

Faculty Performance Procedures - Appendix I

Continuous Faculty

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

Responsibilities for Performance Evaluation:

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:

- 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

- 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

Part-Time Faculty

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

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

- 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

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:

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

- 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

- 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

- 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

Sessional Faculty

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

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

- 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

- 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

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

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

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.