mta.ca](mailto:troberts@mta.ca).**

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### Why bother? Acquiring feedback on your teaching can help you . . .<sup>§</sup>

1. To become aware of your skills, achievements and strengths
2. To look for patterns (e.g., comparing comments over a number of years)
3. To document your strengths and efforts to improve (e.g., in a teaching portfolio)
4. To identify new approaches to help you meet your teaching objectives
5. To develop an effective teaching development plan by:
  - clarifying your values, teaching objectives and goals
  - assessing your skills
  - translating perceived gaps into learning objectives or opportunities
  - selecting appropriate development activities
  - identifying and using resources
  - developing strategies for continuous growth

<sup>§</sup> Adapted from: Whitaker, U. and P. Breen. (1996). *Bridging the Gap: A Learner's Guide to Transferable Skills*.

***[I]f university teaching is to be a professional activity, then the honest appraisal of ourselves and our peers is surely an inherent part of our role and obligations as teachers. And it is an essential component of the scholarship of teaching, if we are to gather data that can improve our own practice and inform a more general understanding of effective teaching strategies.***

Knapper, C. (2001). in *Fresh Approaches to the Evaluation of Teaching*. San Francisco: Jossey-Bass.

### Including Student Feedback in Your Teaching Portfolio

Portfolios can have a very positive influence on teaching quality. As teachers make a more conscious effort to gather a pool of information from which to draw evidence of their effectiveness, they may do a number of things:

- read about and try new teaching techniques
- attend instructional development programs
- participate in peer consultation
- gather formative evaluation of teaching from their students

A teaching portfolio allows professors to think about (for themselves) and contextualize (for others) student ratings and comments.

For example, creating a portfolio that balances reflection with evidence gives you the chance to explore why you do certain things in the class or lab, to consider what has worked and what hasn't, and to decide what you will continue to do and what you will modify.

A portfolio encourages more self-awareness and intentionality about teaching. It provides a means of reviewing your teaching priorities, practices, and preferences. And feedback from students is one of the essential components of the teaching portfolio as recommended by the 1986 CAUT document: *The Teaching Dossier: A Guide to Its Preparation and Use*.

For information about teaching portfolios, please contact Eileen at [pctc@mta.ca](mailto:pctc@mta.ca), or visit the PCTC resources page at [www.mta.ca/pctc](http://www.mta.ca/pctc).



### In Their Own Words . . . .

*Our new regular column in PAIDEIA continues this issue with some comments from Dr. Nauman Farooqi, Commerce. Nauman has received the Paul Paré Award of Excellence and was last year's SAC Social Science Professor of the Year.*

#### **Do you have a philosophy of teaching?**

My teaching philosophy is built on the fundamental principle of linking theory with practice. I strongly believe that undergraduate students need to acquire a broad knowledge base, develop critical skills, and be exposed to the real world. Mount Allison's philosophy of developing a "whole student" integrates with my own thinking. Mount Allison, thus, provides an ideal environment for a mutually beneficial intellectual evolution for me and the learning/academic community.



Linking theory with practice allows students to develop an appreciation of how theoretical frameworks are manifested in the real world. This approach allows them to observe theoretical concepts come alive in the practice, and challenges and stimulates them in the learning process. In order to facilitate this

learning process, it is important to maintain interest and vigor in the course. This is accomplished by using various pedagogical approaches. I see my role as a facilitator who assists in the evolution of "learning", rather than a teacher who is interested only in "teaching".

An important element of this philosophy is to keep abreast with latest developments in my field of study. Therefore, an active research agenda is an important building block of this approach.

#### **How did you develop this philosophy?**

In 1990 my dad suffered a heart attack. He was a successful entrepreneur running a travel services company in Pakistan. I immediately flew back from the United States, where I was on the verge of completing my Ph.D. After a couple of weeks, he asked me to return to the United States to finish work on my dissertation. I was quite reluctant to leave him. After several unsuccessful attempts to convince him to allow me to help him with his work, I wrote a formal letter seeking employment in the business.

During the next couple of days, I waited in tense anticipation for his reaction. Nothing happened! He did not once mention the letter or bring up the subject at the dinner table. A couple of days later, I received a very official letter from his office bearing his signature. He thanked me for my application and congratulated me on my academic accomplishments. He pointed out, however, that the minimum qualification required for the job was a Ph.D. in business and suggested that I reapply after completing my program of study. I finally surrendered and reluctantly returned to complete my degree.

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Four months later he passed away after suffering another massive heart attack. I returned to Pakistan and took over the business, confident in my academic credentials to run the enterprise. I was in for a rude shock. I learned an important lesson that academic qualifications were no substitute for hands-on business experience. This experience has shaped the way I feel about business education and drives my teaching philosophy.

### **Have other experiences shaped your philosophy?**

My teaching philosophy has been shaped by both my academic and corporate experiences. I believe in a lifelong learning process and my teaching philosophy is guided by this principle, which is not static but an ever-evolving dynamic as I learn and acquire more experience. My doctoral degree, with a major in finance and minor in marketing, provided the foundation to recognize, accept, and integrate different fields of knowledge in the learning process. This academic foundation was strengthened by my work in various corporate and government sectors. This experience gave me the opportunity to observe closely how theory interfaces with practice.

Working in different countries and interacting with people of different cultures has also helped me in developing an appreciation of the subtle differences in application of theory.

All these influences have impacted my teaching philosophy and have assisted me in facilitating the range of courses I have taught at Mount Allison.

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### **Coming Events**

*Visit the PCTC website for links and details about the following events:*

#### **The Scholarship of Teaching & Learning**

10th Annual Dalhousie Conference on  
University Teaching and Learning  
Dalhousie University, May 2-4

#### **Knowledge and Its Communities**

26th Annual STLHE Conference  
University of Toronto,  
June 14-17

#### **23rd Annual Faculty Development Summer Institute**

University of Prince Edward Island  
July 31-August 4

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### **And Remember . . .**

**To participate in the SEEQ pilot project this semester, contact Eileen at [pctc@mta.ca](mailto:pctc@mta.ca)**

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