

Faculty Performance Review

Confederation College is committed to the implementation of a consistent evaluation process for all faculty, regardless of their employment status (full-time, part-time, partial load or sessional).

Purpose

The purposes of performance evaluation of faculty are listed below.

Summative Performance Evaluation:

1. ensures that performance is consistent with organizational mission, values and goals
2. meets the external demands for accountability and thus ensures credibility of the institution

Formative Performance Evaluation:

3. continually enhances individual faculty performance
4. identifies areas of individual professional development and personal growth
5. facilitates communication between faculty, students and the Dean/Manager

Frequency

Faculty evaluation will be performed according to the following timelines (unless circumstances warrant otherwise):

1. Probationary Faculty – once every four months
2. Full time – every three years
3. Partial load faculty – once every four months for first 24 months, every three years thereafter
4. Part time/Sessional faculty – once per semester

Components of Evaluation Process

There are both mandatory and optional components for each of the types of evaluations. These are listed below:

Mandatory Tools for Summative Evaluation:

1. Faculty Performance Review Form (Levels 1,2,3)
 - 1.1 An evaluation form based on criteria set out in the Outcomes and Indicators of Effective Teaching (or Counselling). This form shall be completed once every three years with full time faculty.

Optional Tools for Summative Evaluation:

2. Portfolio
 - 2.1 A collection of performance related information maintained by the faculty member.
3. Other Tools
 - 3.1 May be listed under Formative Evaluation below, but may be used for summative purposes where appropriate.

Mandatory Tools for Formative Evaluation:

4. Student Feedback
 - 4.1 A formal questionnaire completed by students to provide feedback to faculty. For probationary and part time faculty, this shall be done each semester in at least one class and for full time faculty, at least once in an academic year. The results are collated by support staff and forwarded to the Dean/Manager; then copies are forwarded to faculty once grades are submitted. These results should become part of the faculty's portfolio.
 - 4.2 In the event of negative student feedback, further investigation may be triggered. This may include all courses that the faculty member teaches being surveyed.

Optional Tools for Formative Evaluation:

5. Supervisor Observation and Feedback
 - 5.1 Where the Dean/Manager observes a class taught by a faculty member and provides written feedback to the faculty member.
 - 5.2 Where the Dean/Manager discusses ongoing matters with the faculty member.

6. Peer Feedback
 - 6.1 Used when a faculty member invites a peer to review his/her class.
 - 6.2 Peer feedback will be used for formative purposes only.
7. Community Feedback
 - 7.1 Where a community representative observes a class/clinical field placement taught by a faculty member and provides written feedback to the faculty member. This is helpful in areas of specialty, where an outside opinion may be helpful to the Dean/Manager.
8. Small Group Instruction Diagnosis (SGID)
 - 8.1 A method of evaluation that uses facilitated small group discussion among students to provide feedback to an instructor for the purpose of improving teaching, developing ideas for strengthening the course, and enhancing communication between students and teacher about the teaching and learning process.
 - 8.2 SGID will be used for formative purposes only.

Partners in Faculty Evaluation

The stakeholders involved in the evaluation of teaching performance include:

1. Faculty Member
2. Dean/Manager
3. Students
4. Student Union of Confederation College Inc. (SUCCI)
5. Human Resources Services

The responsibilities and accountabilities of each of these partners are outlined as follows:

1. FACULTY

- 1.1 Complete a self-assessment using the “Faculty Performance Review Form” for use as a starting point for discussions with the Dean/Manager.
- 1.2 Meet as required with Dean/Manager to discuss performance and performance related documentation.
- 1.3 Identify professional development needs and interests.
- 1.4 Review and discuss feedback from Dean/Manager’s observations of teaching, students’ evaluation and/or peer or community review.

- 1.5 Participate in the review and revision of the Faculty Evaluation Process as required.

2. DEAN/MANAGER

- 2.1 Set appointments with faculty on a regular schedule to review and discuss performance and related documentation.
- 2.2 Provide support to any faculty member requesting assistance with the faculty evaluation process.
- 2.3 Observe faculty in the teaching environment at the appropriate intervals and meet with the faculty immediately following the observation to review and discuss the observation.
- 2.4 Arrange for the distribution, collection and tabulation of *Student Evaluation of Teacher Performance* forms.
- 2.5 Discuss results of the *Student Evaluation of Teacher Performance* with the faculty member, as requested or required.
- 2.6 Complete the *Faculty Performance Review Form* and discuss the faculty member's accomplishments during the cycle, with specific reference to the performance portfolio at least once every three years (adhering to the pre-established schedule), or as requested or required.
- 2.7 Submit the signed *Faculty Performance Review Form* to the appropriate Senior Team member for review and signature, adhering to the pre-established schedule.
- 2.8 Provide a copy of completed *Faculty Performance Review Form* to faculty member.
- 2.9 Ensure that a copy of the *Faculty Performance Review Form* is forwarded to Human Resources Services no later than June 30 of the scheduled year.
- 2.10 Participate in the review and revision of the Faculty Evaluation Process as required.

3. STUDENT

- 3.1 Identify areas of concern to faculty member and/or academic coordinator.
- 3.2 Complete *Student Evaluation of Teacher Performance* form(s) as requested.
- 3.3 Identify unresolved issues to S.U.C.C.I. for guidance.

4. STUDENT UNION OF CONFEDERATION COLLEGE INC. (S.U.C.C.I.)

- 4.1 Inform students of the importance of student involvement in faculty evaluation and their involvement in the process, i.e. during orientation, through the Student Handbook, and on other occasions.
- 4.2 Direct students with concerns to appropriate people (faculty, coordinator, Dean/Manager, counsellor)
- 4.3 Participate in the review and revision of the Faculty Evaluation Process as required.

5. HUMAN RESOURCES SERVICES

- 5.1 Provide training to Dean/Managers, faculty members and others implementing the evaluation process.
- 5.2 Provide training to faculty regarding the completion of a professional portfolio.
- 5.3 Introduce newly hired faculty to Confederation College Performance Evaluation Process during employee induction.
- 5.4 Assist Dean/Managers in preparing performance review schedules.
- 5.5 Maintain tracking system and ensure that evaluations are being performed per the established schedule.
- 5.6 Receive copy of faculty evaluation and verify that it has been signed by all appropriate parties.
- 5.7 Maintain completed evaluations in employee's personnel file.
- 5.8 Collect and maintain records of professional development goals and use this information to prepare professional development offerings.
- 5.9 Lead the review and revision of the Faculty Evaluation Process as required.