



Policy on Faculty Evaluations

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| <i>Approved by Academic Ctee: January 21, 2019</i> | <i>Approved by MST Board February 21, 2019</i> |
| <i>Added to MST website: to be added June 7, 2019</i> | <i>See also: N/A</i> |
| <i>Applies to: Faculty and staff</i> | <i>Effective: June 1, 2019</i> |
| <i>Summary: Overview of the process and oversight of faculty and staff evaluations and appointments in Colleges affiliated with MST</i> | |

A. Historical Documents

This policy is meant to clarify the role that The Board of the Montreal School has regarding evaluation of faculty. It is based on the following documents:

1. The 1914 Charter which stipulates that the Board:
 - a. “has power to appoint such agents, officers, committees, trustees, and, with the consent of the co-operating colleges, such officers of instruction other than professors as it may deem proper, with such powers and duties as it may deem advisable; and to revoke such appointments;” (4.d)
 - b. Shall in no wise interfere with the complete autonomy of the theological colleges represented upon it, and shall have no power to assume in relation to them or their property any proprietary, legislative or administrative authority, nor over any of their students, professors, or instructors, without the express consent of the said colleges; provided, the board may make rule of the internal governance of its work; subject to the provisions of this act (7)
 - c. “Professors shall be appointed as at present by the different colleges, it being understood, however, that no appointment of a professor shall be made by any college without consultation with the central board of governors (Appendix A 3)
 - d. The principals and professors of the co-operating colleges shall constitute the faculty, which shall have charge of all questions relating to time-table of lectures, examinations and matters of discipline, and shall report its proceedings to the senate. (Appendix A 3)
 - e. McGill has caused to be established by McGill University a Faculty of Divinity which commenced its operations on the first day of September, 1948, and the Dean and Members of such Faculty shall, as from that date, enjoy the rights

and assume the responsibilities normal and appropriate to their respective stations in the University

2. The 2008 Form of Government Document:

According to its own form of governance, the Board has the following powers:

1) The Board shall exercise its powers with due regard to the autonomy of the Member Colleges, and to the denominational principles, objectives and concerns of the Colleges.

2) In addition to the powers granted to the Board in its Charter, the Board shall have power over:

- i) the requirements of the Master of Divinity and the Diploma in Ministry programmes;
- ii) oversight of the In-Ministry Year programme, including appointment of instructors;
- iii) admission of students to the Master of Divinity and the Diploma in Ministry programmes and awarding of degrees and diplomas;
- iv) administration of the appeal process for the In-Ministry Year programme;
- v) appointment of the Director of the Montreal School of Theology;
- vi) hiring of administrative staff for the Montreal School of Theology;
- vii) adoption, amendment and repeal of by-laws for its governance.

3. The consultation process on College appointments outlined in the 2008 Form of Government Document, which states that:

- a. When a Member College is considering the appointment of a staff person whose teaching responsibilities will be exercised in whole or in part within the co-operative programme with the School, the following procedure shall be followed:
 - i. The job description shall be discussed with representatives of the other Colleges before the position is advertised.
 - ii. The Search Committee shall include one representative of each of the other Colleges as a consultant without vote.
 - iii. In addition to interviews with the Search Committee, every candidate for the position shall be interviewed by one or more representatives of each of the other Colleges, who shall report to the Search Committee on the results of their interviews.
 - iv. Before an appointment is made, due note shall be taken of the current teaching needs in the co-operative programme.

- v. While the College concerned will give serious weight to all the considerations described above, it is recognized that each College is autonomous and has the right to appoint staff as it sees fit.

The above documentation indicates that each College is responsible for its appointment of faculty but that appointments are done with due consultation between the other colleges and the MST Board. The Board of the Montreal School of Theology does not employ faculty for the regular M. Div. program, other than sessional lecturers for the online Certificate program. However, MST does have oversight of the M. Div. program and teaching is a critical part of the success of the program. The MST Board, therefore, has a strong interest in faculty approvals, development and reviews.

B. MST Policy on Faculty Appointments and Reviews

1. Vacancies for faculty positions within each college will be reported to the MST Board by a letter from the Chair of the Board of the appropriate college indicating the date of the vacancy and the time estimated for a new appointment to be made.
2. Each college will follow the policy as stated in the 2008 Form of Government document as above.
3. The Chair of the Board of MST will be given written notice when an appointment has been made.
4. Each college has or will develop its own process for evaluation of staff and faculty, but it is expected that as part of good governance each college will review staff and faculty annually and report that it has done so to the MST Board.
5. While each college is free to form their own method of evaluation and faculty within the three colleges may have different responsibilities, MST offers the following templates for regular staff evaluations and faculty evaluations. It is expected that student course evaluations will be taken into consideration during this process.
6. In review of contract lecturers the Director reviews the course evaluations and solicits feedback on how the course went and reports to the Academic Committee.

Montreal School of Theology
Annual Staff Review Template

Name:

Date of Evaluation:

Please fill in Part I and Part II of this form and return it to the principal at least two days before the appraisal.

Part I: The past year

1. What were your positive achievements during the last year? What parts of your job do you feel went particularly well this year?

2. What aspects of your work have not gone as well as you would have liked? What accounts for this?

3. What areas of your work do you wish you knew more about? What areas could you use further training in?

4. Are you working under any constraints or difficulties? If so, what are they?

5. Are there any additional comments you would wish to make about overall workload?

Part II: The year ahead

1. Are there areas of your responsibility that you hope to particularly focus on in the year ahead? Are there particular tasks that you hope to achieve? Are there any constraints to achieving these?

2. If there are any ways in which you would like to develop your experience and strengthen your expertise both in the coming year and in the long term, what are they?

3. If there are any other issues about anything related to your job or the college that you wish to raise in the interview, please note them here.

Part III: Summary of the appraisal interview

This section will record an agreed summary of main points of the discussion, agreed objectives, and agreed procedures to implement and review them.

1. Agreed objectives for the year ahead

2. Longer term objectives or issues

3. Planned staff development activities for the year ahead

4. Other relevant matters discussed during the appraisal interview.

Signed.....(Principal) Date.....

Signed(Employee) Date.....

On completion, one copy should be given to the employee and one placed in the employee's personnel file.

FACULTY SELF-EVALUATION AND REFLECTION

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|----------------------|--|----|--|------------|--|---------|--|
| NAME | | PT | | FT | | College | |
| Position | | | | DISCIPLINE | | | |
| Covering period from | | | | to | | | |

Explanation: *You will ordinarily perform this evaluation and reflection as part of your evaluation process. Responses to items should begin where the last self-evaluation left off and continue up to the present. N/A is considered an acceptable neutral response if any item does not directly relate to either your specific job description or if no comment is needed. Examples provided are intended to be representative and not exhaustive in nature.*

Note: *All comments related to your efforts to improve your instructional services are considered to show strength and dedication, rather than weakness for not being perfect. Likewise, any comments about areas of the college needing improvement are considered to be constructive, not complaining.*

A. YOUR INSTRUCTIONAL DEVELOPMENT

Assess any new or ongoing efforts on your part to provide instruction or other services more effectively. *EXAMPLES: methodologies/technologies used; techniques, materials, or approaches implemented; new courses taught; old courses revitalized.*

B. YOUR PROFESSIONAL INVOLVEMENT IN COLLEGE-NON-INSTRUCTIONAL AND IN COMMUNITY-BASED ACTIVITIES

1. Explain your contributions to non-instructional activities at the college. Include any special awards, recognitions, or achievements. *EXAMPLES: committees, task forces or other groups, special assignments, projects, liaison responsibilities, community events.*

2. Comment on your relevant community service activities, community presence, professional involvements or publications, research, or creative undertakings. Include any special awards, achievements, or recognitions. *EXAMPLES: presentations, articles or books, software development, professional organizations and agencies, in-services conducted, consulting work, projects with other educational institutions, volunteer work with special populations.*

C. YOUR OVERALL PROFESSIONAL GROWTH

1. Discuss the significance of your professional development efforts. Include your efforts to stay current in your field. *EXAMPLES: course work, degrees completed or under way, workshops, in-service training, professional conferences, private study, work in your field (internships, externships), special projects to remain technically current, relevant leaves of absence and travel.*

2. Discuss the significance, from your perspective, of any evaluative data you have received.
EXAMPLES: student surveys, syllabus reviews, classroom-performance or composite evaluations, peer collaboration, any other written feedback or comments (indicate whether the latter is solicited or unsolicited).

3. Provide objectives for areas you want to explore, skills you want to develop, or any other projects you wish to undertake as ways of enhancing your teaching or your other involvements at the college. Include any specific plans for achieving such objectives and note any financial or other resources the college might need to provide (presuming availability). Attach additional sheets as necessary. *EXAMPLES: further study, compensated time projects, serving as instructional coordinator, participation in community organizations, course development work, media development projects, implementation of innovative teaching techniques, research or publications, service with accrediting or professional organizations.*

4. Assess your efforts to complete any objectives you may have set for yourself on your last self-evaluation that you have not already discussed elsewhere on this form.

D. YOUR RECOMMENDATIONS FOR IMPROVING COLLEGE SERVICES

1. Discuss any significant challenges or frustrations you encountered as a faculty member and how you addressed them. If possible, provide practical ways to cope with such situations in the future, whether personally and/or institutionally.

EXAMPLES: instructional situations involving textbooks, facilities, class size, placement of students, national trends, community characteristics; non-instructional situations involving library holdings, scheduling, resources and opportunities, lack of communication, committee assignments.

2. List any faculty development activities you think would help you become a more effective college employee (perhaps as related to your comments in D.1). Are there any such activities you feel qualified to present or assist in presenting? *EXAMPLES: special workshops, retreats, guest speakers, hands-on activities, teleconferences, wellness projects.*

E. CLOSURE (signatures of those other than faculty member do not imply agreement with content of this evaluation)

FACULTY MEMBER SIGNATURE DATE

_____ FACULTY MEMBER: Initial here to indicate you have discussed this evaluation with an appropriate supervisor.

RESPONSE OF SUPERVISOR (optional except for indicating any plans you have to forward or act upon any ideas/suggestions from the evaluation or follow-up discussion):

SUPERVISOR SIGNATURE

DATE

TITLE

Faculty Performance Evaluation Form

Dates: ___ / ___ / _____ to ___ / ___ / _____

This performance appraisal process is designed to evaluate a faculty member's performance over the course of two academic calendar years. During the performance appraisal review, time is set aside to 1) clarify expectations about job responsibilities and performance standards, 2) evaluate job performance against previous goals and expectations, and 3) discuss future professional goals and relate them to organizational needs. The faculty member and his/her supervisor create a plan together to build on strengths and develop those areas needing improvement.

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| <i>College:</i> | <i>Evaluator:</i> |
| <i>Position:</i> | |

Performance Rating Scale

5 = The individual's achievements are superior in a particular area or comprehensively (teaching, professional growth, service). The faculty member has demonstrated or achieved a particular distinction or accomplishment that would be viewed as outstanding.

4 = Faculty member consistently does more than is required of him or her in a particular area or comprehensively. Both quality and quantity of work should be taken into account for this level of recognition.

3 = Excellence in teaching, responsible participation on committees and active professional growth are the norm for a faculty member. Performance is fully satisfactory in all major respects.

2 = Performance is inconsistent or problematic in one or more areas of evaluation. A plan for improvement should be developed by the faculty member in consultation with his or her supervisor.

1 = Faculty member consistently fails to meet acceptable standards in one or more areas of evaluation. A plan for improvement should be developed by the faculty member in consultation with his or her supervisor.

Faculty Performance Factors

Using the rating scale provided above, please rate the faculty member in each of the following areas. Ratings at either extreme (1-2 or 4-5) must be supported with specific information about what led to the ratings.

1. Teaching:

Teaching is the central responsibility of faculty members and is one of the most important areas of faculty evaluation. The following characteristics of teaching are valued: well-planned, carefully organized courses; effective delivery of material; clear student learning outcome expectations; innovation in subject matter and pedagogy; courses that meet program and College objectives; sufficient opportunity for out-of-class contact between instructor and students; demonstrated effort to keep course content current; use of appropriate methods of feedback and student assessment.

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| Rating Scale: | 1 | 2 | 3 | 4 | 5 |
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Comments:

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2. Professional Activity:

1. Each faculty member is expected to be intellectually active and working. Faculty members should be able to explain their plans for professional development and to document their accomplishments. The results of scholarly activities may be apparent in new or revised courses or in dissemination of scholarship to a wider audience. Some characteristics of excellence in this area would include developing new or expanded areas of expertise; demonstrating efforts to stay current in one's field; developing and conducting artistic performances; designing and conducting well-planned research projects; presenting ideas on and off campus; publishing one's work; receiving recognition from one's peers in the profession.
Does the instructor demonstrate a commitment to continuous inquiry and life-long learning?
2. Does the instructor collaborate with colleagues to improve teaching and student learning?
3. Does the instructor apply what he or she has learned from professional development to improve teaching?
4. Does the instructor pursue professional development to fulfill teaching goals that are aligned with the Department's student achievement goals?

Scholarly Activities and Professional Development may take many forms, including active engagement in intellectual activities within one's own discipline and at points across the liberal arts spectrum; individual reading, study, and development; scholarly research or professional creativity; collaborating on research projects with students; interdisciplinary work with colleagues; development of research or instrumentation grants; and collaboration with other professionals.

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| Rating Scale: | 1 | 2 | 3 | 4 | 5 |
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Chair Comments:

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3. Service:

Faculty members should be actively engaged in service at the program, department, division, and college levels. Faculty are encouraged to provide service beyond the confines of W&J at the regional and national levels vis-à-vis their professional organizations. Service provides opportunities for faculty to exercise a leadership role in helping the College attain its institutional strategic goals and mission. Characteristics of excellent service include dependability, thoughtfulness, active participation and preparedness regarding committee assignments; willingness to accept responsibility and leadership roles; helping professional organizations meet goals; helping student organizations meet goals; and providing opportunities for students to interact with communities beyond the College. Faculty are expected to effectively advise students regarding their academic needs and to counsel students towards success.

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| Rating Scale: | 1 | 2 | 3 | 4 | 5 |
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Chair Comments:

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4. Overall Evaluation (cumulative):

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| Rating Scale: | 1 | 2 | 3 | 4 | 5 |
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Chair Comments:



Human Resources Department

Date Received: ___ / ___ / _____

Signature: _____