

TYPE:	Employment-Related
TITLE:	Faculty Performance Appraisal
NO.:	EMPL-304
RESPONSIBILITY:	Chief Administrative Officer and Executive Vice-President, Academic
APPROVED BY:	Durham College Leadership Team
EFFECTIVE DATE:	February 2023
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1. Introduction

Durham College (DC) is committed to both academic excellence and the development of its employees. Demographic shifts, new technologies, industry innovations and advances in pedagogy necessitate the continuous review and development of instructional practice and subject matter expertise. DC's faculty members are academic leaders whose performance contributes directly to student success and program quality, underpinning the College's achievement of its strategic and academic goals.

2. Purpose

This policy and procedure document the framework for the formal performance appraisal of faculty members.

3. Definitions

Refer to [Durham College's Standard Definitions](#).

4. Policy statements

4.1. The faculty performance appraisal process provides opportunities to:

- Recognize and appreciate excellence in professional performance;
- Assess clear and measurable skills and behaviours;
- Clarify performance expectations;
- Identify opportunities for professional growth;
- Support the alignment of faculty goals, performance and behaviours with those of the College;
- Incorporate feedback from students, the faculty member and academic administration;
- Discuss and reflect on instructional practices and subject matter expertise; while

- Remaining compliant with the Academic Employees Collective Agreement and local agreements.

4.2. Individual performance appraisals are documented, communicated, filed in a confidential manner and retained according to the College's Common Records Schedule.

5. Procedure

5.1. General

5.1.1. The faculty performance appraisal process may incorporate elements including, but not limited to:

- classroom/shop/lab/studio observation(s);
- Student Feedback Questionnaire (SFQ) reports;
- review of recently completed professional development activities;
- faculty self-reflection;
- community and college involvement;
- professional designations;
- program and course development work;
- use of the learning management system; and/or
- other relevant teaching and learning materials.

The Executive Dean/Dean/Associate Dean may also utilize additional methods of performance appraisal.

5.1.2. The Executive Dean/Dean/Associate Dean or designate will document the classroom/shop/lab/studio observation(s) utilizing the appropriate form for the course delivery format. Observations may be in-person or virtual.

5.1.3. The classroom/lab/shop/studio observation setting will be determined through consultation between the Executive Dean/Dean/Associate Dean or designate and the faculty member.

5.1.4. Completed copies of observation forms will be provided to the faculty member, who will have an opportunity to discuss feedback with the Executive Dean/Dean/Associate Dean, if desired. Observation forms will be retained in the Faculty Office.

- 5.1.5. SFQs will be administered using the College-approved survey tool and student feedback will be provided to the faculty member after the release of final grades for the course. SFQ results will be retained by Human Resources.
- 5.1.6. A summary report of each Faculty's SFQ results will be provided to the Executive Vice-President, Academic and the appropriate Executive Dean/Dean/Associate Dean. Copies of Faculty SFQ summary reports will be retained in the Faculty Office for a period of five years.

5.2. Full-time Faculty

Performance appraisals for full-time faculty members will be conducted a minimum of once per academic year by the Executive Dean/Dean/Associate Dean and will include:

- a) a classroom/shop/lab/studio observation and completed observation form;
- b) at least two SFQs, one class per semester;
- c) a Faculty Self-Reflection, completed by the faculty member then provided to the Executive Dean/Dean/Associate Dean;
- d) a follow-up meeting with the Executive Dean/Dean/Associate Dean; and
- e) a written and signed copy of the Faculty Performance Appraisal Summary.

The Executive Dean/Dean/Associate Dean may determine after a review of the appraisal documents that a formative plan is warranted in order to meet the College's goals and employment expectations.

5.3. Probationary Full-Time Faculty

Performance appraisals for probationary full-time faculty will be conducted a minimum of once each teaching semester for the first 12 months of full-time employment, by the Executive Dean/Dean/Associate Dean, and will include:

- a) a classroom/shop/lab/studio observation and completed observation form;
- b) at least two SFQs per academic year, one class per semester;
- c) a Faculty Self-Reflection, completed by the faculty member then provided to the Executive Dean/Dean/Associate Dean;
- d) a follow-up meeting with the Executive Dean/Dean/Associate Dean; and
- e) a written and signed copy of the Faculty Performance Appraisal Summary.

5.4. Contract Faculty (part-time, partial load and sessional)

Performance appraisals for sessional and partial-load faculty members will be conducted a minimum of once every four teaching semesters, by the Executive Dean/Dean/Associate Dean or designate and will include:

- a) a classroom/shop/lab/studio observation and completed observation form; and
- b) one class of SFQs per semester.

6. Roles and responsibilities

- 6.1. The Chief Administrative Officer and the Executive Vice-President, Academic are responsible for ensuring that the Faculty Performance Appraisal policy and procedure is fully implemented.
- 6.2. The Executive Dean/Dean/Associate Dean is responsible for appraising faculty performance using the College's approved forms and processes, providing constructive feedback and collaborating with faculty members on plans for their continuous professional growth.
- 6.3. The faculty member is responsible for participating in the performance appraisal process and collaborating with their Executive Dean/Dean/Associate Dean on plans for their continuous professional growth.

7. Accessibility for Ontarians with Disabilities Act considerations

Accessibility for Ontarians with Disabilities Act (AODA) standards have been considered in the development of this policy and procedure and it adheres to the principles outlined in the College's commitment to accessibility as demonstrated by the Multi-Year Accessibility Plan.

8. Non-compliance implications

- 8.1. Non-compliance with this policy and procedure could negatively impact student learning and success, program and College reputation, employee retention, compliance with the Academic Employees Collective Agreement, and performance in the College's quality audit process.

9. Related forms, legislation or external resources

- Academic Employees Collective Agreement
- Classroom Observation form
- Classroom Observation-Online form
- Faculty Performance Appraisal Summary form
- Faculty Self-Reflection form