

**TITLE: FACULTY PERFORMANCE**

**POLICY STATEMENT:**

All faculty members of Red Deer College (RDC) demonstrate their commitment to and accomplishment of the Professional Responsibilities of Faculty of RDC throughout their appointments as faculty members. These responsibilities and procedures are outlined in this policy.

Through their assessment of a faculty member's performance, in accordance with this policy, Associate Deans and Deans indicate the extent to which the individual meets expectations relative to their professional responsibilities in their discipline expert role, in their teaching and learning role, as a member of their department and the community of RDC, and as a member of the external community.

**PURPOSE:**

RDC is committed to providing learning opportunities and services of high quality to students and the community. A measure of this commitment to quality and to student success is the continuous development, support, and assessment of all programs, services, faculty, and staff. The Faculty Performance Policy identifies the responsibilities and procedures associated with the assessment and development of faculty performance.

**SCOPE:**

This policy applies to all faculty employed at RDC.

**PRINCIPLES:**

**1. The following principles apply to all policies at RDC:**

- 1.1. Treat all persons fairly and respectfully.
- 1.2. Are non-discriminatory and non-intrusive.
- 1.3. Incorporate open, honest and timely communication.
- 1.4. Are made in a timely manner.
- 1.5. Provide appropriate confidentiality and privacy.
- 1.6. Provide appropriate access to the College and education.
- 1.7. Ensure that all persons have access to informed support regarding policies, procedures, rights and responsibilities.
- 1.8. Operate with clear written expectations for conduct and handling of complaints.
- 1.9. Meet all regulatory standards.
- 1.10. Maintain and clearly state a high standard of instruction and administration in all areas of educational programs and services.
- 1.11. Are communicated in alternate forms to those who require such accommodation.

**2. Specifically for this policy:**

- 2.1. The policy considers evidence of a faculty member's performance to be part of a whole with no individual piece of evidence given priority.

- 2.2. All actions defined in the policy are congruent with the current FARDC/RDC Collective Agreement.
- 2.3. RDC values excellence, exploration, integrity, inclusiveness, accountability, and community. The College provides policies that focus our efforts in support of these values.
- 2.4. All Faculty Members at RDC are carefully selected and their performance developed, supported, and assessed prior to the granting of continuous appointment and, whenever possible, prior to the renewal of any contract.
- 2.5. Throughout their appointments, faculty members are provided ongoing support, assessment, and professional development opportunities.
- 2.6. Faculty Members assume responsibility for their own professional growth with assistance from peers, Associate Deans, and Deans. It is a collaborative effort and process.
- 2.7. The focus of the faculty performance review process is on growth and professional development. In order to ensure quality instruction for students, information gathered in the self-reflection process as defined in this policy is utilized by Associate Deans and Deans in developmental and assessment considerations.
- 2.8. The Faculty Performance Committee, the Centre for Teaching and Learning (CTL), Strategic Planning and Analysis, and the Faculty Professional Development Committee co-operate in supporting and promoting the policy.

### **PROFESSIONAL RESPONSIBILITIES OF FACULTY AT RED DEER COLLEGE:**

The following describes the professional responsibilities of faculty at RDC. **This list is not intended as a checklist.** Expectations will be different for each discipline and faculty member. Full consideration of each indicator is not required and faculty members may wish to include other expectations in some categories. Growth is expected throughout one's career.

#### ***A faculty member at Red Deer College:***

##### **Primary Role**

- Demonstrates excellence in various roles as defined by workload assignment and by the FARDC Collective Agreement.
- Engages in reflective practice.
- Has mastery of his/her discipline.
- Communicates course outlines, classroom protocols, and expectations.
- Consistently and clearly explains consequences to all students.
- Maintains open, honest, timely communication.
- Applies effective teaching strategies.
- Plans and accomplishes class learning objectives consistent with course outline.
- Creates a stimulating, effective, and learning-centered environment.
- Encourages and supports students in growing towards assuming responsibility for their learning.
- Provides a variety of learning experiences to meet the needs of diverse learners.
- Incorporates current instructional practices into the learning experience when appropriate.
- Seeks input from students.
- Actively engages students in the learning process.

- Inspires students by exhibiting enthusiasm for teaching, learning, and subject.
- Balances individual learner needs with group needs.
- Makes appropriate accommodations based on student needs.
- Is approachable and accessible to students for course assistance and academic advice.
- Adjusts teaching methods to address feedback information.
- Creates an open, safe, and supportive learning environment, and respects diversity.
- Incorporates technology into learning experiences when appropriate.
- Creates experiential learning opportunities.
- Manages the physical learning environment effectively.
- Uses effective communication and feedback strategies.
- Integrates research and scholarship into classroom and College activities.
- Encourages creativity.
- Values originality.
- Encourages and facilitates critical thinking and enquiry.
- Fosters an exchange of ideas and an atmosphere that invites diversity of opinion, values, and beliefs.
- Provides feedback and consultation in a helpful, constructive manner.
- Respects the right of all individuals to access appeal processes.
- Employs formative and summative student evaluation practices.
- Engages in scholarly activity.
- Contributes to the advancement of his/her discipline.
- Is organized, original, creative, and innovative in scholarship.
- Conforms to professional responsibilities for conduct for the professional association of the discipline, where such exists.
- Maintains relevant professional affiliations.
- Engages in and encourages innovative thinking and creation of knowledge.
- Provides formative feedback to peers, mentors new members of faculty, and supports the learning community of RDC.

### **Department/School Role**

- Actively participates as a member of the department team in program planning, curriculum development and review, problem solving, and project work.
- Shares knowledge and expertise.
- Contributes new ideas.
- Maintains relevancy and currency of program and course curriculum.
- Ensures that course curriculum is congruent with department direction.
- Seeks input from peers.
- Maintains and upholds professional responsibilities for conduct.
- Fulfills obligations as per the Terms of Reference for School Councils.

### **College and External Community Role**

- Shares ideas, discipline knowledge, and instructional strategies within the College community and in the wider community.

- Treats students, colleagues, and other members of the College community with respect, fairness, and courtesy.
- Offers assistance, information, and consultation within the College community and the wider community.
- Consistently acts in accordance with College values and RDC Leadership Principles.
- Ensures that course curriculum is congruent with College direction.
- Honours contractual responsibilities, policy requirements, and personal commitments.
- Responds to formal evaluation and informal feedback in a timely and appropriate manner.
- Uses College resources appropriately.
- Participates in cross-department and College-wide task teams, initiatives or committees.
- Collaborates with partners within the College and within the community.
- Contributes to our local, regional, and global communities.
- Represents a positive image of the College.

### **Professional Development Role**

- Engages in professional development activities related to discipline and teaching.
- Ensures currency of discipline knowledge.
- Seeks new opportunities for learning.
- Supports and contributes to the growth of other members of the College community.

### **DEFINITIONS:**

**Associate Dean:** The title Associate Dean shall refer to the exempt (non-union, non-association) individual, reporting to their Dean, responsible for the direct supervision of members. This individual may or may not be known by the title of Associate Dean.

**Continuous Appointment Portfolio:** An organized collection of documents in either a paper or e-portfolio format, for presentation by probationary members to the Continuous Appointment Committee, which includes:

- a. Three-year Retrospective Report (written by the candidate)
- b. Associate Dean's Summative Report
- c. Dean's Letter of Recommendation
- d. Faculty Self-Reflective Reports for years one and two
- e. Associate Dean's Year-End Reports for years one and two
- f. All Peer Observation Reports for the Probationary Period
- g. All SGIF Reports for the Probationary Period
- h. All SFI results for the Probationary Period
  - h.1. All statistical summaries (Class Result, Department Collective, College Collective)
  - h.2. Student comments
- i. Any other relevant information (e.g. professional responsibilities in addition to teaching and scholarship)
- j. Any other additional information requested by the Associate Dean or Dean
- k. A brief curriculum vitae (CV)

**Dean:** The title Dean shall refer to the exempt (non-union, non-association) individual, reporting to the Vice President Academic, responsible for the overall personnel management of members. This individual may or may not be known by the title of Dean.

**Faculty Member:** Any individual who is a member of the Faculty Association of RDC as specified in the FARDC/RDC Collective Agreement.

**Faculty Annual Development Plan:** An outline written by probationary and sessional faculty showing reflection and proposing a variety of activities to support their growth and development over the coming year. The Faculty Annual Development Plan is signed by the faculty member and Associate Dean (access this report from the Forms Index).

**Faculty Self-Reflective Report:** An annual report which is submitted to the Associate Dean and which summarizes the faculty member's development in their disciplines, their teaching and learning roles, their roles in their departments and the community of RDC, and their roles in the external community. The report references the Professional Responsibilities of Faculty at RDC.

**Feedback:** Feedback provided to the faculty member in the form of dialogue and/or through instruments providing qualitative and/or quantitative information. Feedback from peers is formative in nature.

**Formative Plan:** A plan that a faculty member and Associate Dean may, if it is deemed necessary, write together to address performance issues, and which will be reviewed at a later date (access this report from the Forms Index).

**Formative Plan Report:** A report written by a faculty member of the formative actions that have been completed as per the Formative Plan. The Formative Plan Report is submitted to the Associate Dean at the end of the specified period.

**Peer Observation:** Observation by a faculty member of another faculty member with the focus on teaching and student interaction, not course content. The CTL maintains the practices and process documents for these observations. Faculty should consult with the CTL for the most current information (access this report from the CTL).

**Performance Package:** A report for the academic year which is submitted to the Associate Dean and which includes:

1. Faculty Self-Reflective Report
2. Peer Observation Reports and SGIF Reports
3. SFI results with student comments
4. Any other relevant information (e.g. professional responsibilities in addition to teaching and scholarship)

**Primary Role Responsibilities:** The responsibilities normally associated with the major part of the work for the faculty member's position.

**Reflective Practice:** Ongoing thoughts about effectiveness and written summations of those thoughts with a view to incorporating the insights into subsequent practice. Faculty should consult with the CTL for more information on reflective practice.

**Roster of Peer Observers:** Faculty members who are trained in observation of teaching and provision of feedback on effective teaching and learning processes. The CTL maintains the list of peer observers. Faculty should consult with the CTL for details.

**Roster of SGIF Facilitators:** Faculty members who are trained to facilitate and report on the outcomes of Small Group Instructional Feedback processes (see SGIF definition). The CTL maintains the list of SGIF facilitators. Faculty should consult with the CTL for details.

**SFI (Student Feedback Instrument):** SFIs are a means by which students provide feedback on instruction at RDC, using an instrument approved by the Faculty Performance Committee.

**SGIF (Small Group Instructional Feedback):** A type of student feedback information. The CTL maintains the practices and process documents for these observations. Faculty should consult with the CTL for the most current information (access this report from the CTL).

**Summative Report:** Associate Deans write a summary providing an assessment of a faculty member's performance for the probationary period relative to the Professional Responsibilities of Faculty at RDC for the Continuous Appointment Portfolio (access this report from the Forms Index).

**Three-Year Retrospective Report:** In the final year of probation, the faculty member writes a report reviewing the probationary period.

**Year-End Report:** Associate Deans write an annual summary providing an assessment of a faculty member's performance relative to the Professional Responsibilities of Faculty at RDC (access this report from the Forms Index).

#### **GUIDELINES:**

1. Associate Deans and Deans act fairly, reasonably, and in good faith in the administration of performance development, performance reviews, formative plans, and summative assessments, as outlined in this policy.
2. It is a responsibility of continuous faculty members to provide formative feedback to peers, to mentor new members of faculty, and to support the learning community of RDC.
3. The role expectations of faculty members of RDC include faculty members' commitment to and self-reflection on their responsibilities as a faculty member.

#### **PROCEDURES:**

##### **1. Development and assessment procedures:**

- 1.1. The requirements for the review of faculty performance vary depending on the nature of the faculty member's appointment.
- 1.2. The procedures are documented separately for each of the groups of faculty including continuous, part-time, probationary, and sessional members.
- 1.3. The CTL provides a roster of trained peer observers from disciplines throughout the College for faculty members to gain input focused on the teaching/learning process or to gain input from a variety of perspectives.
- 1.4. The CTL provides a roster of experienced faculty to act as trained facilitators for SGIF's.
- 1.5. The College indemnifies faculty members in respect of any claims that might be made against them personally as a result of their undertaking observational activities as specified in the Faculty Performance Policy (FARDC/RDC Collective Agreement).

## 1.6. Student Feedback (SFI's and SGIF's)

- 1.6.1. All faculty members receive feedback using the procedures and feedback instruments approved by the Faculty Performance Committee. Some exceptions are noted; for example courses in which students can be identified (such as studio courses and private music lesson courses).
- 1.6.2. Summaries of all SFI results are reviewed by Associate Deans and are elements in the development, support, and assessment of faculty. Student feedback shall be obtained from students in each course using the instrument approved by the Faculty Performance Committee. The College uses the results of the SFIs to assess instructor performance and institutional effectiveness. Instructors use the results to improve the learning experience. SFIs are an evaluation of the instructor and not a program evaluation.
- 1.6.3. Instructors in programs that do not use the term system (e.g. Trades, Nursing), in consultation with their Associate Dean, obtain student feedback equivalent to that of faculty in term-structured programs.
- 1.6.4. Counsellors, faculty coaches, learning designers, and librarians obtain, in consultation with their Associate Dean, student and/or faculty feedback equivalent to that obtained by teaching faculty in term-structured programs (see Appendix V).

## 1.7. Other Feedback

- 1.7.1. In consultation with the Associate Dean, faculty members may provide other forms of feedback to complement the normal feedback. Examples of such extraordinary feedback might include, but are not limited to, evidence of ongoing reflective practice, individual class feedback, or critical incident reports.

## 2. Appointment-specific procedures:

Refer to the following procedures (Appendices I-V) specific to the nature of the faculty member's appointment:

Appendix I:	Continuous
Appendix II:	Part-Time
Appendix III:	Probationary
Appendix IV:	Sessional
Appendix V:	Alternative Evaluation for Counsellors, Faculty Coaches, Learning Designers, Librarians, and other Faculty Positions Not Listed

## 3. Dispute resolution procedure:

Refer to the FARDC/Red Deer College Collective Agreement.

**OFFICER RESPONSIBLE:** Vice President Academic

Responsibility for drafting the policy, consulting appropriately, and reviewing the policy from time to time rests with the Faculty Performance Committee. The Vice President Academic oversees this process and carries the policy forward through the recommending and approval process.

**POLICY CATEGORY:** Non-Academic

**RECOMMENDING AUTHORITY:** Deans' Council

The Faculty Performance Committee reviews the effectiveness of this policy on an ongoing basis and advises on any changes to the policy through consultation with FARDC and with the College. Policy change revisions comply with any provisions in the FARDC/RDC Collective Agreement and are made to Deans' Council who recommends to the President of Red Deer College for approval.

**CONSULTATION FOR REVIEW:** FARDC, Faculty Performance Committee, Deans' Council, Associate Deans

**POLICY REVIEW DATE:** September 2020

**EFFECTIVE DATE:** July 1, 2017

**REVISION HISTORY:** July 1, 2006  
September 1, 2009  
January 3, 2011  
November 2, 2016  
July 1, 2017

**RELATED POLICIES:** None

**CONNECTION TO BOARD POLICIES:**

All RDC policies support relevant Board of Governors policies.



## Appendix I

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### Continuous Faculty

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***Performance review for continuous faculty members emphasizes continued professional growth and development, leadership, and accountability.***

### Responsibilities for Performance Evaluation:

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#### **Continuous Appointment faculty members:**

- demonstrate performance consistent with the primary roles described in the Professional Responsibilities of Faculty at Red Deer College outlined in this policy.
- manage their own professional development.
- engage in appropriate activities to maintain and enhance their disciplinary and instructional expertise.
- contribute to the College through activities such as School Councils, College-wide committees, scholarship, peer mentorship, and sharing their expertise.
- contribute to the external community.
- submit to the Associate Dean an annual Faculty Self-Reflective Report.

#### **The Associate Dean:**

- reviews the annual Faculty Self-Reflective Report in conjunction with the summary of student feedback.
- writes a Year-End Report.
- submits appropriate documentation to Human Resources for the faculty member's personnel file.
- is responsible for all assessment decisions.

### Procedures:

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- a. The continuous faculty member conducts primary role responsibilities, contributes to the College community, contributes to the external community in relation to their role at the College, and manages his or her own professional development throughout the year.
- b. The faculty member receives SFIs from a minimum of 50% of the course sections each term/intake.
- c. The faculty member submits an annual Faculty Self-Reflective Report to the Associate Dean by May 15, or, at the discretion of the Associate Dean, two weeks after the last day to submit grades for the faculty member's last instructional term of the academic year.
- d. The Associate Dean reviews the annual Faculty Self-Reflective Report and the summary of student feedback in relation to the Professional Responsibilities of Faculty at Red Deer College.
- e. The Associate Dean writes a Year-End Report and discusses with the faculty member, normally within 30 days of receipt but no later than the start date of their next instructional term.
- f. The faculty member signs indicating agreement or disagreement and may provide comments.
- g. If the Associate Dean and faculty member are not able to reach agreement, the Associate Dean forwards the Year-End Report and the Faculty Self-Reflective Report to the Dean. The Dean reviews the Year-End Report and the Faculty Self-Reflective Report. The Dean then signs the Year-End Report as acknowledgement of the disagreement. The Year-End Report and Faculty Self-Reflective Report are then returned to the Associate Dean.

- h. The Associate Dean submits the Faculty Self-Reflective Report along with the Year-End Report to Human Resources for the faculty member's personnel file.
- i. The Associate Dean or Dean may follow up with an interview to discuss highlights of accomplishments, to link interests and activities across the College, and to encourage full expression of faculty contribution.

## Formative Plan

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- a. The Associate Dean may determine that a Formative Plan is warranted in order to conform to the Professional Responsibilities of Faculty at Red Deer College.

Indications that this may be necessary may come from any of the following:

- i. A signed formal complaint.
  - ii. Evidence of not meeting the Professional Responsibilities of Faculty at Red Deer College.
- b. If a Formative Plan is required, the faculty member and the Associate Dean together prepare a plan, to be written by the faculty member, that will address:
  - i. The Professional Responsibilities of Faculty at Red Deer College that are not being met.
  - ii. Suggested actions to bring about improvement.
  - iii. Data to be used to evaluate improvements.
  - iv. Timelines required to complete the plan.
- c. If a Formative Plan is required, the faculty member writes, at the end of the specified period, an evaluation report of the formative actions that have been completed. The Formative Plan Report is submitted to the Associate Dean.
- d. The Associate Dean may require that the member undertake a comprehensive summative evaluation similar to that undertaken for the final year of probation.

## Appendix II

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### Part-Time Faculty

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*The process for the development and assessment of part-time members balances the reality of time constraints with the need to ensure the best possible educational experiences for our students.*

### Scope of Accountability in Performance Evaluation

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#### Part-time faculty members:

- demonstrate performance consistent with the primary roles described in the Professional Responsibilities of Faculty at Red Deer College outlined in this policy.
- manage their own growth and professional development in consultation with the Associate Dean.
- arrange peer observations.
- submit a Performance Package.

#### The Associate Dean:

- reviews the faculty member's Performance Package.
- writes a Year-End Report.
- meets with the faculty member.
- submits appropriate documentation to Human Resources for the faculty member's personnel file, including a decision for future employment eligibility.

### Procedures

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- a. The part-time faculty member meets with the Associate Dean, in a timely manner, to discuss the Faculty Performance Policy.
- b. For at least the first two contracts, the faculty member writes a Faculty Self-Reflective Report using appropriate input and submits, in a timely manner, a Performance Package to the Associate Dean. For two contracts in the same academic year, the part-time faculty member may submit one Performance Package following consultation with the Associate Dean. The Performance Package includes:
  - i. Faculty Self-Reflective Report.
  - ii. Peer Observation Report when possible.
  - iii. SFI results with student comments.
  - iv. Any other relevant information (e.g. professional responsibilities in addition to teaching, scholarship, SGIF report).
- c. The Associate Dean reviews the faculty member's Performance Package, and writes a Year-End Report. The Year-End Report includes a recommendation regarding eligibility for subsequent employment. The Associate Dean may meet with the faculty member to discuss the Year-End Report.
- d. The faculty member signs indicating agreement or disagreement and may provide comments.
- e. If the Associate Dean and faculty member are not able to reach agreement, the Associate Dean forwards the Year-End Report and the Faculty Self-Reflective Report to the Dean. The Dean reviews the Year-End Report and the Faculty Self-Reflective Report. The Dean then signs the Year-End Report as acknowledgement of the disagreement. The Year-End Report and Faculty Self-Reflective Report are then returned to the Associate Dean.

- f. The Associate Dean submits appropriate documentation to Human Resources for the faculty member's personnel file.
- g. After two satisfactory assessments in the same discipline, part-time faculty members submit, in a timely manner, a brief Faculty Self-Reflective Report (includes SFI results and other relevant material) to the Associate Dean outlining their activities and accomplishments.
- h. A faculty member may request additional assessments. If a faculty member has had two assessments in one setting (e.g. lab, shop, clinical), they may choose to subsequently have an assessment in another setting (e.g. classroom).
- i. The Associate Dean may require additional observation and evidence of development as a condition of any subsequent part-time contracts.

### Probationary Faculty

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***The three-year probationary process follows a developmental model with the faculty member assuming responsibility for his or her own professional growth and development.***

**Year One:** *The emphasis is formative. The goals in year one are to develop skills in the faculty member's primary role and to become familiar with the department and College culture. The Associate Dean forms a mentoring relationship with the new faculty member.*

**Year Two:** *The emphasis is both formative and summative but incorporates increased expectations for contributions within the faculty member's department or School.*

**Year Three:** *The emphasis is summative and is normally the year leading to continuous appointment. Faculty members are assessed for development within their primary role, department/School role, College and external Community role, and professional development role.*

### Scope of Accountability in Performance Evaluation:

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#### **Probationary faculty members:**

- demonstrate performance consistent with the primary roles described in the Professional Responsibilities of Faculty at Red Deer College outlined in this policy.
- manage their own professional development in consultation with the Associate Dean.
- arrange peer observations, arrange SGIFs, write Faculty Annual Development Plans for years two and three, submit annual Performance Packages, and submit a Continuous Appointment Portfolio.
- in addition to roles as instructors, counsellors, faculty coaches, learning designers or librarians, incorporate into their work elements of professional responsibilities. These include contributions to their discipline and contributions to their departments, their School, the College, and the external community.

#### **The Associate Dean:**

- provides mentoring and support.
- takes on a more evaluative role in years two and three and makes recommendations to the Dean.
- may, at any time, bring forward serious performance issues or concerns to the Dean after discussion with the faculty member.

#### **The Dean:**

- may meet with the faculty member and reviews the annual Performance Packages and the Continuous Appointment Portfolio.
- submits appropriate documentation to Human Resources for the faculty member's personnel file.
- takes responsibility for all final assessment decisions.

## Procedures: Year One Probationary

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- a. The probationary faculty member meets with the Associate Dean, in a timely manner, to discuss the mentoring process and the Faculty Performance Policy.
- b. Instructional faculty members arrange an SGIF before the mid-point of their first teaching term.
- c. The faculty member arranges a minimum of one peer observation per year.
- d. The faculty member receives SFIs from every course section taught.
- e. The faculty member writes a Faculty Self-Reflective Report using student and peer input and submits a Performance Package to the Associate Dean by May 15, or, at the discretion of the Associate Dean, two weeks after the last day to submit grades for the faculty member's last instructional term of the academic year. The Performance Package includes:
  - i. Faculty Self-Reflective Report.
  - ii. Peer Observation Report.
  - iii. SGIF Report.
  - iv. SFI results with student comments.
  - v. Any other relevant information (e.g. professional responsibilities in addition to teaching and scholarship).
- f. The Associate Dean reviews the faculty member's Performance Package and writes a Year-End Report describing year one. The Year-End Report includes comments and a judgement regarding continuation of probationary employment. The Associate Dean confers with the Dean prior to sending the Year-End report to the faculty member.
- g. The faculty member and the Associate Dean meet to discuss the Year-End Report normally within 30 days of receipt but no later than two weeks prior to the start date of their next instructional term.
- h. The faculty member signs indicating agreement or disagreement and may provide comments.
- i. If the Associate Dean and Faculty member are not able to reach agreement, the Associate Dean forwards the Year-End Report and the Faculty Self-Reflective Report to the Dean. The Dean reviews the Year-End Report and the Faculty Self-Reflective Report. The Dean then signs the Year-End Report as acknowledgement of the disagreement. The Year-End Report and Faculty Self-Reflective Report are then returned to the Associate Dean.
- j. The Associate Dean submits appropriate documentation to Human Resources for the faculty member's personnel file.
- k. The faculty member seeks input from the Associate Dean in writing the Faculty Annual Development Plan for year two.

## Procedures: Year Two Probationary

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- a. The faculty member submits to the Associate Dean the Faculty Annual Development Plan for year two, prior to the commencement of classes in the second year of probation.
- b. If necessary, the faculty member meets with the Associate Dean to review the Faculty Annual Development Plan for year two.
- c. The faculty member arranges for a minimum of one peer observation and a minimum of one SGIF. Preferably, the peer observation and SGIF will not be in the same term.
- d. The faculty member receives SFIs from every course section taught.
- e. The faculty member writes a Faculty Self-Reflective Report using student and peer input and submits a Performance Package to the Associate Dean by May 15, or, at the discretion of the Associate Dean, two weeks after the last day to submit grades for the faculty member's last instructional term of the academic year. The Performance Package will include:
  - i. Faculty Self-Reflective Report.
  - ii. Peer Observation Report.
  - iii. SGIF Report.
  - iv. SFI results with student comments.

- v. Any other relevant information (e.g. professional responsibilities in addition to teaching and scholarship).
- f. The Associate Dean reviews the faculty member's Performance Package and writes a Year-End Report, describing year two. The Year-End Report includes comments and a judgement regarding continuation of probationary employment. The Associate Dean confers with the Dean prior to sending the year-end report to the faculty member.
- g. The faculty member and the Associate Dean meet to discuss the Year-End Report normally within 30 days of receipt but no later than two weeks prior to the start date of their next instructional term.
- h. The faculty member signs indicating agreement or disagreement and may provide comments.
- i. If the Associate Dean and Faculty member are not able to reach agreement, the Associate Dean forwards the Year-End Report and the Faculty Self-Reflective Report to the Dean. The Dean reviews the Year-End Report and the Faculty Self-Reflective Report. The Dean then signs the Year-End Report as acknowledgement of the disagreement. The Year-End Report and Faculty Self-Reflective Report are then returned to the Associate Dean.
- j. The Associate Dean submits appropriate documentation to Human Resources for the faculty member's personnel file.
- k. The faculty member seeks input from the Associate Dean in writing for the Faculty Annual Development Plan for the final year of probation.

### **Procedures: Year Three Probationary**

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- a. The faculty member submits to the Associate Dean the Faculty Annual Development Plan for year three, prior to the commencement of classes in the third year of probation.
- b. If necessary, the faculty member meets with the Associate Dean to review the Faculty Annual Development Plan for year three.
- c. The faculty member arranges for a minimum of one peer observation and a minimum of one SGIF. Preferably, the peer observation and SGIF will not be in the same term.
- d. The faculty member receives SFIs from every course section taught.
- e. Near the end of the year based on a deadline schedule determined by the Office of the Vice President Academic, the faculty member writes a Three-Year Retrospective Report and prepares the Continuous Appointment Portfolio (see the definition of a Three-Year Retrospective Report on page 4). The Retrospective Report must include answers to the following questions:
  - What is your approach to teaching and learning?
  - What is your interpretation of the peer, student, and SGIF feedback and your own perception of the experience?
  - How have you used this feedback to enhance your effectiveness?
  - How have your approach and your assumptions about teaching and learning developed over the years?
  - What contributions did you make to your department, School, College as a whole, and to the external community?
  - What insights did you gain in these roles?
  - What are your plans and aspirations for the future?
- f. The Associate Dean reviews the Continuous Appointment Portfolio, writes a Summative Report covering the full probationary period, including a recommendation regarding continuous appointment and sends it back to the faculty member.
- g. The faculty member sends the Associate Dean's Summative report and the Continuous Appointment Portfolio to the Dean.
- h. The Dean writes a Letter of Recommendation covering the full probationary period, including a recommendation regarding continuous appointment, and sends it back to the faculty member.
- i. The faculty member submits a Continuous Appointment Portfolio, including the Associate Dean's and the Dean's Letter of Recommendation, to the Office of the Vice President Academic. See

Continuous Appointment Portfolio, under Definitions. The Continuous Appointment Portfolio is used by the Continuous Appointment Committee for the continuous appointment process. For further information on probation and continuous appointment, see the FARDC/Red Deer College Collective Agreement.

- j. The Dean submits appropriate documentation to Human Resources for the faculty member's personnel file.



## Appendix IV

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### Sessional Faculty

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**Throughout the assessment process the faculty member assumes responsibility for his or her professional growth.**

**Year One:** *The emphasis is formative. The goals in year one are to develop skills in the faculty member's primary role and to become familiar with the department and College culture. The Associate Dean forms a mentoring relationship with the new faculty member.*

**Year Two:** *The emphasis is both formative and summative but incorporates increased expectations for contributions within the faculty member's department and School.*

**Sessional Years Subsequent to Year Two:** *are summative and follow the process for continuous faculty members. Alternatively, the Associate Dean or Dean may request, for developmental reasons, that the sessional member follows the year two assessment process.*

### Scope of Accountability in Performance Evaluation

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#### **Sessional faculty members:**

- demonstrate performance consistent with the primary roles described in the Professional Responsibilities of Faculty at Red Deer College outlined in this policy.
- manage their own growth and professional development in consultation with the Associate Dean.
- arrange peer observations, arrange SGIF, write Faculty Annual Development Plans, and submit Faculty Self-Reflective Reports.
- in addition to roles as instructors, counsellors, faculty coaches, learning designers, or librarians, incorporate into their work elements of professional responsibilities.

#### **The Associate Dean:**

- provides mentoring and support and makes a recommendation to the Dean.
- at the end of the first year, writes a Year-End Report outlining the mentoring activities undertaken and the progress of the faculty member.
- in subsequent years, takes on a more evaluative role.
- brings forward serious performance issues or concerns to the Dean after discussion with the faculty member.
- submits appropriate documentation to Human Resources for the faculty member's personnel file. The Associate Dean takes responsibility for all final assessment decisions.

### Procedures: Year One Sessional

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- a. The sessional faculty member meets with the Associate Dean, in a timely manner, to discuss the mentoring process and the Faculty Performance Policy.
- b. Instructional faculty members arrange an SGIF before the mid-point of the first teaching term.
- c. The faculty member arranges a minimum of one peer observation per year.
- d. The faculty member receives SFIs from every course section taught.
- e. The faculty member writes a Faculty Self-Reflective Report using student and peer input and submits a Performance Package to the Associate Dean by May 15, or, at the discretion of the

Associate Dean, two weeks after the last day to submit grades for the faculty member's last instructional term of the academic year. The Performance Package includes:

- i. Faculty Self-Reflective Report.
  - ii. Peer Observation Report.
  - iii. SGIF Report.
  - iv. SFI results with student comments.
  - v. Any other relevant information (e.g. professional responsibilities in addition to teaching and scholarship).
- f. The Associate Dean reviews the faculty member's Performance Package, and writes a Year-End Report describing year one. The Year-End Report includes comments and a judgement regarding eligibility for a subsequent sessional contract.
- g. The faculty member and the Associate Dean meet to discuss the Year-End Report normally within 30 days of receipt but no later than two weeks prior to the start date of their next instructional term (if applicable).
- h. The faculty member signs indicating agreement or disagreement and may provide comments.
- i. If the Associate Dean and Faculty member are not able to reach agreement, the Associate Dean forwards the Year-End Report and the Faculty Self-Reflective Report to the Dean. The Dean reviews the Year-End Report and the Faculty Self-Reflective Report. The Dean then signs the Year-End Report as acknowledgement of the disagreement. The Year-End Report and Faculty Self-Reflective Report are then returned to the Associate Dean.
- j. The Associate Dean submits appropriate documentation to Human Resources for the faculty member's personnel file.
- k. The faculty member seeks input from the Associate Dean in writing the Faculty Annual Development Plan for year two.

### **Procedures: Year Two Sessional**

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- a. The faculty member submits to the Associate Dean the Faculty Annual Development Plan for year two, prior to the commencement of classes.
- b. If necessary, the faculty member meets with the Associate Dean to review the Faculty Annual Development Plan.
- c. The faculty member arranges for a minimum of one peer observation and a minimum of one SGIF. Preferably, the peer observation and SGIF will not be in the same term.
- d. The faculty member receives SFIs from every course section taught.
- e. The faculty member writes a Faculty Self-Reflective Report using student and peer input and submits a Performance Package to the Associate Dean by May 15, or, at the discretion of the Associate Dean, two weeks after the last day to submit grades for the faculty member's last instructional term of the academic year. The Performance Package includes:
  - i. Faculty Self-Reflective Report.
  - ii. Peer Observation Report.
  - iii. SGIF Report.
  - iv. SFI results with student comments.
  - v. Any other relevant information (e.g. professional responsibilities in addition to teaching and scholarship).
- f. The Associate Dean reviews the faculty member's Performance Package and writes a Year-End Report describing year two. The Year-End Report includes comments and a judgement regarding eligibility for a subsequent sessional contract.
- g. The faculty member and the Associate Dean meet to discuss the Year-End Report normally within 30 days of receipt but no later than two weeks prior to the start date of their next instructional term (if applicable).

- h. The faculty member signs indicating agreement or disagreement and may provide comments.
- i. If the Associate Dean and faculty member are not able to reach agreement, the Associate Dean forwards the Year-End Report and the Faculty Self-Reflective Report to the Dean. The Dean reviews the Year-End Report and the Faculty Self-Reflective Report. The Dean then signs the Year-End Report as acknowledgement of the disagreement. The Year-End Report and Faculty Self-Reflective Report are then returned to the Associate Dean.
- j. Associate Dean submits appropriate documentation to Human Resources for the faculty member's personnel file.
- k. The faculty member seeks input from the Associate Dean in writing the Faculty Annual Development Plan for year three.

### **Procedures: Sessional Years Subsequent to Year Two**

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The assessment process beyond year two is the same as for continuous faculty members. Alternatively, the Associate Dean may request, for developmental reasons, that the sessional member follows the year two assessment process.

### **Procedures: Sessional to Probationary Faculty**

If a Sessional Member is offered a Probationary contract, one half of the Full-Year Equivalency spent in previous Sessional contracts shall be considered towards the probationary period up to a maximum of two years, provided that the Sessional contracts have been consecutive (i.e. never more than a seven-month gap between contracts) prior to the probationary appointment, are in the same area of instruction, and satisfactory evaluations have been completed.

Faculty are required to include all documentation in their Continuous Appointment Portfolio from all years of their service if they received credit towards their probationary period for those years.

### **Appendix V**

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#### **Alternative Evaluation for Counsellors, Faculty Coaches, Learning Designers, Librarians and other Faculty Positions Not Listed**

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Methods for the alternative evaluation methods for faculty positions not listed must be developed in consultation with the Faculty Performance Committee and follow the timeline and structure outlined in this policy.

##### **Counsellors**

Methods for alternative evaluations for Counsellors follow the timeline and structure outlined in this policy. The Manager of Counselling will work with each probationary Faculty Counsellor to assist them in achieving the modified performance review procedures. For the evaluation of probationary Faculty Counsellors, two peer observations are completed (one in the fall, one in the winter) for each academic year. Peer observers are exclusively faculty members from the Counselling Department. The observed Faculty Counsellor completes a Counselling Self-Reflection and Summary of Learning Form after each peer observation. Modified SFI reports are collected throughout each term. SFIs are asked of a client after they have participated in a minimum of three counselling sessions. Probationary Faculty Counsellors aim to collect fifteen SFIs each term (fall, winter). SGIFs are not used for the evaluation of Faculty Counsellors. The Manager of Counselling maintains the practices and process documents. Faculty Counsellors should consult with the Manager of Counselling for the most current information.

##### **Faculty Coaches**

For the instructional portion of workload, methods for alternative evaluation for Faculty Coaches follow the timeline and structure outlined in this policy. In the evaluation of the coaching portion of workload, the RDC Athletic Director takes a lead role in the process. The Athletic Director will work with each Faculty Coach (Probationary and Continuous) to determine what instrument(s) will be used as part of their annual performance review. The Athletic Director, in consultation with the Associate Dean, will develop and share with the Faculty Performance Committee a list of specific instruments and criteria that will be used as part of the Faculty Coach Evaluation Strategy. The instruments may include Small Group Coaching Feedback, Coaching Peer Observations, and Athlete Feedback Surveys. The Athletic Director maintains the practices and process documents for these instruments. Faculty should consult with the Athletic Director for the most current information. Faculty Coaches receive an annual report from the Athletic Director, which is included in the Faculty Performance Package. In addition, for Probationary Faculty, at the end of the probationary period the Athletic Director writes a Summative Report, which is included in the Continuous Appointment Portfolio.

### Learning Designers

Methods for alternative evaluation for Learning Designers follow the timelines and structures outlined in this policy. The Manager of the CTL (Centre for Teaching and Learning) will work with each faculty learning designer to decide upon the evaluative instruments most appropriate for the workload of the upcoming academic year to inform the annual review. For the evaluation of probationary learning designers, typically one peer observation and one modified SGIF are completed each academic year. A modified version of the SFI is also used to collect feedback throughout each term from workshops and programs delivered by the learning designer. Faculty should consult with the Manager of the CTL for the current versions of the SGIF and SFI questions. Third-party feedback is also collected each year in relation to overall performance.

### Librarians

Methods for alternative evaluation for Librarians follow the timeline and structure outlined in this policy. The Chief Librarian will work with each faculty librarian to decide upon the evaluative instruments most appropriate for the workload of the upcoming academic year to inform the annual review. For the evaluation of probationary faculty librarians, typically two peer observations are completed (one in the fall, one in the winter) for each academic year. Modified SFI reports are also collected throughout each term for each workshop and library session delivered. Faculty should consult with the Chief Librarian for the current version of the modified SFI questions. Third-party feedback may also be collected as evidence of overall performance. SGIFs typically are not used for the evaluation of faculty librarians.

### Other Faculty Positions Not Listed

In consultation with the Associate Dean and the Faculty Performance Committee, appropriate measures for evaluation will be determined. Methods for alternative evaluation are developed in consultation with the Faculty Performance Committee and follow the timeline and structure outlined in this policy.