

GUIDE FOR FACULTY PERFORMANCE REVIEW

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INTRODUCTION

Kwantlen Polytechnic University (KPU) and the Kwantlen Faculty Association (KFA) believe that an effective Faculty Performance Review program will enhance the skills and encourage the professional growth of faculty.

The Faculty Performance Review (FPR) is a supportive developmental process that is jointly agreed to by KPU and the KFA. This guidebook is intended to outline the process for all participants.

Kwantlen Polytechnic University's mission has been defined by the University Act as a Special Purpose Teaching University. It is the province's only comprehensive 'Polytechnic' institution granting bachelor's degrees, associate degrees, diplomas, certificates, and citations. Its mission is to provide students with a range of skills and strategies that encourage learning excellence and promote holistic development. To achieve this, the University is committed to serving its communities through teaching, scholarship, and innovation that focus on the human capacity to influence our world. Therefore, excellence in instruction, service, and scholarly activity form the foundation for teaching faculty.

The KFA and KPU recognize the value of retaining faculty engaged in varied instructional, scholarly, and service roles. It recognizes the importance of developing, enriching, and promoting continued faculty excellence through a collaborative and formal review process.

GENERAL INFORMATION AND PROCEDURES TO USING THIS MANUAL

This Faculty Performance Review (FPR) Guide outlines the process for completing a fair, accurate, and effective review of faculty work, including teaching, service, and scholarly activity, in a way that retains principles and procedures designed to protect academic freedom and diversity of thought in the workplace. This guide also enables faculty members to know beforehand what is expected of them and how the review process will be conducted.

The Faculty Performance Review Committee will review this guide and from time to time will incorporate agreed revisions. Revisions will be made with the same collaborative effort taken to develop this guide.

Parts IV to VII of this guide contain information on how to conduct performance reviews. It contains checklists and sample letters, and helps employees prepare for each step in the performance review process along with relevant forms.

PART 1. OVERVIEW

The Faculty Performance Review (FPR) Guide is a collaborative effort involving the Office of the Provost, the Kwantlen Faculty Association (KFA), the Deans, the Office of Institutional Analysis and Planning, and the Office of Teaching and Learning. This guide complies with university policies and provisions in the Faculty Collective Agreement.

1.1 PURPOSE OF THE FACULTY PERFORMANCE REVIEW

FPR provides faculty members an opportunity to obtain feedback on performance from their students, peers, and administrator to determine and support ongoing employment. It is also an opportunity to discuss personal accomplishments and plan for future development.

FPR benefits the faculty member and the university as it offers a retrospective assessment of achievements and an agreement on shared goals for the future. Towards this end, FPR:

- Fosters an environment of good educational practice
- Promotes professional and collegial practices
- Establishes the suitability of probationary and non-regular faculty members for an ongoing appointment at KPU
- Provides post-probationary faculty members with recognition and enhancement of ongoing effectiveness, guidance in their professional development, and assurance to both the faculty member and the institution that established performance criteria are continuing to be met.

1.2 SCOPE OF THE GUIDE FOR FACULTY PERFORMANCE REVIEW

The FPR process outlined in this guide is intended for all individuals involved in the performance review process. This includes faculty, administrators, peers and students.

This document outlines processes for faculty members whose primary focus is teaching within the following Academic Divisions: Faculty of Academic and Career Advancement, Faculty of Arts, School of Business, Chip and Shannon Wilson School of Design, Faculty of Educational Support and Development, Faculty of Health, Faculty of Science and Horticulture, and Faculty of Trades and Technology.

As the guide is currently under development, and as the process continues, sections of the guide will be developed to include materials that will support the performance review of all other faculty.

1.3 PRINCIPLES OF THE FACULTY PERFORMANCE REVIEW

KPU and KFA understand that Faculties strive for excellence. The FPR process provides a supportive mechanism to achieve this. Both parties recognize that performance reviews are subjective and there is no 'one size fits all' approach in assessing faculty performance. To minimize subjectivity, there should be evidence of satisfactory performance in order for a faculty member to be deemed as performing well. The review process must be done in a friendly, honest, and professional manner, incorporating the elements of the review outlined in section 1.5 of this guide. The following principles support FPR at KPU:

- Faculty development relies on performance review information
- Criteria and method by which faculty members are evaluated at KPU are clearly described

- Provides data based on articulated responsibilities of faculty whose primary responsibility is teaching
- Predicated on having support from the Office of the Vice Provost, Teaching and Learning

1.4 SUMMATIVE AND FORMATIVE REVIEW

The review of probationary and non-regular faculty is primarily summative. The purpose of summative review is to determine a faculty member's competence and suitability to continue employment.

The review of post-probationary faculty is primarily formative. The purpose of formative review is to encourage ongoing professional growth in pursuit of excellence.

1.5 FACULTY RESPONSIBILITIES AT KPU

FPR at KPU contemplates the following faculty responsibilities:

A. TEACHING

As KPU is a special purpose teaching university, teaching is the primary responsibility of faculty. The extent to which faculty provide a quality learning environment and demonstrate instructional competence are measured by the following:

Provide Quality Learning Environment

- Provide opportunities for student-faculty communication in and out of class
- Provide opportunities for students to engage with material they are learning
- Provide opportunities for students to work with others, exchange information, and acquire skills
- Clearly communicate expectations and learning outcomes to students
- Address multiple ways of learning
- Establish a respectful learning environment
- Be responsive to unplanned occasions that can be used as a learning opportunity (i.e., teachable moments)
- Incorporate teaching materials and activities based on students' knowledge and experience

Demonstrate Instructional Competence

- Demonstrate current and sufficient knowledge of subject area
- Demonstrate current and sufficient knowledge of the course material
- Monitor student learning relative to learning outcomes
- Provide timely, clear and useful feedback to students
- Demonstrate effective instructional design
- Demonstrate effective instructional delivery skills

B. SERVICE

Academic responsibilities include participation on university committees and engagement in activities that support good governance of the Faculty or the university. Service may include engaging in community based activities that foster and promote the university's reputation externally. Regular and Non-Regular Type 2 Faculty are expected to **demonstrate contribution to the community (external, internal)** through:

- Participation in educational and/or governance activities or committees at the departmental, program, and/or institutional level
- Participation in department and university affairs
- Fostering teaching excellence and effective education at KPU
- Participation in organizations external to the university

C. SCHOLARLY ACTIVITY

Scholarly and creative works created by, or on behalf of the university, its faculty, students, and affiliated partners strengthen teaching. Faculty members are encouraged to engage in scholarship and pursue knowledge in the area of their discipline. Faculty members may demonstrate ongoing commitment to scholarly activity in the following ways:

- Engaging in scholarly activity within a subject area and/or the field of teaching and learning
- Setting both short and long term professional goals to improve teaching and knowledge

PART 2. ELEMENTS OF FACULTY PERFORMANCE REVIEW

Faculty Performance Reviews at KPU comprise the following elements:

- A. Peer Input
- B. Student Input
- C. Faculty Self-Input
- D. Dean/Associate Dean's Summary

FPR provides an opportunity for a thorough and thoughtful examination of the successes and opportunities for development in evidence for faculty. All components of the performance review process (peer input, student input, and self-input) are held in equal weight. Unless brought forward by faculty members themselves, the Dean/Associate Dean does not consider additional documentation.

A. PEER INPUT

The peer input component will consist of a peer review. Where applicable, faculty members will be reviewed by one or more peers selected in consultation with the Dean/Associate Dean, and will use the Peer Input Guidelines outlined in Part IV, V, VI and VII of this guide. Outlined below are guidelines on how to conduct a peer review.

- ✓ Conducted by a trained peer reviewer
- ✓ Peer reviewer selected in consultation with the Dean/Associate Dean's office
- ✓ Pre-visit conversation and course material review
- ✓ Classroom visit
- ✓ Post-visit debrief between faculty member and peer reviewer
- ✓ Written report to candidate, then to the Dean/Associate Dean
- ✓ Usually two peer review reports for each NR1 and NR 2 faculty each term (required by end of term)
- ✓ Two peer review reports for each probationary faculty member each year, required by end of each year
- ✓ Optional for post-probationary faculty

WHY PEERS?

Identifying and maintaining standards of practice and building the scholarship of teaching are the responsibility of the faculty. There are many purposes for peers engaging with others about their teaching, including:

- ✓ Encouraging dialogue about teaching among instructors
- ✓ Enabling greater faculty experimentation and rigor by having a faculty voice in their evaluation (as opposed to a potential for over-reliance on student evaluations)
- ✓ Gaining new insight into their teaching and information about different teaching strategies or ideas
- ✓ Providing evidence for their teaching portfolio, and for future course and lesson planning through the written feedback
- ✓ Taking up the responsibility of the teaching profession for self-regulation and public accountability
- ✓ Increasing the recognition of the value of teaching in the institution
- ✓ Contributing to the conversations that are foundational to communities of practice

- ✓ Articulating standards of practice acceptable to the institution
- ✓ Identifying teaching development needs for/with individual faculty members
- ✓ Coaching/mentoring faculty to achieve specific goals
- ✓ Providing evidence to support employment decisions
- ✓ Enabling teaching to be a community endeavor
- ✓ Supporting a community of scholarship around teaching

PEER REVIEW PROCESS

- ✓ Course(s)/class(es) to review are identified by reviewer and faculty member
- ✓ Faculty member and reviewer meet to discuss goals and objectives for course/teaching/review and for the reviewers to gain information about the teaching context (logistical contexts of course, characteristics of learners, characteristic of the teacher)
- ✓ Reviewer collects and considers course presentation, assignments, and course materials
- ✓ Reviewer conducts class observation, making descriptive notes on issues discussed in the pre-review meeting
- ✓ Faculty member and reviewer meet to discuss evidence offered by the reviewer
- ✓ Reviewer writes the report, submits it to the faculty member, and then submits it to the Dean/Associate Dean (for probationary faculty members)

HOW TO WRITE A PEER REVIEW FOR PROBATIONARY FACULTY

In participating in a peer review for a probationary faculty member, you will be both aiding one of your peers by giving them a mirror in which to reflect on their work at KPU and aiding in the summative part of the review process. As both the peer and their Dean/ Associate Dean will be seeing your evaluation, you should be aware that you are writing for two audiences and that your report is both formative in that it may well help the peer to improve his or her teaching practices and summative in that it will be used by the Dean/Associate Dean in making decisions about retention.

GUIDELINES FOR A PEER OBSERVATION

In observing the peer, make note of what you see and hear. Take notes. The best report records observations; it does not make judgments. The peer and the Dean/Associate Dean may meet and discuss what you have observed. You are there to take a snapshot of the instructor's work. You can best do this by recording what happens during your classroom visit from the beginning to the end of the visit and by making note of anything else of value that comes up in discussions with the peer or in observing their work.

WHAT TO OBSERVE

The goal is to create a thorough inventory of instructor and student practices that define the teaching and learning environment. Recognizing there are variances across disciplines and teachers, several categories of instructor and student practices may be noted during the observation (for details see: <https://cft.vanderbilt.edu/guides-sub-pages/peer-review-of-teaching/>):

- Content knowledge
- Use of instructional materials
- Class organization
- Presentation form and substance
- Teacher-Student interactions
- Student participation
- Assessment practices

GUIDELINE QUESTIONS

The fairest way of writing a peer evaluation is to keep the following questions in mind when you are talking to your peer, going over samples of grading and viewing teaching during a classroom visit. Please note: not all following questions apply to all types of faculty.

- ✓ In what ways is this instructor prepared and organized?
- ✓ How well does this instructor explain/demonstrate/illustrate the subject?
- ✓ How does this instructor motivate/encourage the students to learn?
- ✓ How does this instructor demonstrate that he/she cares about students and their learning?
- ✓ Is the instructor's feedback to students helpful, fair, and appropriate?
- ✓ How does this instructor make a positive contribution to the department/discipline and the University?

ADDITIONAL COMMENTS? SUGGESTIONS FOR IMPROVEMENT (USE ADDITIONAL PAPER IS NECESSARY):

Q. Have you shared your observations with the instructor? YES / NO

Q: How did the instructor respond to your observations?

B. STUDENT INPUT

The student input (course feedback survey) informs faculty members about students' perceptions of their learning experience. Students are made aware that providing feedback is a service they do for faculty members, for KPU, and for themselves - as the ultimate beneficiaries of good teaching at KPU. Student feedback enables faculty to fine-tune their teaching to be effective and engaging. The student input surveys are also a venue for students to affirm their instructors' efforts. In the KPU experience, this is generally the case.

Student input is obtained through surveys where students provide feedback on their experience in each course they take. These surveys are administered by Institutional Analysis and Planning (IAP).

SURVEY ADMINISTRATION

The course feedback surveys are administered online in one of two ways. For probationary instructors, the survey is usually administered online in the classroom, having students do the survey either on their own

device or using university-owned tablets that are provided for this. All other surveys are administered by using email to invite students to do the survey online at their own convenience.

A survey is administered for all sections of all courses that meet the inclusion criteria described below

INCLUSION CRITERIA

- ✓ Minimum Class Size:
 - at least seven [7] students are enrolled in the section
- ✓ Minimum Course Duration:
 - 1.5 credit hours or a minimum of 20 hours in class (or equivalent)
- ✓ Appropriate Survey Instrument
 - A survey instrument has been developed and approved by FPRC (Faculty Performance Review Committee) for the section type. There is currently no instrument for several section types, including Conversation, Guided Study, Seminar, Studio and Work Term)
- ✓ Additional criteria for conducting a survey in-class:
 - Sections taught online or off-site are not eligible for an in-class survey. These are all administered online

SURVEY ADMINISTRATION PERIOD

- ✓ Surveys are launched after at least 60% of the course has been delivered to ensure students have had sufficient experience in the course on which to base their feedback.
- ✓ The schedule for in-class surveys begins just after the 60% mark and continues for 2 to 3 weeks. This ensures that class time near the end of term is not needed for in-class surveys.

POST-PROBATIONARY FACULTY:

- ✓ Surveys are normally administered by an email invite to the online survey; faculty members may request that an in-class evaluation be conducted in a maximum of two sections per academic year.
- ✓ Sections of the same course taught by the same faculty member will be aggregated into one class (group) for online surveying and reporting.

PROBATIONARY FACULTY:

- ✓ Surveys are administered for all courses and all sections taught by each probationary faculty member that meet the inclusion criteria presented above. These will normally be administered in-class.
- ✓ The Dean's office provides the list of probationary and non-regular faculty members for whom an in-class survey is required. Otherwise, the survey is administered via email invite to the online survey as for post-probationary faculty.
- ✓ IAP schedules in-class surveys using input about suitable dates provided by the Dean's office. Because scheduling is complex, rescheduling may not be possible, so cancelation of a scheduled in-class survey without notice should only occur in an emergency. If an in-class survey is canceled without prior notice, the Dean/Associate Dean will be notified by IAP; the survey will be re-scheduled, if feasible, only upon request of the Dean/Associate Dean.

SURVEY REPORTING

REPORTING CRITERIA

- ✓ Must be a minimum of five [5] respondents for a report to be generated.

END-OF-SEMESTER REPORTING

- ✓ Student Feedback Survey reports are sent to each faculty member (probationary and post-probationary) as per the schedule below.
- ✓ The report includes comparison scores representing performance on the same type of question for all faculty members in the department (or if fewer than five faculty members, in the Faculty).
- ✓ For a probationary faculty member for whom an in-class survey was administered, the Dean/Associate Dean receives the same report that is provided to the faculty member.
- ✓ The Deans/Associate Deans receive a Report that summarizes survey results – at the faculty level. This report does not provide results for individual faculty members. Results are broken down by the type of survey instrument, which relate to the section type. This summary report covers results for both probationary and post-probationary faculty members that were covered in the surveys administered that semester.

END-OF-ACADEMIC YEAR REPORTING

- ✓ The Deans/Associate Deans receive a dashboard (in Excel) that contains an aggregation of all survey results, for both in-class and online surveys. The Deans/Associate Deans can select course-level results for each individual faculty member.
- ✓ The written comments are not provided in the dashboard.

REPORTING SCHEDULE

- ✓ All survey reports will be sent to instructors **after** the final grades have been posted.

INTERPRETING THE STUDENT FEEDBACK SURVEY REPORT

- ✓ A faculty member receives a report that looks like the example in Appendix A, which includes information on how to interpret the report.

VERBATIM COMMENTS

At the end of each section of the survey, students have an opportunity to provide comments. These are provided verbatim; they are not edited and spelling and grammar errors are not corrected. The students' comments may help understand the numerical results.

Below are some important things to remember while reading student comments. These are taken from McGill University's manual on *Interpreting end-of-course evaluation results*.¹

- ✓ When reading students' written comments, always balance them against the mean rating to keep them in context. Otherwise, negative comments may be given more weight than is appropriate.
- ✓ Look for repeated patterns in the comments which can be useful to identify issues that are of importance to students as a whole. However, do not dismiss a comment out of hand if it comes from only one student.
- ✓ Positive comments tend to be more general in nature, whereas negative comments tend to focus on a particular aspect of a course.
- ✓ Comments on items such as scheduling, class length, timing and frequency or class composition tend to be critical. These items should be discussed with the academic unit head.
- ✓ After reading through your students' written comments, make an initial assessment. Overall, were the comments positive or negative regarding the course or your instruction?

USE OF STUDENT FEEDBACK RESULTS

For a Dean/Associate Dean preparing a post-probationary faculty member's performance review, results that are lower than the average for the comparison group suggests areas where reflection and improvement may be warranted. When the faculty member is receiving results that fall far below those of their peers, this strongly suggests the need for deep reflection, peer support and engagement with colleagues to create a development plan.

For a Dean/Associate Dean preparing the performance review of a probationary faculty member, the survey responses will be considered in conjunction with the faculty member's peer reviews and self-evaluation.

Annual reports, showing aggregate results, are posted each September on the Faculty Performance Review Process SharePoint site at:

<https://our.kpu.ca/sites/committees/fprp/SitePages/Home.aspx>

C. FACULTY SELF-INPUT

Self-assessment is a key component of faculty professional development. Each academic year, post-probationary, probationary, and non-regular faculty will complete a self-reflection. Five years of self-reflection will comprise the self-assessment requirements of the post-probationary five-year performance review cycle.

It is during this process that faculty have an opportunity to reflect on their teaching experiences over the most recent academic year, commenting on notable successes and/or challenges, modes of presentation and evaluation, and student appraisals of instruction.

Further areas of consideration for this annual self-assessment may include:

- Service
- Professional development
- Curriculum development

¹Winer, L., Di Genova, L., Vungoc, P.-A., & Talsma, S. (2012). *Interpreting end-of-course evaluation results*. Montreal: Teaching and Learning Services, McGill University.

- Scholarly activity over the review cycle

The self-assessment will include a response to student appraisals and peer reports, as well as connect to previous and future faculty professional development plans.

D. DEAN/ASSOCIATE DEAN'S INPUT

Faculty review is ultimately the responsibility of the Dean/Associate Dean. The Dean/Associate Dean summaries will reflect the following sources of information: student appraisal, peer review, and self-assessment.

Reports will be prepared in accordance to the timeframe required for each faculty group (Refer to Part III Frequency of Faculty Performance Review.)

Preparation of the summary report will be guided by the following principles:

- ✓ Fairness and objectivity
- ✓ Consistently applied criteria
- ✓ Identification of professional development activities for faculty
- ✓ Clearly stated and objectively supported conclusions

PROBATIONARY FACULTY

The report will include:

- ✓ Synthesis of all material provided
- ✓ Summative review for probationary faculty
- ✓ Support for faculty Professional Development Plan

POST-PROBATIONARY FACULTY

The report will include:

- ✓ Synthesis of all material provided
- ✓ Formative review for post-probationary faculty
- ✓ Support for faculty Professional Development Plan

COMPONENTS OF DEAN/ASSOCIATE DEAN'S SUMMARY

The Dean's summary must include an assessment of Teaching. Service and Scholarly Activities may be included depending on the type of faculty member being reviewed.

TEACHING

Teaching performance shall be assessed using the following:

- ✓ Summary of student appraisals including numerical scores of the instructor and the corresponding averages and ranges for members of the applicant's department
- ✓ Dean/Associate Dean's class visit observation
- ✓ Peer review of teaching and learning
- ✓ Professional development plan
- ✓ Faculty Self-Report
- ✓ Scholarly Activity and Research
- ✓ Research activities may be acknowledged in the Dean/Associate Dean's Summary, if submitted for consideration by the faculty member.

SCHOLARLY ACTIVITIES may include the following:

- ✓ Publications (articles, books)
- ✓ Attending, organizing and/or presenting at conferences
- ✓ Community presentations (including popular media)
- ✓ Community projects
- ✓ Evaluating pedagogies
- ✓ Writing grant applications
- ✓ Any other scholarly or creative artifacts

SERVICE

Service activities, both internal and external, as defined in KPU/KFA Collective Agreement, Article 12.01(a) may include the following:

- ✓ Department, Faculty or University committees
- ✓ Curriculum revision and/or development
- ✓ Course/program/degree development
- ✓ Program review
- ✓ Peer evaluations/mentoring
- ✓ Student recruitment
- ✓ Elected positions (such as Senate or Kwantlen Faculty Association or professional organizations)
- ✓ Special projects
- ✓ Community work
- ✓ Liaison with community organizations, industry or post-secondary institutions
- ✓ Membership/participation in professional organizations

PART 3. FREQUENCY OF FACULTY PERFORMANCE REVIEW

The following chart outlines the frequency of FPR. All faculty receive student appraisal/feedback each teaching semester.

Review Process Components	Non-Regular Type 1 Faculty (Contract <50%)	Non-Regular Type 2 Faculty (Temporary >50%)	Regular Faculty, Probationary	Post-Probationary Faculty***
1. Peer Review*	Required	Required	Required	Optional
2. Student Feedback Survey	Every section**	Every section	Every section	Every section
3. Faculty Self-Assessment	Each term	Annually	Annually	Annually
4. Dean/Associate Dean Summary	Each term (summative)	Each term (summative)	Annual (summative)	Five-year cycle (formative) ***

* Refer to page 6 for details on conducting a Peer Review

** Refer to page 9 for section inclusion criteria

***NR1 faculty \geq two years' FTE service follow the post-probationary performance review process

3. Contact Information

3.1 Resources

For further information and questions regarding the Faculty Performance Review Process please contact your Dean's Office or your KFA.

**THE FOLLOWING SECTIONS CONTAIN SEPARATE
FORMS AND PROCESSES FOR EACH FACULTY
TYPE**

PART 4: PROBATIONARY NR1 PERFORMANCE REVIEW FORMS AND PROCESSES

- 4. A. Faculty Performance Review Process**
- 4. B. Faculty Performance Review Timeline**
- 4. C. Peer Input Process**
- 4. D. Peer Reviewer Checklist**
- 4. E. Faculty Self-Input Report**

4. A. PROBATIONARY NR1 FACULTY: PERFORMANCE REVIEW PROCESS

INSTRUCTIONAL FACULTY

Through the Performance Review process, faculty members will collect practical and varied input that will help them improve their skills. The process also provides the institution with an opportunity to maintain excellence in instruction.

Faculty members are probationary until they have completed 2 years of FTE service as per article 4.06a of the Collective Agreement.

- **Initial Faculty member/Dean Meeting:** During the first year of probation, the Dean (or Associate Dean) will initiate a Performance Review by meeting with the probationary faculty member. During this first meeting the faculty member and Dean (or Associate Dean) will discuss and clarify the process, and identify possible peer reviewers. A timeline for the review process will be established.

Two peer reviewers, wherever possible, will be involved in providing feedback. The reviewers will be selected according to the following process and principles:

- The probationary faculty member will recommend a minimum of two reviewers to the Dean. The probationary faculty member's recommendation will normally be considered favourably.
 - At least one (preferably both) of the reviewers will be from the department/discipline, unless there are exceptional circumstances.
 - The Dean (or Associate Dean) will review the recommendations considering issues such as potential bias, specific expertise of the reviewers, and workload issues (ideally, over time, there should be a balanced distribution of this role within the department).
 - For the second year in the probationary evaluation, different peer reviewers should be selected if possible.
 - In some unique situations (e.g. in small departments) the Dean and probationary faculty member may agree to use only one peer reviewer.
 - Contract or temporary faculty members are not restricted from being peer reviewers. However, there may be issues relating to possible bias which would make the selection of a non-regular peer reviewer an unwise choice.
- **Student Input:** The Dean (or Associate Dean) will arrange for student input to be gathered through the use of a questionnaire. Once the results are collected and processed, the student responses will go to the Dean and the faculty member.

- **Peer Input:** Specifics on this process are outlined in the instructions to the Peer Reviewer.
- **Dean's Input:** Once both peers have provided feedback, the Dean (or Associate Dean) may choose to meet with the peer reviewers and/or visit the classroom to observe the instructional methods. While the Dean (or Associate Dean) must visit the classroom prior to an unsatisfactory report being written, the expectation is that classroom visitations by the Dean (or Associate Dean) will be part of every probationary evaluation.
- **Self-Input:** After analyzing the findings of the student questionnaire summaries and the peer's input, the faculty member drafts a report. This combines all findings with a reflection on their teaching and any action plan designed to build on strengths and reduce weaknesses. Additionally, the report may provide relevant information about any other activities the faculty member undertook internally or externally that advanced the interest of their program or KPU as a whole. This report is forwarded to the Dean.
- **Dean's Report:** The Dean (or Associate Dean) will consider the input gathered from the students, the peers and the self-evaluation. This input will be combined with the dean's observations. Student feedback should be considered in comparison to norms of the department/discipline/course. Information relating to attrition and/or grade distribution may also be considered in comparison to the norms of the Department.

The Dean or Associate Dean will briefly summarize the input. If there are concerns, these should be specified and expected standards described. The Dean will state if the faculty member's performance is satisfactory or not satisfactory.

- **Follow-up:** The Dean's report summarizes the input from each component of the evaluation and shares it with the faculty member as soon as possible. If there are substantial concerns, the Dean will discuss these with the faculty member at the earliest possible date (before the subsequent evaluation). The process for the subsequent semesters is the same as the first, although the self-evaluation may be reduced in scope or eliminated with the agreement of faculty member and Dean.

If there are concerns identified by the review process, subsequent reviews will provide progress reports in these and other areas.

If there are no outstanding concerns, and if a probationary faculty member has been positively evaluated for the 2 years of FTE service, the Dean normally will move the faculty member to the post-probationary 3-year review cycle.

4. B. PROBATIONARY NR1 FACULTY: FACULTY PERFORMANCE REVIEW TIMELINE

This timeline is to be developed at the initial faculty member/Dean (or Associate Dean) meeting.

Date:

Faculty member:

Peer Reviewer(s):

Element of Performance Review	Due By	Comments	Date Received (by Dean's office)
-------------------------------	--------	----------	----------------------------------

Initial Meeting with the Dean/Associate Dean			
Peer Input			
Student Input			
Dean/Associate Dean Class Visit			
Self-Input			
Dean/ Associate Dean Summary			

It is the faculty member's responsibility to play an active role in ensuring the review is completed in a timely fashion.

This performance review is expected to be completed by:

Please return this timeline to:

Name:

Campus:

Date:

Approved by:

4. C. PROBATIONARY NR1 FACULTY: PEER INPUT PROCESS

Thank you for participating in the Probationary NR1 Faculty Peer Input process. Kwantlen Polytechnic University views teaching as being our primary and most central activity. With this perspective in mind, support for, and evaluation of our faculty is of the utmost importance. Your involvement and feedback will help guide the development of a colleague.

As a Peer Reviewer, you will be asked to provide feedback on a probationary NR1 faculty member. Two peer reviewers are typically involved in the review process. In addition to your input, this review will also incorporate input from the students, the Dean/Associate Dean, and from the individual being reviewed. The peer component of the process is outlined below:

- Set up a meeting with the faculty member being reviewed (you may wish to select a time when both peer reviewers can meet with the faculty member). The purpose of this meeting is to review the courses being taught (including materials such as course presentation, assignments, tests, etc.), become aware of any aspects of the faculty member's teaching philosophy, issues regarding specific classes, the faculty member's schedule, and preferred times for class visitations.
- The probationary faculty member may ask for feedback on specific aspects of their teaching. That feedback can be provided verbally after the classroom visit.
- The peer review is usually based on the input from two peers. Once both reviewers have met with the faculty member, they should confer to establish "who is doing what." Normally, a minimum of 75% of the faculty member's course load should be reviewed within this process. For example, if the probationary faculty member is teaching three (3) courses, two (2) courses should be reviewed. If the faculty member is teaching four (4) courses, the peer reviewers should review three (3) courses between them. If the faculty member is teaching only 1 course, each peer should visit the class.
- For faculty in some areas (such as continuous entry, Trades, Vocational, etc.), the adequacy of classroom/shop visits will not be as clear cut. In these situations, it may be that you visit the classroom/shop two or three times. If you are unclear on what constitutes an adequate review, please consult with the Dean/Associate Dean for this area.
- The attached Peer Reviewer Checklist is provided for your input. Where possible, immediate feedback shall be given to the faculty member. Please share observations with the faculty member within 2 weeks of the class visit.
- Your feedback should be independent and based on your observations. For this reason you will not be privy to the student input, and you are requested to not consult with the other Peer Reviewer.
- Once completed, please submit your input to the probationary faculty member's Dean/Associate Dean.

THANK YOU FOR YOUR ASSISTANCE IN THIS PROCESS

4. D. PROBATIONARY NR1 FACULTY: PEER REVIEWER CHECKLIST

Date of the review: _____

Faculty member being reviewed: _____

Course / section reviewed: _____

During the classroom visit and when meeting with the faculty member, the peer reviewer should observe and comment on the following areas. Not all statements will be appropriate in all cases.

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

1. Structures lessons to promote ongoing learning of course outcomes and to build on previous learning

a	Reviews learning outcomes from previous class(es);	yes	no	n/a
b	States learning outcomes for current lesson and relates to overall course outcomes;	yes	no	n/a
c	Summarizes main points at end of class;	yes	no	n/a
d	Provides assignments to prepare for next class	yes	no	n/a

Comments and examples:

2. Demonstrates evidence of lesson planning and preparation

a	Appears well prepared for class (i.e. has necessary equipment/material for all learning activities);	yes	no	n/a
b	Presents content in a systematic and organized fashion, relating it to course outcomes;	yes	no	n/a
c	Uses well-designed materials that complement content and method of instruction;	yes	no	n/a
d	Utilizes instructional aids as appropriate (i.e. video, computer, overhead, other technology).	yes	no	n/a

Comments and examples:

3. Uses instructional time effectively

a	Presents appropriate amount of learning material for class time	yes	no	n/a
b	Paces activities within available class time	yes	no	n/a

Comments and examples:

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

a	Utilizes a variety of teaching techniques appropriate to student needs and subject matter	yes	no	n/a
b	Provides information on purpose of activities and assignments	yes	no	n/a
c	Clarifies complex ideas using examples relevant to students' comprehension and course content	yes	no	n/a
d	Invites participation that promotes learning and critical thinking	yes	no	n/a

Comments and examples:

5. Evaluates student learning effectively

a	Is aware of and responds to changes in student attentiveness; for example, varies pace to keep students alert	yes	no	n/a
b	Periodically confirms/checks for student understanding of content	yes	no	n/a
c	Assigns activities and/or assignments that require the application of skills and concepts	yes	no	n/a
d	Provides helpful, fair, and appropriate feedback on assignments	yes	no	n/a

Comments and examples:

6. Utilizes effective communication skills

a	Speaks audibly and clearly to students (not to board or computer or elsewhere)	yes	no	n/a
b	Writes legibly on board or overhead	yes	no	n/a
c	Communicates in a manner appropriate to content and student levels	yes	no	n/a
d	Ensures that demonstrations and media presentations are visible to all students in class	yes	no	n/a
e	Encourages students to communicate with the faculty member (e.g. by email)	yes	no	n/a
f	Encourages students to attend office hours for in-depth discussion and feedback	yes	no	n/a

Comments and examples:

7. Interacts constructively with students

a	Manages classroom behaviors to promote respectful interaction	yes	no	n/a
b	Demonstrates respect for individual students and their diverse backgrounds	yes	no	n/a
c	Provides constructive feedback in class	yes	no	n/a
d	Responds appropriately to students' questions	yes	no	n/a

Comments and examples:

8. Optional feedback on other aspects of instruction (at request of the faculty member)

a		yes	no
b		yes	no
c		yes	no

Comments and examples:

9. How does the faculty member make a positive contribution beyond the classroom (e.g., department, discipline, or KPU as a whole)?

Additional Comments/Areas of Strength/Suggestions for Improvement

Have you shared your observations with the faculty member? Yes

No

Reviewer Name: _____

Signature: _____

4. E. PROBATIONARY NR1 FACULTY: FACULTY SELF-INPUT REPORT

Faculty members are to provide a report with reflection on their teaching and any action plan designed to build on strengths and reduce weaknesses. Additionally, the report may provide relevant information about any other activities the faculty member undertook internally or externally that advanced the interest of their program or KPU as a whole. This report is forwarded to the Dean.

Name:

Department:

Section I – ACTIVITY REPORT

A. TEACHING

Briefly describe your teaching philosophy. You may wish to address how it is reflected in the following areas:

- a. Course Organization
 - Clarifying and reinforcing course objectives
 - Pacing and workload
 - Being on time

- b. Presentation
 - Preparation
 - Verbal presentation
 - Effective use of A/V materials (if appropriate)
 - Effective use of texts, handouts and other printed materials
 - Effective use of class time
 - Effective reaction to unexpected situations in class
(Self-confidence, poise, problem-solving techniques)

- c. Student Interaction
 - Availability to students outside of class
 - Treatment of student assignments
 - Effectiveness of your role(s) with regards to individual students and their problems

- d. Evaluation of Students
 - Relation of evaluation to course objectives
 - Criteria for marking
 - Clarity and reasonableness of assignments
 - Turnaround time for correcting
 - Feedback to students during the semester on their progress

B. SCHOLARLY ACTIVITY:

If applicable, please provide an outline of how you have engaged in scholarly activities:

Engage in scholarly activity with a subject area and/or the field of teaching and learning.

Set both short- and long-term professional goals to improve teaching and knowledge.

Foster teaching excellence and effective education at KPU.

C. SERVICE ACTIVITY:

If applicable, please provide an outline of how you have engaged in service to the KPU.

Service activity: Includes departmental, Faculty, or university activities (including KFA), service to the profession or discipline and the general community. Examples of service may include activities such as committee work, providing peer input for performance review, participating in searches, etc.

Section II - PLANNING (current year and beyond)

If applicable, please outline your plans for the following activities:

Changes in your activities and/or in the distribution of time and effort among them.

New and/or continuing projects and initiatives in teaching, research and/or scholarship and service.

**PART 5: PROBATIONARY NR2 AND PROBATIONARY REGULAR
FACULTY PERFORMANCE REVIEW FORMS AND
PROCESSES**

- 5. A. Faculty Performance Review Process**
- 5. B. Faculty Performance Review Timeline**
- 5. C. Peer Input Process**
- 5. D. Peer Input Checklist**
- 5. E. Faculty Self-Input Report**

5. A. PROBATIONARY NR2 AND PROBATIONARY REGULAR FACULTY: PERFORMANCE REVIEW PROCESS

INSTRUCTIONAL FACULTY

Through the Performance Review process, faculty members will collect practical and varied input that will help them improve their skills. The process also provides the institution with an opportunity to maintain excellence in instruction.

Faculty members are probationary until they have completed 2 years of FTE service.

- **Initial Faculty member/Dean Meeting:** During the first year of probation, the Dean (or Associate Dean) will initiate a Performance Review by meeting with the probationary faculty member. During this first meeting the faculty member and Dean will discuss and clarify the process and identify possible peer evaluators. A timeline for the review process will be established.

Two peer reviewers, wherever possible, will be involved in providing feedback. The reviewers will be selected according to the following process and principles:

- The probationary faculty member will recommend a minimum of two reviewers to the Dean (or Associate Dean). The probationary faculty member's recommendation will normally be considered favourably.
 - At least one (preferably both) of the reviewers will be from the department/discipline, unless there are exceptional circumstances.
 - The Dean (or Associate Dean) will review the recommendations considering issues such as potential bias, specific expertise of the reviewers, and workload issues (ideally, over time, there should be a balanced distribution of this role within the department).
 - For the second year in the probationary evaluation, different peer reviewers should be selected if possible.
 - In some unique situations (e.g. in small departments) the Dean and probationary faculty member may agree to use only one peer evaluator.
 - Contract or temporary faculty members are not restricted from being a peer reviewer. However, there may be issues relating to possible bias which would make the selection of a non-regular peer reviewer an unwise choice.
- **Student Input:** The Dean (or Associate Dean) will arrange for student input to be gathered through the use of a questionnaire. Once the results are collected and processed, the student responses will go to the Dean (or Associate Dean) and the faculty member.
 - **Peer Input:** Specifics on this process are outlined in the instructions to the Peer Reviewer.
 - **Dean's Input:** Once both peers have provided feedback, the Dean (or Associate Dean) may choose to meet with the peer reviewers and/or visit the classroom to observe the instructional methods. While the Dean (or Associate Dean) must visit the classroom prior to an unsatisfactory report being written, the expectation is that classroom visitations by the Dean will be part of every probationary evaluation.

- **Self-Input:** After analyzing the findings of the student feedback and the peer's input, the faculty member(s) drafts her/his report. This combines all findings with their own assessment of their teaching and any action plan designed to build on strengths and reduce weaknesses. The report may also comment on any unique circumstances that affected the review, and should also review the faculty member's involvement in professional activities such as committee work, community liaison, etc. This report is forwarded to the Dean (or Associate Dean).
- **Dean's Report:** The Dean (or Associate Dean) will consider the input gathered from the students, the peers and the self-evaluation. This input will be combined with the dean's observations. Student feedback should be considered in comparison to norms of the department/discipline/course. Information re attrition and/or grade distribution may also be considered in comparison to the norms of the Department.

The Dean (or Associate Dean) will briefly summarize the input. If there are concerns, these should be specified and expected standards described. The Dean will state if the faculty member's performance is satisfactory or not satisfactory.

- **Follow-up:** Typically, the probationary review spans four semesters. The Dean's report summarizes the input from each component of the evaluation and shares it with the faculty member as soon as possible. If there are substantial concerns, the Dean (or Associate Dean) will discuss these with the faculty member at the earliest possible date (well before the subsequent evaluation). The process for the subsequent semesters is the same as the first although the self-evaluation may be reduced in scope or eliminated with the agreement of faculty member and Dean (or Associate Dean).

If there are concerns identified by the review process, subsequent reviews will provide progress reports in these and other areas.

If there are no outstanding concerns, and if a probationary faculty member has been positively evaluated for the 2 years of FTE service, the Dean normally will move the faculty member to the post-probationary 3-year review cycle.

5. B. PROBATIONARY NR2 AND PROBATIONARY REGULAR FACULTY: FACULTY PERFORMANCE REVIEW TIMELINE

This timeline is to be developed at the initial faculty/Dean (or Associate Dean) meeting.

Date:

Faculty member:

Peer Reviewer(s):

Element of Performance Review	Due By	Comments	Date Received (by Dean's office)
-------------------------------	--------	----------	----------------------------------

Initial Meeting with the Dean/Associate Dean			
Peer Input			
Student Input			
Dean/Associate Dean Class Visit			
Self-Input			
Dean/ Associate Dean Summary			

It is the faculty member's responsibility to play an active role in ensuring the review is completed in a timely fashion.

This performance review is expected to be completed by:

Please return this timeline to:

Name:

Campus:

Date:

Approved by:

5. C. PROBATIONARY NR2 AND PROBATIONARY REGULAR FACULTY: PEER INPUT PROCESS

Thank you for participating in the Probationary NR2 Faculty Peer Review process. Kwantlen Polytechnic University views teaching as being our primary and most central activity. With this perspective in mind, support for, and evaluation of our faculty is of the utmost importance. Your involvement and feedback will help guide the development of a colleague.

As a Peer Reviewer, you will be asked to provide feedback on a Regular or NR2 faculty member. Two peer reviewers are typically involved in the review process. In addition to your input, this review will also incorporate input from the students, the Dean/Associate Dean, and from the individual being reviewed. The peer component of the process is outlined below:

- Set up a meeting with the faculty member being reviewed (you may wish to select a time when both peer reviewers can meet with the faculty member). The purpose of this meeting is to review the courses being taught (including materials such as course presentation, assignments, tests, etc.), become aware of any aspects of the faculty member's teaching philosophy, issues regarding specific classes, the faculty member's schedule, and preferred times for class visitations. The probationary faculty member may ask for feedback on specific aspects of their teaching. That feedback can be provided verbally after the classroom visit.
- The peer review is usually based on the input from two peers. Once both reviewers have met with the faculty member, they should confer to establish "who is doing what." Normally, a minimum of 75% of the faculty member's course load should be reviewed within this process. For example, if the probationary faculty member is teaching 3 courses, 2 courses should be reviewed. If the faculty member is teaching 4 courses, the peer reviewers should review 3 courses between them. If the faculty member is teaching only 1 course, each peer should visit the class.
- For faculty in some areas (such as continuous entry, Trades, Vocational, etc.), the adequacy of classroom/shop visits will not be as clear cut. In these situations, it may be that you visit the classroom/shop twice or three times. If you are unclear on what constitutes an adequate review, please consult with the Dean/Associate Dean for this area.
- The attached Peer Input Checklist is provided for your input. Where possible, immediate feedback shall be given to the faculty member. Please share observations with the faculty member within 2 weeks of the class visit.
- Your feedback should be independent and based on your observations. For this reason you will not be privy to the student input, and you are requested to not consult with the other Peer Reviewer.
- Once completed, please submit your input to the probationary faculty member's Dean/Associate Dean.

THANK YOU FOR YOUR ASSISTANCE IN THIS PROCESS

5. D. PROBATIONARY NR2 AND PROBATIONARY REGULAR FACULTY: PEER REVIEWER CHECKLIST

FOR CLASSROOM OBSERVATIONS CRITERIA WITH INDICATORS/DESCRIPTORS

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

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

1. Structures lessons to promote ongoing learning of course outcomes and to build on previous learning

a	Reviews learning outcomes from previous class(es);	yes	no	n/a
b	States learning outcomes for current lesson and relates to overall course outcomes;	yes	no	n/a
c	Summarizes main points at end of class;	yes	no	n/a
d	Provides assignments to prepare for next class	yes	no	n/a

Comments and examples:

2. Demonstrates evidence of lesson planning and preparation

a	Appears well prepared for class (i.e. has necessary equipment/material for all learning activities);	yes	no	n/a
b	Presents content in a systematic and organized fashion, relating it to course outcomes;	yes	no	n/a
c	Uses well-designed materials that complement content and method of instruction;	yes	no	n/a
d	Utilizes instructional aids as appropriate (i.e. video, computer, overhead, other technology).	yes	no	n/a

Comments and examples:

3. Uses instructional time effectively

a	Presents appropriate amount of learning material for class time	yes	no	n/a
b	Paces activities within available class time	yes	no	n/a

Comments and examples:

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

a	Utilizes a variety of teaching techniques appropriate to student needs and subject matter	yes	no	n/a
b	Provides information on purpose of activities and assignments	yes	no	n/a
c	Clarifies complex ideas using examples relevant to students' comprehension and course content	yes	no	n/a
d	Invites participation that promotes learning and critical thinking	yes	no	n/a

Comments and examples:

5. Evaluates student learning effectively

a	Is aware of and responds to changes in student attentiveness; for example, varies pace to keep students alert	yes	no	n/a
b	Periodically confirms/checks for student understanding of content	yes	no	n/a
c	Assigns activities and/or assignments that require the application of skills and concepts	yes	no	n/a
d	Provides helpful, fair, and appropriate feedback on assignments	yes	no	n/a

Comments and examples:

6. Utilizes effective communication skills

a	Speaks audibly and clearly to students (not to board or computer or elsewhere)	yes	no	n/a
b	Writes legibly on board or overhead	yes	no	n/a
c	Communicates in a manner appropriate to content and student levels	yes	no	n/a
d	Ensures that demonstrations and media presentations are visible to all students in class	yes	no	n/a
e	Encourages students to communicate with the faculty member (e.g. by email)	yes	no	n/a
f	Encourages students to attend office hours for in-depth discussion and feedback	yes	no	n/a

Comments and examples:

7. Interacts constructively with students

a	Manages classroom behaviors to promote respectful interaction	yes	no	n/a
b	Demonstrates respect for individual students and their diverse backgrounds	yes	no	n/a
c	Provides constructive feedback in class	yes	no	n/a
d	Responds appropriately to students' questions	yes	no	n/a

Comments and examples:

8. Optional feedback on other aspects of instruction (at request of the faculty member)

a		yes	no
b		yes	no
c		yes	no

Comments and examples:

9. How does the faculty member make a positive contribution beyond the classroom (e.g., department, discipline, or KPU as a whole)?

Additional Comments/Areas of Strength/Suggestions for Improvement

Have you shared your observations with the faculty member? Yes No

Reviewer Name: _____

Signature: _____

5. E. PROBATIONARY NR2 AND PROBATIONARY REGULAR FACULTY: FACULTY SELF-INPUT REPORT

Faculty members are to provide report with reflection on their teaching and any action plan designed to build on strengths and reduce weaknesses. Additionally, the report also provides relevant information about any other activities the faculty undertook internally or externally that advanced the interest of their program or KPU as a whole. This report is forwarded to the Dean.

Name:

Department:

Section I – ACTIVITY REPORT

A. TEACHING

Briefly describe your teaching philosophy. You may wish to address how it is reflected in the following areas:

- a. Course Organization
 - Clarifying and reinforcing course objectives
 - Pacing and workload
 - Being on time
- b. Presentation
 - Preparation
 - Verbal presentation
 - Effective use of A/V materials (if appropriate)
 - Effective use of texts, handouts and other printed materials
 - Effective use of class time
 - Effective reaction to unexpected situations in class
(Self-confidence, poise, problem-solving techniques)
- c. Student Interaction
 - Availability to students outside of class
 - Treatment of student assignments
 - Effectiveness of your role(s) with regards to individual students and their problems
- d. Evaluation of Students
 - Relation of evaluation to course objectives
 - Criteria for marking
 - Clarity and reasonableness of assignments
 - Turnaround time for correcting
 - Feedback to students during the semester on their progress

B. SCHOLARLY ACTIVITY:

Please provide an outline of how you have engaged in scholarly activities:

- Engaging in scholarly activity with a subject area and/or the field of teaching and learning.
- Setting both short- and long-term professional goals to improve teaching and knowledge.
- Fostering teaching excellence and effective education at KPU.

C. SERVICE ACTIVITY:

Please provide an outline of how you have engaged in service to the KPU.

Service activity: Includes departmental, Faculty, or university activities (including KFA), service to the profession or discipline and the general community. Examples of service may include activities such as committee work, providing peer input for performance review, participating in searches, etc.

Section II - PLANNING (current year and beyond)

If applicable, please outline your plans for the following activities:

Changes in your activities and/or in the distribution of time and effort among them.

New and/or continuing projects and initiatives in teaching, research and/or scholarship and service.

**PART 6: POST-PROBATIONARY NR1 FACULTY PERFORMANCE
REVIEW FORMS AND PROCESSES**

- 6. A. Faculty Performance Review Process**
- 6. B. Faculty Performance Review Timeline**
- 6. C. Peer Input Process (Optional)**
- 6. D. Peer Input Checklist**
- 6. E. Faculty Self-Input Report**

6. A. POST-PROBATIONARY NR1 FACULTY: PERFORMANCE REVIEW PROCESS

Faculty are post-probationary once they have completed two years of FTE service. The performance review for post-probationary faculty is formative in that it is intended to help faculty members improve their teaching practices.

Through the Performance Review process, a faculty member will reflect annually on their teaching.

Since this is a five-year process, should a faculty member wish to request earlier performance review, they may contact the Dean's office to make such arrangements.

- **Initial Faculty member/Dean Meeting:** At least once every five years, the Dean's Office will initiate a Performance Review by contacting the faculty member to review the process. The Dean and faculty member will establish a timeline for the review process. At this time the Dean may share any perceptions they have of the faculty member's performance.

Although it is the faculty member's responsibility to track their evaluation as per the Performance Review Timeline, the Dean is responsible to ensure it does occur.

Once per year, Human Resources or the Dean's office will provide an update to the faculty member on the current status of their review cycle. This notice will include:

- A reminder that a faculty member may engage in the optional peer input
- A reminder that a faculty member may request an in-class evaluation for up to two sections in an academic year

It is understood that the process of seeking the optional peer input for post-probationary faculty is intended to occur once per five-year cycle. Should the faculty member wish to seek peer feedback on a more frequent basis, they may.

The faculty member will be notified by the Dean's office when they are beginning the last year of the performance review cycle.

- A request to establish a meeting with the Dean at the end of the fifth year
- **Student Input:** Every semester faculty members receive student input through an online survey. A faculty member may request that an in-class evaluation be conducted in a maximum of two sections per academic year. Sections of the same course taught by the same faculty member will be aggregated into one class (group) for online surveying and reporting. The Dean's office does not receive verbatim survey comments for post-probationary faculty. The faculty member will receive all survey reports after the final grades have been posted. If customized questions are used in the student survey, only the faculty member will receive their responses.
- **Peer Input (optional):** Should the faculty member seek peer review in the final year of the review cycle, using the Peer Review Checklist as a guide, a peer of the faculty member's choice will review the faculty member's performance. Open and honest discussion between the faculty member and the peer reviewer is encouraged since this information is shared only

between them. The peer reviewer will let the Dean (or Associate Dean) know that their review has occurred.

- **Self-Input:** In this annual process, faculty member should reflect on their teaching experiences in the most recent academic year, commenting on notable successes and/or challenges, modes of presentation and evaluation, and student appraisals of instruction. Combination of these five annual reports meets the self-input requirement of the five-year cycle. Further areas of consideration for the annual self-reflection may include the following:

GENERAL CONTRIBUTIONS:

- Committee work
- Course/curriculum revision
- Course/curriculum development
- Educational upgrading/professional development
- Introduction of new pedagogy
- Peer review/mentoring
- Student recruitment

DISCIPLINE-SPECIFIC CONTRIBUTIONS:

- Participation in professional organizations
- Liaison with community organizations, industry, or other post-secondary institutions
- Special projects
- Field-trips/tours
- Attending, organizing, or presenting at conferences
- Scholarly activities

This report is forwarded to the Dean (or Associate Dean).

- **Dean/Associate Dean's Summary:** The Dean/Associate Dean will synthesize the student input and faculty member's self-reflections into a formative review. The Dean/Associate Dean's report will include a formative review of teaching, service (optional for NR1 faculty members) and/or scholarly activities (optional for NR1 faculty members).
- **Faculty member/Dean Meeting:** The faculty member and Dean then meet to discuss the Dean/Associate Dean Summary, add comments if required, and sign it. If there are any concerns about the report, they can be discussed. Dean may wish to offer suggestions or encourage faculty member to follow up the review process by investigating specific areas of professional development. This meeting completes the five-year cycle, and can be used to initiate the next review cycle.
- **Future Meeting:** The faculty member may arrange to meet with the Dean for the purpose of following up on the Professional Development Plan.
- **Performance/Conduct Concerns:** This process is developmental; it is not intended to address performance concerns. If a Dean has any concerns about a faculty member's conduct or

performance, they should be addressed as promptly as possible through the Guidelines for The Follow-up of Performance and/or Conduct Issues.

6. B. POST-PROBATIONARY NR1 FACULTY: FACULTY PERFORMANCE REVIEW TIMELINE

Faculty member is to arrange for optional peer review. A copy of this timeline is to be sent to the Dean / Associate Dean.

Date:

Faculty member:

Peer Reviewer(s):

Element of Performance Review	Due By	Comments	Date Received (by Dean's office)
-------------------------------	--------	----------	----------------------------------

Initial Meeting with the Dean/Associate Dean			
Peer Input (Optional)			
Student Input			
Self-Input			
Draft Report			

It is the faculty member's responsibility to play an active role in ensuring the review is completed in a timely fashion.

This performance review is expected to be completed by:

Please return this timeline to:

Name:

Campus:

Date:

6. C. POST-PROBATIONARY NR1 FACULTY: PEER INPUT PROCESS

Thank you for participating in the Post-Probationary NR1 Faculty Peer Review process. Kwantlen Polytechnic University views teaching as being our primary and most central activity. Please note, peer review is optional for post-probationary faculty, and will not be submitted to the Dean/Associate Dean. Your involvement and feedback will help guide the self-development of a colleague.

- The first step in this process is to set up a meeting with the faculty member asking to be reviewed. The purpose of this meeting is to review the course being taught (including materials such as course syllabus, assignments, tests, etc.), become aware of any aspects of your peer's philosophy, issues regarding specific classes, their schedule, and preferred times for class visitations.
- The faculty member may ask for feedback on specific aspects of their teaching. That feedback can be provided after the classroom visit.
- For faculty in some areas (such as continuous entry, Trades, Vocational, etc.), the adequacy of classroom/shop visits may not be as clear cut. In these situations, it may be that you visit the classroom/shop twice or three times, if asked to do so by the faculty.
- The attached Peer Reviewer Checklist is provided for your convenience to guide your conversation with your colleague. This is a formative conversation, so no evaluation or comments are submitted to the Dean/Associate Dean.

THANK YOU FOR YOUR ASSISTANCE IN THIS PROCESS

6. D. POST-PROBATIONARY NR1 FACULTY: PEER REVIEWER CHECKLIST

Please use this checklist as a guide for your discussion, in conjunction with the Peer Input Process document, then leave it with your colleague.

Faculty member: _____

Visitation Date(s): _____

	TOPIC AREA	DISCUSSED
1.	Course Organization e.g. learning outcomes for course and class, time management, preparedness, appropriate workload, handouts	
2.	Teaching Skills e.g. variety of teaching techniques and approaches, clarifying and questioning content, class management, instructor explains/demonstrates/illustrates the subject well, motivates students	
3.	Interpersonal Skills e.g. working relations, conflict resolution, concern for students	
4.	Evaluation Methods e.g. tests, assignments, relationship of evaluation methods and learning outcomes, marking scheme	
5.	University Policies e.g. late papers, attendance, plagiarism	
6.	Professional Development (Optional) e.g. practical and theoretical currency, professional development activities, role modeling	
7.	University/Community Activities (Optional) e.g. committee work, participation in University or program events, student recruitment, etc.	

Date these items have been discussed with the faculty member: _____

Reviewer's Signature: _____

6. E. POST-PROBATIONARY NR1 FACULTY: FACULTY SELF-INPUT REPORT

Faculty members are to provide an annual report with a reflection on their teaching and any action plan(s) designed to build on strengths and reduce weaknesses. Additionally, the report also provides relevant information about any other activities the faculty undertook internally or externally that advanced the interest of their program or KPU as a whole. This report is forwarded to the Dean.

Name:

Department:

Section I ACTIVITY REPORT

A. TEACHING

Briefly describe your teaching philosophy. You may wish to address how it is reflected in the following areas:

- a. Course Organization
 - Clarifying and reinforcing course objectives
 - Pacing and workload
 - Being on time

- b. Presentation
 - Preparation
 - Verbal presentation
 - Effective use of A/V materials (if appropriate)
 - Effective use of texts, handouts and other printed materials
 - Effective use of class time
 - Effective reaction to unexpected situations in class
(Self-confidence, poise, problem-solving techniques)

- c. Student Interaction
 - Availability to students outside of class
 - Treatment of student assignments
 - Effectiveness of your role(s) with regards to individual students and their problems

- d. Evaluation of Students
 - Relation of evaluation to course objectives
 - Criteria for marking
 - Clarity and reasonableness of assignments
 - Turnaround time for correcting
 - Feedback to students during the semester on their progress

B. SCHOLARLY ACTIVITY:

If applicable, please provide an outline of how you have engaged in scholarly activities:

Engage in scholarly activity with a subject area and/or the field of teaching and learning.

Set both short- and long-term professional goals to improve teaching and knowledge.

Foster teaching excellence and effective education at KPU.

C. SERVICE ACTIVITY:

If applicable, please provide an outline of how you have engaged in service to the KPU.

Service activity: Includes departmental, Faculty, or university activities (including KFA), service to the profession or discipline and the general community. Examples of service may include activities such as committee work, providing peer input for performance review, participating in searches, etc.

Section II - PLANNING (current year and beyond)

If applicable, please outline your plans for the following activities:

Changes in your activities and/or in the distribution of time and effort among them.

New and/or continuing projects and initiatives in teaching, research and/or scholarship and service.

**PART 7: POST-PROBATIONARY REGULAR FACULTY
PERFORMANCE REVIEW FORMS AND PROCESSES**

- 7. A. Faculty Performance Review Process**
- 7. B. Faculty Performance Review Timeline**
- 7. C. Peer Input Process (Optional)**
- 7. D. Peer Input Checklist**
- 7. E. Faculty Self-Input Report**

7. A. POST-PROBATIONARY REGULAR FACULTY: PERFORMANCE REVIEW PROCESS

Through the Performance Review process, as part of a five-year cycle, the faculty members will reflect annually on their teaching as well as propose and report on a course of professional development.

Since this is a five-year process, should a faculty member wish to request earlier performance review, they may contact the Dean's office to make such arrangements.

- **Initial Faculty member/Dean Meeting:** At least once every five years, the Dean's office will initiate a Performance Review by contacting the faculty member to review the process. The faculty member will establish a timeline for the review process. At this time the Dean may share any perceptions they have of the faculty member's performance.

Although it is the faculty member's responsibility to track their evaluation as per the Performance Review Timeline, the Dean is responsible to ensure it does occur. This notice will include:

- A reminder that a faculty member may engage in the optional peer input
- A reminder that a faculty member may request an in-class evaluation for up to two sections in an academic year

It is understood that the process of seeking the optional peer input for post-probationary faculty is intended to occur once per five-year cycle. Should the faculty member wish to seek peer feedback on a more frequent basis, they may.

The faculty member will be notified by the Dean's office when they are beginning the last year of the performance review cycle.

- A request to establish a meeting with the Dean at the end of the fifth year
- **Student Input:** Every semester faculty member receive student input through an online survey. Faculty members may request that an in-class evaluation be conducted in a maximum of two sections per academic year. Sections of the same course taught by the same faculty member will be aggregated into one class (group) for online surveying and reporting. The Dean's office does not receive verbatim survey comments for post-probationary faculty. The faculty member will receive all survey reports after the final grades have been posted. If customized questions are used in the student survey, only the faculty member will receive the responses.
- **Peer Input (optional):** Should the faculty member seek peer review, using the Peer Review Checklist as a guide, a peer of the faculty member's choice will review the faculty member's performance. Open and honest discussion between the faculty member and the peer reviewer is encouraged since this information is shared only between them. The peer reviewer will let the Dean (or Associate Dean) know that the review has occurred.
- **Self-Input:** In this annual process, faculty members should reflect on their teaching experiences

in the most recent academic year, commenting on notable successes and/or challenges, modes of presentation and evaluation, and student appraisals of instruction. Combination of these five annual reports meets the self-input requirement of the five-year cycle. Further areas of consideration for the annual self-reflection include the following:

GENERAL CONTRIBUTIONS:

- Committee work
- Course/curriculum revision
- Course/curriculum development
- Educational upgrading
- Introduction of new pedagogy
- Peer review/mentoring
- Student recruitment

DISCIPLINE-SPECIFIC CONTRIBUTIONS:

- Participation in professional organizations
- Liaison with community organizations, industry, or other post-secondary institutions
- Special projects
- Field-trips/tours
- Attending, organizing, or presenting at conferences
- Scholarly activities

This report is forwarded to the Dean.

- **Dean/Associate Dean's Summary:** The Dean/Associate Dean will synthesize the student input, faculty member's self-reflections, and professional development reports into a formative review and provide support for the faculty member's professional development plan. The Dean/Associate Dean's report will include a formative review of teaching, service and/or scholarly activities.
- **Faculty member/Dean Meeting:** The faculty member and Dean then meet to discuss the Dean/Associate Dean Summary, add comments if required, and sign it. If there are any concerns about the report, they can be discussed. Dean may wish to offer suggestions or encourage the faculty member to follow up the review process by investigating specific areas of professional development.
- **Future Meeting:** The faculty member may arrange to meet with the Dean for the purpose of following up on the Professional Development Plan.
- **Performance Concerns:** This process is not intended to address performance concerns. If a Dean has any concerns about a faculty member's conduct or performance, they should be addressed as promptly as possible through the Guidelines for The Follow-up of Performance and/or Conduct Issues.

7. B. POST-PROBATIONARY REGULAR FACULTY: FACULTY PERFORMANCE REVIEW TIMELINE

Faculty member is to arrange for optional peer review. A copy of this timeline is to be sent to the Dean / Associate Dean.

Date:

Faculty member:

Peer Reviewer(s):

Element of Performance Review	Due By	Comments	Date Received (by Dean's office)
Initial Meeting with the Dean/Associate Dean			
Peer Input (Optional)			
Student Input			
Self-Input			
Draft Report			

It is the faculty member's responsibility to play an active role in ensuring the review is completed in a timely fashion.

This performance review is expected to be completed by:

Please return this timeline to:

Name:

Campus:

Date:

7. C. POST-PROBATIONARY REGULAR FACULTY: PEER INPUT PROCESS

Thank you for participating in the Post-Probationary Regular Faculty Peer Review process. Kwantlen Polytechnic University views teaching as being our primary and most central activity. Please note, peer review is optional for post-probationary faculty, and will not be submitted to the Dean/Associate Dean. Your involvement and feedback will help guide the self-development of a colleague.

- The first step in this process is to set up a meeting with the faculty member asking to be reviewed. The purpose of this meeting is to review the course being taught (including materials such as course syllabus, assignments, tests, etc.), become aware of any aspects of your peer's philosophy, issues regarding specific classes, their schedule, and preferred times for class visitations.
- The faculty member may ask for feedback on specific aspects of their teaching. That feedback can be provided after the classroom visit.
- For faculty in some areas (such as continuous entry, Trades, Vocational, etc.), the adequacy of classroom/shop visits may not be as clear cut. In these situations, it may be that you visit the classroom/shop twice or three times, if asked to do so by the faculty member.
- The attached Peer Reviewer Checklist is provided for your convenience to guide your conversation with your colleague. This is a formative conversation, so no evaluation or comments are submitted to the Dean/Associate Dean.

THANK YOU FOR YOUR ASSISTANCE IN THIS PROCESS

7. D. POST-PROBATIONARY REGULAR FACULTY: PEER REVIEWER CHECKLIST

Please use this checklist as a guide for your discussion, in conjunction with the Peer Input Process document, then leave it with your colleague. A class visitation is optional, but it offers an opportunity for valuable feedback.

Faculty member: _____

Visitation Date(s): _____

	TOPIC AREA	DISCUSSED
1.	Course Organization e.g. learning outcomes for course and class, time management, preparedness, appropriate workload, handouts	
2.	Teaching Skills e.g. variety of teaching techniques and approaches, clarifying and questioning content, class management, instructor explains/demonstrates/illustrates the subject well, motivates students	
3.	Interpersonal Skills e.g. working relations, conflict resolution, concern for students	
4.	Evaluation Methods e.g. tests, assignments, relationship of evaluation methods and learning outcomes, marking scheme	
5.	University Policies e.g. late papers, attendance, plagiarism	
6.	Professional Development e.g. practical and theoretical currency, professional development activities, role modeling	
7.	University/Community Activities e.g. committee work, participation in University or program events, student recruitment, etc.	

Date these items have been discussed with the faculty member: _____

Reviewer's Name: _____

Reviewer's Signature: _____

7. E. POST-PROBATIONARY REGULAR FACULTY: FACULTY MEMBER SELF-INPUT REPORT

Faculty members are to provide report with reflection on their teaching and any action plan designed to build on strengths and reduce weaknesses. Additionally, the report also provides relevant information about any other activities the faculty member undertook internally or externally that advanced the interest of their program or KPU as a whole. This report is forwarded to the Dean.

Name:

Department:

Section I – ACTIVITY REPORT

A. TEACHING

Briefly describe your teaching philosophy. You may wish to address how it is reflected in the following areas:

- a. Course Organization
 - Clarifying and reinforcing course objectives
 - Pacing and workload
 - Being on time
- b. Presentation
 - Preparation
 - Verbal presentation
 - Effective use of A/V materials (if appropriate)
 - Effective use of texts, handouts and other printed materials
 - Effective use of class time
 - Effective reaction to unexpected situations in class
(Self-confidence, poise, problem-solving techniques)
- c. Student Interaction
 - Availability to students outside of class
 - Treatment of student assignments
 - Effectiveness of your role(s) with regards to individual students and their problems
- d. Evaluation of Students
 - Relation of evaluation to course objectives
 - Criteria for marking
 - Clarity and reasonableness of assignments
 - Turnaround time for correcting
 - Feedback to students during the semester on their progress

B. SCHOLARLY ACTIVITY:

Please provide an outline of how you have engaged in scholarly activities:

Engage in scholarly activity with a subject area and/or the field of teaching and learning

Set both short- and long-term professional goals to improve teaching and knowledge

Foster teaching excellence and effective education at KPU

C. SERVICE ACTIVITY:

Please provide an outline of how you have engaged in service to the KPU

Service activity: Includes departmental, Faculty, or university activities (including KFA), service to the profession or discipline and the general community. Examples of service may include activities such as committee work, providing peer input for performance review, participating in searches, etc.

Section II – PLANNING (current year and beyond)

If applicable, please outline your plans for the following activities:

- Changes in your activities and/or in the distribution of time and effort among them.
- New and/or continuing projects and initiatives in teaching, research and/or scholarship and service.

APPENDIX A: STUDENT FEEDBACK SAMPLE REPORT

Individual Faculty member Report for COURSE & INSTRUCTOR

KPU Course Feedback - TERM

Project Audience 34

Responses Received 18

Response Ratio 53%

Report Comments

How to read your report

Your report consists of four sections: Overall Scores

Competency Summary

Breakdown by Competency and Question Overall Comments

HERE'S HOW TO INTERPRET EACH SECTION:

Overall Scores

Your average score for this section is compared with average scores for the questionnaire type by instructor average

(i.e. average of all courses you taught this term), department, faculty and institution.

Scores are measured on a 1-5 scale (1=Strongly Disagree; 2=Disagree; 3=Neutral; 4=Agree; 5=Strongly Agree).

Competency Summary

The survey instrument is organized by four competencies: "Advice, Guidance and Grading", "Instructional Content Delivery", "Learning Environment" and "Student-Instructor Communication". The average, standard deviation, and minimum and maximum values for each competency is listed.

Scores are measured on a 1-5 scale (1=Strongly Disagree; 2=Disagree; 3=Neutral; 4=Agree; 5=Strongly Agree).

BREAKDOWN BY COMPETENCY AND QUESTION

Competency - Overview

Your average score for the competency is compared with average scores for the same competency and questionnaire type by instructor average (i.e. average of all courses you taught this term), department, faculty and institution.

Competency – By Question

A percentage breakdown of responses, response count (i.e. number of students who responded), mean (average) and standard deviation for each question is provided.

Overall Comments

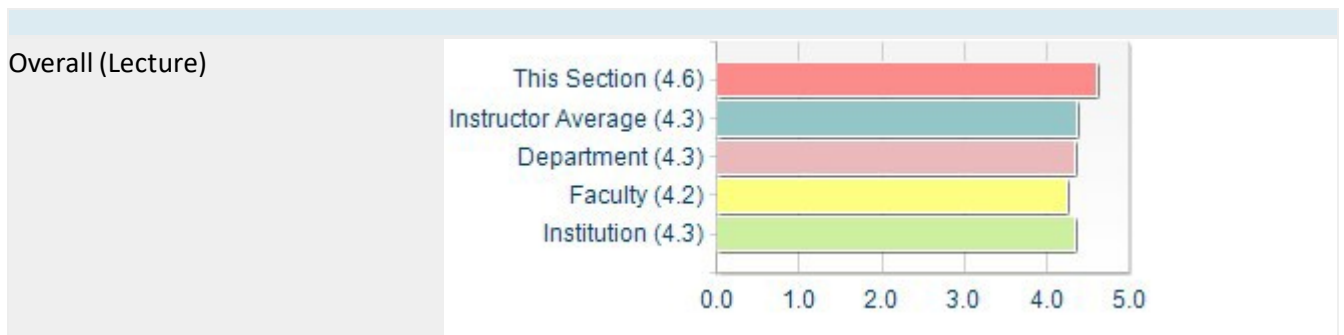
Overall comments are listed here if students included them in their evaluation.

Creation Date:

OVERALL SCORES

Comparison Scores

Your average score for this section (COURSE – SECTION #) is compared with average scores for the **QUESTIONNAIRE TYPE** by instructor average (i.e. average of all courses you taught this term), department, faculty and institution. Scores are measured on a 1-5 scale (1=Strongly Disagree; 2=Disagree; 3=Neutral; 4=Agree; 5=Strongly Agree).



COMPETENCY SUMMARY

Summary

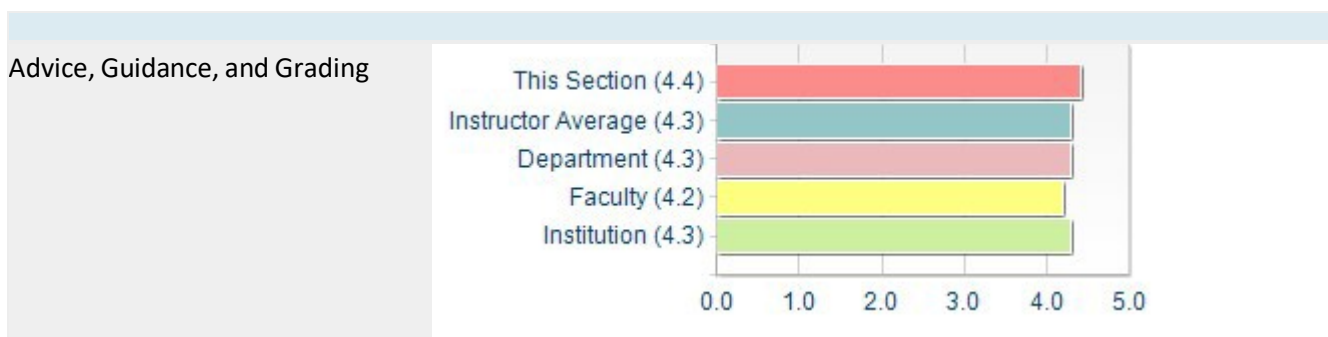
The survey instrument is organized by four competencies. The average, standard deviation, and minimum and maximum values for each competency is listed. Scores are measured on a 1-5 scale (1=Strongly Disagree; 2=Disagree; 3=Neutral; 4=Agree; 5=Strongly Agree).

Competency	This Section	Standard Deviation	Min	Max
Advice, Guidance, and Grading	4.4	+/-1.0	1.0	5.0
Instructional/Content Delivery	4.7	+/-0.6	2.0	5.0
Learning Environment	4.6	+/-0.8	2.0	5.0
Student-Instructor Communication	4.7	+/-0.6	3.0	5.0

Breakdown by competency and Question

ADVICE, GUIDANCE AND GRADING OVERVIEW

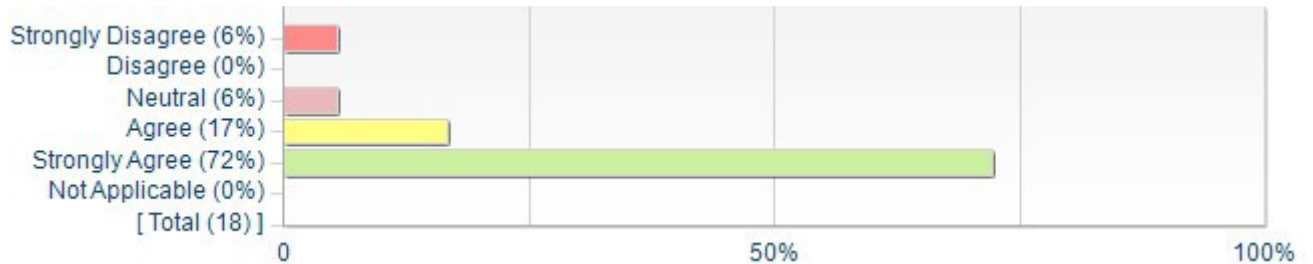
Your average score for Advice, Guidance and Grading is compared with average scores for the same competency and questionnaire type by instructor average (i.e. average of all courses you taught this term), department, faculty and institution. Scores are measured on a 1-5 scale (1=Strongly Disagree; 2=Disagree; 3=Neutral; 4=Agree; 5=Strongly Agree).



Advice, Guidance and Grading by Question

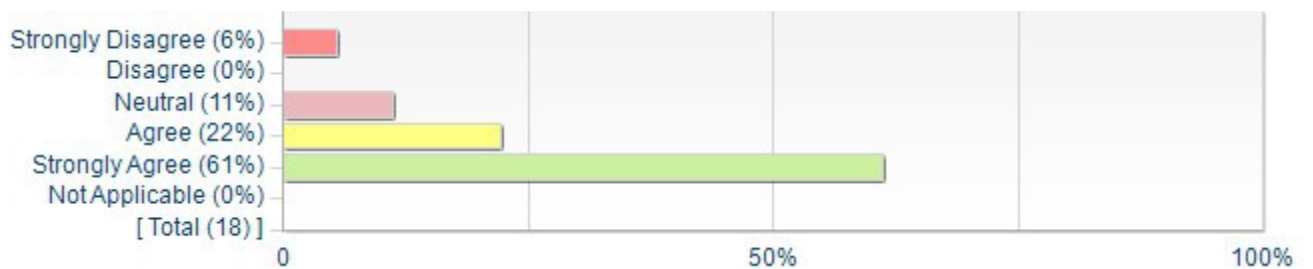
A percentage breakdown of responses, response count (i.e. number of students who responded), mean (average) and standard deviation for each question is provided. Scores are measured on a 1-5 scale (1=Strongly Disagree; 2=Disagree; 3=Neutral; 4=Agree; 5=Strongly Agree).

1) Clarifies what students are expected to do when each assignment is given.



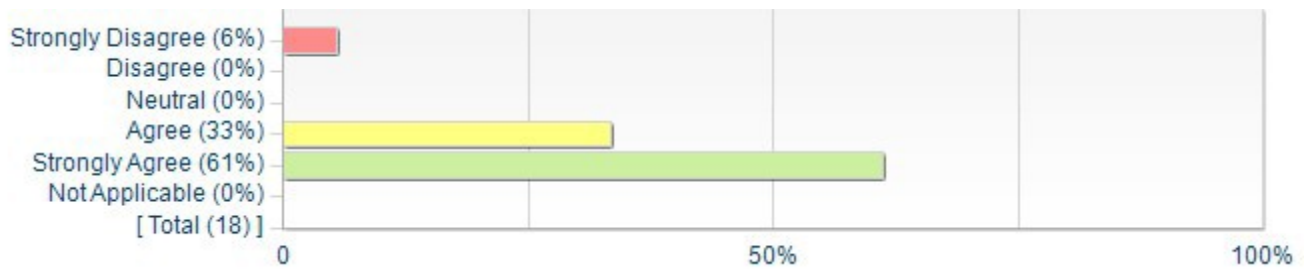
Statistics	Value
Response Count	18
Mean	4.5
Standard Deviation	1.0

1. Demonstrates consistent grading practices.



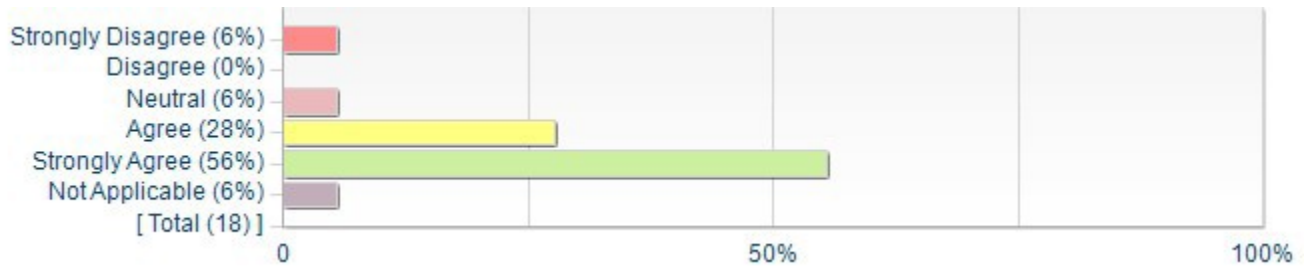
Statistics	Value
Response Count	18
Mean	4.3
Standard Deviation	1.1

2. Reviews and returns assignments and quizzes within a reasonable time.



Statistics	Value
Response Count	18
Mean	4.4
Standard Deviation	1.0

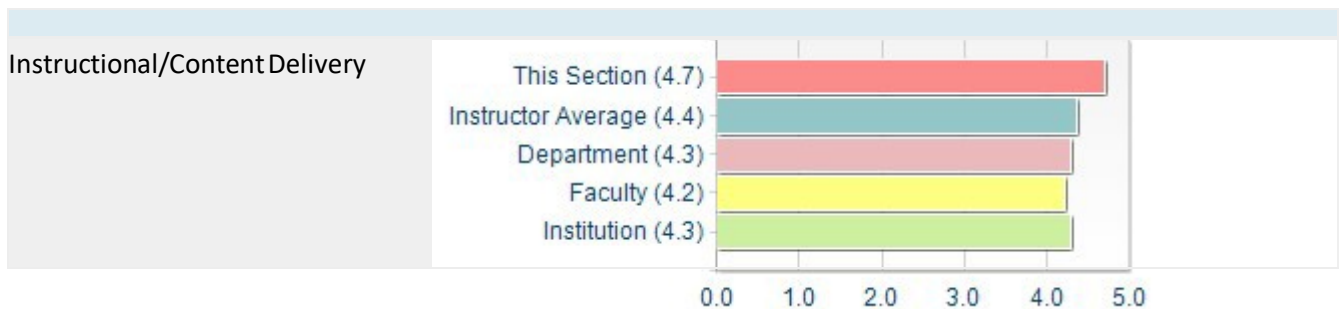
3. Is willing to discuss students' performance in the course with them.



Statistics	Value
Response Count	18
Mean	4.4
Standard Deviation	1.1

INSTRUCTIONAL CONTENT DELIVERY OVERVIEW

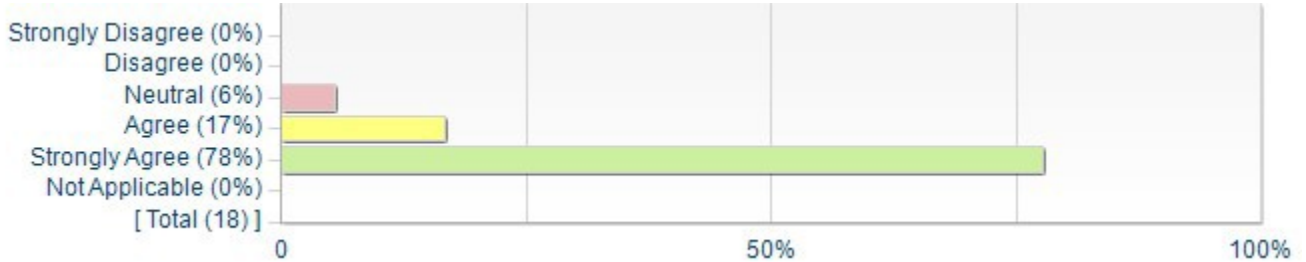
Your average score for Instructional Content Delivery is compared with average scores for the same competency and questionnaire type by instructor average (i.e. average of all courses you taught this term), department, faculty and institution. Scores are measured on a 1-5 scale (1=Strongly Disagree; 2=Disagree; 3=Neutral; 4=Agree; 5=Strongly Agree).



Instructional Content Delivery by Question

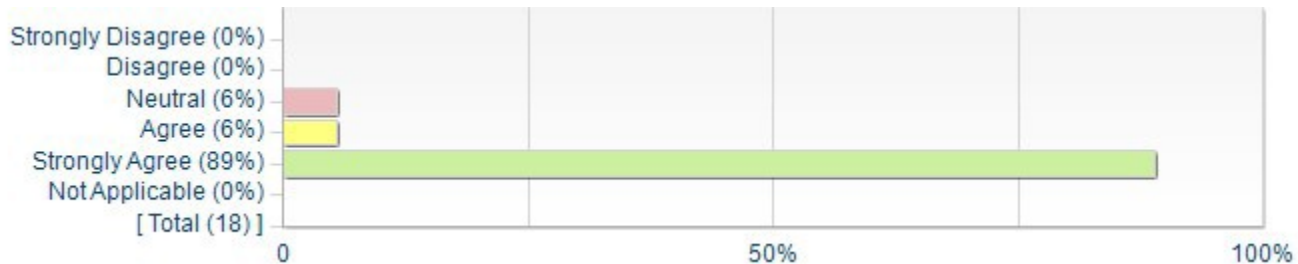
A Percentage breakdown of responses, response count (i.e. number of students who responded), mean (average) and standard deviation for each question is provided. Scores are measured on a 1-5 scale (1=Strongly Disagree; 2=Disagree; 3=Neutral; 4=Agree; 5=Strongly Agree).

1. Explains concepts in ways that students understand



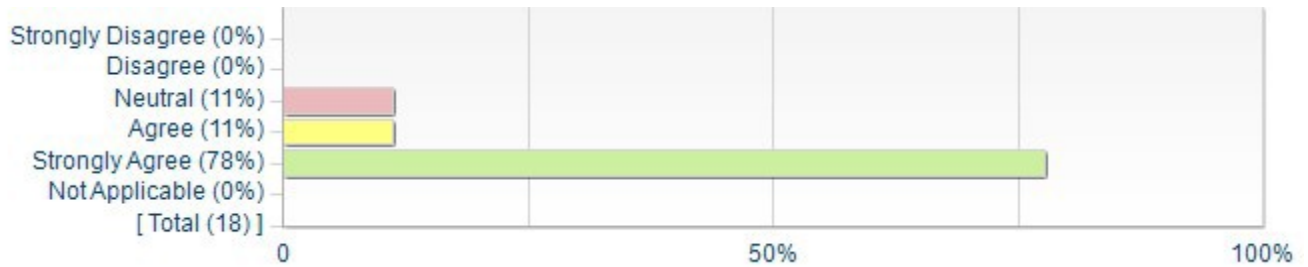
Statistics	Value
Response Count	18
Mean	4.7
Standard Deviation	0.6

2. Relates course subject matter to real world situations.



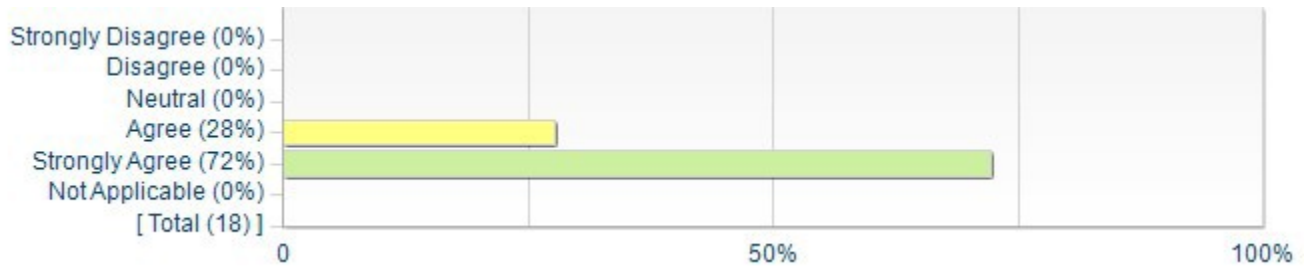
Statistics	Value
Response Count	18
Mean	4.8
Standard Deviation	0.5

3. Relates the course subject matter to other courses in the program and/or to the field of study or discipline.



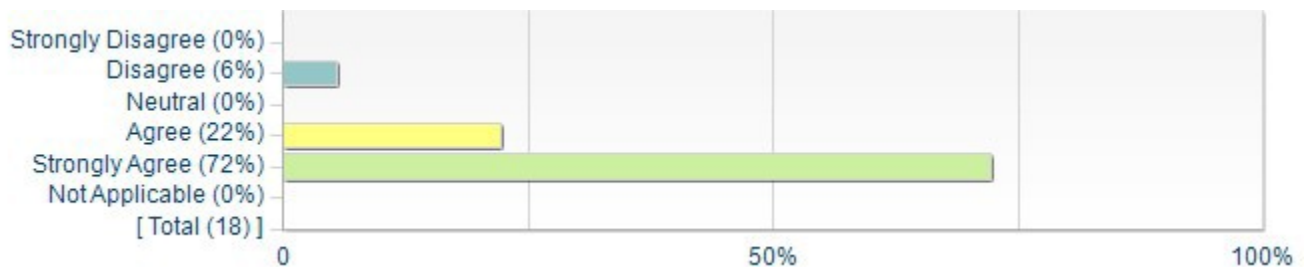
Statistics	Value
Response Count	18
Mean	4.7
Standard Deviation	0.7

4. Makes effective use of class time.



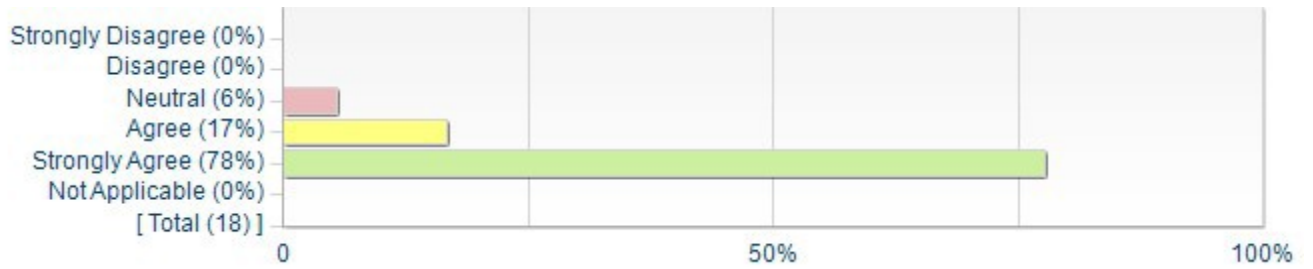
Statistics	Value
Response Count	18
Mean	4.7
Standard Deviation	0.5

5. Provides in-class activities that reinforce the course objectives.



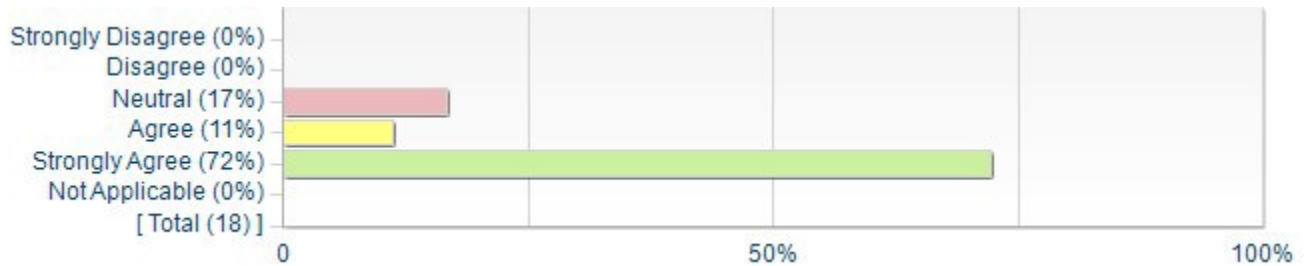
Statistics	Value
Response Count	18
Mean	4.6
Standard Deviation	0.8

6. Provides homework that reinforces the course objectives.



Statistics	Value
Response Count	18
Mean	4.7
Standard Deviation	0.6

7. Allows enough time to cover the topics in the course outline.



Statistics	Value
Response Count	18
Mean	4.6
Standard Deviation	0.8

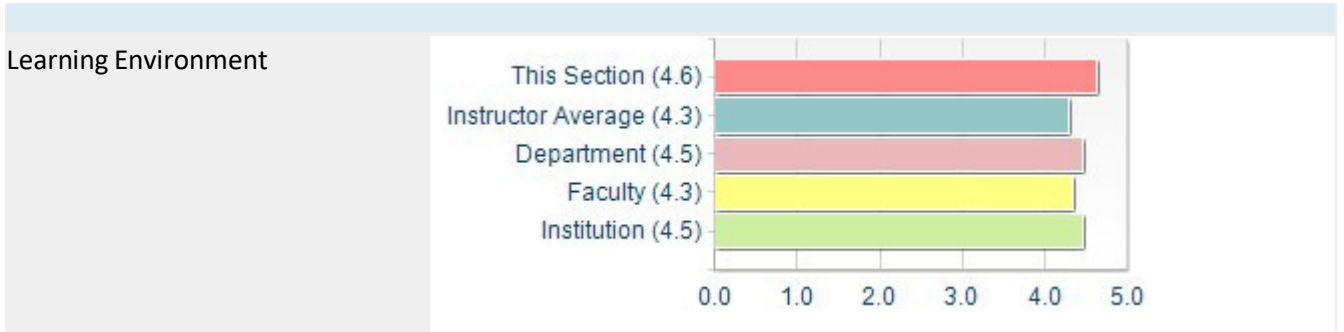
Use this space if you wish to say more about INSTRUCTIONAL/CONTENT DELIVERY. Please note that your instructor will see the complete wording of your comments.

Comments

XYZ

LEARNING ENVIRONMENT OVERVIEW

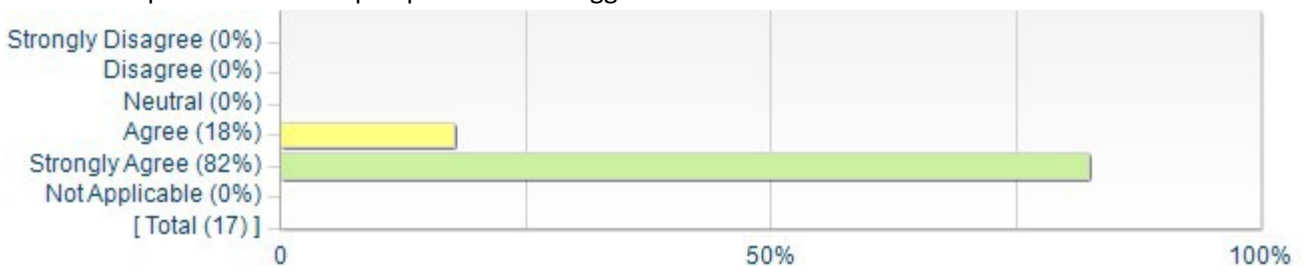
Your average score for Learning Environment Overview is compared with average scores for the same competency and questionnaire type by instructor average (i.e. average of all courses you taught this term), department, faculty and institution. Scores are measured on a 1-5 scale (1=Strongly Disagree; 2=Disagree; 3=Neutral; 4=Agree; 5=Strongly Agree).



Learning Environment by Question

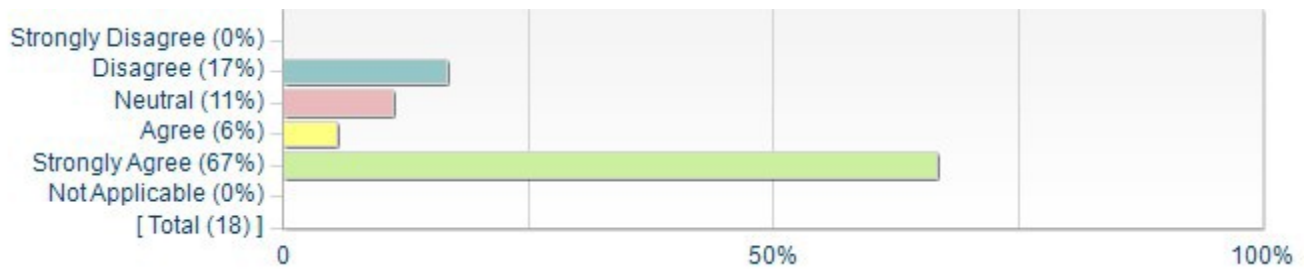
A Percentage breakdown of responses, response count (i.e. number of students who responded), mean (average) and standard deviation for each question is provided. Scores are measured on a 1-5 scale (1=Strongly Disagree; 2=Disagree; 3=Neutral; 4=Agree; 5=Strongly Agree).

1. Is receptive to students perspectives and suggestions



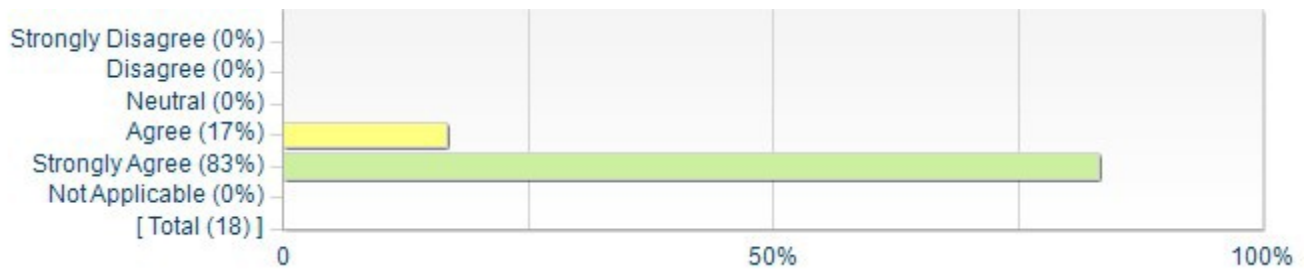
Statistics	Value
Response Count	17
Mean	4.8
Standard Deviation	0.4

2. Provides students with opportunities to collaborate with other students.



Statistics	Value
Response Count	18
Mean	4.2
Standard Deviation	1.2

3. Shows enthusiasm for teaching the course.



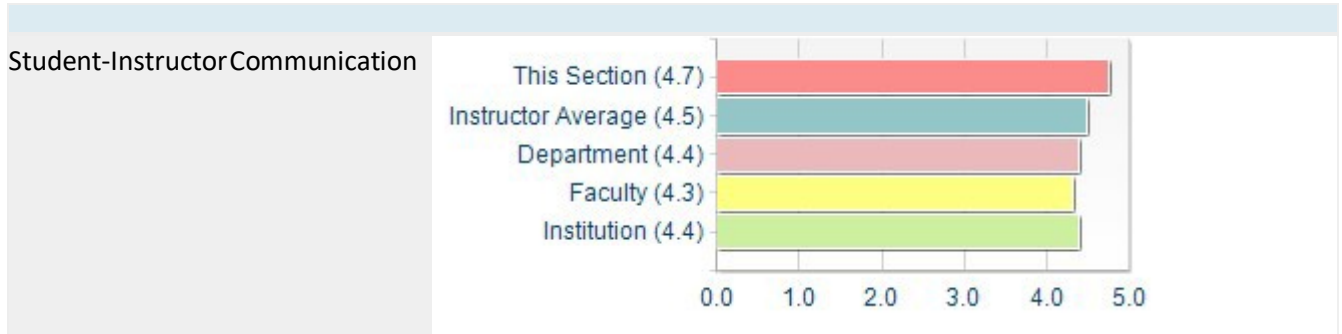
Statistics	Value
Response Count	18
Mean	4.8
Standard Deviation	0.4

See this space if you wish to say more about LEARNING ENVIRONMENT. Please note that your instructor will see the complete wording of your comments.

Comments
XYZ
XYZ
XYZ

STUDENT-INSTRUCTOR COMMUNICATION OVERVIEW

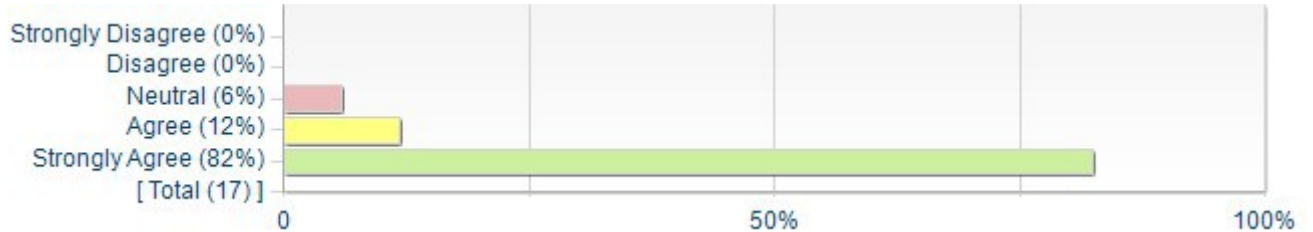
Your average score for Student-Instructor Communication is compared with average scores for the same competency and questionnaire type by instructor average (i.e. average of all courses you taught this term), department, faculty and institution. Scores are measured on a 1-5 scale (1=Strongly Disagree; 2=Disagree; 3=Neutral; 4=Agree; 5=Strongly Agree).



Student-Instructor Communication by Question

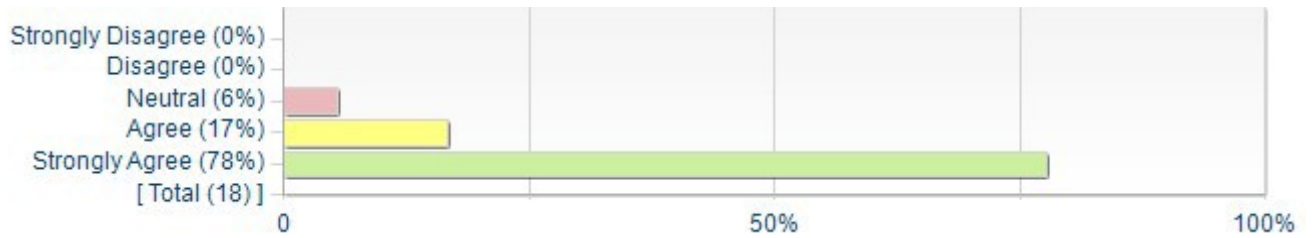
A Percentage breakdown of responses, response count (i.e. number of students who responded), mean (average) and standard deviation for each question is provided. Scores are measured on a 1-5 scale (1=Strongly Disagree; 2=Disagree; 3=Neutral; 4=Agree; 5=Strongly Agree).

1. Is usually available during office hours at appointed times.



Statistics	Value
Response Count	17
Mean	4.8
Standard Deviation	0.6

2. Usually responds within 2 working days to telephone calls and/or emails.



Statistics	Value
Response Count	18
Mean	4.7
Standard Deviation	0.6

Use this space if you wish to say more about STUDENT-INSTRUCTOR COMMUNICATION. Please note that your instructor will see the complete wording of your comments.

Comments
XY7
XY7

OVERALL COMMENTS

Overall comments are listed here if students included them in their evaluation.

Describe the strengths of this instructor.

Comments
XYZ
X
Y
Z

Describe ways this instructor could improve his/her teaching of this course.

Comments

XYZ

XYZ

APPENDIX B: GUIDELINES FOR THE FOLLOW-UP OF PERFORMANCE AND/OR CONDUCT ISSUES

Background

The identification and follow-up of performance and/or conduct issues is not tied exclusively to the Performance Review Process as outlined in LOU #3. While the Performance Review Process may indicate the existence of performance and/or conduct issues, the Dean or designate may be privy to information regarding a faculty member's performance and/or conduct which in itself may or may not be complete, accurate, or founded, but in the judgment of the administrator, may require clarification or investigation.

In addition, there may be unacceptable or recurring performance and/or conduct issues that have not been resolved through the performance review process, requiring follow-up. In other words, the Dean or designate is not limited to the processes and procedures associated with the performance review process in order to follow-up on new or recurring performance issues and/or conduct issues. Such follow-up comes with the responsibility to adhere to the laws of natural justice, to use maximum discretion, and to be fair and timely in the follow-up.

Context

The Dean or designate is responsible for ensuring that employees understand what is expected of them. When it becomes apparent that expected levels of performance are not being met, appropriate steps may be taken to achieve satisfactory performance.

Guidelines for Performance and/or Conduct Issues

The intent of the *'Guidelines for Performance and/or Conduct Issues'* is to:

- Provide a consistent approach to corrective action or disciplinary measures
- Provide a collaborative framework to deal with unacceptable or recurring performance and/or conduct issues
- Provide a reasonable opportunity for a faculty member to meet performance expectations through follow-up action
- Provide for progressive and corrective measures, where appropriate, to deal with performance and/or conduct issues.

Stages for Performance and/or Conduct Issues

Normally, two stages are involved in performance and/or conduct issues: Preliminary Inquiry and Further Investigation.

1. Preliminary Inquiry

During the Preliminary Inquiry the Dean or designate will assess the validity, reliability, and veracity of the information received or noted in the faculty member's performance review process. This may involve, but is not limited to, interviewing the source(s) of the information and examining any related documents and files. At this stage, the Dean or designate will meet with the faculty member to share information and inform him/her of the allegations or concerns.

The Employer will inform faculty members that they are entitled to KFA representation and will recommend to faculty members that they contact the KFA for representation when attending a meeting called by the Employer as per these guidelines. The Employer will notify the KFA when these guidelines are being applied.

Outcomes of a Preliminary Inquiry may include:

- a) A communication to the individuals concerned that a preliminary inquiry into the matter was conducted and no inappropriate / unacceptable conduct occurred or allegations were found to be unsubstantiated.
- b) Informal resolution.
- c) A decision for further investigation.

If the Dean or designate decides not to proceed with outcome and further relevant information emerges specifically relevant to the initial performance or conduct issue, the Dean or designate may reinstitute the Preliminary Inquiry.

A summary of the Preliminary Inquiry will be sent to the faculty member and Faculty Association.

2. Further Investigation

The Dean or designate initiates an investigation when he/she thinks that there is reasonable indication of a faculty performance or conduct issue based on an assessment of the information from the Preliminary Inquiry.

The faculty member will be informed in writing and in a timely manner about an investigation being initiated. The faculty member will also be given in writing the allegation/concern, including examples substantiating the allegation/concern and be given a reasonable opportunity to respond.

Outcomes of Further Investigation may include:

- a) A communication to the individuals concerned that further investigation into the matter was conducted and no inappropriate/unacceptable conduct occurred or allegations were found to be unsubstantiated.
- b) Coaching/Verbal discussion

- c) A corrective action plan containing expectations, timelines, and accountabilities is outlined. Input from the faculty member will be sought during the formation of the plan.
- d) Progressive discipline which may include:
- coaching/verbal discussion as a support to corrective action
 - corrective action meeting with verbal reprimand
 - corrective action meeting with written reprimand noted in the faculty member's personnel file
 - suspension from work at Kwantlen Polytechnic University with or without pay with written confirmation noted in the faculty member's personnel file
 - discharge or dismissal from Kwantlen Polytechnic University and documentation placed in the personnel file by the President

The outcomes noted above are not to be interpreted as being lock-step in nature and each situation must be dealt with on its individual merits.

Discipline

Where a conclusion is reached at the end of an investigation that discipline is appropriate, the Vice President, Academic and Human Resource Services shall be consulted prior to action being taken.

If discipline is imposed, the appropriate articles in the Collective Agreement must be complied with. The provisions of Article 17 and Article 18.01 shall apply where the outcome of a further investigation results in a disciplinary action. No information related to the disciplinary action will be placed in the faculty member's personnel file unless a copy has at the same time been given to the faculty member.

Once the preliminary enquiry or further investigation is completed, any notes or documents will go to Human Resource Services for retention. These notes or documents will not be retained in the faculty member's personnel file.