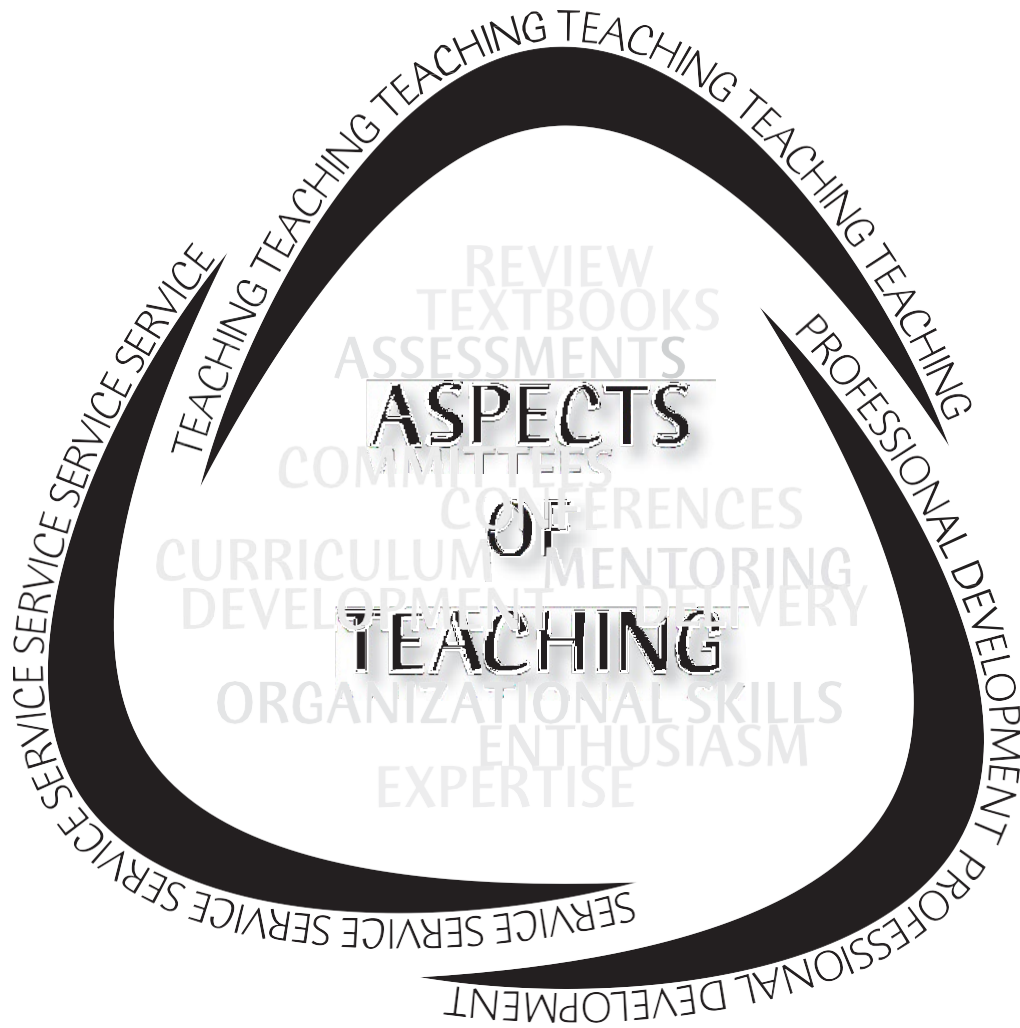


Clinical Nursing  
Edition 2018-21



**Schoolcraft College**  
**Faculty Evaluation Handbook**

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## OVERVIEW

As noted in the Schoolcraft College Instructional Faculty Evaluation Handbook, Part-time Clinical Nursing Instructors require alternate strategies for faculty evaluation.

Part-time Clinical Nursing Instructors function contractually under a job description that is different than part-time instructors or full-time faculty members. Many of the instructional evaluation criteria used in the standard instructional faculty evaluation that are based on review of the syllabus and assessments do not apply to these instructors as the focus of their work is on managing student experiences in the clinical or laboratory setting .

The nursing department has developed alternate evaluation tools that will be used for clinical nursing faculty to more closely align to the nature of their work. This addendum describes the evaluation process for Part-time Clinical Nursing Faculty.

Part-time Clinical Nursing Instructors will be evaluated on clinical/laboratory teaching and professional development. If a part-time nursing faculty member is teaching lecture only, the standard instructional faculty evaluation process will apply.

## SOURCES

Data gathered for review and evaluation comes from students and the faculty member. Students, peers, and Designated Administrators will provide information for evaluating each component of the Teaching Role and Professional Development as shown in the table below. Teaching comprises 90% of the Overall Rating score. The chart below shows how the four rating sources for teaching impact the final teaching score. Professional Development comprises 10% of the Overall Rating score. The Overall Rating is reported to the faculty member on the Performance Review Summary (Appendix A).

↓ ROLES	EVALUATORS (Rating Sources) →		
TEACHING	STUDENTS	PEERS	DESIGNATED ADMINISTRATORS
Instructional Design		Peer Review of materials submitted by faculty member	Designated Administrator Review of materials submitted by faculty member
Instructional Delivery	Student Rating Instrument		
Course Management			Checklist
PROFESSIONAL DEVELOPMENT	STUDENTS	PEERS	DESIGNATED ADMINISTRATORS
			Designated Administrator Review of Professional Development Report submitted by faculty member

## STUDENT RATINGS

The College has adopted the Student Survey for Clinical/Lab Nursing Faculty (Appendix B). Student ratings will be collected from each clinical/lab group taught during the evaluation period. The results will be compiled to create a final averaged student rating score.

## RESPONSIBILITIES OF THE CLINICAL NURSING INSTRUCTOR

- Complete and submit the Clinical Nursing Faculty Evaluation Packet Preparation Checklist (Appendix C). Maintain their own records and provide the information and materials needed for the Peers and Designated Administrators to carry out their respective rating responsibilities. As shown on the checklist (Appendix C), faculty are required to submit Part I, Teaching Materials; and Part 2, Professional Development Activity Log/Evidence (Appendix D). Due dates will be distributed by memo early in the period of evaluation.
- Review the evaluation results and use the feedback to make improvements.
- Ensure scores are accurate. Seek clarification of scores from Faculty Evaluation Coordinator.
- Examine and consider related professional development activities.
- Sign and return the Clinical/Lab Nursing Performance Review Summary (Appendix A) and pick up faculty packet or
- Do not pick up faculty packet and follow the appeal process (Appendices I1 and I2).

# EVALUATION CYCLE

## Clinical Nursing Faculty Member Non-probationary Requirements

- Each part-time clinical nursing non-probationary faculty member will be evaluated once every four (4) years. Period of evaluation is the semester the evaluation. All components of the evaluation process will be completed as shown in the table below:

PT Non-Probationary Semester	Information Collected	Feedback
The semester the evaluation is due	<ul style="list-style-type: none"> <li>▪ Complete packet including documentation of teaching and professional development</li> <li>▪ Student surveys all sections</li> </ul>	<ul style="list-style-type: none"> <li>▪ Faculty Member Performance Review Summary with overall composite rating (OCR Score)</li> <li>▪ Evaluation of Teaching Design Effectiveness by Peer &amp; Designated Administrator</li> <li>▪ Course Management Evaluation Checklist by Designated Administrator</li> <li>▪ Evaluation of Professional Development Activities by Designated Administrator</li> <li>▪ Student survey results</li> </ul>
OCR Score of less than 3.88  Two years after last evaluation (repeated every two years until OCR score is 3.88 or greater, at which time regular evaluation schedule resumes)	<ul style="list-style-type: none"> <li>▪ Plan for improvement (in consult with assigned mentor and Designated Administrator)</li> <li>▪ Complete packet including documentation of teaching and professional development</li> <li>▪ Student surveys all sections</li> </ul>	<ul style="list-style-type: none"> <li>▪ Assigned mentor (2 years)</li> <li>▪ Faculty Member Performance Review Summary with overall composite rating (OCR Score)</li> <li>▪ Evaluation of Teaching Design Effectiveness by Peer &amp; Designated Administrator</li> <li>▪ Course Management Evaluation Checklist by Designated Administrator</li> <li>▪ Evaluation of Professional Development Activities by Designated Administrator</li> <li>▪ Student survey results</li> </ul>
Checkpoint Review (two years after complete review if OCR is 3.88 or greater)	<ul style="list-style-type: none"> <li>▪ Student surveys all sections (collected semester prior to review)</li> <li>▪ Faculty Professional Development Goals (due during meeting with Designated Administrator semester of review)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student survey results (received semester prior to review)</li> <li>▪ Meeting with Designated Administrator semester of Checkpoint Review (will review Faculty Professional Development Goals and Student survey results from prior semester)</li> </ul>

## Clinical Nursing Faculty Member Probationary Requirements

Part-time clinical nursing probationary faculty will be evaluated every class, every semester for the first *six* semesters of employment. The components of the evaluation system that are required in each probationary semester are listed below:

Part-time Probationary Semester	Information Collected	Feedback Distributed
1st Semester	<ul style="list-style-type: none"> <li>• Student Ratings all sections (Appendix B)</li> </ul>	<ul style="list-style-type: none"> <li>• Course Management Evaluation Checklist by Designated Administrator (Appendix G)</li> <li>• Student Rating reports</li> </ul>
2nd Semester	<ul style="list-style-type: none"> <li>• Complete packet including documentation of teaching, and professional development (Appendices C and D)</li> <li>• Student Ratings all sections (Appendix B)</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty Member Performance Review Summary (Appendix A)</li> <li>• Evaluation of Teaching Design Effectiveness by Peer and Designated Administrator (Appendices E and F)</li> <li>• Course Management Evaluation Checklist by Designated Administrator (Appendix G)</li> <li>• Evaluation of Professional Development by Designated Administrator (Appendix H)</li> <li>• Student rating reports</li> </ul>
3rd Semester	<ul style="list-style-type: none"> <li>• Student Ratings all sections</li> </ul>	<ul style="list-style-type: none"> <li>• Course Management Evaluation Checklist by Designated Administrator (Appendix G)</li> <li>• Student rating reports</li> </ul>
4th Semester	<ul style="list-style-type: none"> <li>• Student Ratings all sections</li> </ul>	<ul style="list-style-type: none"> <li>• Course Management Review by Designated Administrator</li> <li>• Student Ratings reports</li> </ul>
5th Semester	<ul style="list-style-type: none"> <li>• Complete packet including documentation of teaching and professional development</li> <li>• Student Ratings all sections (Appendix B)</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty Member Performance Review Summary (Appendix A)</li> <li>• Evaluation of Teaching Design Effectiveness by Peer and Designated Administrator (Appendices E and F)</li> <li>• Course Management Evaluation Checklist by Designated Administrator (Appendix G)</li> <li>• Evaluation of Professional Development by Designated Administrator (Appendix H)</li> <li>• Student rating reports</li> </ul>
6th Semester	<ul style="list-style-type: none"> <li>• Student Ratings all sections</li> </ul>	<ul style="list-style-type: none"> <li>• Course Management Evaluation Checklist by Designated Administrator (Appendix G)</li> <li>• Student Rating reports</li> </ul>

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## OVERALL COMPOSITE RATING FOR PROBATIONARY FACULTY

The faculty evaluation process was established to provide you with feedback on your performance in the areas of teaching (design, delivery, and assessment of learning), management of course activities (for example: grading, response to students, and absence reporting), service, and professional development. The faculty evaluation system is to be non-punitive and to promote growth and professional development for those evaluated. The evaluation process results in a score or Overall Composite Rating, which summarizes the faculty member's performance.

### Probationary Faculty

It is important to note that after an extensive statistical review of the data, a minimum Overall Composite Rating (OCR) has been established of 3 .88 for probationary faculty. This is one element that Designated Administrators have to take into consideration as a decision is made on whether your employment at the College continues. The goal is for Designated Administrators to determine that your teaching supports the College's mission, values, core purposes, and goals to ensure quality of instruction.

As a full time probationary faculty member, you are evaluated every class, every fall and winter semester for the first three (3) years of employment. You will receive your OCR after your 2nd, 4th and 5th semesters. As a part-time probationary faculty member, you are evaluated every class, every semester for the first six (6) semesters of employment. You will receive your OCR after your 2nd and 5th semesters of teaching.

### Non-Probationary Faculty

As a full time non-probationary faculty member, you are evaluated every four (4) years. Period of evaluation will be fall and winter semesters. You will receive your OCR after the winter semester, which will include both fall and winter student survey results. As a part-time non-probationary faculty member, you will be evaluated once every four (4) years. Period of evaluation is the semester the evaluation is due. You will receive your OCR score the semester after evaluation semester.

## APPEAL OF FACULTY EVALUATION RESULTS

Faculty may appeal decisions regarding evaluation results. The procedure for appeal and the associated Appeal Form are included as Appendices I1 and I2.



**Schoolcraft College**  
**Faculty Member Performance Review Summary**  
**Clinical/Lab Instructors**

\_\_\_\_\_  
**Faculty Member**

\_\_\_\_\_  
**Designated Administrator**

\_\_\_\_\_  
**Department**

\_\_\_\_\_  
**Evaluation Period**

**Status:**

**CALCULATION OF TEACHING PERFORMANCE RATING:**

SOURCE	SCORE	WEIGHT	CALCULATIONS (Score x Weight)
Student Survey Score for Clinical/Lab Nursing			
Instructional Design Score from Peer			
Instructional Design Score from Designated Administrator			
Course Management Checklist			

Teaching Performance Rating is the sum of the above calculations TOTAL =

**PROFESSIONAL DEVELOPMENT RATING (from scoring checklist)**

Role	Weight	Rating (from above)	CALCULATIONS ( Wt. x Rating)
Teaching			
Professional Development			

**Employee comments:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

*I have reviewed this evaluation and I understand its contents. My signature does not necessarily indicate concurrence*

\_\_\_\_\_  
*Employee's Signature*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Director of Nursing Signature*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Designated Administrator*

\_\_\_\_\_  
*Date*

## The Nursing Clinical/ Lab Part-Time Student Evaluation

1. Please select your level of agreement with the following statements regarding your Nursing/Clinical Lab Instructor:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Fostered a supportive and professional Environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Possessed adequate knowledge psychomotor, decision-making and problem solving skills to facilitate learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide constructive feedback to maintain my performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintained clinical/lab hours as scheduled	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arranged for clinical/lab experience which were appropriate to meet course objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Related clinical/lab experiences to the course content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilized conference time effectively (when applicable)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Comments

# The NURSING SKILLS LAB INSTRUCTOR STUDENT EVALUATION

1. Please select your level of agreement with the following statements regarding the Nursing Skills Lab Instructor:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Fostered a supportive and professional learning environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrated appropriate professional behavior and attire in lab setting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Possessed adequate knowledge psychomotor, decision-making and problem solving skills to facilitate learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided constructive feedback to help improve or maintain my performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintained lab hours as scheduled	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Comments

# THE NURSING RESOURCE INSTRUCTOR STUDENT EVALUATION

1. Please select your level of agreement with the following statements regarding the Nursing Skills Lab instructor

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Fostered a supportive and professional learning environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrated appropriate professional behavior and attire in lab setting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Possessed adequate knowledge psychomotor, decision-making and problem solving skills to facilitate learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided constructive feedback to help improve or maintain my performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintained appointment as scheduled	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Comments

# CLINICAL NURSING FACULTY EVALUATION PACKET PREPARATION CHECKLIST

*Each faculty member should complete this checklist and submit it as the cover sheer for his/her evaluation. Consult with your department representative for clarification*

Faculty Member \_\_\_\_\_

Date \_\_\_\_\_

## Part I • Documentation of Teaching

Please submit a packet including the following course materials:

- Course Identification (course name and number): \_\_\_\_\_
- Indicate whether the materials are related to Skill Lab  or Clinical   
If related to clinical, list facility name and unit: \_\_\_\_\_
- Course Clinical or Lab Competencies (attach a copy)
- Teaching Materials - *Include materials that you use or have created which clearly demonstrate how you manage, teach, and evaluate students in the clinical or lab environment.*

Guidelines for materials to be included in evaluation packet (Check each item that you have included):

- Completed daily student assignment sheets ☞ (label and attach)
- Completed daily instructor worksheets ☞ (label and attach)
- Example of daily student worksheet ☞ (label and attach)
- Alternative assignments with competencies ☞ (label and attach)
- Copies of interim student evaluations (minus names) ☞ (label and attach)
- Copies of final student evaluations (minus names) ☞ (label and attach)
- Examples of creative pre/post conferences ☞ (label and attach)
- Skills lab—describe presentation/techniques used to teach a particular skill ☞ (label and attach)
- Other – briefly list here ☞ (label and attach): \_\_\_\_\_
- Summary Statement - *This should be a brief explanation of the source of the materials that you are submitting (cite references as necessary) and the use of the materials.* ☞ (label and attach)

## Part II • Professional Development

- Years Covered (Maximum: last 4 years) \_\_\_\_\_
- Professional Development Worksheet - For the years that the evaluation covers, submit one Professional Development Worksheet and attach related documentation where applicable. ☞ (label and attach)

Use additional sheets if necessary.



# FACULTY EVALUATION WORKSHEET • PROFESSIONAL DEVELOPMENT

## Definition of Professional Development

Professional development consists of activities which lead to the acquisition and enhancement of skills and knowledge that benefit personal and professional competency or contribute to the growth of the discipline. Faculty should track their activities and provide as much documentation as necessary to verify the activity. Faculty should only include Professional Development activities that were completed within the last four (4) years.

## Specific Components of Professional Development

Directions: Check box for activities in which you have participated. Describe the activity below and attach documentation when possible.

### Master and update content knowledge

- 1. Attend a full-day conference
- 2. Attend classes, workshops, and seminars
- 3. Attend faculty development seminars, in-service training or other related staff development activities
- 4. Complete a graduate degree at an accredited institution
- 5. Earn CEUs or NCCs related to discipline, expertise, technology, etc.
- 6. Immunizations/CPR update
- 7. Maintain credentials (e.g., certification, licensing)
- 8. Maintain professional relationships
  - a. Community partnerships
  - b. international outreach/international student requirement updates
  - c. Local, state, and national professional organizations (committee or task force member)
  - d. Local, state, and national professional organizations (member)
  - e. Local, state, and national professional organizations (officer)
  - f. Networking
- 9. Read journals, books, textbooks, and/or professional literature

### Update skills

- 10. Alternative teaching methods/deliveries (e.g., online, hybrid, OE/OE); alternative counseling, distance counseling
- 11. Multimedia proficiency
- 12. New/updated technology, e.g., electronic/print sources related to library function of Colleague updates
- 13. Organizationskills
- 14. Self-assessment of teaching using peer sit-in or video evaluated with a rubric
- 15. Software
- 16. Word-processing

### Employ skills in work setting/Service learning

- 17. Employ skills in work setting
- 18. Service learning

### Produce and disseminate

- 19. Conduct research and/or development
- 20. Grant writing —external
- 21. Grant writing — internal (e.g., Foundation Grant)
- 22. Present at conferences, seminars, workshops
- 23. Publish
- 24. Share new information with peers
- 25. Textbook chapter or journal review
- 26. Write scholarlyworks

In the area below, write the activity number in the first column, the date or date range in the second, and a description of your service activity. First items are examples showing how the space may be used.

Item #	Date(s)	Description

Item #	Date(s)	Description



# CLINICAL NURSING INSTRUCTOR EVALUATION OF TEACHING DESIGN EFFECTIVENESS BY PEER

**Faculty Member**

**Peer Reviewer**

**Directions:** Review the packet of course materials provided to you by the faculty member. This should include current clinical or lab materials, and ALL course assessment materials. Obtain a copy of the course syllabus clinical/lab competencies and the clinical evaluation tool for the course. Rate the materials. Please check only one number for each design component. **Note:** All information contained in this faculty evaluation must be maintained in a confidential manner at all times.

**Comments:** You must **provide** comments for **all** components ranked. Concrete examples, supporting narrative, and substantive statements are helpful.

Faculty Member provides documentation of techniques of clinical /lab assessment / evaluation designated for the clinical/ lab competencies.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
	Includes <b>NONE</b> of the assessments designated for the clinical/lab competencies	Includes <b>SOME</b> of the assessments designated for the clinical/lab competencies	Includes <b>MOST</b> of the assessments designated for the clinical/lab competencies	Includes <b>ALL</b> of the assessments designated for the clinical/lab competencies	Includes <b>ALL</b> of the assessments designated for the clinical/lab competencies and additional assessments	
Clinical/lab sessions include learning experiences that promote student engagement.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
	<b>No</b> engagement of students promoted by clinical/lab assignments	<b>Very Little</b> engagement of students promoted by clinical/lab assignments	<b>A Fair Amount</b> of engagement of students promoted by clinical/lab assignments	<b>Much</b> engagement of students promoted by clinical/lab assignments	<b>Very Much</b> engagement of students promoted by clinical/lab assignments	
Based on ALL assessments, are assignments, handouts, projects, post conference topics, off unit assignments related to course syllabus clinical/lab competencies?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
	<b>Not at all</b> (Materials are not related to competencies)	<b>A Minimal Amount</b> of the material is related to the course/ clinical/lab competencies	<b>A Fair Amount</b> of the material is related to the course/clinical/ lab competencies	<b>Almost All</b> of the material is related to the course/clinical/lab competencies	<b>ALL</b> of the material is related to the course/ clinical/lab competencies	

**Directions:** Add the 3 values you assigned above and divide by three to calculate the Teaching Design Rating of the faculty member. Do NOT round.

\_\_\_\_\_ Total ÷ 3 = \_\_\_\_\_ = Teaching Design Effectiveness Rating of Clinical Faculty Member

**Peer Reviewer Signature**

**Date**

## CLINICAL NURSING INSTRUCTOR EVALUATION OF TEACHING DESIGN EFFECTIVENESS BY DESIGNATED ADMINISTRATOR

**Directions:** Review the packet of course materials provided to you by the faculty member. This should include current clinical/lab materials and ALL course assessment materials. Obtain a copy of the course syllabus clinical/lab competencies and the clinical evaluation tool for the course. Rate the materials. Please check only one number for each design component. **Note:** All information contained in this faculty evaluation must be maintained in a confidential manner at all times.

**Comments:** You must provide comments for **all** components ranked. Concrete examples, supporting narrative, and substantive statements are helpful.

Faculty Member provides documentation of techniques of clinical /lab assessment / evaluation designated for the clinical/ lab competencies	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
	Includes <b>NONE</b> of the assessments designated for the clinical/lab competencies	Includes <b>SOME</b> of the assessments designated for the clinical/lab competencies	Includes <b>MOST</b> of the assessments designated for the clinical/lab competencies	Includes <b>ALL</b> of the assessments designated for the clinical/lab competencies	Includes <b>ALL</b> of the assessments designated for the clinical/lab competencies AND additional assessments	
Clinical/lab sessions include learning experiences that promote student engagement.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
	<b>No</b> engagement of students promoted by clinical/lab assignments	<b>Very Little</b> engagement of students promoted by clinical/lab assignments	<b>A Fair</b> Amount of engagement of students promoted by clinical/lab assignments	<b>Much</b> engagement of students promoted by clinical/lab assignments	<b>Very Much</b> engagement of students promoted by clinical/lab assignments	
Does the faculty member's assignments, handouts, projects, post conference topics, and off unit assignments cover the requirements of the course syllabus clinical/lab competencies?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
	<b>No</b> course syllabus clinical/ lab competencies are covered	<b>Very Little</b> of the course syllabus clinical/lab competencies are covered	<b>A Fair</b> Amount of the course syllabus clinical/lab competencies are covered	<b>Almost All</b> of the course syllabus clinical/lab competencies are covered	<b>ALL</b> of the course syllabus clinical/lab competencies are covered	

**Directions:** Add the 3 values you assigned above and divide by four to calculate the Teaching Design Rating of the faculty member. Do NOT round.

\_\_\_\_\_ Total ÷ 3 = \_\_\_\_\_ = Teaching Design Effectiveness Rating of Clinical Faculty Member

Designated Administrator Signature

Date

Faculty Member	Department		
Evaluation Period	From	To	Designated Administrator
<p><b>Directions:</b> On the space in front of each item, place a plus sign (+) if performance was satisfactory or a minus sign (-) if it was unsatisfactory. Indicate not applicable (NA) if item does not apply to this faculty member. <b>Note:</b> All information contained in this faculty evaluation must be maintained in a confidential manner at all times.</p>			<p><b>Comments:</b> You <b>must</b> provide comments justifying the Rating awarded. Concrete examples, supporting narrative, and substantive statements are helpful.</p>
<b>Category I: Essential Responsibilities</b>			
	Calculated and submitted grades by the deadline(s)		
	Conducted entire class session		
	Conducted orientations (DL, OE/OE, etc.)		
	Followed guidelines for working with special needs students (ADA)		
	Held scheduled office hours		
	Maintained professional relationships with Practicum/clinical facilities		
	Prepared student reports (i.e., athletic, LAC) by the deadline(s)		
	Responded to student complaints in a professional manner		
	Submitted syllabus to the appropriate Designated Administrator's office by the end of the first week of classes		
	Reported and retained attendance records		
<b>Category II: Important Responsibilities</b>			
	Assisted with Practicum/clinical placement selections		
	Completed book orders by the deadline		
	Maintained appropriate communication with students in and outside of class		
	Maintained open communication with staff and faculty		
	Responded to emails and voice mails in a timely manner		
	Submitted course selection form by the deadline set by the appropriate Designated Administrator's office		
	Submitted office hours to the appropriate Designated Administrator's office by the end of the first week of the semester		

Designated Administrator Signature

Date



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**Faculty Member****Department(s)**

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**Evaluation Period****Designated Administrator**

## EVALUATION OF PROFESSIONAL DEVELOPMENT ACTIVITIES

**Directions:** After reviewing the Professional Activities Report for evaluation, determine points for each of the appropriate items below. Remember, faculty members may only list activity they have engaged in during the past 4 years. Activities prior to the last 4 years may not be used when assigning Professional Development Activities points. Each activity is limited to point allocation under one category. For example attendance at a conference at which CEUs are earned will receive points either for attending the conference or earning the CEUs but not both.

## MASTER AND UPDATE CONTENT KNOWLEDGE

<b>POINTS</b>	<b>ITEM</b>
6. _____	Attend a full-day conference (2 points each, max. 6 points)
7. _____	Attend classes, workshops, and seminars (2 points each, max. 6 points)
8. _____	Attend faculty development seminars, in-service training ,or other related staff development activities (2 points each, max. 6 points)
9. _____	Complete a graduate degree at an accredited institution (8 points each, max. 8 points)
10. _____	Earn CEUs or NCCs related to discipline, expertise, technology, etc. (1 point each, max. 8 points)
11. _____	Immunizations/CPR update (1 point each, max. 2 points)
12. _____	Maintain credentials (e.g., certification, licensing) (2 points each, max. 2 points)
13. _____	Maintain professional relationships
a. _____	Community partnerships (2 points each, max. 6 points)
b. _____	International outreach/international students requirement updates (2 points each, max. 6 points)
c. _____	Local, state, and national professional organizations (committee or task force member) (3 points)
d. _____	Local, state, and national professional organizations (member) (1 point per year or per organization, max. 3 points)
e. _____	Local, state, and national professional organizations (officer) (3 points per year or per organization, max. 6 points)
f. _____	Networking (1 point each, max. 2 points)
14. _____	Read journals, books, textbooks, and/or professional literature (1 point each, max. 2 points)

## UPDATE SKILLS

<b>POINTS</b>	<b>ITEM</b>
15. _____	Alternative teaching methods/deliveries (e.g., online, hybrid, OE/OE); alternative counseling, distance counseling (1 points per year, max. 3 points)
16. _____	Multimedia proficiency (3 points each, max. 6 points)
17. _____	New and updated technology, e.g., electronic and print sources related to library function or colleague updates (3 points each, max. 6 points)
18. _____	Organization skills (1 point each, max. 3 points)
19. _____	Self-assessment of teaching using peer sit-in or videotape evaluated with a rubric (3 points each, max. 3 points)
20. _____	Software (3 points each, max. 6 points)
21. _____	Word processing (1 point each, max. 1 point)

## EMPLOYING SKILLS IN WORK SETTING/SERVICE LEARNING

22. \_\_\_\_\_ Employing skills in a work setting (4 pts. each, max. 4 pts.)  
 23. \_\_\_\_\_ Service learning (4 pts. each, max. 4 pts.)

## PRODUCE AND DISSEMINATE

### POINTS

### ITEMS

24. \_\_\_\_\_ Conduct research and/or development (4 points per year or project, max. 8 points)  
 25. \_\_\_\_\_ Grant writing – external grant (3 points each, max. 3 points)  
 26. \_\_\_\_\_ Grant writing – internal grant (e.g. Foundation Grant) (1 point each, max. 1 point)  
 27. \_\_\_\_\_ Presentations at conferences, seminars, workshops (3 points each, max. 6 points)  
 28. \_\_\_\_\_ Publishing (5 points each, max. 10 points)  
 29. \_\_\_\_\_ Sharing new information with peers (1 point each, max. 3 points)  
 30. \_\_\_\_\_ Textbook chapter or journal review (2 points each, max. 6 points)  
 31. \_\_\_\_\_ Writing (2 points each, max. 6 points)

### \_\_\_\_\_ Total Professional Development Points

Professional Development Activities Points	Rating Scale	Professional Development Rating
<input type="checkbox"/> 16 and above	Exemplary Performance (EP)	= 5
<input type="checkbox"/> 10-15	High Performance (HP)	= 4
<input type="checkbox"/> 6-9	Standard Performance (SP)	= 3
<input type="checkbox"/> 3-5	Minimal Performance (MP)	= 2
<input type="checkbox"/> 0 – 2	Unsatisfactory Performance (UP)	= 1

Reviewer Signature \_\_\_\_\_

Date \_\_\_\_\_

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# SCHOOLCRAFT COLLEGE PROCEDURE FOR APPEAL OF FACULTY EVALUATION RESULTS

Faculty may appeal his or her evaluation results.

## **STEP 1**

Within ten working days of receipt of the evaluation results, faculty member must seek to resolve concerns informally with his or her Designated Administrator. Designated Administrator notifies Faculty Evaluation Coordinator that there may be an appeal if informal, meeting did not resolve the faculty members' evaluation results concern.

## **STEP 2**

Within 5 working days after the informal meeting, if warranted, the faculty member files an appeal over the unresolved issue over his or her evaluation results. Faculty member completes the Faculty Evaluation Appeal Form, Appendix N<sub>2</sub>, which identifies which forms from the evaluation the faculty member is in disagreement with. This form is to be submitted to the Faculty Evaluation Coordinator. The Faculty Evaluation Coordinator, upon receiving the appeal form picks up the faculty member's packet and retains it until a final decision is reached.

## **STEP 3**

Upon receipt of a Faculty Evaluation Appeal Form, the FEC will acknowledge receipt via email to the faculty member. Within 10 working days of receipt of the appeal the FEC will request the FECC to review the case, including the faculty packet and all evaluation results, and make a decision on the appeal. Results of the appeal will be sent to the faculty member and the Designated Administrator. Any changes in the annual evaluation made as a result of either the FECC recommendation or the faculty member's written appeal must be noted in writing by the Designated Administrator. This written acknowledgment of change will be appended to the original evaluation and all copies become a part of the evaluation record along with the Faculty Evaluation Appeal Form. Note, if an extension is required by the FECC to go beyond the 10 days for the review the faculty member is to be notified within the required 10 days of the need for the extension.

## **STEP 4**

Within 5 days of the receipt of the FECC appeal decision, if the issue is not resolved to the faculty member's satisfaction, they may file an appeal to the Vice President and Chief Academic Officer. The appeal must be made in writing and include all information given in Step 3 and submitted to the FEC. The FEC will notify the VP of the appeal. The VP-CAO will have 10 working days to investigate the issue which may include meetings with key stakeholders. Once the investigation is completed a written decision is sent to the faculty member with a copy to the FECC and FEC. This decision is final and concludes the appeal process.

All appeal responses and any changes to the evaluation form(s) will be submitted to the Human Resources department where they will become a part of the faculty member's permanent file.

If the appeal is denied the faculty member can ask the FEC to schedule his/her next evaluation sooner than when it is scheduled to occur.

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## FACULTY EVALUATION APPEAL FORM

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Faculty Name

Daytime Phone

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Date of Appeal (Must be submitted within five [5] days of Step 1 meeting)

**Component of Evaluation under Appeal:**

- |  |   |
|--|---|
| <input type="checkbox"/> Teaching <b>Content</b> Expertise by Peer | <input type="checkbox"/> Teaching Design Effectiveness by Designated Adm. |
| <input type="checkbox"/> Teaching <b>Design</b> Expertise by Peer  | <input type="checkbox"/> Professional Development Activities Course       |
| <input type="checkbox"/> Service by Peer                           | <input type="checkbox"/> Management/Session                               |
| <input type="checkbox"/> Service by Designated Administrator       | <input type="checkbox"/> IDEA <sup>®</sup> Student Ratings                |

**Did you discuss this matter with the Designated Administrator?**

- Yes. Date \_\_\_\_\_
- No. (If no, please explain.) \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Description of Concern**

When describing the appeal, be objective and give specific details.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Desired Outcome:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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Faculty signature

Date

This form should be submitted to the Faculty Evaluation Coordinator, Liberal Arts Building with a copy sent to the designated administrator.





**Schoolcraft  
College**