

## **CÉGEP HERITAGE COLLEGE POLICY #15**

### **CONCERNING FACULTY EVALUATION**

**COMING INTO FORCE:** September 27, 2011  
**REVISED:** April 18, 2013  
**ADMINISTRATOR:** Academic Dean and Director of Human Resources

## Preamble

Heritage College is committed to providing the highest quality of education to its students in conformity with its Mission to promote "academic excellence through a personal and supportive environment that recognizes the importance of continuous learning." The present policy provides a mechanism to maintain the high quality of teaching and education that the College has been fortunate to enjoy since its inception.

The present policy conforms to a regulation under Article 18.02 of the College Act. Article 1 of the regulation requires the College to adopt a policy concerning unionized personnel that includes provisions concerning the hiring, orientation, evaluation and professional development of employees.

Teachers are responsible for their lifelong learning and for keeping up-to-date the skills and competencies required in the performance of their duties.

## ARTICLE 1 Purpose

The present policy provides a framework for evaluation practices within which faculty, departments, and administrators operate. It provides the process for formative evaluation for all faculty members, recognizes departmental autonomy and the particularity of the disciplines, identifies the rights and responsibilities of each participant in the evaluation process, and serves as a cornerstone in the learning and success of students.

## ARTICLE 2 Application

The present policy applies to all teachers of Heritage College.

## ARTICLE 3 Provisions

### 3.1 The purpose of teacher evaluation is:

- to maintain and support a high quality of teaching;
- to recognize and validate the contribution of teachers;

- to promote effective teaching;
- to enhance the recognition of teachers as professionals;
- to provide for formative evaluation for all faculty;
- to identify professional development needs and opportunities for faculty;
- to ensure that adequate resources (both human and financial) for professional development are made available by the College;
- to ensure that all teachers at the College are provided the necessary feedback, support, and resources to maintain and advance the high quality of teaching and education that is intrinsic to this institution;
- to foster self-improvement;
- to provide information for decisions related to employment priority for new teachers.

### 3.2 The application of the present policy shall be guided by principles which:

- support student success;
- comply with collective agreements and other applicable laws;
- promote a culture of teaching and learning;
- foster professional development;
- promote equity, fairness, and transparency;
- respect confidentiality by and for all parties concerned;
- benefit faculty members through timely feedback.

### 3.3 Frequency of Evaluation

The frequency of evaluation is dependent on the status of the teacher. There are two categories, "new teacher" and "seasoned teacher."

A "seasoned teacher" is defined as someone for whom at least one of the following situations applies. He or she has (article 5-1.08 of the FNEEQ collective agreement):

- held a full-time teaching load;
- held a teaching load equivalent to at least 0.5 FTE per year for two (2) consecutive contract years;
- accumulated one and a half (1.5) years of seniority.

Any teacher who does not fit under any of the above situations is defined as a “new teacher.”

### 3.3.1 New Teachers

New teachers will be evaluated during their first semester at the College as outlined in article 3.4.2 New Teacher Evaluation Procedures.

### 3.3.2 Seasoned Teachers

A seasoned teacher will be evaluated once every five (5) years.

#### 3.3.2.1 MED (*Mise en disponibilité*)

A teacher on availability from another college who is filling a position at the College will be evaluated during his or her second semester in the position at the College using the seasoned teacher evaluation process (Refer to article 3.4.3 Seasoned teacher evaluation procedures).

## 3.4 Evaluation Procedures

### 3.4.1 Context

To be useful, the results of the evaluation must be put in context. All evaluations will take into account:

- the context of the course (the course’s placement in the program, the type of course);
- the dynamics of the class;
- the experience of the teacher;
- the complexity or newness of the material being taught;
- the newness of the pedagogical technique being used;
- the quality of the material and/or the physical environment available;
- certain characteristics of the group of students;
- the course schedule for the course or activity.

### 3.4.2 New Teacher Evaluation Procedures

The evaluation of a new teacher will be conducted by a departmental evaluation team.

An evaluation should normally occur during the 1<sup>st</sup> third of the course and will entail:

- a self-evaluation;
- student questionnaires;
- classroom observation and feedback;
- assessment of documents used in teaching the course which may include: class notes, marked assignments, graded evaluations, laboratory work, etc.;
- assessment of professional practice, knowledge of the discipline, and participation in departmental activities;
- a debriefing interview with the evaluation team;
- a summative evaluation report;
- other elements deemed pertinent to the program to be determined in consultation with Academic Services.

Alternate methods of evaluation may be used for faculty in clinical or fieldwork settings.

There will be one classroom observation, one set of student questionnaires, one self-evaluation and one assessment of course materials for each course taught up to a maximum of three different courses. In the case of a teacher who is only teaching one course, there will be two classroom observations. After these activities are concluded, a debriefing interview between the teacher and the evaluation team will be held. At this meeting, the results of the evaluation will be reviewed and recommendations for improvement will be made.

At the recommendation of Academic Services and/or the department, a full or partial evaluation can be repeated in

the same semester and/or the following semester.

A subsequent evaluation may occur at the recommendation of both Academic Services and the Department.

### 3.4.3 Seasoned teacher evaluation procedures

A seasoned teacher evaluation contains these elements:

- a self-evaluation
- student questionnaires

and includes at least one of the following peer evaluations:

- classroom observation and feedback
- an assessment of the quality of course material or
- an assessment of professional practice including knowledge of the discipline, and participation in departmental activities

## 3.5 Evaluation Criteria

The present policy includes a common core of criteria for student, peer, and administrative evaluation. The policy does not restrict faculty members within a department from engaging in evaluation activities using criteria that exceed the common core if the additional criteria are applicable to the teacher's role within the program or department.

### 3.5.1 Criterion 1: Professional Practice

The teacher:

- is supportive of student learning;
- is available during scheduled office hours;
- is respectful toward students, faculty and staff;
- is open to feedback and demonstrates willingness to adjust;
- participates in program and departmental activities;
- meets College and departmental deadlines.

### 3.5.2 Criterion 2: Knowledge of the Discipline

The teacher:

- assures course content reflects current theory and practice in the context of developments in the discipline;
- links theory with practice;
- situates the course content within a broader scope of its related discipline and program;
- answers questions effectively.

### 3.5.3 Criterion 3: Pedagogy

The teacher:

- understands and adapts to students at the Cégep level;
- communicates clearly and effectively;
- sufficiently prepares for each class;
- covers course content that meets the program objectives and course competencies;
- reliably follows the course outline, including the course content, the weighting (ponderation), and the methodology;
- devises teaching strategies and learning activities that meet different learning needs and styles of students;
- engages students in meaningful activities that are conducive to learning;
- manages classroom behaviour promptly and effectively;
- establishes and maintains an open, accepting, and respectful classroom environment.

### 3.5.4 Criterion 4: Student Evaluation

The teacher provides students with:

- a variety of formative and summative evaluation methods that are helpful in acquiring a better understanding of course material;

- timely, relevant, and clear feedback;
- regular, interspersed evaluations;
- summative evaluation criteria and deadlines.

### 3.5.5 Criterion 5: Non-teaching Responsibilities

The teacher:

- respects non-teaching activities described in the collective; agreement (article 8-4.01 of the FNEEQ collective agreement).
- respects all College Bylaws, Policies, and procedures;
- respects departmental and program policies and procedures;
- Participates actively in the life of the department (article 8-4.01 of the FNEEQ collective agreement).

### 3.6 Data Collection Tools and Sources of Evaluation

- Classroom evaluation: classroom observation form
- Student evaluation: student questionnaire
- Self evaluation: teacher self-evaluation form
- Department evaluation:
  - peer evaluation form and summary report;
  - direct observation in the classroom by evaluation team;
  - peer interview between evaluation team and teacher;
  - review of all course materials, including course outline and syllabus, assessments and final examinations;
  - final evaluation and recommendation for areas needing improvement.

### 3.7 Quality of Education Advisory Committee

This committee advises the Academic Dean on the implementation, application and revision of this policy. It is composed of the Academic Dean, the Director of Human Resources, the Associate Academic Dean, Director of Continuing Education and three seasoned faculty members, one from each: Career Programs,

General Education Departments, and Pre-University Programs.

### 3.8 Access to and Conservation of Data and Results

The evaluation data, results, and final evaluation summary are confidential.

## ARTICLE 4 Roles and Responsibilities

### 4.1 Board of Governors

The Board approves the present policy and any revisions thereto.

### 4.2 Director General

The Director General oversees the application of the present policy.

### 4.3 Academic Dean

- a) Applies the present policy.
- b) Provides the necessary resources to support the management of the information gathered from students.
- c) Provides the necessary professional development to support the evaluation teams in performing their tasks.
- d) Recommends opportunities for professional development to faculty if required by a development plan.
- e) Shares responsibility with the Director of Human Resources in revising the present policy.

### 4.4 Director of Human Resources

- a) Is responsible for Heritage College *Policy # 10 Concerning Human Resources*.
- b) Shares responsibility with the Academic Dean in revising the present policy.
- c) Provides new faculty with a copy of the present policy.
- d) Receives all evaluation results in the event of a recommendation for removal of priority.
- e) Informs any teacher of her or his non-renewal by the date established within the current collective agreement.

- f) Maintains all evaluation summaries in the confidential employee file.

#### 4.5 Associate Academic Dean

- a) Ensures that newly hired faculty are informed of this policy at the time of hiring
- b) In consultation with Department Coordinators and the Director of Human Resources establishes the list of faculty to be evaluated each semester.
- c) Ensures that the teachers being evaluated are informed in writing by the first day of classes of the semester.
- d) Provides the evaluation team with the teacher evaluation procedures and timelines and ensures that the procedures and timelines are followed.
- e) May make classroom observation visits as part of an evaluation process, if requested by the evaluation team or by the individual being evaluated.
- f) Receives the summary of the teacher evaluation results.
- g) If applicable, requests teachers to prepare a development plan in consultation with the evaluation team following their initial evaluation.
- h) Provides input in the preparation of the development plan in consultation with the Director of Human Resources.
- i) Suggests professional development activities to faculty in support of his or her development plans.
- j) Is responsible for follow-up regarding a development plan after the first complete evaluation.
- k) Involves the Director of Human Resources when the evaluation has not been satisfactory.
- l) Assists the Director of Human Resources in all aspects related to the nonrenewal of a teacher.
- m) Has the right to access any pertaining evaluation results in the case of non-renewal of a new teacher.
- n) Meets with seasoned teachers for a debriefing interview following the completion of their evaluation.

#### 4.6 Department Coordinator

- a) Is responsible for the support and the promotion of the present policy within his or her respective department.
- b) Provides information and guidance to all new faculty regarding policies, procedures, and processes followed by the department, including the new teacher's evaluation process and timeline.
- c) Assigns a teacher mentor to each new teacher.
- d) In consultation with the department, appoints an evaluation team for each new teacher.
- e) Receives a copy of the evaluation summary for each new teacher from the evaluation team.
- f) Forwards the evaluation summary to the Associate Academic Dean no later than November 30 for the Fall semester or April 30, for the Winter semester.
- g) Is present during the meeting organized by the College to inform the faculty concerned of the College's decision to remove his/her job priority following an unsatisfactory evaluation.
- h) Assists the Associate Academic Dean in follow-up of the development plan for new teachers.

#### 4.7 Evaluation Team for New Teachers

- a) Consists of two faculty members. Ideally each faculty team member will be tenured, have the knowledge of the discipline, and have taught the course(s) in the past. The Associate Academic Dean sits as an *ex officio* member of the team. In the case where no faculty with knowledge of the discipline is available, a faculty member from a similar discipline may be invited to participate.
- b) Meets with the teacher to be evaluated at the beginning of the semester to set the schedule of evaluation activities.
- c) Conducts classroom visits and documents the results.
- d) Reviews course material and documents the findings.
- e) Conducts peer interviews with the teacher to provide feedback and suggestions.
- f) Writes a report of the peer interview.
- g) Prepares a summary report of the evaluation.

- h) Provides the teacher with written copies of all evaluation documentation.
- i) Assists the teacher in preparing a development plan based on the results of the evaluation.
- j) Forwards the evaluation summary to the department coordinator no later than November 30 for the Fall semester or April 30, for the Winter semester.

## 4.8 Teachers

All teachers:

- a) Are responsible for being aware of the present policy.
- b) Are expected to attend meetings and professional development activities concerning his or her development as a teacher.

All new teachers:

- a) Must submit required documents to the evaluation team, as requested.
- b) Must meet with the evaluation team for the debriefing interview.
- c) May request a second meeting with the evaluation team to discuss or respond to the evaluation; The professor has up to ten (10) working days following the meeting with the evaluation team to send a written response which will be included in the final evaluation summary.
- d) If applicable, will prepare and commit to following a development plan.

All seasoned teachers:

- a) Must submit required summary documents to the Associate Academic Dean as requested.
- b) Must meet with the Associate Academic Dean for a debriefing interview.
- c) May request a follow-up meeting with the Associate Academic Dean to further discuss the evaluation. The teacher may invite a third party of his or her choice to the second meeting.
- d) If applicable, will prepare and commit to following a development plan.

## 4.9 Quality Education Advisory Committee

- Develops and revises new teacher integration procedures.
- Develops and approves all evaluation instruments.
- Advises on the coordination of the various departments and services involved with issues of evaluation and professional assistance.
- Makes recommendations on continuous improvement on new teacher mentoring.
- Receives student input on this policy.
- Discusses issues arising from the implementation, application and revision of this policy.

## 4.10 Students

Students complete their course evaluations in a fair and honest manner. Student evaluations that contain abusive language will be disregarded.

## ARTICLE 5 Revision

The present policy will be reviewed at least every five (5) years, and revised when deemed necessary.

**Glossary**



### **Related Document(s)**

This document is to be used in conjunction with:

- *Cégep Heritage College Procedure #P31.1 Concerning New Teacher Evaluation*
- *Cégep Heritage College Procedure #P31.2 Concerning Seasoned Teacher Evaluation*
- *Cégep Heritage College Procedure #P31.3 Concerning Continuing Education Teacher Evaluation*
- *Cégep Heritage College Policy # 3 Concerning the Personnel Management*
- *Cégep Heritage College Policy # 10 Concerning Human Resources*
- *Cégep Heritage College Policy #11 Concerning Professional Development for Employees*