



JOHN
ABBOTT
COLLEGE
FACULTY
ASSOCIATION

SYNDICAT
DES PROFESSEURS
DU COLLEGE
JOHN ABBOTT

A MEMBER OF F.N.E.E.Q. AND C.S.N.

September 5, 2006

To: All Faculty
From: Jim Leeke, JACFA Labour Relations
Subject: Evaluation of Teaching

Please find attached two documents concerning the evaluation of teaching at John Abbott College. The first one is a proposed local agreement on the formative evaluation of teaching which is in accordance with Annex VIII-3 of the 2005-2010 Faculty Collective Agreement. The second one is a college policy that the Director General intends to present for approval at the October 24, 2006 meeting of the JAC Board of Governors.

The local agreement and the college policy are the results of discussions since 2001 between the JACFA Executive and the College Administration. JACFA members have been kept up to date on these discussions through reports at General Assemblies and articles in the JACFA Newsletter. The impetus for a college policy on faculty evaluation comes from the requirements of the Commission d'évaluation de l'enseignement collégial (CEEC). An evaluation policy is part of the JAC's 2004-2009 strategic plan.

The JACFA Executive will propose the local agreement for approval at the JACFA General Assembly scheduled for October 4. In order to promote discussion and debate on this momentous local agreement and on this significant college policy, the JACFA Executive will hold two consultation meetings for all faculty members before the General Assembly in October to explain the documents, answer questions and discuss the issues. **New faculty are particularly affected by the local agreement and the college policy and they are especially invited to the following meetings:**

Consultation Meeting #1 Monday, September 18, 2006
2:30 p.m. Stewart Boardroom

Consultation Meeting #2 Tuesday September 26, 2006
5:30 p.m. Penfield 176

JACFA General Assembly Discussion & vote on the local agreement
Wednesday, October 4, 2006
5:30 p.m. Penfield 204

Please contact me at local 5899 or by email at jacfa@johnabbott.qc.ca with your questions and comments or issues you want addressed at the consultation meetings.

AGREEMENT ON THE FORMATIVE EVALUATION OF TEACHING

1. Preamble

This agreement is in accordance with Annex VIII-3 in the 2005-2010 Faculty Collective Agreement.

2. Objective

John Abbott College and the John Abbott College Faculty Association recognize the value of the cooperative approach to the promotion of the formative evaluation of teaching to provide our students with a standard of teaching that goes beyond the simply satisfactory. The goal of this agreement is to motivate teachers to pursue teaching excellence.

3. Definitions

3.1 Formative Evaluation of Teaching:

A collegial process, which fosters personal and professional growth and development, individual motivation, and shared responsibility for continuous improvement but cannot lead to the withdrawal of hiring priority and to disciplinary measures.

3.2 New faculty:

- All full-time teachers during their first, second and third complete semesters of regular division teaching at John Abbott College or until they have accumulated one and half years of seniority.
- All part-time teachers during their first, second and third complete semesters of regular division teaching at John Abbott College or until they have accumulated one and a half years of seniority

3.3 New Continuing Education faculty:

- All teachers in the Continuing Education division who have not accumulated the equivalent of one and a half years of seniority (675 hours of teaching).

3.4 All other faculty:

- Faculty having three consecutive full-time complete semesters or more of teaching at John Abbott College or, 1.5 years of seniority or, in the case of Continuing Education faculty, the equivalent.
- Permanent faculty transferred to John Abbott College.

4. Elements Covered by the Formative Evaluation of Teaching

- Quality of teaching in the classroom context (clarity, variety of pedagogical methods, strategies, use of interactive techniques, etc...)
- Knowledge of course content
- Quality of teaching demonstrated in other learning contexts such as work-experience settings (stage), laboratories, clinical settings, field-work, individualized tutoring or mentoring as applicable
- Availability to students
- Quality of treatment of students (Fairness, respect, equity, etc...)
- Quality of planning, of teaching materials and documents used (course outlines, handouts, audio-visual or multi-media material, assignments, examinations etc...)
- Quality of assessment of student learning
- Compliance with program learning objectives
- Compliance with departmental, program, divisional and institutional policies and procedures.
- Contribution to, and participation in, the academic activities of the department.

5. The Formative Evaluation Process

5.1 For new faculty:

1st semester:

- The College's standardized student questionnaires will be administered in each of the teacher's sections. The confidential results will be examined only by the teacher being evaluated and another teacher in the same department with 3 years or more CEGEP teaching experience chosen as an adviser by the teacher undergoing evaluation. If no teacher is chosen by the middle of the semester, a teacher will be designated by the department. The results of student questionnaire and any advice given to the new teacher after review of his/her teaching will remain confidential to the two teachers involved.
- In their annual reports, departments will indicate the names of the first-semester teachers whose teaching was evaluated.

5.2 For new Continuing Education faculty:

1st semester:

- Continuing Education faculty who also teach in day division will have their teaching in Continuing Education evaluated in the same way as new faculty in the day division in their first semester. The College's standardized student questionnaires will be administered in each of the teacher's sections. The

confidential results will be examined only by the teacher being evaluated and another teacher in the same department with 3 years or more CEGEP teaching experience chosen as an adviser by the teacher undergoing evaluation. If no teacher is chosen by the middle of the semester, a teacher will be designated by the department. The results of student questionnaire and any advice given to the new teacher after review of his/her teaching will remain confidential to the two teachers involved.

- For new Continuing Education faculty who do not teach in day division, the teaching of each faculty member in their first semester will be evaluated using the College's standardized student questionnaires. These will be administered in each of the teacher's sections by someone other than a teacher. The Dean of Continuing Education or his/her delegate will review the results with the faculty member, and propose changes or courses of action where warranted, as well as professional assistance where required and available. The purpose of this review is formative.

5.3 For all other faculty:

All other day division faculty members must undergo a complete formative evaluation process (described below) once every five years. A faculty member who wishes to undergo such a process more frequently may request it.

In the case of Continuing Education faculty, a formative evaluation process (described below) will take place in all sections in each semester for all faculty members.

Faculty members are encouraged to solicit feedback from their students on a more frequent basis than that required by this policy. The College will endeavour to make questionnaires and data treatment systems available to them within reasonable limits. It is recommended that continuous student feedback be sought through the use of a student questionnaire in each semester with the results destined for the teacher only.

5.4 Description of the Process for Day Division

- Program Deans will determine the order in which the teaching of day division faculty members in the departments under their responsibility will be evaluated in each of the five years following the approval of this policy. The same calendar will be used subsequent to the first five-year period unless amended by the Dean.

- The Program Dean will review the teaching of each faculty member using, among other means, the College's standardized student questionnaires. These will be administered in each of the teacher's sections in one semester by someone other than a teacher.
- The Program Dean will review the results with the faculty member, and propose changes or courses of action where warranted, as well as professional assistance where required and available.

5.5 Description of the Process for Continuing Education

- The College's standardized student questionnaires will be administered in all the teacher's sections in each semester by someone other than a teacher with the results being provided both to the faculty member and to the Dean of Continuing Education or his/her delegate.
- The Dean of Continuing Education or his/her delegate may review the results with the faculty member, and propose changes or courses of action where warranted, as well as professional assistance where required and available.

6. Confidentiality

Formative evaluation results and the data from student questionnaires are confidential to the Program Dean or to the Dean of Continuing Education or his or her delegate and to the faculty member. A faculty member may choose to share his or her evaluation results.

7. Scope

This agreement does not modify any clause or article in the current collective agreement.

8. Expiration

This agreement is valid until the expiration of the current collective agreement. This agreement may be cancelled by written notice to the other party to the agreement on or before September 20 to be effective for the Winter semester and on or before February 15 to be effective for the Fall semester.

DRAFT August 30, 2006

1. PREAMBLE

Consistent with its Mission and Statement of Purpose, 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.

2. PRINCIPLES

In keeping with the values underpinning the College's Mission and Statement of Purpose and the provisions of the Faculty collective agreement the 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 enhances both the motivation of those involved, and the effectiveness of the process.
- In exceptional circumstances, an evaluation of an administrative nature is required in order to adequately address serious problematic situations.
- The evaluation process should be clear and credible for those involved, including students.

3. DEFINITIONS

3.1 Formative evaluation:

A collegial process, which fosters personal and professional growth and development, individual motivation, and shared responsibility for continuous improvement but cannot lead to the removal of hiring priority and to disciplinary measures. Formative evaluation will take place in accordance with the Agreement on the Formative Evaluation of Teaching.

3.2 Administrative evaluation:

A process coordinated by a supervisor, which includes the attributes of formative evaluation but can lead to administrative decisions regarding hiring priority, to corrective measures required in an individual's professional or personal behaviour, and disciplinary measures.

3.3 New faculty:

- All full-time teachers during their first, second and third complete semesters of regular division teaching at John Abbott College.
- All part-time teachers during their first, second and third complete semesters, or until they have accumulated one and a half years of seniority in regular division teaching at John Abbott College at the discretion of the Program Dean.

3.4 New Continuing Education faculty:

- All teachers in the Continuing Education division who have not accumulated the equivalent of one and a half years of seniority (675 hours of teaching).

3.5 All other faculty:

- Faculty having three consecutive full-time complete semesters or more of teaching at John Abbott College or, 1.5 years of seniority or, in the case of Continuing Education faculty, the equivalent.
- Permanent faculty transferred to John Abbott College.

3.6 Quality Education Committee:

- 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.

4. OBJECTIVES

The objectives of the policy are:

- To specify the principles, context and process for the evaluation of teaching performance at John Abbott College in accordance with the principles of equity and fairness.
- To respect the academic freedom of faculty.
- To determine the responsibilities of those involved in the process.
- To specify who has access to the results of evaluations and under what conditions.
- To determine the frequency with which faculty members will be evaluated.

5. ELEMENTS COVERED BY THE EVALUATION OF A TEACHER

All the activities inherent in teaching listed in clause 8-4.01a of the collective agreement (or the equivalent clause in future collective agreements).

- Quality of teaching in the classroom context (clarity, variety of pedagogical methods, strategies, use of interactive techniques, etc...).
- Knowledge of course content.

- Quality of teaching demonstrated in other learning contexts such as work-experience settings (stage), laboratories, clinical settings, field-work, individualized tutoring or mentoring as applicable.
- Availability to students.
- Quality of treatment of students (Fairness, respect, equity, etc...).
- Quality of planning, of teaching materials and documents used (course outlines, handouts, audio-visual or multi-media material, assignments, examinations etc...).
- Quality of assessment of student learning.
- Compliance with program learning objectives.
- Compliance with departmental, program, divisional and institutional policies and procedures.
- Contribution to, and participation in, the academic activities of the department.
- Other contractual obligations (punctuality, absence, etc...).

6. POSSIBLE INFORMATION SOURCES

- Standardized student questionnaire.
- Self-evaluation questionnaire or portfolio.
- Analysis of teaching methods, documentation, courseware, evaluation instruments.
- Evaluation grid for classroom observation.
- Other instruments determined by the individual faculty member, or a Program Dean.

All instruments will be developed by the Quality Education Committee.

7. THE EVALUATION PROCESS

7.1 All new faculty:

1st semester:

- Formative evaluation will take place in accordance with the Agreement on the Formative Evaluation of Teaching.

2nd semester:

- The Program Dean will review the teacher's performance using, among other means, the College's standardized student questionnaires. These will be administered in each of the teacher's sections by someone other than a teacher.
- The Program Dean will review the results with the faculty member, and propose changes or courses of action in writing where warranted, as well as professional assistance where required and available. The purpose of this review is formative and no decisions on hiring priority will be made on the

basis of evaluation results unless prejudice has been caused to the College which by its nature and gravity requires immediate action.

- 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 where required and available and of the fact that special attention will be focused on the problems identified in the course of the third semester evaluation. The teacher will be given a reasonable opportunity to correct such problems prior to the subsequent evaluation.
- The Program Dean may decide the 3rd semester evaluation is not necessary.

3rd semester:

- The Program Dean will review the teacher's performance using, among other means, the College's standardized student questionnaires. These will be administered in each of the teacher's sections by someone other than a teacher.
- The Program Dean will review the results with the faculty member, and propose changes and courses of action in writing where warranted, as well as professional assistance where required and available.
- In all cases, the Program Dean will provide a written statement to the teacher containing the results of the evaluation.
- For a teacher who is found to have serious pedagogical or other serious problems that were identified in the course of the 2nd semester evaluation, the Program Dean may make recommendations to the Academic Dean regarding additional measures or, in exceptional cases, the withdrawal of hiring priority.
- A teacher who is found to have serious pedagogical or other serious problems for the first time will be informed in writing of the seriousness of the difficulties, of the corrective measures to be taken, of professional assistance where required and available and be given a reasonable opportunity to correct such problems prior to any recommendation or decision on additional measures or, in exceptional cases, the withdrawal of hiring priority.
- The Program Dean will meet with the teacher and his or her union representative before any recommendation is made to the Academic Dean regarding additional measures or the withdrawal of hiring priority.
- The Academic Dean will meet with the teacher and his or her union representative before any decision is made regarding additional measures or the withdrawal of hiring priority.

NOTE: Non-permanent day division faculty who also teach in Continuing Education, and who are evaluated by Continuing Education, will not have their

hiring priority withdrawn on the basis of a negative evaluation by Continuing Education before first being informed by the College that their hiring priority may be in jeopardy if they continue to apply for Continuing Education teaching assignments.

7.2 New Continuing Education faculty:

1st semester:

Formative evaluation will take place in accordance with the Agreement on the Formative Evaluation of Teaching.

2nd and subsequent semesters:

Student questionnaires will be administered in each of the teacher's sections by someone other than a teacher.

- The Dean or his /her delegate will review the results with the faculty member, and propose changes and courses of action in writing where warranted, as well as professional assistance where required and available.
- 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 where required and available and be given a reasonable opportunity to correct the such problems prior to any recommendation or decision on additional measures or, in exceptional cases, the withdrawal of hiring priority.
- If required, the Dean will make recommendations to the Academic Dean regarding additional measures or, in exceptional cases, the withdrawal of priority.
- The Dean of Continuing Education will meet with the teacher and his or her union representative before any recommendation is made to the Academic Dean regarding additional measures or the withdrawal of hiring priority.
- The Academic Dean will meet with the teacher and his or her union representative before any decision is made regarding additional measures or the withdrawal of hiring priority.

7.3 All other faculty:

Faculty members with three consecutive full time complete semesters or more of teaching at John Abbott College or, with 1.5 years of seniority or more and permanent faculty transferred to John Abbott College will undergo a complete formative evaluation process once every five years. This process will be in accordance with the Agreement on Formative Evaluation of Teaching.

In the case of Continuing Education faculty with 1.5 years of seniority or more, a formative evaluation process will take place each semester. This process will be in accordance with the Agreement on the Formative Evaluation of Teaching.

8. ADMINISTRATIVE EVALUATION PROCESS

In exceptional circumstances, such as serious student complaints, or for other reasonable cause, a faculty member may be required to undergo an administrative evaluation.

In such cases, the Program Dean or the Dean 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.

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:

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

9. RESPONSIBILITIES

9.1 Faculty Members

- Participate in the evaluation process in good faith.
- Provide the Program Dean with the required documentation.
- Will not participate in the administration of student questionnaires.
- Act upon the legitimate corrective measures communicated, in writing, to him/her by the Program Dean or the Dean of Continuing Education.

9.2 Academic Departments

- Participate in professional development activities organized by the College for the implementation and assessment of this policy.

9.3 Academic Administration

9.3.1 Academic Dean

- Is responsible for the implementation and application of this policy.
- Approves a Faculty Evaluation Implementation Plan and critical path.
- Responds to recommendations regarding the application of this policy.
- Provides an annual report on the application of the policy to the Board of Governors and to the Quality Education Committee.
- Ensures the provision of support services and resources to evaluated faculty within the limits of financial resources provided by the College for that purpose.
- Responds to appeals from individual faculty members who disagree with the management of their evaluation by a Dean.

9.3.2 Program Dean

- Ensures compliance with the policy.
- Analyses information and provides written formative feedback to faculty members undergoing evaluation.
- Provides written corrective measures, where warranted, to each new faculty member evaluated and to other faculty members following an administrative evaluation.
- Respects the confidentiality of the evaluation process.
- Provides professional assistance to faculty members where required and available.
- Is responsible for the administration of student questionnaires in courses under his or her responsibility.

9.3.3 Dean of Continuing Education

- Is responsible for the administration of student questionnaires in all sections of all courses under his/her responsibility except in the first semester for new Continuing Education faculty who are also teaching in the day division.

- Analyses information and provides written formative feedback to faculty members teaching in Continuing Education.
- Provides written corrective measures, where warranted, to each new faculty member evaluated and to other faculty members following an administrative evaluation.
- Respects the confidentiality of the evaluation process.
- Provides an annual written report to the Academic Dean on Continuing Education's evaluation activities.

9.3.4 Institutional Development Office

- In cooperation with Computer Services, assists the Quality Education Committee in the development of standardized student questionnaires for the evaluation of faculty.
- Assists the Quality Education Committee in the development of evaluation grids for the analysis of documents and courseware for use by Program Deans.
- Assists the Quality Education Committee in the development of evaluation grids for classroom observation, video feedback, etc.
- Develops professional development activities for faculty and departments to facilitate the implementation of this policy.
- Responds to requests for professional development activities from departments and individual faculty members wishing to respond to proposed changes and courses of action or corrective measures made pursuant to an evaluation.
- Provides Program Deans with analyses of data gathered in the course of faculty evaluations.

9.4 Administrative Services

9.4.1 Computer Services

- Cooperate with the Institutional Development Office for the development and processing of questionnaires and other data required for the evaluation process.

9.4.2 Human Resources

- Provide faculty with an employee assistance plan in order to assist them with personal and professional services required by them to best carry out their responsibilities.
- Provide College orientation for new faculty.

9.5 Quality Education Committee

- Advises the Academic Dean on the implementation, application and revision of this policy.
- Develops and approves all evaluation instruments.
- Advises on the coordination of the various departments and services involved with issues of evaluation and professional assistance.
- Makes recommendations on funding priorities to FPDC and the IDO.
- Makes recommendations on continuous improvement of the quality of education at the College.
- Receives student input on this policy.
- Discusses issues arising from the implementation, application and revision of this policy.

10. CONFIDENTIALITY

- Evaluation results and the data from student questionnaires are confidential to the Program Dean or to the Dean of Continuing Education or his or her delegate and to the faculty member except in cases of the withdrawal of hiring priority or disciplinary measures where the appropriate members of the Administration and the Faculty Association Executive will have access. A faculty member may choose to share his or her evaluation results.

11. RESPONSIBILITY FOR THE APPLICATION OF THIS POLICY

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

12. EFFECTIVE DATE

- According to Implementation Plan submitted to the Board of Governors by the Academic Dean.

DRAFT, August 30, 2006