



**GUIDELINES
FOR
PROBATIONARY FACULTY
EVALUATION**

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The process outlined in these guidelines ensures that current practices for probationary evaluation are systematic and consistent across the College, while enabling some opportunity to tailor evaluation instruments to the specific needs of a Faculty/Department and/or to the specific roles of the faculty member (i.e. Instructor, Programmer, Librarian, Counselor, and so on). This process builds on current practices where appropriate/feasible. Wherever possible, standardized forms will be developed and must be used in probationary evaluation.

Notes

The attached student and peer evaluation forms are to be used for faculty whose primary responsibility is in-class instruction. Forms for other faculty who have unique instructional responsibilities such as clinical/practicum, instruction/supervision, or non-instructional responsibilities such as librarians, counselors, and programmers, are to be developed in consultation with the appropriate Dean, Associate Dean, Director Administrator and/or with the Chairs/Coordinators.

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I. INTRODUCTION/PURPOSE

The Douglas College/DCFA Collective Agreement includes a provision for probationary Faculty Evaluation. This document is a tool for Administrators/Selection Committees/Chairs and Coordinators to use in establishing appropriate evaluative practices, based on Collective Agreement language, that are consistent, inclusive, and provide the basis for valid decisions.

The overall objective of a performance review system is to develop and to enhance a quality learning experience for students at Douglas College. The system also serves to provide faculty with appropriate feedback and information to enhance professional competence and effectiveness. However, the primary goal of the probationary evaluation is to determine whether the faculty member will be satisfactory or unsatisfactory as a regular, ongoing faculty employee at Douglas College. Probationary evaluation must provide the necessary information to determine, in a fair and reasonable manner, if the individual has satisfied the criteria for a regular faculty appointment, based on the faculty member's work during the probationary period.

The probationary faculty member will be evaluated against expectations. Therefore, the probation period will provide the probationary faculty member an opportunity to demonstrate quality of instruction and competency in all aspects of the role description including working cooperatively with team members in areas such as governance, internal/external liaison, curriculum and/or program development, administrative tasks, and so on, as appropriate to his/her position. As well, the probationary period will provide an opportunity for the Department/Program and the probationary faculty member to determine overall fit with departmental plans and needs.

The management and supervision of employees is a management function; therefore, the final determination as to whether an employee has met, or not met, the established probationary requirements is made by Management. It is important to note that, in accordance with Article 5.7.2(d) in the local Collective Agreement, in the absence of a probationary evaluation, the faculty member's performance is deemed to be satisfactory.

Desired Goals for Probationary Evaluation Guidelines

1. Create the basis for best practices in evaluation and provide consistency of probationary faculty evaluation processes across the College.
2. Create consistency of evaluation criteria, clearly related to position requirements. Recruitment and selection for initial employment at Douglas College represents a first measure of evaluation for the appointment to an ongoing regular faculty position. Criteria established for recruitment/selection should be utilized as a base for evaluation of contract faculty (where applicable) and for probationary evaluation of regular faculty.

NOTE: Evaluation for contract faculty would not include those criteria related to the broader responsibilities of a regular faculty member in areas such as curriculum development, committee work, or contributions to the College.

3. Create a process that meets legal requirements and withstands [third-party](#) scrutiny.
 - a) The evaluation process cannot be (or be perceived as being) used in a manner which is arbitrary, discriminatory, or in bad faith.
 - b) The procedures and outcomes must be, and be perceived to be, free of [bias](#).
 - c) The requirements/criteria for evaluation must be [bona fide](#).
 - d) The process must provide for [natural justice](#), i.e. the employee should know the “case to meet”. Early in his/her appointment, the faculty member should be aware of the criteria against which his/her performance will be assessed and how he/she will be assessed.
 - e) The evaluation should consider positive and negative aspects of performance.
 - f) The evaluation report, if found to be unsatisfactory in the first instance, **must specify the areas requiring improvement and make positive suggestions for improvement within specified timelines.**

II. COLLECTIVE AGREEMENT LANGUAGE

DCFA Collective Agreement Article 5.7.2

Article 5.7.2 - Regular Faculty Evaluation

Probationary Regular Faculty

- a) All evaluations during the probationary period shall be as follows: at least once per year (no more than twice per year with a minimum of sixty (60) days between) and the Administrator responsible will give the faculty member a written evaluation report, after consultation with the current Selection Committee.

The evaluation report shall explicitly state whether the faculty member is satisfactory or unsatisfactory. If the faculty member is found to be unsatisfactory for regular employment then the evaluation report shall specify the areas requiring improvement and shall make positive suggestions for each. The standards will be determined by the College.

- b) The methods used to collect information, in consultation with the faculty member, will include the following:
- i. written faculty peer evaluation;
 - ii. student evaluations (where applicable);
 - iii. written self-evaluation by the probationary faculty member;
 - iv. other methods agreed to by the Selection Committee and by the Administrator responsible;
 - v. written administrator evaluation.
- c) The probationary faculty member will be allowed to read and review the Evaluation Report. The faculty member will have five working days to respond in writing to any errors of fact or significant omissions. The Evaluation Report will then be discussed with the faculty member, who will sign a copy indicating that the report has been seen. The faculty member can register agreement or disagreement with the report at this time.
- d) Where an evaluation has not been done, then, in accordance with Article 5.7.2(d), the probationary faculty member is deemed to have received a satisfactory evaluation.

III. FREQUENCY AND PROCESS FOR COMPLETING THE EVALUATION

A. FREQUENCY:

As per Article 5.7.2 (a), the evaluation during the probationary period takes place at least once per year but no more than twice per year, with a minimum of 60 days between evaluations. Probationary faculty should be informed of the evaluation process and criteria early in their first semester as a regular faculty member. This should be included in the faculty member's initial orientation to the department.

B. PROCESS:

PRELIMINARY STEPS

1. Criteria for the selection and evaluation of faculty will have been clearly defined, in consultation with the Selection Committee. The same criteria will be used for the probationary evaluation.
2. Where other methods of data collection for the evaluation are determined and differ from Article 5.7.2(b) (i)(ii)(iii) or (iv), they will be discussed and approved by the Selection Committee, in accordance with Article 5.7.2(b)(iv).

YEAR 1

ORIENTATION TO EVALUATION PROCESS

1. The Administrator and/or Designate ([Associate Dean](#), [Chair/Coordinator](#)) must meet with the new probationary faculty member to provide information on the evaluation process, including performance expectations, criteria for evaluation, and supports available for probationary faculty.
2. The Administrator and/or Designate ensures that new faculty have received copies of all pertinent forms including guidelines for self-evaluation, student evaluation, peer evaluation, Chair/Coordinator evaluation form, and so on.

Step 1

Within the first semester of appointment as regular faculty, the following activities are undertaken:

1. a procedure is put in place for student evaluation of instruction for all courses taught during the probationary period (ongoing);

2. in consultation with the probationary faculty member the Peer Evaluator is recommended to the Chair /Coordinator
3. the Peer Evaluator(s) is appointed by the Administrator;
4. the faculty member being evaluated has the right to express concern about the selection of the peer evaluator, where there is a perception of bias. In this event, another peer evaluator will be appointed;
5. in selecting evaluators, course expertise and department needs must be considered;
6. the Administrator and/or Designate develops an evaluation schedule and informs the probationary faculty member and peer evaluator(s);
7. the Administrator and/or Designate may formally initiate the probationary evaluation process at this time.

Step 2

During the second semester of instructional responsibilities, the following activities are undertaken:

1. the Administrator and/or Designate formally initiates the probationary evaluation process, setting timelines and requesting the submission of the self-evaluation;
2. the Administrator and/or Designate ensures the peer evaluation process is initiated and completed by the Chair/Coordinator.

Step 3

At the end of either the first or second semesters of instruction, the following activities are undertaken:

1. the Administrator collects and reviews all evaluation materials (student, peer, chair/coordinator, and self-evaluation), summarizes the information, and makes a decision;
2. the Administrator and/or Designate drafts the Evaluation Report based on the data collected. Where any areas requiring improvement are identified, the Administrator in consultation with the probationary faculty member and the Selection Committee develops written recommendations for development/remediation, identifies supports available to faculty member and arranges for follow-up and/or consultation. The standards will be determined by the College, as per Art. 5.7.2 (a);
3. where the evaluation report has been drafted by a Designate, the Administrator reviews, completes and signs the Evaluation Report.

Step 4

Within one month of collecting the evaluation information, the following activities are undertaken:

1. the Administrator and/or Designate consults with the Selection Committee about the written evaluation report, as per Article 5.7.2 (a);
2. the Administrator and/or Designate then meets with the probationary faculty member to discuss the findings in the evaluation report;
3. the faculty member is allowed to read and review the Evaluation Report. The faculty member has five working days in order to respond in writing to any errors or omissions, as per Art. 5.7.2 (c);
4. the faculty member signs a copy of the report to indicate it has been seen. The faculty member can register agreement or disagreement with the report at this time;
5. the next performance evaluation is scheduled (at least 60 days between evaluations).

Upon completion of the Evaluation Report for the probationary period, a copy is forwarded to Employee Relations for inclusion in the faculty member's employee file. No other copies of the evaluation materials are kept.

YEAR 2

Steps One, Two and Three are repeated, as scheduled in Step Four, Year 1.

The scheduling of the second evaluation will depend, to some extent, on whether any areas requiring improvement were identified in the first evaluation. Where areas requiring improvement were identified, the timing of the second evaluation will also have to allow time for the recommended actions/supports in relation to those areas requiring improvement to be implemented. As well, timing will be affected by the teaching schedule of the probationary faculty member.

Upon completion of the final evaluation report for the probationary period, a copy is forwarded to Employee Relations for inclusion in the faculty member's employee file.

NOTE:

The gathering of data for the first probationary evaluation (other than student evaluations, which are required for every course during the probationary period), including the self-evaluation, peer evaluation, chair/coordinator, and administrator evaluation, will normally

occur during the second semester of instruction. This process allows the new probationary faculty to be oriented and to acclimatize to instructional responsibilities and College expectations. However, the process may be initiated during the first semester of instruction at the discretion of the Administrator.

IV. METHODS FOR DATA COLLECTION

It is important to remember that the criteria used to hire a faculty member must be the same criteria used for the evaluation.

The Collective Agreement specifies the methods that may be used to collect information, as follows:

1. written faculty peer evaluation;
2. student evaluations (where applicable);
3. written self-evaluation by probationary faculty member;
4. other methods agreed to by the Selection Committee, and by the Administrator responsible, such as Chair/Coordinator reports, clinical evaluations, etc.;
5. written administrator evaluation.

It is important to consider areas of faculty responsibility that may be included in the evaluation process. For example, students may comment on areas such as course content, class management, instructional techniques, availability for after-class consultations, subject content knowledge (as evidenced by the faculty member's ability to answer questions and link presentations to current thinking in field), but not on areas such as professional knowledge, scholarly activities, and professional development, which are more effectively evaluated by peers.

A. Written Faculty Peer Evaluation

Peer evaluations must be structured and consistent with Divisional/Faculty guidelines for peer evaluations (refer to Appendix II-C, page 31). Although there will be some differences in procedures based on faculty responsibilities unique to a specific Department, Program, or Service Area, procedures should maximize consistency across the College.

It is important that the peer evaluator is non-biased, is competent to make an assessment, is informed and aware of their role as peer evaluator, and is familiar with the evaluative procedures and tools.

A peer evaluator must:

1. be a regular post-probationary faculty member appointed by the Administrator upon recommendation of the Chair/Coordinator;
2. be (and be perceived as being) non-biased;
3. maintain confidentiality;
4. complete and send the peer evaluation(s) to the Administrator.
5. where an area requiring improvement is identified by the peer evaluator(s), provide a copy of the peer evaluation(s) to the Administrator. This step allows for the opportunity to discuss remediation in preparation for discussion of the evaluation report with the Administrator, the probationary faculty member and the Selection Committee

NOTE: Materials related to the peer evaluation will not be maintained by the peer evaluator.

Any regular post-probationary faculty member may serve as a peer evaluator, except faculty excluded by reasons of conflict of interest or bias. Consideration may be given to faculty evaluators with specific subject expertise. The primary areas of evaluation for class-based instruction will be course content and materials utilized; student evaluation procedures and grading/evaluation standards; class preparation and organization; materials for students; instructional presentation; and subject matter knowledge, as reflected in course instruction.

Attached as part of the appendices are examples of standard memos to a probationary faculty member and to peer evaluators, with guidelines for peer evaluation, a classroom observation checklist, and a peer evaluator's report form (refer to Appendices I-A to II-E, pages 23 – 40).

B. Written Student Evaluation

Student evaluations should focus on evaluation of instruction rather than course evaluation. A standard instructional evaluation has been developed for this process. It is understood that departments may add to these forms in order to ensure they are relevant to the area.

Attached is a version of a student evaluation question form for in-class instruction (Appendix II-F, page 41), which has evaluative statements with indicators/evidence.

NOTE: The attached student evaluation forms may be adapted/modified in order to be used for service-oriented positions (i.e. counselors, librarians, programmers, etc.) and for faculty with unique instructional responsibilities (i.e. applied vs. open enrolment programs, clinical instruction, practicum supervision, etc.).

It is anticipated that some programs/departments may wish to develop some additional statements to meet the specific needs of that department/program. Such modifications must be approved by the Department's Education Committee and by the Administrator. The revised form must then become the standard for that Department/Faculty.

Student evaluations related to the probationary evaluation are initiated by the Administrator. No written materials related to the probationary evaluation will be maintained by anyone other than the probationary faculty member or the Administrator.

C. Written Self-Evaluation By Probationary Faculty Member

Elements for self-evaluation are to include:

1. a statement of the faculty member's duties and list of courses taught during the probationary period as appropriate to his/her position including, where applicable, instruction, curriculum prep, committee work, professional liaisons, administrative tasks, etc.
2. a reflective statement on the faculty member's teaching/instruction during his/her probationary period, including accomplishments and areas requiring improvement. This must include a summary statement of the faculty member's student evaluations and their impact on his/her instructional practices;
3. a list of professional development activities during the probationary period, together with a reflective statement about those activities;
4. a list of any scholarly activities (i.e. research, professional presentations, etc.), together with a reflective statement about those activities;
5. a list of service provided to the College at departmental, Faculty, Division and/or College-wide level, together with a reflective statement about those activities. This includes a list of work, such as curriculum development, internal and/or external liaison work, work with professional communities, and a list of committee membership(s) with roles, tasks, and/or accomplishments of each committee; and
6. other reflective statements (i.e. plan for future professional development).

A proposed memo from the Administrator or Designate to the probationary faculty member to initiate the evaluation process is attached (refer to Appendix II-A, page 28).

The written self-evaluation must be provided to the Administrator (refer to Appendix II-B, page 30). No written materials related to the probationary evaluation will be maintained by anyone other than the probationary faculty member or the Administrator.

D. Other Methods Agreed to by the Selection Committee and by the Administrator Responsible

The Collective Agreement provides for other methods of data collection. These might be more widely utilized for faculty with roles other than classroom-based instruction (i.e. counselors, librarians, programmers), or for faculty positions in which there are significant additional responsibilities inherent in their role (i.e. negotiating practicum placements and supervising practicums and/or work placements with required community contacts).

It is important that the appropriate Selection Committee approve any other methods of data collection for the probationary evaluation.

Any materials generated as a result of agreement to other methods of data collection for the probationary evaluation must be provided to the Administrator. Written materials related to the probationary evaluation, including data collected under this provision, will NOT be maintained by anyone other than the probationary faculty member or the Administrator.

E. Written Administrator Evaluation

Written administrator evaluations may include written input from the Chair/Coordinator to describe the probationary faculty member's contributions to the Discipline/Department/Faculty and to the College. This will include comments on the faculty member's participation with respect to departmental responsibilities, such as attendance at appropriate departmental and/or committee meetings, curriculum development, and internal/external liaison. A proposed form for the Chair/Coordinator evaluation is attached (Appendix II-G, page 46).

The Administrator must ensure that the Selection Committee has been consulted with respect to the report and advised of the final result. A proposed outline for the Administrator's evaluation report is attached (Appendix II-H, page 47).

V. EVALUATION CRITERIA

Faculty members must recognize that all components of the faculty role are equally important and that a faculty member must be able to demonstrate competency in all aspects of the role description. These will include, where applicable:

1. instructional duties;
2. curriculum/program/service development;
3. service to the College;
4. scholarly activity;
5. professional development;
6. adherence to departmental and College policies/procedures;
7. ability to work as a team member as evidenced by participation in task groups, internal liaison, departmental administrative tasks, and so on;
8. participation in committee work, where committee work has been an expectation of the faculty member during the probationary period.

Criteria must:

- be determined well in advance of the evaluation;
- be related directly to the recruitment/selection criteria;
- be consistent for all faculty in the department with like responsibilities;
- be neutral and free from bias;
- ensure student feedback remains anonymous (i.e. to assess any feedback, patterns/trends);
- be fair/reasonable/achievable;
- be legal and able to withstand third party scrutiny;
- include follow up (i.e. with the peer evaluator, Administrator)

Criteria for duties related to classroom instruction should normally be consistent for all instructional faculty. Some positions may have additional criteria if specific additional responsibilities are part of that position (i.e. practicum supervision, community liaison, lab instruction, online instruction, etc.).

Criteria for non-instructional faculty should be consistent for those positions (librarian, counselor, programmer, and so on).

Below is a list of criteria to follow when conducting a probationary faculty evaluation. Appendix I-A (page 23) lists the Evaluative Criteria Statements followed by an applicable list of indicators/evidence with a separate list of primary sources for each evaluation criteria statement (refer to Appendix I-B, page 25).

PROBATIONARY EVALUATION CRITERIA

1. Demonstrates/maintains content expertise.
2. Instructs effectively (i.e. online/classroom).
3. Provides services effectively.
4. Promotes student learning effectively.
5. Relates to students effectively.
6. Manages the course/classroom effectively.
7. Manages service delivery effectively.
8. Engages in curriculum/program design and renewal, where required.
9. Complies with College/Department grading policies and practices.
10. Acts collegially and as an effective team member.
11. Provides valuable service to the College, where required.
12. Includes additional criteria developed by the Selection Committee and the Administrator and/or Designate which was used in the hiring of the probationary faculty member.

NOTE:

It is intended that the above list is utilized as generic selection criteria and could be reworded to ensure relevance.

VI. ROLES AND RESPONSIBILITIES

A. DELEGATION

The Administrator may delegate responsibilities to one or more of the following:

- Chair
- Coordinator
- Selection Committee

The Administrator may not delegate responsibility for making the final decision as to whether the faculty member has been satisfactory or unsatisfactory in his/her probationary period.

The Chair/Coordinator may be designated for the purposes of:

1. scheduling and facilitating the evaluation;
2. gathering data and reviewing/summarizing the factual data for the final evaluation report.

At the request of the Chair/Coordinator, peer evaluators or the Selection Committee may be more directly involved in the data gathering and observations of class instruction.

B. ROLE OF FACULTY – PROBATIONARY FACULTY MEMBER

1. Consults with the peer evaluator to make arrangements for the peer evaluation process, including a classroom visit (where appropriate) and follow-up consultation.
2. Completes the self-evaluation and submits it to the Administrator in a timely manner.
3. Attends formal meeting with the Administrator to review the full evaluation.
4. Signs the evaluative report within five working days of the meeting.

C. ROLE OF FACULTY – PEER EVALUATORS

1. Arrange for pre-observation consultation with the probationary faculty member. This meeting provides an opportunity for discussion on the overall course outline, instructional material, methodology, and supplementary materials utilized in the course, student handouts, evaluation procedures, use of technology for instruction, and so on. This meeting also provides an opportunity to discuss the specific learning objectives of the lesson to be observed, the sequencing of this lesson to those preceding and following, specific instructional methodology to be utilized, specific student information if appropriate, and so on.
2. Complete classroom observation utilizing the observation checklist (refer to Appendix II-D, page 33).
3. Review graded assignments for adherence to grading policies/practices, standards, and appropriateness of feedback to students, etc.
4. Participate in a follow-up meeting with the probationary faculty member to discuss observations and provide an opportunity for the peer evaluator and the

probationary faculty member to engage in discussion about the lesson, the evaluator's observations, the faculty member's perceptions/experience, and so on.

5. Write the peer evaluator report (refer to Appendix II-E, page 37).
6. Provide a copy of the peer evaluation report to the Administrator. Where an area requiring improvement is identified, a copy of the peer evaluation report is forwarded to the Selection Committee. This step allows for the opportunity to discuss remediation in preparation for discussion of the evaluation report with the Administrator. A consistent evaluation format for classroom visits should be utilized and readily available to all faculty members.
7. Provide all materials related to the probationary evaluation to the Administrator. No materials are to be retained by anyone other than the probationary faculty member or the Administrator.
8. Provides a copy of peer evaluation report to the member being evaluated.

Where the primary responsibilities of the probationary faculty member are other than classroom instruction (librarian, counselor, programmer, and so on), alternate procedures for peer review will be developed to be consistently utilized within that department.

D. ROLE OF SELECTION COMMITTEE

The Selection Committee:

1. determines the necessary criteria and qualifications for the faculty position, as per Article 5.2.1 of the DCFA Collective Agreement. Such criteria will also be utilized as part of the evaluation criteria;
2. approves any methods utilized to collect information for the evaluation (other than peer, administrative, student or self-evaluation), as specified in Article 5.7.2 (b) (iv);
3. receives the peer evaluation report from the Administrator, where an area requiring improvement is identified by the peer evaluator; provides recommendations for remediation;
4. provides all materials related to the probationary evaluation to the Administrator. No materials are to be retained by anyone other than the probationary faculty member or the Administrator.

NOTE: *Where peer evaluation and/or student evaluation procedures/forms are modified by the Selection Committee to meet the specific needs of the program/department, such modifications will be reviewed by the program/department prior to implementation.*

E. ROLE OF CHAIR/COORDINATOR

The role of Chair/Coordinator will vary somewhat from one Faculty to another, based on the position description for the Chair/Coordinator. However, this role must be consistent across all programs/disciplines within each Faculty.

The role of the Chair/Coordinator may include:

1. providing orientation for new faculty regarding probationary evaluation procedures, timelines, expectations/standards, and evaluation criteria;
2. providing professional support and referrals for new faculty;
3. coordinating the evaluation process as delegated by, and in consultation with, the Administrator, including scheduling and initiation of the evaluative process, recommending peer evaluator(s), and communication with the probationary faculty member;
4. ensuring the faculty member has the necessary materials and support for student evaluations of probationary faculty for each semester during the probationary period;
5. ensuring evaluations are scored and summarized in a timely manner (as consistent with the process for that Faculty) with a summary of student evaluations provided to the probationary faculty member. In some departments, an Administrative Officer under the direction of the Administrator or Designate is responsible for the clerical/organizational tasks;
6. providing ongoing feedback on the process and to the appropriate Administrator;
7. providing the Chair/Coordinator feedback with respect to work done by probationary faculty as part of program/discipline team, including committee work, external liaison required for program, and/or contributions to the discipline and to program delivery;
8. appointing the peer evaluator, where this task has been delegated by the Administrator;
9. providing all materials related to the probationary evaluation to the Administrator; No materials are to be retained by anyone other than the probationary faculty member or the Administrator.

F. ROLE OF ADMINISTRATOR

Management, supervision, and evaluation of employees are management functions; therefore, the final determination as to whether an employee has met, or not met, the probationary requirements is the responsibility of the Administrator. The initiation and

supervision of the probationary evaluation process may be done personally by the Administrator or by a designate, consistent with practices in that Faculty/Department. The final determination of satisfactory or unsatisfactory performance and the signing of the evaluative report remains the responsibility of the Administrator.

The Administrator must:

1. ensure probationary evaluations are initiated and completed within appropriate timelines;
2. appoint the peer evaluator(s) following consultation with the Chair/Coordinator;
3. ensure student evaluations are initiated and conducted with respect to the probationary faculty member;
4. review and complete the evaluation report
5. ensure the Selection Committee is provided with a copy of the peer evaluation report, including recommendations, where an area requiring improvement is identified by the peer evaluator; the Administrator the Selection Committee and the probationary faculty member will then meet to review and discuss the evaluation report;
6. make a decision with respect to whether the probationary faculty member's performance is satisfactory or unsatisfactory; if unsatisfactory, develop recommendations for formal follow-up with timelines. A copy of the remediation plan is provided to the DCFA and ER.
7. consult with the Selection Committee and provide written recommendations for development/remediation and establish timelines and goals for the next evaluation;
8. if the evaluation indicates areas requiring improvement, meet with probationary faculty at the completion of the evaluation, discuss report, and ensure signatures are received on the final evaluation report;
9. ensure a signed copy of the evaluation report is sent to Employee Relations for the faculty member's employee file.

APPENDICES

APPENDIX I: PROBATIONARY FACULTY EVALUATION

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APPENDIX I: PROBATIONARY FACULTY EVALUATION

PROBATIONARY EVALUATION CRITERIA – WITH INDICATORS

1. Demonstrates/maintains content expertise by:
 - a) possessing appropriate credentials and instructional experience;
 - b) maintaining currency in the field;
 - c) engaging in professional development.
2. Instructs effectively by:
 - a) using appropriate methods and technology;
 - b) planning and preparing lessons and presentations;
 - c) evaluating student work effectively with timely, appropriate feedback;
 - d) adhering to curriculum guidelines;
 - e) adhering to grading policies and standards.
3. Promotes student learning by:
 - a) establishing a positive environment;
 - b) stimulating student interest in the course content
 - c) engaging students;
 - d) responding to feedback.
4. Relates to students effectively by:
 - a) demonstrating and promoting respectful interactions with and among students;
 - b) respecting student' diverse backgrounds, experience and needs;
 - c) posting and maintaining office hours.
5. Manages course effectively by:
 - a) ordering textbooks in a timely manner;
 - b) providing a course outline in the first week of class;
 - c) submitting administrative forms in a timely manner;
 - d) submitting course grades on Web for Faculty by the deadline.
6. Engages in curriculum/program design and renewal by:
 - a) participating on curriculum committees (where able to);
 - b) updating course outlines and materials regularly;
 - c) participating in the development of materials and applications that enhance curriculum;
7. Acts collegially by:
 - a) attending and participating in departmental meetings;

- b) sharing concerns, initiatives and professional development with colleagues;
 - c) participating in activities such as orientation, student advising and student selection
8. Serves the College by:
- a) providing input on governance or management issues as appropriate;
 - b) pursuing opportunities to improve teaching and learning across the College;
 - c) participating in College-wide processes and committees.
9. Participates , as assigned, in liaison activities by:
- a) attending meetings outside the College;
 - b) participating on advisory committees;
 - c) liaising with professional groups;
 - d) promoting the department, program and the College;
 - e) participating in cross-faculty initiatives
 - f) liaising with practicum or work sites, as appropriate to program and/or department.

PROBATIONARY EVALUATION CRITERIA – SOURCES OF INFORMATION

The evaluation process must be clear as to the basis of evaluative judgments. Each criterion should have an identified source of data (i.e. peer evaluation, student evaluation, chair/coordinator evaluation, administrator evaluation), as follows:

1. Demonstrates/maintains content expertise by:
 - a) peer and student evaluation(s);
 - b) administrator/Chair/Coordinator Evaluation(s);
 - c) self-evaluation, including curriculum vitae.

2. Instructs effectively (i.e. online/classroom) by:
 - a) peer and student evaluation(s);
 - b) self-evaluation.

3. Promotes student learning by:
 - a) peer and student evaluation(s);
 - b) self-evaluation.

4. Relates to students effectively by:
 - a) peer and student evaluation(s);
 - b) self-evaluation.

5. Manages course effectively by:
 - a) peer evaluation(s);
 - b) administrator/Chair/Coordinator evaluation(s);
 - c) student evaluations;
 - d) self-evaluation;
 - e) other feedback, such as from the Registrar's office, which provides information on grade submissions only.

6. Engages in curriculum/program design and renewal by:
 - a) peer evaluation(s);
 - b) administrator/Chair/Coordinator evaluation(s);
 - c) self-evaluation.

7. Acts collegially by:
 - a) peer evaluation(s);
 - b) administrator/Chair/Coordinator evaluation(s);
 - c) self-evaluation.

8. Serves the College by:
 - a) peer evaluation(s);
 - b) administrator/Chair/Coordinator evaluation(s);
 - c) self-evaluation.

9. Participates, as assigned, in liaison activities by:
 - a) peer evaluation(s);
 - b) administrator/Chair/Coordinator evaluation(s);
 - c) self-evaluation;
 - d) other feedback from sources, such as internal, external committees/activities.

**APPENDIX II: FORMS AND DOCUMENTS FOR PROBATIONARY
FACULTY EVALUATION**

MEMO TO PROBATIONARY FACULTY

NAME OF FACULTY: _____
(i.e. Language, Literature and Performing Arts)

DATE: _____

TO: _____
(Probationary Faculty Member)

CC: _____
(Chair/Coordinator)

FROM: _____
(Administrator)

RE: **Probationary Evaluation**

This memorandum will formally initiate your probationary evaluation as per Article 5.7.2 of the Douglas College/DCFA Collective Agreement. There will be five components to this evaluation.

1. Written faculty peer evaluations.
2. Written student evaluations (where applicable).
3. Written self-evaluation by probationary faculty member.
4. Other methods agreed to by the Selection Committee and me, the Administrator.
(If you have suggestions for other methods/tools, please contact me as soon as possible.)
5. Written Administrator evaluation.

WRITTEN FACULTY PEER EVALUATIONS

_____ *(Name/s of Peer Faculty Members)* has been appointed to complete your peer evaluation. He/she will be contacting you in the near future to set up a meeting time and arrange for class visitation.

WRITTEN STUDENT EVALUATIONS

Written student evaluations will be arranged by the Chair/Coordinator or the Department Staff).

WRITTEN SELF-EVALUATION

The self-evaluation provides you the opportunity to identify your strengths, areas requiring improvement, and contributions to the department/College. A guideline for self-evaluation is attached (refer to Appendix II-B, page 30).

WRITTEN CHAIR/COORDINATOR EVALUATION

The Chair/Coordinator may provide an assessment of Faculty-wide obligations pertaining to the probationary faculty member.

WRITTEN ADMINISTRATOR EVALUATION

I will ensure that an Administrator evaluation report is completed. A copy of this evaluation report will be provided to you, and you may wish to discuss or include this assessment in your next self-evaluation.

I will arrange for a formal meeting with you to discuss all components of this evaluation and to discuss overall performance since your initial appointment. After this meeting, I will provide a final evaluation report to you for your signature. You will have five (5) days in which to register any agreement or disagreement with the final evaluation report. A copy of the signed report will be included in your employee file.

I propose to complete this process by _____.

Thank you for your cooperation. Please contact me as soon as possible, if you have any questions.

FACULTY PROBATIONARY EVALUATION GUIDELINES FOR SELF-EVALUATION

TO: _____
(Name of Faculty Member)

FROM: _____
(Administrator)

In accordance with the covering memo, we have initiated your probationary evaluation, of which one element is your self-evaluation. Below are suggestions for completing your self-evaluation.

The self-evaluation must include:

1. a statement of your duties and list of courses taught during the probationary period as appropriate to your current position, where applicable (i.e. instruction, curriculum prep, committee work, professional liaisons, administrative tasks, etc.);
2. a review of all student feedback;
3. a reflective statement on your teaching/instruction during your probationary period, including accomplishments and areas requiring improvement. This must include a summary statement of your student evaluations and their impact on your instructional practices;
4. a list of professional development activities during the probationary period, together with a reflective statement about those activities;
5. a list of any scholarly activities (i.e. research, professional presentations, etc.), together with a reflective statement about those activities;
6. a list of service to the College at departmental, Faculty, divisional, and/or College-wide level, together with a reflective statement about those activities. This includes a list of work, such as curriculum development, internal and/or external liaison work, work with professional communities, and a list of committee membership(s), with roles, tasks, and/or accomplishments of each committee; and
7. other reflective statements (i.e. a plan for future professional development).

You may choose to add other reflective statements regarding your work with the College during your probationary period such as:

1. a self-report on innovative practice (i.e. use of classroom assessment techniques);
2. a self-report/description of involvement in outside classroom educational activities and the impact of those activities on professional practices.

You may also choose to add copies of appropriate documents that are products of your work in your current position, such as course outlines, instructional tools/methods, student guidelines, etc.

Please return this self-evaluation to my office by _____.

MEMO TO PEER EVALUATOR

DATE: _____
TO: _____
(Peer Evaluator)
CC: _____
(Faculty Member to be Evaluated)
FROM: _____
(Administrator)

This memo will confirm your appointment to provide a peer evaluation that will be one element of the probationary evaluation for _____ as per Article 5.7.2 (b) of the Collective Agreement between Douglas College and the DCFA.

You must evaluate only the probationary faculty member’s pedagogical and administrative activities.

Use the attached forms to facilitate the process outlined below.

Please complete your evaluation and submit the peer evaluation form to my office by _____.

STEPS FOR PEER EVALUATION (FOR CLASSROOM INSTRUCTORS)

1. Arrange a pre-observation consultation with the probationary faculty member. At this meeting discuss with the probationary faculty member
 - course outline;
 - instructional materials and methods for the course as a whole
 - evaluation procedures for the course as a whole;
 - the place of this class in the overall structure of the course;
 - the specific learning objectives of class to be observed;
 - the specific instructional methods for this class;
 - any pertinent student information
 - and any specific challenges that teaching this class poses.
2. Provide the probationary faculty member with blank copies of the peer evaluation form and classroom observation checklist;
3. Observe a class agreed to by the probationary faculty member. Use the classroom observation checklist to record your notes;
4. After the class has concluded, write up the evaluation form using the classroom observation checklist.

5. Arrange a follow-up meeting to provide feedback to the probationary faculty member on your observation. You should also share your perceptions on the totality of the probationary member's pedagogy with him or her. At this meeting, you should provide a copy of your completed evaluation form to the probationary faculty member.
6. Submit a copy of the completed evaluation form to the Administrator.

PEER EVALUATION - CHECKLIST
FOR CLASSROOM OBSERVATIONS CRITERIA WITH INDICATORS/DESCRIPTORS

The peer evaluator should observe and comment on the following areas that are intended as a general outline of classroom instructional responsibilities. **Not all statements would be appropriate in all classrooms.**

NOTE: Additional comments can be provided by including a separate page(s) as an attachment to this checklist.

1. Structures lesson to promote ongoing learning of course objectives and to build on previous learning.
 1. Reviews learning objectives from previous class(es);
 2. States objectives for current lesson and relates to overall course objectives;
 3. Summarizes main points at end of class;
 4. Provides assignments to prepare for next class.

Comments: Strengths, Concerns, Examples

2. Demonstrates evidence of lesson planning and preparation.
 1. Appears well prepared for class (i.e. has necessary equipment/material for all learning activities);
 2. Presents content in a systematic and organized fashion, clearly related to course objectives;
 3. Provides well-designed materials that complement content and method of instruction;
 4. Utilizes appropriate instructional aids (i.e. video, computer, overhead, other technology).

Comments: Strengths, Concerns, Examples

3. Uses instructional time effectively.

1. Begins and ends class on time;
2. Presents appropriate amount of learning material for class time;
3. Paces presentations and activities within available class time;
4. Responds to distractions effectively and stays on topic;

Comments: Strengths, Concerns, Examples

4. Uses effective teaching techniques, strategies, and skills during the lesson.

1. Utilizes a variety of teaching techniques appropriate to student needs and subject matter;
2. Provides clear information on purpose of course/class activities and assignments;
3. Clarifies complex ideas using examples relevant to students' comprehension and course content;

Comments: Strengths, Concerns, Examples

5. Evaluates student learning effectively.

1. Is aware of and responds to changes in student attentiveness, varies pace to keep students alert;
2. Utilizes strategies (i.e. questions, CATs) periodically to evaluate student understanding of content;
3. Assigns a variety of activities and/or assignments that require the application of skills and concepts.

Comments: Strengths, Concerns, Examples

6. Involves students in the learning process.

1. Employs non-lecture learning activities, such as small group discussion, student-led activities;
2. Invites student involvement, discussion and questions that promote learning and critical thinking;
3. Seeks to make learning relevant.

Comments: Strengths, Concerns, Examples

7. Utilizes effective communication skills.

1. Speaks audibly and clearly, talks to students (not to board or computer or elsewhere);
2. Writes clearly on board or overhead;
3. Utilizes effective verbal and non-verbal communication skills, appropriate to content and student levels;
4. Ensures that demonstrations and media presentations are clearly visible to all students in class.

Comments: Strengths, Concerns, Examples

8. Explains concepts clearly.

1. Uses examples or illustrations to clarify material.
2. Checks through questioning or other strategies to ensure students understand concepts/material.

Comments: Strengths, Concerns, Examples

9. Demonstrates positive relationships with students.

1. Manages classroom behaviours and promotes respectful interaction;
2. Demonstrates respect for individual students and their diverse backgrounds;
3. Responds to student mistakes, wrong answers constructively;
4. Gives praise and constructive criticism, as appropriate to student needs.

Comments: Strengths, Concerns, Examples

10. Demonstrates knowledge of curriculum and subject matter.

1. Presents subject matter content that is appropriate and current to discipline.
2. Effectively answers student questions/enquiries.
3. Communicates confidence, enthusiasm and knowledge of course content.

Comments: Strengths, Concerns, Examples

OVERALL: Areas of Strength:

OVERALL: Areas for Development/Improvement

PEER EVALUATION REPORT
FOR CLASSROOM-BASED INSTRUCTION

FOR: _____
(Probationary faculty member)

PEER EVALUATOR: _____

COURSE/CLASS OBSERVED: _____

DATE: _____

NOTE: The following areas will be rated based on pre-observation consultation, classroom observation, and post-observation discussions, including a review of grading practices. ***Additional comments can be provided by including a separate page(s) as an attachment to this report.***

1. Course content as described on course outline, stated course objectives, textbooks, assigned readings, and learning activities used in this course are appropriate and consistent with official course outline.

Strengths/Concerns/Examples:

2. Utilization of instructional materials and technology, modification of course outline, and evaluation of student learning/grading is done in consultation with peers and meets discipline/program policy and standards.

Strengths/Concerns/Examples:

3. Observed lesson/session has clearly articulated learning objectives and fits well into overall course framework.

Strengths/Concerns/Examples:

4. Instructor is organized and prepared, summarizes major points and identifies what is important. Material is presented in a coherent and logical order.

Strengths/Concerns/Examples

5. Instructor starts and ends classes on time, paces presentations and activities within available class time. Ensures materials and equipment are ready.

Strengths/Concerns/Examples:

6. Teaching strategies are appropriate to course content and to student learning. Instructor makes appropriate use of visual aides/technology. Instructional techniques, pacing and timing of learning activities are appropriate to course content and responsive to students' abilities and interests.

Strengths/Concerns/Examples:

7. Student evaluation strategies including number, relative weighting, type, and scheduling are appropriate to course objectives and consistent with College policy and departmental practice.

Strengths/Concerns/Examples:

8. Students receive appropriate written and/or verbal feedback.

Strengths/Concerns/Examples:

9. Student follow-up assignments and their timelines are appropriate (i.e. laddering learning).

Strengths/Concerns/Examples:

10. Instructor involves students in the learning process through non-lecture teaching strategies, discussions, application of theory within relevant activities, and so on, as appropriate to course content.

Strengths/Concerns/Examples:

11. Students indicate involvement in learning process by attending/taking notes/asking questions, being prepared, and so on (as appropriate to course/class).

Strengths/Concerns/Examples:

12. Classroom communications are appropriate. Writes clearly. Uses effective nonverbal communication. Is responsive to student questions and level of comprehension.

Strengths/Concerns/Examples

13. Instructor explains concepts effectively using appropriate examples, illustrations, or demonstrations to clarify material.

Strengths/Concerns/Examples:

14. Instructor facilitates appropriate and respectful classroom interactions.

Strengths/Concerns/Examples:

15. Instructor posts and keeps regular office hours and is available for student consultations.

Strengths/Concerns/Examples:

16. In post-observation consultation, instructor is able to identify the extent to which lesson objectives were met, recognizes problematic areas in lesson observed and/or in overall course planning and delivery, and proposes modifications to address problems (if any).

Strengths/Concerns/Examples:

17. Instructor demonstrates comprehensive knowledge of subject matter as evidenced by subject content of class presentation and ability to handle student questions/inquiries.

Strengths/Concerns/Examples:

18 – 20. Other criteria may be added - specific to program/department.

Overall Rating and Recommendations

Satisfactory

Unsatisfactory

Overall Strengths:

Areas for Development:

STUDENT EVALUATION QUESTIONS FORM **FOR CLASSROOM BASED INSTRUCTION**

Note:

1. This form has been formatted for computer scoring capabilities and may be modified to suit each Faculty's requirements.
2. Modifications to this question form must be approved by the Department Education Committee and by the Administrator. The revised form should then become the standard for that Department/Faculty.

PLEASE DO NOT WRITE ON THIS FORM

Please record **ALL** of your answers on Form 96451 that is provided, using a no. 2 pencil only.

Under "Name" (on Form 96451), please **PRINT** the instructor's name, the course number, the section, and the semester (i.e. J. Smith, XXXX 1101 Sec. 001, WINTER 20XX). Please refrain from filling out the "ID Number" or indicating your name, as this survey **must** remain **CONFIDENTIAL** and will be anonymous. Completed data sheets will be collected and submitted to the appropriate program area in a sealed envelope – Thank you.

To the Student

The quality of instruction offered by faculty at Douglas College is enhanced when instructors receive formalized feedback from students that they are able to incorporate into their subsequent teaching activities. For this reason, you are asked to complete this form indicating your evaluation of instruction you received in this course/program. Comments are often the most valuable part of this feedback, and you are encouraged to fill in the comments section. Evaluations will be kept confidential and will not be read by the faculty member until final grades for the course are submitted

Following is a list of statements about good teaching practice with sample indicator/evidence for your consideration. Each of the statements requires a response on a scale of five:

A = Strongly Agree B = Agree C = Neutral D = Disagree E = Strongly Disagree

(indicate on the computerized scoring Form 96451)

Information About the Instruction in this Course

1. The instructor encourages ongoing learning clearly related to course objective as evidenced by:
 - giving clear information about the goals and learning objectives of this course (in the first week of class). **A B C D E**

2. The instructor encourages ongoing learning clearly related to course objective as evidenced by:
- relating each lesson to overall course objectives.
- A B C D E**
3. The instructor encourages ongoing learning clearly related to course objective as evidenced by:
- providing a course outline in the first week of classes.
- A B C D E**
4. The instructor encourages ongoing learning clearly related to course objective as evidenced by:
- following the course outline (which was provided in the first week of class).
- A B C D E**
5. The instructor is organized and prepared for classes as evidenced by:
- starting and ending classes on time, pacing presentations and activities within available class time.
- A B C D E**
6. The instructor is organized and prepared for classes as evidenced by:
- presenting course materials in a clear and well-organized manner.
- A B C D E**
7. The instructor is organized and prepared for classes as evidenced by:
- returning graded assignments within appropriate timelines.
- A B C D E**
8. The instructor uses effective teaching techniques and strategies as evidenced by:
- using a variety of instructional methods to increase interest in content and to promote learning (i.e. lectures, small group work, discussions, audio visual, technological aids, and so on)
- A B C D E**
9. The instructor uses effective teaching techniques and strategies as evidenced by:
- clarifying learning objectives/content for each lesson, summarizing important points, and emphasizing most significant concepts as appropriate to course.
- A B C D E**
10. The instructor uses effective teaching techniques and strategies as evidenced by:
- using written materials (i.e. text-books, additional readings, and handouts), audio visual and computer-based materials appropriate to course content and student needs.
- A B C D E**
11. The instructor presents subject matter clearly at a level appropriate to students' abilities and to course level as evidenced by:
- responding to student questions, opinions, and concerns, inviting students to share knowledge and experience.
- A B C D E**

12. The instructor presents subject matter clearly at a level appropriate to students' abilities and to course level as evidenced by:
- ensuring students understand concepts through questions, quizzes, in-class assessments of learning and encouraging student feedback to instructor.
- A B C D E**
13. The instructor encourages student involvement in the learning process as evidenced by:
- making students feel free to ask questions and express ideas, encourages interactions among students.
- A B C D E**
14. The instructor encourages student involvement in the learning process as evidenced by:
- encouraging class participation in finding solutions to problems and challenges.
- A B C D E**
15. The instructor encourages student involvement in the learning process as evidenced by:
- giving assignments that are clearly related to course objectives.
- A B C D E**
16. The instructor utilizes effective communication skills as evidenced by:
- explaining concepts clearly and using appropriate examples to promote understanding.
- A B C D E**
17. The instructor utilizes effective communication skills as evidenced by:
- giving clear instructions for all assignments and student activities.
- A B C D E**
18. The instructor utilizes effective communication skills as evidenced by:
- speaking audibly and writing clearly.
- A B C D E**
19. The instructor utilizes appropriate evaluation tools/strategies as evidenced by:
- being clear about course expectations, methods of evaluation and grading.
- A B C D E**
20. The instructor utilizes appropriate evaluation tools/strategies as evidenced by:
- marking fairly, impartially, and clearly.
- A B C D E**

21. The instructor utilizes appropriate evaluation tools/strategies as evidenced by:
- providing effective written and verbal feedback, so students understand their progress within course. **A B C D E**
22. The instructor appears knowledgeable and demonstrates interest in the course content as evidenced by:
- showing genuine interest in subject matter and stimulating student interest in course content. **A B C D E**
23. The instructor appears knowledgeable and demonstrates interest in the course content as evidenced by:
- making learning relevant. **A B C D E**
24. The instructor demonstrates respect for students as evidenced by:
- setting clear expectations for in-class behaviours, demonstrating and promoting respectful interactions. **A B C D E**
25. The instructor demonstrates respect for students as evidenced by:
- demonstrating sensitivity to students' diverse backgrounds. **A B C D E**
26. The instructor demonstrates respect for students as evidenced by:
- providing praise when appropriate and providing constructive feedback. **A B C D E**
27. The instructor demonstrates respect for students as evidenced by:
- being available for student consultation outside class hours, posting and keeping regular office hours. **A B C D E**

Information About You

28. I think the amount of work required and the overall level of difficulty is appropriate to the course objectives. **A B C D E**
29. I feel involved in the learning within this course. **A B C D E**
30. I feel this instructor stimulates my interest in learning. **A B C D E**
31. I would recommend this instructor to others. **A B C D E**
32. I would recommend this course to others. **A B C D E**

My Purpose for Taking this Course

33. This course is required for program/degree/certificate. **A B C D E**
34. This is a course that was desired for general interest. **A B C D E**
35. This course is a credit fill-in (no other courses available). **A B C D E**
36. Number of courses I am taking in current semester. **1(A) 2(B) 3(C) 4(D) 5+(E)**
37. Number of years of post-secondary education I have had. **1(A) 2(B) 3(C) 4(D) 5+(E)**

Comments Section

Student comments are very valuable to the instructor. Please provide any comments that may help the instructor in evaluating his/her teaching practices.

1. What do you consider to be this instructor's strengths? (Please provide your comments in the *Comments* area of Form 96451).
2. What specific improvements could this instructor make? (Please provide your comments in the *Comments* area of Form 96451).
3. What comments would you make to a friend or another student who is considering taking this course with this instructor? (Please provide your comments in the *Comments* area of Form 96451).
4. What factors limited your success in this course? (Please provide your comments in the *Comments* area of Form 96451).
5. Have you any other comments or suggestions? (Please provide your additional comments or suggestions in the *Comments* area of Form 96451).

CHAIR OR COORDINATOR’S REPORT
FOR PROBATIONARY FACULTY EVALUATION

Faculty Member: _____

Department/Program: _____

Date of Appointment to Regular Position: _____

Chair/Coordinator: _____

Please respond to the following questions (on a separate page if required).

1. Does the faculty member regularly attend and participate in department meetings?
2. Does the faculty member participate in curriculum development?
3. Does the faculty member consult with colleagues on such matters as course materials, teaching methods, and evaluation?
4. Does the faculty member participate on department faculty and/or college committees?
5. Does the faculty member meet deadlines for administrative tasks, such as writing required reports, submitting grades, producing course outlines?
6. Is the faculty member current in his or her field according to your observations?

Other reflections:

The faculty member’s participation in the work of the discipline/department/faculty is:

Satisfactory Unsatisfactory

A copy of this report was provided to the faculty member being evaluated on _____ (date)

ADMINISTRATOR’S FINAL EVALUATION REPORT
FOR PROBATIONARY FACULTY EVALUATION

Probationary Evaluation Report for: _____
(Probationary Faculty Member)

Department/Program: _____

Evaluation completed by: _____
(Administrator)

Date: _____

NOTE: Additional comments can be provided by including a separate page(s) as an attachment to this report.

1. Review of Student Evaluations:

Satisfactory Unsatisfactory

Comments:

2. Review of Self-Evaluation:

Satisfactory Unsatisfactory

Comments:

3. Review of Peer Evaluation:

Satisfactory Unsatisfactory

Comments:

4. Review of Chair/Coordinator Evaluation:

Satisfactory Unsatisfactory

Comments:

**ADMINISTRATOR’S EVALUATION REPORT FOR REMEDIATION PLAN
(IN CONSULTATION WITH THE APPROPRIATE SELECTION COMMITTEE)**

AREA(S) IDENTIFIED FOR REMEDIATION:

Specify explicitly the areas identified in the faculty member’s evaluation that require improvement.

REMEDICATION PLAN:

Clearly identify the standards that the faculty member must meet and/or the behavioural changes that the faculty member must make.

Identify the following:

- the steps for remediation.
- how the faculty member will demonstrate that the required improvements have been made.
- identify the means of evaluating whether the improvements have been made.
- the timelines to make the needed improvements
- the timelines for a follow-up evaluation.

APPENDIX III: GLOSSARY OF TERMS

Administrator

Dean/Associate Dean/Director and/or Designate

Bias

Bias may be characterized as differential treatment for same or similar situations. It may include perception of irrational preference or prejudice regarding specific individual(s).

Bona fide

Authentic, genuine, carried out in good faith

Chair

(Elected) faculty member with administrative duties/time release as provided in Article 10.1 of the Collective Agreement – may be requested to act as Dean designate

Conflict of Interest

Conflict of interest in evaluation procedures exists when:

- an individual has the responsibility to make fair and impartial judgments of professional behaviours;
- a reasonable assumption that the individual stands to benefit or be harmed as a result of the evaluation outcomes; or
- an ability to make fair and impartial judgments may be affected by other potentially conflicting professional responsibilities of that individual.

Coordinator

(Selected) faculty member with administrative duties/time release as provided in Article 10.2 in the Collective Agreement – may be requested to act as Dean designate

Natural Justice

The right to be heard, the right to know the case to meet and the right to a hearing from an unbiased tribunal (party) in case of disagreements. This means the faculty member must have the opportunity to review and respond to all elements of the evaluation (student, chair/coordinator/ peer) prior to meeting, to finalize evaluation, with the Administrator.

Peer Evaluator

Faculty member (peer) who, through observation of classroom/teaching, assesses the content knowledge and teaching skills of another faculty member

Requirement of Fairness

Includes an obligation to consider all aspects of performance, negative and positive, and make an overall determination as to success in probation.

Third-party

Arbitrator, judge, arbitration panel, tribunal