

Policy Number: <b>HR 132</b>	Policy Title: <b>Full-Time Faculty Development and Evaluation Process</b>
Supersedes Existing Policy? Y	Policy Owner: <b>Executive Director, Human Resources</b>
Associated Procedure: Y	Date Last Approved by the CET: Date <b>August 12, 2020</b>

## 1. Introduction and Purpose

The Loyalist College faculty development and evaluation process is designed, developed and administered as a partnership between faculty and their supervisors.

Loyalist College is committed to the implementation of faculty development and a performance review process for all probationary, non-probationary and full-time faculty. The process is intended to support faculty in their teaching and learning strategies, professional growth, institutional effectiveness and program quality assurance. This process should support faculty in examining how their knowledge, skills and curriculum delivery strategies contribute to the high-quality learning experiences available to our students.

## 2. Application

This section applies to all full-time, probationary and non-probationary faculty.

## 3. Policy Statement

All full-time, non-probationary faculty will be subject to a formative annual faculty development and evaluation process.

All probationary faculty members will be subject to a completed faculty development and evaluation process as per the requirements of the most current clauses of the applicable collective agreements.

### 3.1 Faculty Evaluation

The College's faculty and evaluation process includes explicit and systematic feedback on teaching effectiveness, which includes (but is not limited to) the following:

- self-reflection;
- student input gathered as feedback from the student learning experience survey; and
- direct supervisors of faculty who work at Loyalist.

### 3.2 Faculty Development

Loyalist College supports faculty in the pursuit of professional development activities, both within and outside of the college, in order to ensure currency of faculty knowledge and promote curricular and instructional innovation.

Faculty may also pursue further academic, professional, or technical education or maintain currency in their fields by participating in conferences, meetings, industry placements, job shadowing or exchanges.

#### **4. Related Documents or Links**

- AOP 224 Evaluation of Student Performance
- AOP 201 Code of Conduct: Academic Employees
- AOP 214 Professional Development Opportunities
- Annual Faculty Development Self-Assessment Form
- Student Learning Experience Survey – Rationale and Suggested Interpretation Guide
- HR 406 - Credential Studies Funding
- HR 231 Sabbatical/Professional Development Leave

#### **5. References**

- Academic Employees Collective Agreement
- Postsecondary Education Quality and Assessment Board Handbook for Ontario Colleges