



POLICY NO. 12

EVALUATION OF TEACHING

This policy was adopted for the first time by Resolution Number 313-07 on October 24, 2006 and subsequently amended by resolution:

- 394-24 June 12, 2019

POLICY NO. 12 – EVALUATION OF TEACHING

1. PREAMBLE / PURPOSE

Consistent with its Mission, John Abbott College recognizes the need to formally incorporate the evaluation of teaching performance into its regular operations as a means towards assuring the quality of education. The purpose of this policy is to specify the principles and process for the evaluation of teaching performance at John Abbott College in accordance with the principles of equity and fairness.

2. PRINCIPLES

In keeping with the values underpinning the College's Mission and the provisions of the Faculty Collective Agreement, this policy is based on the following principles:

- The College is committed to the continuous improvement of the quality of teaching it provides to its students.
- To be effective as a tool for improving the quality of education, the evaluation of teaching at John Abbott College should primarily be formative in nature. This process is intended to foster a continuous process of professional development throughout one's teaching career, enhancing both the motivation of those involved, and the effectiveness of the process.
- The Evaluation of Teaching process should be clear and credible for those involved, including students.
- The evaluation of teaching, outlined in sections 3 and 4, is a collegial process. Except in some circumstances for new teachers in their second or third evaluations, it cannot lead to the removal of hiring priority and to disciplinary measures.
- When warranted by circumstances, an evaluation of an administrative nature may be required in order to adequately address serious problematic situations and may lead to disciplinary action and/or the removal of hiring priority.

3. THE EVALUATION PROCESS FOR DAY DIVISION FACULTY

3.1 For new faculty:

For the purpose of this policy, new faculty are defined as

- All full-time teachers during their first, second and third semesters of teaching at John Abbott College OR
- All part-time teachers during their first, second and third semesters, AND
- All teachers with less than one and a half years of teaching seniority accumulated at John Abbott College

The process for the Evaluation of Teaching for new faculty is as follows:

- a. The College's standardized student questionnaire will be administered in each of the teacher's sections by someone other than the teacher.

- b. The confidential results of the questionnaire will be examined by the teacher being evaluated and by another teacher in the same department with 3 years or more of CEGEP teaching experience chosen as an advisor by the teacher undergoing evaluation. If no teacher is chosen by the middle of the semester, the department will designate a teacher. The results of the student questionnaire and any advice given to the new teacher after review of his/her teaching will remain confidential. The advisor will confirm in writing that this meeting has taken place, as per college procedure.
- c. The Program Dean will review the confidential results of the questionnaire with the teacher, and, where warranted, propose changes or courses of action in writing. The teacher will be given the opportunity to respond and request professional support and/or professional development in writing. This will be provided to the teacher when resources permit. The purpose of this review is formative and thus a time for discussion and recommendations.
- d. A teacher who is found to have serious pedagogical or other serious problems will be informed in writing of the seriousness of the difficulties, of the corrective measures to be taken, of professional assistance or development where required and available, and of the fact that in the course of subsequent evaluations, special attention will be focused on the problems identified. The teacher may respond in writing.
- e. The teacher will be given a reasonable opportunity to correct such problems identified under this section prior to the second or third semester evaluation, which could be administrative in nature.
- f. In all cases, the Program Dean will provide a written statement to the teacher regarding the results of the evaluation(s) following the third evaluation.
- g. The Program Dean will meet with the teacher and their union representative before any recommendation is made to the Academic Dean regarding the withdrawal of hiring priority.

No decisions on hiring priority will be made simply on the basis of evaluation results unless prejudice has been caused to the College which by its nature and gravity requires immediate action.

The evaluations of day division faculty teaching non-AEC credited courses in Continuing Education will be reviewed by the Program Dean, in consultation with the Director of Continuing Education as needed, and follow the process as outlined for day division faculty.

3.2 For all other faculty:

For the purpose of this policy, all other faculty refers to all faculty not defined in section 3.1, except those teaching non-credited Continuing Education courses.

These teachers will undergo a formative evaluation process once every five years that includes steps a, c and d above.

Teachers who are permanent and have transferred to John Abbott College will be evaluated in their first semester at John Abbott, and will follow the five year formative evaluation process thereafter.

The evaluations of day division faculty teaching non-AEC credited courses in Continuing Education will be reviewed by the Program Dean, in collaboration with the Director of Continuing Education as needed, and follow the process as outlined for day division faculty.

4. THE EVALUATION PROCESS FOR CONTINUING EDUCATION AEC FACULTY

For the purpose of this policy, AEC faculty are teachers who teach credited courses in part-time and full-time AEC programs in Continuing Education. Teachers in a DEC program or teaching DEC credited courses being offered by Continuing Education are not included. Please see note below.¹

The process for the Evaluation of Teaching for AEC faculty is as follows:

- a. The College's standardized student questionnaire will be administered in each of the teacher's sections by someone other than the teacher.
- b. For new faculty in AEC programs, evaluations will be administered in the first three credit courses taught.
- c. Questionnaires will be completed on-line, either at the College or elsewhere. When possible, class time will be allocated for this purpose. Where it is not possible to arrange a computer lab, students will be given a minimum of 24 hours to complete the questionnaire.
- d. The Director of Continuing Education and/or delegated manager (in collaboration with the program coordinator) will review the results with the teacher, and propose changes and courses of action in writing where warranted, as well as professional assistance or development where required and available. The purpose of this review is formative and thus a time for discussion and for recommendations.
- e. A teacher who is found to have serious pedagogical or other serious problems will be informed in writing of the seriousness of the difficulties, of the corrective measures to be taken, of professional assistance or development where required and available, and of the fact that in the course of subsequent evaluations, special attention will be focused on the problems identified. The teacher will be given a reasonable opportunity to correct such problems, identified under this section, prior to the second or third evaluation, which could be administrative in nature.
- f. In the case of other AEC faculty (i.e. beyond the first three credit courses taught), evaluations will take place once in every cohort in which they are teaching. The course in which they will be evaluated is the choice of the program coordinator. If the teacher delivers several courses in the same program, every effort will be made to vary the course chosen from one cohort to the next.

¹ Teachers in a DEC program offered in Continuing Education will follow the process as outlined for day division faculty (section 3 above). The evaluations of day division faculty teaching non-AEC credited courses in Continuing Education will be reviewed by the Program Dean, in collaboration with the Director of Continuing Education as needed, and follow the process as outlined for day division faculty

The Director of Continuing Education will meet with the teacher and their union representative before any decision is made regarding the withdrawal of hiring priority.

5. LINKS TO PROFESSIONAL DEVELOPMENT

At the meeting to discuss the results of the Evaluation of Teaching, appropriate professional development opportunities will be discussed.

The College offers individual and group support to teachers in areas related to the quality of planning of teaching materials and documents (course outlines, handouts, audio-visual or multi-media material, assignments, examinations, etc.). This support may take the form of coaching and workshops designed to help teachers improve their repertoire of and expertise in classroom and teaching skills. Topics may include: how to design a course plan; how to promote active learning; how to use software to enhance a class presentation; and how to use the college's course management system to communicate more effectively and efficiently with students.

Other activities offered by the College, such as pedagogical day presentations, are designed to enhance the knowledge and skills of teachers and promote learning as a lifelong activity.

6. THE ADMINISTRATIVE EVALUATION PROCESS

This is a process coordinated by a Program Dean or Director of Continuing Education, which includes the attributes of formative evaluation but can lead to

- Administrative recommendations regarding hiring priority;
- Corrective measures required in an individual's professional or personal behavior;
- Disciplinary measures.

When warranted by circumstances, such as serious student complaints, a teacher may be required to undergo an administrative evaluation. In such cases, the Program Dean or the Director of Continuing Education will determine the timing, the type and the scope of the evaluation, and inform the teacher, in writing, of the reasons for the evaluation and the process that will be used. The evaluation may include other information sources such as:

- The standardized or modified student questionnaire;
- A self-evaluation questionnaire or portfolio;
- An analysis of teaching methods, documentation, courseware, evaluation instruments;
- An evaluation grid for classroom observation;
- Other instruments determined by the individual teacher, or a Program Dean.

Except for cases where it is found that a teacher has caused prejudice to the College that by its nature and gravity necessitates immediate action, any evaluation process that may lead to disciplinary measures will respect the following principles and steps:

- a. The results of the evaluation are reviewed and discussed with the teacher.
- b. The teacher is informed, in writing, of any corrective measures to be taken and of a reasonable time period in which the problem(s) is (are) to be corrected.

- c. Professional and/or personal assistance, if required and available, will be provided to the teacher.
- d. A determination may be made as to whether or not professional development is required. Faculty Professional Development funds are available in this case.
- e. A determination will be made by the Program Dean or the Director of Continuing Education, possibly through re-evaluation, as to whether or not the problem(s) has (have) been corrected.
- f. The determination of the Program Dean or the Director of Continuing Education will be communicated, in writing, to the teacher and discussed. The teacher may choose to be accompanied by a union representative at any meeting with the Program Dean or Director of Continuing Education during the administrative evaluation process.
- g. Any disciplinary action taken after the previous steps will conform to the stipulations in the Faculty Collective Agreement.

7. QUALITY EDUCATION COMMITTEE

This is a parity college committee comprised of an equal number of faculty and administration. In the absence of agreement on the total number of members of the committee, there will be three members of faculty and three members of the administration. This committee's mandate is to:

- a. Discuss and advise the Academic Dean on issues arising from the implementation, application and revision of this policy;
- b. Develop and approve all evaluation instruments, including the standardized student questionnaire, to be used in sections 3 and 4;
- c. Solicit student input on the evaluation of teaching by inviting students to meet with this committee annually.

8. CONFIDENTIALITY

All individuals involved in this process must maintain confidentiality; however, a teacher may choose to share his or her evaluation results. In cases of the withdrawal of hiring priority or disciplinary measures, the appropriate members of the Administration and the Faculty Association Executive will have access to the evaluation results and related information.

9. RESPONSIBILITY FOR THE APPLICATION OF THIS POLICY

The Academic Dean is responsible for the implementation, application and revision of this policy.

At least once every five years, a systematic review of all aspects of this policy will be carried out by the Quality Education Committee.