

FACULTY PERFORMANCE & DEVELOPMENT

This procedure is governed by its parent policy. Questions regarding this procedure are to be directed to the identified Procedure Owner.

Category	G. People & Culture ▾
Parent Policy	G08
Approval Date	September 21, 2026
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Procedure Owner	Vice President, Academic & Student Experience Chief People & Culture Officer

Overview	This procedure provides specific guidelines for supporting the professional development and growth of probationary, permanent and temporary faculty. The procedure outlines the roles and responsibilities of both faculty and Deans in fostering continuous improvement in teaching and learning and in conducting performance reviews in accordance with the Faculty Performance and Development policy.	
Procedure	SPECIFIC GUIDELINES	
	1.	PROBATIONARY FACULTY (full and part-time) Professional Growth and Development Process As per the OCFA Collective Agreement, a faculty member receiving a permanent appointment from the College will serve a probationary period of up to twenty-four months of continuous appointment, during which the probationary member will receive support and feedback.
	1.1	Initial Orientation and Goal Setting - It is recommended that, within the first month of employment, the Dean meets with probationary faculty to: - Discuss the Faculty Performance and Development policy and procedure. - Review probationary timeline and expectations as per the OCFA Collective Agreement. - Communicate expected performance standards and performance indicators. - Introduce available resources from the Teaching and Learning Centre of Innovation (TLCI). - Communicate the requirement to complete the Instructional Skills Series (ISS). - Probationary faculty develop and submit a Professional Growth Plan to the Dean within the first academic term of employment. - The Professional Growth Plan is meant to be iterative. The Professional Growth Plan should be revisited during performance and development conversations.

	1.2	Ongoing Support and Feedback - The Dean will provide ongoing support and feedback. In the first year of employment, the focus will be on providing formative feedback. In the subsequent year(s) of employment, the feedback will be both formative and summative, culminating at the end of the probation period. • Probationary faculty will ensure that the recognized Student Feedback instrument is used to collect feedback from all course sections taught. • The Dean will schedule at least one classroom visit per term and will discuss their observations with the member.
2.	PROBATIONARY FACULTY (full and part-time) Performance Review Process	
	2.1	Formal evaluations will be conducted by the Dean no later than six weeks after each term during probationary employment. • Performance evaluations will consider data such as Student Feedback, faculty self-reflections, previously outlined performance indicators, and Professional Growth Plans.
	2.2	At the end of the third term 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 elements described in article 9.05 of the OCFA Collective Agreement and the previously discussed performance indicators. • The Summary Probationary Faculty Evaluation Report will be provided to the Vice President, Academic & Student Experience, who will advise the probationary faculty member of their status.
	2.3	The same process will be followed on a prorated basis for faculty with a probationary period of less than two years.
3.	PERMANENT FACULTY (full or part-time) Professional Growth and Development Process	
	3.1	Annual Self-Assessment • Faculty members conduct annual self-reflection on professional responsibilities and goals. ◦ Faculty members may engage with the TLCI for support in establishing meaningful professional goals and actions. ◦ Faculty members are encouraged to use the <i>Quality Teaching Framework</i> to identify areas of growth and improvement. • Faculty members will share an updated Professional Growth Plan with their Dean or Associate Dean for feedback and support within the first term of each academic year. While the Dean remains the formal evaluator for performance reviews, Associate Deans may provide permanent faculty with ongoing coaching, feedback and support for Professional Growth Plan activities to ensure regular engagement.
	3.2	Ongoing Support and Feedback • Faculty members are encouraged to seek feedback from various sources such as the Dean, Associate Dean, peers and mentors. • Faculty members should consider aligning their workload planning, ancillary goals and professional development opportunities with Professional Growth Plan goals.

		Workload planning conversations will also provide an opportunity to check in with the faculty member on their progress with the Professional Growth Plan.
4.	PERMANENT FACULTY (full or part-time) Performance Review Process After each three-year period of service, faculty members will participate in a comprehensive performance review with their Dean. This will include a presentation and discussion of the Professional Growth Plan goals and performance. More frequent reviews may be conducted with the mutual consent of the faculty member and the Dean. It is the Dean's responsibility to schedule the evaluation of each member.	
	4.1	The faculty member will provide physical or electronic artifacts that demonstrate their efforts to address some of the criteria contained in the <i>Quality Teaching Framework</i> . The member must bring: - The feedback from the recognized Student Feedback instrument, along with a summary of trends, areas of strength, and areas for improvement - The completed Faculty Member Workload Planning Guides for the past 3 years - Current Professional Growth Plan - Where possible, members should include: - Examples of new curriculum materials and instructional aids - Examples of integration of current technology in the learning environment - Outcomes resulting from professional development activities
	4.2	Members of the Olds College Faculty Association who are 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 input from peers/clients with whom the faculty member is engaged as part of their day-to-day employment.
	4.3	As a part of the 3-year evaluation, the Dean will provide the faculty member with a Faculty Evaluation Report containing comments regarding their 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, they will indicate in the report that evaluation must be conducted more frequently until the faculty's 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 from the evaluation process, a member has recourse to the discipline process under Article 19 of the OCFA Collective Agreement.
	4.4	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 that it has been read and discussed. The faculty member's signature will not be construed as evidence of their 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 faculty member's file with People & Culture.
5.	TEMPORARY FULL-TIME and 3 YEAR TERM-CERTAIN MEMBERS Performance Review Process	

	5.1	Temporary Full-time and 3 Year Term-Certain faculty members will provide the Dean with the recognized Student Feedback for each class section they instruct. Deans may direct an alternate approach at their discretion. The Dean will complete an evaluation report for the employee before the end of their term of employment for temporary full-time, or annually for 3 year term-certain employees. A copy of the report will be given to the faculty member, and the original will be placed in the faculty member's file with People & Culture.
	5.2	Ongoing Support and Feedback Members are encouraged to reflect on their professional practice and seek feedback from various sources such as the Dean, Associate Dean, TLCI, peers and mentors.
	6.	CASUAL FACULTY Casual faculty members will provide the Dean with the recognized Student Feedback for each class section they instruct. Deans may direct an alternate approach at their discretion.
	6.1	Support and Feedback Members are encouraged to reflect on their professional practice and seek feedback from various sources such as the Dean, Associate Dean, TLCI, peers, and mentors.
	7.	FACULTY DISCIPLINARY MEASURES
	7.1	The Faculty Performance and Development policy and procedure are intended to foster continuous improvement through ongoing support. Should performance concerns arise that cannot be resolved through the successful implementation of a Professional Growth Plan (which outlines steps and resources for the achievement of expected standards), the Dean will refer to the Progressive Discipline policy and procedure and Article 19 of the OCFA Collective Agreement
	8.	IMPLEMENTATION AND ADMINISTRATIVE RESPONSIBILITY
	8.1	Implementation and administrative responsibility belongs to the Vice President, Academic & Student Experience, Academic Deans, and People & Culture. This policy may be amended in accordance with the requirements of the Olds College Faculty Association Collective Agreement.
Definitions	Faculty: An academic staff member employed by the College in accordance with the provisions of the Collective Agreement between Olds College and the Olds College Faculty Association.	
	Performance Evaluation: The formal process of assessing performance and effectiveness to align with individual and organizational goals, undertaken in conjunction with the member's Dean for the purpose of completion of probation, increment attainment, promotion, or regular review.	
	Professional Growth Plan: An outline of professional learning objectives or goals, with specific strategies and actions for continual improvement.	
Related Information	G08 Faculty Performance & Development Policy G08 Student Feedback Procedure OCFA Collective Agreement	

	G18 Progressive Discipline Procedure Quality Teaching Framework
Review Period	3 years
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