

Faculty Performance Policy	
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Associated Documents Faculty Performance Procedures RDP - FARDP Collective Agreement Continuous Appointment Committee Terms of Reference Student Feedback Instrument Interpretation Manual	

PURPOSE

This Policy identifies the responsibilities and procedures related to the development of faculty and assessment of faculty performance.

SCOPE

This policy applies to all Faculty at Red Deer Polytechnic (RDP) who are members of the Faculty Association at RDP.

POLICY

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. Associate Deans and Deans or designates 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.
3. Throughout their appointments, faculty members are provided ongoing support, assessment, scholarly activity and professional development opportunities.

4. Faculty members assume responsibility for their own professional growth with assistance from peers, Associate Deans, and Deans and designates. It is a collaborative effort and process.
5. The focus of the faculty performance review process is on growth and self-reflection on professional responsibilities.
6. 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 and designates in developmental and assessment considerations.

Faculty Professional Responsibilities:

1. Professional responsibilities vary across program areas. This policy provides the standard expectations of a faculty member. Full consideration of each responsibility is not required and faculty members may include other expectations. Continuous development is expected throughout one's career.
 - a) Teaching: The faculty member combines discipline expertise with evidence-based teaching to facilitate effective and varied learning experiences.
 - b) Learner Centered Environment: The faculty member creates an engaging, supportive learning environment.
 - c) Service: The faculty member contributes expertise, ideas and time to colleagues, department, school and polytechnic communities for the betterment of Red Deer Polytechnic (internal) and/or to discipline-based local, national and global communities (external).
 - d) Professional Development: The faculty member pursues knowledge and skills to remain current in their discipline and their teaching practice.
 - e) Scholarly Activity: The faculty member pursues Scholarly Activity which may lead to Scholarship (as each is defined in the [Research, Scholarly Activity, and Scholarship Policy](#)). As a polytechnic, RDP emphasizes Applied Research and Scholarship. RDP does this two ways: 1) in the explicit sense of "Scholarship of Application/Engagement" in the Boyer Model, with a preference for industry or community partnerships. 2) in a broader sense of utilizing academic expertise to explore, illuminate, or solve practical real-world problems and then bringing that knowledge into the classroom to enrich learning experiences and/or, through dissemination, to the wider community for broader application.

RELATED POLICIES

Academic Freedom Policy

Support for Research, Scholarly Activity and Scholarship Policy

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 faculty members. This role's title varies across School/Department/Division and may be referred to as a designated supervisor.

Continuous Appointment Committee: definition available in RDP-FARDP Collective Agreement) and Terms of Reference.

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

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 faculty members. This role's title may vary by School/Department/Division.

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.

Faculty Member: Any individual who is a member of the Faculty Association of Red Deer Polytechnic as specified in the FARDP/RDP Collective Agreement.

Faculty Self-Reflective Report: A report which is submitted to the Associate Dean and which summarizes the faculty member's development in the areas outlined in Professional Responsibilities of Faculty Members at RDP (teaching, learner centered environment, service, professional development and scholarly activity).

Formative Plan: A plan that a faculty member and Associate Dean write together to address performance issues, and which will be reviewed by both individuals at a specified date

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 Mentoring: Informal mentoring of a faculty member. Peer mentors make themselves available for questions and guidance on all areas related to being a faculty member.

Peer Observation: A Faculty Performance Committee-approved process in which a trained Peer Observer observes and provides feedback to another faculty member. *This is initiated/arranged/operated by the faculty member.*

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.

Performance Package: A collection of required documents (as defined in the Procedures) for the academic year which probationary, sessional and part-time faculty submit to the Associate Dean.

Probationary Period: definition available in [Section 6.1 RDP-FARDP Collective Agreement](#)

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.

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

Scholarly Activity / Research / Applied Research: as defined in the [Research, Scholarly Activity and Scholarship Policy](#). Refer to *Faculty Professional Responsibilities, Section 1. e)* above.

Scholarship: as defined in the [Research, Scholarly Activity and Scholarship Policy](#)

SFI (Student Feedback Instrument): A Faculty Performance Committee-approved instrument in which students provide feedback on instruction at RDP. *This is initiated/arranged/operated by the institution.*

SGIF (Small Group Instructional Feedback): A Faculty Performance Committee-approved process in which SGIF Facilitators gather student feedback from another faculty member's class. The CTL maintains the practices and process documents for these observations. *This is initiated/arranged/operated by the faculty member.*

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.

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 RDP for the Continuous Appointment Portfolio.

Year-End Report: Associate Deans write a summary providing an assessment of a faculty member's performance relative to the Professional Responsibilities of Faculty at RDP.