FACULTY EVALUATION POLICY

This document is the parent policy for any College procedures. Questions regarding this policy are to be directed to the identified Policy Owner.

Category:	G. People & Culture
Policy Number:	G08
Approval Date:	November 24, 2021
Effective Date:	November 24, 2021
Policy Owner:	Vice President, Academic Chief People & Culture Officer

Objective:	Olds College of Agriculture & Technology (the "College") is committed to excellence in educational programs achieved through quality instruction. Regular evaluation of instruction is fundamental to fulfilling this commitment. Evaluation of instruction at the College is viewed as a formative and reflective process with the goal of continuous improvement of College programs. Evaluation procedures require the collection of data from students and the members completed *Faculty Member Goal Planning Guide*.

Policy:	SPECIFIC GUIDELINES
	
	1. **Permanent Faculty (full or part time)**
	   a. Following the successful completion of their probationary period, faculty members will participate annually in an interim performance review process. *Course/ Instruction Feedback* (conducted according to Appendix 1) and the Faculty Member Goal Planning Guide will be used to discuss the past and upcoming years' activities, goals and performance.
	
	   b. Following each three academic years of service, faculty members will participate in a comprehensive performance review. This will involve a presentation and discussion of the instructional goals. More frequent reviews may be conducted with the mutual consent of the faculty member and the Dean. It is the responsibility of the Dean to schedule the evaluation of each member.
	
	   c. The member will provide physical or electronic artifacts that demonstrate the faculty member's efforts to address some of the criteria contained in the *Guidelines for Quality Instruction* Appendix 2.
	
	      i. The member must bring:
	         1. The college standard Course / Instruction Feedback (as per Appendix 1) along with a summary of trends, areas of strength and areas for improvement,

2. The completed Faculty Member Goal Planning Guides for the past 3 years. Where possible, members should include:
   a. Examples of new curriculum materials and instructional aids
   b. Examples of integration of current technology in the learning environment
   c. Outcomes resulting from professional development activities

   ii. Formats will vary with the nature of the faculty member's position and work assignment.

d. Members of the Olds College Faculty Association who are normally employed in non-instructional roles will, in consultation with the Dean, prepare materials that reflect the full range of their work and demonstrates their abilities. Where possible, these alternative formats should include evaluative inputs from peers/clients with whom the faculty member is engaged as part of his or her day-to-day employment.

e. As a part of the 3-year evaluation, the Dean will provide the faculty member with a Faculty Evaluation Report containing comments regarding his or her performance; along with any directions for improvement, suggestions for professional development, and other advice, as appropriate. If, following the evaluation, the Dean determines that significant improvement is needed then he or she will indicate on the report that evaluation must be done more frequently until such time as the performance issues are resolved. In these circumstances the Dean and the faculty member should mutually agree upon the frequency and nature of the evaluation process. If discipline arises out of the evaluation process, a member has recourse to the discipline process in Article 19 of the OCFA Collective Agreement.

f. The Dean and the faculty member will meet to discuss the outcomes of the evaluation and both will sign the Faculty Evaluation Report to attest to the fact that it has been read and discussed. The faculty member's signature will not be construed as evidence of his or her agreement with the content of the Faculty Evaluation Report. A copy of the report will be given to the faculty member and the original will be placed in the employee file.

2. **Temporary Faculty (full and part time)**
   a. Temporary faculty members will provide the Dean with standard Course / Instruction Feedback for each class section they instruct. Deans may direct an alternative approach at their discretion. The Dean will complete an evaluation report for the employee prior to the end of their term of employment and a copy of the report will be placed in the employee file.

   b. Temporary faculty members wishing to view their report may do so by request to the People & Culture department of the College or by making a request to the Dean.

3. **Probationary Faculty (full and part time)**
   a. Deans will provide probationary faculty members with evaluation guidelines at the commencement of employment and inform them of the availability of assistance from Educational Technology and Curriculum

and/or a mentor.

b. At the end of each 15 week semester, the Dean and the faculty member will discuss the term outcomes and review the performance indicators set by the Dean. Standard Course / Instruction Feedback must be conducted for all courses taught by a probationary faculty member.

c. At the end of the third 15 week semester of employment, the Dean will prepare a summary Probationary Faculty Evaluation Report for the faculty member. The summary probationary Faculty Evaluation Report should, at a minimum, address the five elements described in article 9.05 of the current OCFA Collective Agreement:

    i. conduct;
    ii. quality of work;
    iii. ability to work harmoniously with others;
    iv. ability to meet instructional standards set by the college; and
    v. just cause (a recommendation from the Dean regarding suitability for permanent employment)

d. The summary probationary Faculty Evaluation Report will be provided to the Vice President, Academic and Research who will advise the probationary faculty member of his or her status.

e. The same process will be followed, on a prorated basis, for faculty with a period of probation of less than two years.

IMPLEMENTATION AND ADMINISTRATIVE RESPONSIBILITY

The Vice President, Academic, Academic Deans, and People & Culture. This policy may be amended in accordance with the requirements of the Olds College Faculty Association Collective Agreement.

APPENDIX 1

Guidelines for Course/Instruction Feedback
1. **Frequency**
    a. Permanent full time faculty - A minimum of 4 separate courses per year (2 per term).
    b. Probationary and Contract faculty - Every course.
    c. Over a 3-year period a faculty member will acquire Course/Instruction Feedback for each course for which they are responsible, or a cross-section of feedback from sections offered to different programs.
    d. Interim, formative feedback can be utilized at the discretion of the faculty member.
2. **Course selection**
    a. Courses/class selection are chosen at the discretion of the faculty member or recommended by the Dean.
3. **Initiation**
    a. Through the Learning Management System utilized by the College, the Course/Evaluation Feedback form shall be made available, by The

Teaching and Learning Centre of Innovation, for each course in each term of the academic year.

4. **Access to Student Evaluation Results**
   a. Faculty members will be able to access Course/Instruction Feedback after final grade submission cut-off date.
   b. Deans will have access to all student Course/Instruction Feedback at their discretion.
   c. In the case of courses taught by members outside the program area, results will be accessible by the Dean of the host course and the Dean to which the faculty member reports.

5. **Format**
   a. This is a formative process to improve course instruction and enhance student experience. This information is not to be used as an evaluation of faculty performance.
   b. A consistent set of questions will be developed collaboratively between administration and the OCFA. The faculty Course Instruction/Feedback forms will then be used to collect data from students.
   c. Course Instruction/Feedback will be administered electronically between the midpoint and endpoint of the course.
   d. The Teaching and Learning Centre of Innovation shall provide students with the needed resources and guidance to complete the Instruction Feedback form.
   e. Students shall have the opportunity to provide feedback for each course in each semester/term that it is taught.

APPENDIX 2

Guidelines for Professional Instruction	
Outcomes	**Objectives consist of a representative sampling of item mutually agreed upon by the Dean and the member**
1. Uses analysis of situational factors to inform decisions about course design.	a) Analyzes characteristics of learners and the instruct b) Analyzes context of teaching/learning situations c) Responds appropriately to external expectations re: curriculum d) Assesses the nature of the subject and special pedagogical challenges
2. Uses approved program and course documentation to guide instruction.	a) Maintains alignment between course competencies a program outcomes b) Updates course documentation to accurately reflect outcomes, instruction and evaluation strategies

3. Demonstrates knowledge, concepts, methodologies and assumptions essential to subject specialization.	a) Possesses appropriate credentials b) Provides/ produces content & resources that reflect current industry knowledge and practice
4. Plans curriculum to provide progressive learning opportunities for students.	a) Sets out logical developmental sequence to support learning outcomes b) Integrates course outcomes with other courses in the curriculum c) Collaborates in cross curriculum strategies to support/enhance learning
5. Instructs effectively (i.e. online/ face-to-face).	a) Employs a broad range of instructional strategies appropriate to area of specialization b) Enhances learning through the use of community and industry resources to meet course outcomes c) Employs and engages students in use of technology achieve learning outcomes
Outcome	**Objectives**
6. Assess student learning by selecting/devel oping appropriate assessment techniques.	a) Relates all evaluation to learning outcomes b) Chooses most appropriate techniques to assess achievement of outcomes c) Evaluates student work with timely appropriate feedback d) Adheres to grading policies and standards
7. Provides a learning environment that meets student needs for physical, social, cultural, and psychological security.	a) Responds to the duty to accommodate students with learning disabilities b) Establishes a positive environment c) Stimulates student interest in the course content d) Actively engages students e) Responds to feedback f) Participates in orientation, open house and student advising g) Provides input on governance or management issues as appropriate h) Participates in college wide processes and committees

8. Establishes professional relationships with learners that are characterized by mutual respect, trust and harmony.	a) Demonstrates and promotes respectful interactions with and among students b) Respects the diverse backgrounds, experience and needs of students c) Provides opportunities to meet with students

Outcome	Objectives
9. Acts independently and collegially in support of quality programs.	a) Guides actions with a personal teaching philosophy that is aligned with college values b) Engages in curriculum/program design and renewal through participation on curriculum committees c) Develops materials and applications that enhance curriculum d) Attends and participates in School meetings e) Shares concerns, initiatives and professional development with colleagues f) Participates on industry advisory committees g) Liaises with professional groups h) Participates in cross-faculty initiatives i) Liaises with practicum/ work sites as appropriate j) Pursues opportunities to improve teaching and learning k) Promotes the department, programs and the College
10. Functions within the policies and procedures of the College and the acts and regulations of the Alberta Government.	a) Orders textbooks, course materials & supplies in a timely manner b) Submits administrative forms in a timely manner c) Submits course grades on or before deadline d) Manages personal and student safety in compliance with OH&S requirements
11. Practices continuous learning and development.	a) Assesses their own teaching and uses the findings of assessments provided by supervisors and students to select, develop and implement their own professional growth activities in pedagogy. technology, and area of specialization b) Adapts and responds appropriately to new knowledge understanding, and experience

APPENDIX 3

Course/Instruction Feedback Questions

The 24 base questions were developed by faculty and administration. Changes to these questions can be made based on mutual agreement. In addition to the 24 base questions, a Program Curriculum Committee (PCC) has the option to develop up to 5 unique questions.

Section 1: Course (Rating questions: from strongly agree to strongly disagree)
1. The learning environment or physical space enhances my learning (e.g. Moodle, furniture and seating, WiFi connection, classroom and/or lab equipment and space, lighting, etc…)
2. The course objectives, evaluation methods, and other administrative details are clearly stated at the beginning of the course.
3. The course objectives match the delivered course content.
4. The tests, assignments, and other evaluation methods match the course objectives and content.
5. The course content is related to practical and relevant industry situations. The activities in this course are appropriate to the content and help me learn.
6. The activities in this course are appropriate to the content and help me learn.
7. The pace and workload is reasonable for the material covered and is consistent throughout the course.
8. Please provide any specific feedback or examples, based on your choices above. What do you like most about this course?

Section 2: Written Response (Comment type questions)
9. What do you like most about the course?
10. What contributes the most to your overall success in this course?
11. Does the online learning environment contribute to your overall success in this course? Why or why not?

Section 3: Student (Rating questions: from strongly agree to strongly disagree)
12. Overall, I am satisfied with this course.
13. I am sufficiently challenged in this course.
14. I work to my potential in this course. The evaluation methods are a fair assessment of my work and ability in the class.
15. The evaluation methods are a fair assessment of my work and ability in the class.
16. I use the course resources (textbook, Moodle resources, etc...) and find them to be valuable.
17. My attendance in the class is (round to the nearest 25%)
18. Please provide any specific feedback or examples, based on your choices above.I would recommend this instructor to other students.

Section 4: Instructor (Rating questions: from strongly agree to strongly disagree)
19. I would recommend this instructor to other students.
20. The instructor is knowledgeable and competent in the subject matter.
21. The instructor presents content in a well-organized and effective manner.
22. The instructor is enthusiastic about this course.
23. The instructor encourages me to think, raise questions, or make comments.
24. The instructor is helpful when I have difficulties or questions.
25. The instructor is available outside of scheduled class time.
26. The instructor provides timely and helpful feedback on in-class activities, assignments, and exams.

27. Please provide any specific feedback or examples, based on your choices above.
28. Do you have any other comments or suggestions that were not addressed in any of the questions above?

Definitions:	
Related Information:	[OCFA Collective Agreement](#)
Related Procedures:	G08 Faculty Evaluation Procedure
Review Period:	3 years
Revision History:	New: September 2003 Revised: March 2007 Revised: February 2014 Revised: November 2021