

FACULTY PERFORMANCE REVIEW Procedures**1. Introduction**

- 1.1. The Vice President Academic implements the Faculty Performance Review process by providing leadership, support, information and counsel to Deans.

2. Faculty Performance Review Forms

- 2.1. The following resources are made available, and are used in the administration of this procedure:
 - a. Student Course Feedback Summary Report
 - b. Classroom Observation Form (Appendix A)
 - c. Professor's Self-Reflection Form (Appendix B)
 - d. Faculty Performance Review Summary (Appendix C)

3. Procedure**3.1. Non-probationary Full-time Professors:**

This mandatory review process occurs at least once every three (3) years and includes the following components:

- a. Review of the Student Course Feedback Summary Report that encompasses feedback from courses taught by the Professor since the most recent Performance Review.
- b. Observation of the Professor by the Professor's immediate supervisor in the learning environment. The setting is to be determined in consultation with the Professor. Feedback will be supported using the Classroom Observation Form for Full-Time Professors.
- c. Completion of the Professor's Self-Reflection Form by the Professor. The completed form is to be submitted to, and discussed with the Professor's immediate supervisor.
- d. Completion of the Faculty Performance Review Summary by the Professor's immediate supervisor. This document will be provided to the Professor being reviewed, and discussed in a one-on-one meeting between the Professor and the Professor's immediate supervisor.
- e. A copy of the Faculty Performance Review Summary, the Faculty Self-Reflection Form and the Classroom Observation Form are provided to the Professor and retained in the Professor's personnel file in Human Resources.

Where student course feedback indicates a less than satisfactory learning experience, the Professor's immediate supervisor may pursue other methods of evaluation.

Where the Professor's performance review indicates an identified need for training, development and/or alignment with the College's goals and employment expectations, the Professor's immediate supervisor and the Professor will work collaboratively to create a professional development plan for the Professor. The Professor's performance will be re-assessed with the intent of demonstrating consistent improvement within a specified timeframe.

3.2. Probationary Full-time and Partial-Load Professors:

This mandatory review process occurs each four months of continuous employment or four full months of accumulated non-continuous employment, and includes the following components:

- a. Review of the Student Course Feedback Summary Report that encompasses feedback from courses taught by the Professor since the most recent Performance Review.
- b. Observation of the Professor by the Professor's immediate supervisor in the learning environment. The setting is to be determined in consultation with the Professor. Feedback will be supported using the Classroom Observation Form for Full-Time Professors.
- c. Completion of the Professor's Self-Reflection Form by the Professor. The completed form is to be submitted to, and discussed with the Professor's immediate supervisor.
- d. Completion of the Faculty Performance Review Summary by the Professor's immediate supervisor. This document will be provided to the Professor being reviewed, and discussed in a one-on-one meeting between the Professor and the Professor's immediate supervisor.
- e. A copy the Faculty Performance Review Summary, the Faculty Self-Reflection Form and the Classroom Observation Form are provided to the Professor and retained in the Professor's personnel file in Human Resources.

Where student course feedback indicates a less than satisfactory learning experience, the Professor's immediate supervisor may pursue other methods of evaluation.

Where the Professor's performance review indicates an identified need for training, development and/or alignment with the College's goals and employment expectations, the Professor's immediate supervisor and the Professor will work collaboratively to create a professional development plan for the Professor. The Professor's performance will be re-assessed with the intent of demonstrating consistent improvement within a specified timeframe.

3.3. Sessional Professors:

This mandatory review process occurs during the initial teaching semester and once every three years thereafter, and includes the following components:

- a. Review of the Student Course Feedback Summary Report that encompasses feedback from courses taught by the Professor since the most recent Performance Review.
- b. The Student Course Feedback Summary Report including comments from the Professor's immediate supervisor will be provided to the Professor, with a copy being retained in the Professor's personnel file in Human Resources.
- c. The Professor's immediate supervisor may elect to conduct a meeting with the Professor to review the Student Course Feedback Summary Report.

Where student course feedback indicates a less than satisfactory learning experience, the Professor's immediate supervisor may pursue other methods of evaluation to determine suitability for further teaching assignments.

3.4. Part-Time Professors

This mandatory review process occurs in each teaching semester, and includes the following components:

- a. Review of the Student Course Feedback Summary Report that encompasses feedback from courses taught by the Professor in the semester.
- b. The Professor's immediate supervisor may elect to conduct a meeting with the Professor to review the Student Course Feedback Summary Report.

4. Roles and responsibilities

- 4.1. Professors have a responsibility to participate fully in the process and to work collaboratively with their immediate supervisor to ensure that the underlying principles of the process are respected. Professors also have a responsibility to encourage students to complete the Student Course Feedback forms.
- 4.2. The Professor's immediate supervisor has a responsibility to lead the Faculty Performance Review process while ensuring that the underlying principles of the process are respected.
- 4.3. Professors and their immediate supervisors have joint responsibility to ensure that the professional development plan resulting from the performance review is implemented.
- 4.4. The Quality Learning, Teaching and Innovation department is responsible to ensure that Student Course Feedback forms are available online to students.
- 4.5. The Human Resources department will track the performance review cycle and ensure that Professors and Professors' immediate supervisors are advised at the beginning of the semester of which Professors are scheduled to be reviewed in the current semester.



**Faculty Performance Review
Classroom Observation Form**

Professor's Immediate Supervisor		Professor:	
Course:		Number of Students	
Date:		Time:	

The Classroom Observation Form provides a guide for classroom observation visits. It is intended to be used in conjunction with other tools to support the Faculty Performance Review process.

Notations in the left column below denote the competencies being addressed. For more information, please refer to the *Competency Profile for Established Professors at Canadore College*.

1. Commitment to the well-being and development of all students is demonstrated.

Competency	The Professor:
B.1. B.2.	<input type="checkbox"/> Demonstrates a positive rapport with the students
B.1. B.2. B.3. B.4.	<input type="checkbox"/> Establishes an environment that promotes learning
D.1. F.5. H.1.	<input type="checkbox"/> Responds to learning exceptionalities and special needs by modifying methods and mechanisms for content delivery
A.4. A.6. D.4.	<input type="checkbox"/> Values and promotes fairness and justice by adopting anti-discriminatory practices in respect of gender, sexual orientation, race, disability, age, religion and culture
A.5. D.5.	<input type="checkbox"/> Shapes instruction so that it is helpful to students with different learning needs and styles
B.2. C.3.	<input type="checkbox"/> Provides for active student participation in the learning process
A.6. B.1.	<input type="checkbox"/> Addresses inappropriate student behaviour in a positive manner

Observations:

2. Level of preparation.

Competency	
B.1. B.2. B.3. C.3. F.5.	<input type="checkbox"/> Lesson plan is adapted during the class as required to reflect the various needs interest/abilities of diverse learners
F.1. F.5.	<input type="checkbox"/> Lesson plan is organized and easily followed
D.1. D.2. D.3. D.4. D.5. D.6.	<input type="checkbox"/> Materials are well prepared
F.6.	<input type="checkbox"/> Learning outcomes are achieved

Observations:

3. Relates learning to student, course and program.

Competency	
D.4. F.3.	<input type="checkbox"/> Lesson objectives and outcomes contribute to the unit, course and program outcomes
A.2. B.1.	<input type="checkbox"/> Examples used are relevant and incorporate current practice and/or theory
C.3.	<input type="checkbox"/> Students are invited to have input into objectives and outcomes
B.1.	<input type="checkbox"/> Content is enriched with examples and applications

Observations:

4. Creates and maintains an effective learning environment.

Competency	
B.1. B.2.B.3.	<input type="checkbox"/> Class is well organized
B.1.	<input type="checkbox"/> Class is well managed
B.1. A.6.	<input type="checkbox"/> Conflict is dealt with in an effective and collegial way
B.2.	<input type="checkbox"/> Students are motivated and engaged
A.6. G.3.	<input type="checkbox"/> Expectations are clear and followed by the students and professor

Observations:

5. Communicates effectively.

Competency	The Professor:
C.1.	<input type="checkbox"/> Balances student and teacher directed discussion and learning
A.5. A.6. F.4.	<input type="checkbox"/> Communicates information from a bias-free multicultural perspective
B.2.	<input type="checkbox"/> Uses inquiry and/or problem solving techniques to facilitate two-way communication
E.8. G.4. G.5.	<input type="checkbox"/> Provides timely, responsive feedback and positive reinforcement
G.8. G.4.	<input type="checkbox"/> Checks for understanding
B.2. C.1.	<input type="checkbox"/> Uses visual and oral variety
B.2. C.1.	<input type="checkbox"/> Varies speaking tone and volume
B.2. C.1.	<input type="checkbox"/> Communicates clearly

Observations:

6. Uses techniques and tools to promote and enhance learning.

Competency	
C.1. C.2. C.3.	<input type="checkbox"/> A variety of tools/resources are used to promote learning
C.1. C.2. C.3.	<input type="checkbox"/> Visual displays are easy to follow
C.1. C.2. C.3.	<input type="checkbox"/> Techniques and tools have variety, interest, clarity and impact

Observations:

7. Seeks and responds to feedback.

Competency	
A.6. E.8. G.2. G.4.	<input type="checkbox"/> Feedback is natural and honest
E.8. G.1 G.2. G.4.	<input type="checkbox"/> Feedback is sought in formative and summative ways
G.5.	<input type="checkbox"/> Feedback is incorporated into the lesson quickly

Observations:

8. Learning environment.

Competency	
E.1. E.2. E.3. E.4. E.5. E.6. E.7. E.8.	<input type="checkbox"/> The Professor makes effective use of teaching/learning space, tools and resources, including the use of technology in the classroom, as appropriate

Observations:

9. Notes

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10. Summary of Classroom Observation

What went well in this class?

What, if any, part of the lesson could have been enhanced or done differently?

Professional Development Recommendations:

Additional Comments:

A copy of the Faculty Performance Review Summary, the Faculty Self-Reflection Form and the Classroom Observation Form are retained in the Professor's personnel file in Human Resources



Faculty Performance Review: Professor's Self-Reflection Form

Professor's

Name: _____

Date: _____

Please take some time to reflect on your current teaching practices. To guide your reflection, the Competency Profile for an Established Professor has been reproduced in this document. Please consider how you have been able to demonstrate each category in your teaching. This document is for your self-reflection, so feel free to make point-form notes next to each competency statement.

An Established Professor at Canadore College is able to:

A. MODEL PROFESSIONAL PRACTICE WITHIN THE DISCIPLINE OF TEACHING by	
A.1. Locating and using resources that support his/her teaching practice;	
A.2. Engaging in ongoing development to remain current both in his/her subject area and in the discipline of teaching;	
A.3. Contributing to a culture of continuous learning, reflective practice, peer support, and inter-professional collaboration;	
A.4. Working within ethical, legal and College guidelines;	
A.5. Encouraging practices which reflect common principles of global citizenship;	
A.6. Promoting a culture of safety and respect that is consistent with applicable legislation and College policy.	
B. CREATE ENGAGING LEARNING ENVIRONMENTS FOR INDIVIDUALS AND GROUPS THAT SUPPORT ACADEMIC AND PERSONAL GROWTH by	
B.1. Establishing and maintaining learning environments (in class, online and experiential) that promote student success;	
B.2. Motivating learners through the creation of an interactive, authentic learning environment;	
B.3. Identifying and supporting learners who require specific assistance in engaging in the learning process;	
B.4. Fostering personal growth by encouraging learners to be innovative, creative, and independent within a framework of social responsibility.	
C. USE A VARIETY OF TEACHING/LEARNING STRATEGIES by	
C.1. Applying an understanding of how people learn, in order to plan engaging learning experiences;	
C.2. Acquiring and maintaining a repertoire of teaching/learning strategies;	

C.3.	Assessing, selecting and using the teaching/learning strategy appropriate to the learning activity and learners involved;	
C.4.	Evaluating the effectiveness of learning activities and strategies.	
D. WORK INDEPENDENTLY AND WITH OTHERS TO DEVELOP AND/OR ADAPT TO LEARNING MATERIALS by		
D.1.	Locating learning resources and matching learning materials to the needs, interests, abilities, and diversities of learners;	
D.2.	Assessing and selecting appropriate learning materials;	
D.3.	Contributing to the work of interdisciplinary instructional design teams;	
D.4.	Creating accessible learning materials (print, electronic, audio-visual) that help learners achieve their learning outcomes;	
D.5.	Ensuring that learning materials are inclusive of a varied student body in language and approach;	
D.6.	Ensuring that learning materials recognize principles of sustainability (social, economic, environmental).	
E. USE TECHNOLOGY TO ENHANCE PRODUCTIVITY AND HELP STUDENTS LEARN by		
E.1.	Selecting the educational learning tool most appropriate to the task;	
E.2.	Using technology to facilitate communication with and among learners;	
E.3.	Using technology to enhance the presentation of information;	
E.4.	Using technology to produce learning materials;	
E.5.	Using technology to access, select, collect, organize and display information;	
E.6.	Assisting learners in the use of technology as a tool to support their learning;	
E.7.	Using a learning management system to design and deliver course materials that are learning-centered;	
E.8.	Using a learning management system to provide students with ongoing feedback on their progress.	
F. DESIGN AND DEVELOP EFFECTIVE CURRICULUM TO SUPPORT STUDENT SUCCESS by		
F.1.	Using principles of curriculum design to develop courses;	
F.2.	Contributing to program planning and review;	
F.3.	Creating course learning outcomes that are measurable and contribute to the achievement of desired program outcomes;	

F.4.	Incorporating into the curriculum an awareness of global citizenship and sustainability (social, economic, environmental);	
F.5.	Developing a curriculum plan that ensures correlation between learning outcomes and the needs/interests/abilities of diverse learners;	
F.6.	Developing learning activities, learning resources and evaluation plans that contribute to the achievement of learning outcomes.	
G. ASSESS AND EVALUATE LEARNING USING A VARIETY OF VALID AND RELIABLE TOOLS AND TECHNIQUES by		
G.1.	Acquiring and maintaining a repertoire of student assessment and evaluation tools and techniques;	
G.2.	Assessing, selecting and using appropriate student assessment and evaluation tools and techniques that measure the achievement of desired learning outcomes;	
G.3.	Establishing and communicating assessment and evaluation criteria;	
G.4.	Providing learners with specific and constructive feedback regarding their progress;	
G.5.	Ensuring that all elements of the assessment and evaluation process are carried out in a timely manner.	
H. ASSIST STUDENTS IN THE PURSUIT OF ACADEMIC AND CAREER GOALS by		
H.1.	Advising students on program completion options that meet individual student needs;	
H.2.	Promoting College student services designed to assist the student in successful completion of his/her academic pursuits;	
H.3.	Investigating and promoting program articulation agreements with professional associations and other academic institutions;	
H.4.	Seeking out and sharing current employment opportunities and trends in the chosen field with students.	
I. PROMOTE HIS/HER DISCIPLINE AND ACADEMIC PROGRAM by		
I.1.	Establishing and maintaining links to professionals in his/her chosen field;	
I.2.	Assisting with the development of marketing materials;	
I.3.	Assisting with the execution of marketing campaigns;	
I.4.	Advocating on behalf of his/her academic program at public events;	
I.5.	Supporting a positive image of his/her academic program and of the College.	

OPTIONAL**J. RESEARCH THE APPLICATION OF CURRENT CONCEPTS AND PROCESSES IN HIS/HER FIELD
by**

J.1.	Identifying new and innovative applications for concepts and processes in his/her field of study or related to the teaching profession;	
J.2.	Identifying industry and educational partners to collaborate on research opportunities in his/her field of study or related to the scholarship of teaching and learning;	
J.3.	Seeking out funding opportunities for research;	
J.4.	Conducting qualitative and quantitative research in his/her field of study or related to the scholarship of teaching and learning;	
J.5.	Seeking out opportunities to publish research studies.	

Summary of self-reflection

Considering your answers to the previous questions, how do you rate your overall teaching performance?

What are your goals for the next three years?

What specific professional development are you requesting for the next year?

Signed _____

Dated _____

A copy of the Faculty Performance Review Summary, the Faculty Self-Reflection Form and the Classroom Observation Form are retained in the Professor's personnel file in Human Resources.



Faculty Performance Review: Summary

Faculty performance reviews are intended to be a formative and reflective process that encourages quality performance and the continuous development of teaching quality and program effectiveness.

Professor's Name: _____ School: _____

Dean: _____ Date: _____

Date of Classroom Observation: _____ Date of Self-Reflection: _____

Review Period: _____

COMPLETED FORMS ATTACHED:

- Classroom Observation Form
- Professor's Self-Reflection Form

Strengths:

Areas for Further Development:

Student Course Feedback:

Student course feedback forms for the following semesters were referenced as part of this summary:

Semesters _____ _____ _____ _____ _____
 _____ _____ _____ _____ _____

Remarks

Professional Development Plan:

Professor's Comments:

Professor's Signature (indicating receipt)

Date

Dean's Signature

Date

VP Academic's Signature

Date

A copy of the Faculty Performance Review Summary, the Faculty Self-Reflection Form and the Classroom Observation Form are retained in the Professor's personnel file in Human Resources.