Police & Fire Academy
Edition 2018 – 2021

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PROFESSIONAL DEVELOPMENT

Schoolcraft College
Faculty Evaluation Handbook

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OVERVIEW

As noted in the Schoolcraft College Instructional Faculty Evaluation Handbook, instructors in the Police and Fire Academy require alternative strategies for faculty evaluation.

Part time Police and Fire Academy faculty roles and responsibilities are guided by the Schoolcraft College Faculty Contract as well as the training rules, requirements and guidelines set forth by the State of Michigan, MCOLES (Michigan Commission on law Enforcement Standards) and the Fire Fighter Training Council. 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 faculty. The focus of their work is on preparing students for state licensure and certification based on state mandated program outcomes and assessments.

The Public Safety Education Department has developed alternate evaluation tools that will be used for police and fire academy faculty to more closely align to the nature of their work. This addendum describes the evaluation process for part time Police and Fire Academy instructors. The evaluation tools have been acknowledged and approved by MCOLES (Michigan Commission on Law Enforcement Standards) and the Fire Fighter Training Council.

Part time Police and Fire Academy faculty will be evaluated on training session/scenario, teaching chapter/module, student rating, and professional development. If a part time 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 administrator 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 Faculty Member 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
			DesignatedAdministrator ReviewofPro fessional Development Report submitted by faculty member

STUDENT RATINGS

The College has adopted the Student Survey for the Police and Fire Academy (Appendix B). Student ratings will be collected from each academy session taught during the evaluation period. The results will be compiled to create a final averaged student rating score.

RESPONSIBILITIES OF THE POLICE AND FIRE ACADEMY FACULTY

- Complete and submit the Police and Fire Academy Faculty Evaluation Packet Preparation Checklist (Appendix C). Maintain their own records and provide the information and materials needed for the Peer's and Administrator's 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.
- Sign and return the Faculty Member Faculty Member Performance Review Summary (Appendix A) and pick up faculty packet or,
- Do not pick up faculty packet and follow the appeal process (Appendix I_1 and I_2)
- Examine and consider related professional development activities.

EVALUATION CYCLE

Police and Fire Academy Faculty Member Non-probationary Requirements

Each police and fire academy 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	▪ Complete packet including documentation of teaching and professional development ▪ Student surveys all sections	▪ Faculty Member Performance Review Summary with overall composite rating (OCR Score) ▪ Evaluation of Teaching Design Effectiveness by Peer & Designated Administrator ▪ Course Management Evaluation Checklist by Designated Administrator ▪ Evaluation of Professional Development Activities by Designated Administrator ▪ Student survey results
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)	▪ Plan for improvement (in consult with assigned mentor and designated Designated Administrator) ▪ Complete packet includeing documentation of teaching and professional development ▪ Student surveys all sections	▪ Assigned mentor (2 years) ▪ Faculty Member Performance Review Summary with overall composite rating (OCR Score) ▪ Evaluation of Teaching Design Effectiveness by Peer & Designated Administrator ▪ Course Management Evaluation Checklist by Designated Administrator ▪ Evaluation of Professional Development Activities by Designated Administrator ▪ Student survey results
Checkpoint Review (two years after complete review if OCR is 3.88 or greater)	▪ Student surveys all sections (collected semester prior to review) ▪ Faculty Information Form, all sections (collected semester prior to review) ▪ Faculty Professional Development Goals (due during meeting with Designated Administrator semester of review)	▪ Student survey results (received semester prior to review) ▪ Meeting with Designated Administrator semester of Checkpoint Review (will review Faculty Professional Development Goals and Student survey results from prior semester)

Police and Fire Academy Faculty Member Probationary Requirements (hired Fall 2006 or after)*

Police and Fire Academy probationary faculty hired Fall 2006 or after will be evaluated every class, every semester for the first *eight* semesters of employment. The components of the evaluation system required in each probationary semester are listed below:

Part Time Probationary Semester	Information Collected	Feedback Distributed
1st Semester	• Student ratings, all sections (Appendix B)	• Course Management Evaluation Checklist by Designated Administrator (Appendix G) • Student Rating reports
2nd Semester	• Complete packet including documentation of teaching, and professional development (Appendices C and D) • Student ratings, all sections (Appendix B)	• Faculty Member Performance Review Summary (Appendix A) • Evaluation of Teaching Design Effectiveness by Peer and Designated Administrator (Appendices E and F) • Course Management Evaluation Checklist by Designated Administrator (Appendix G) • Evaluation of Professional Development Activities by Designated Administrator (Appendix H) • Student rating reports
3rd Semester	• Student ratings, all sections	• Course Management Evaluation Checklist by Designated Administrator (Appendix G) • Student rating reports
4th Semester	• Student ratings, all sections	• Course Management Evaluation Checklist by Designated Administrator (Appendix G) • Student rating reports
5th Semester	• Complete packet including documen-tation of teaching and professional development (Appendices C and D) • Student ratings, all sections (Appendix B)	• Faculty Member Performance Review Summary (Appendix A) • Evaluation of Teaching Design Effectiveness by Peer and Designated Administrator (Appendices E and F) • Course Management Evaluation Checklist by Designated Administrator (Appendix G) • Evaluation of Professional Development Activities by Designated Administrator (Appendix H) • Student rating reports
6th Semester	• Student ratings, all sections	• Course Management Evaluation Checklist by Designated Administrator (Appendix G) • Student rating reports

OVERALL COMPOSITE RATING

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 administrator have to take into consideration as a decision is made on whether your employment at the College continues. The goal is for 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 of teaching. 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 after the 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 Appendix I_1 and I_2.

Schoolcraft College
Faculty Member Performance Review Summary
Police and Fire Academy Instructors

Faculty Member

Designated Administrator

Department

Evaluation Period

Status:

CALCULATION OF TEACHING PERFORMANCE RATING:

SOURCE	SCORE	WEIGHT	CALCULATIONS (Score x Weight)
Student Survey Score			
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	Declared Weight	Rating (from above)	CALCULATIONS (Declared Wt. x Rating)
Teaching			
Professional Development			

Overall Composite Rating (OCR) TOTAL =

Employee comments:

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

Employee's Signature

Date

Designated Administrator's Signature

Date

Police & Fire Academy Instructors

Schoolcraft College • Student Evaluation Form

Your thoughtful answers to these questions will provide helpful information to your instructor. For the following items, check the square which best corresponds to your judgment.

Instructor

Course   **Semester**

The Instructor:	HARDLY EVER	OCCASIONALLY	SOMETIMES	FREQUENTLY	ALMOST ALWAYS
1. Met objectives for training session/scenario unit.	1	2	3	4	5
2. Stated in advance the criteria to be used in evaluating my performance.	1	2	3	4	5
3. Arranged for realistic examples and scenarios when appropriate	1	2	3	4	5
4. Related experiences to the content being covered in lectures	1	2	3	4	5
5. Arrived on time to start training sessions.	1	2	3	4	5
6. Was prepared for training sessions.	1	2	3	4	5
7. Demonstrated—when appropriate—techniques I was expected to perform.	1	2	3	4	5
8. Demonstrated appropriate ethical and professional behavior at all times.	1	2	3	4	5
9. Treated me with respect at all times	1	2	3	4	5
10. Was available to me to reinforce proper techniques.	1	2	3	4	5
11. Provided timely and constructive feedback on my areas of weakness to help me improve my performance.	1	2	3	4	5
12. Provided positive feedback on my performance which made me feel more self-confident.	1	2	3	4	5
13. Used mentoring time effectively.	1	2	3	4	5

As a student I:					
14. Developed proper techniques in critical skill areas.	1	2	3	4	5
15. Developed skills for communicating professionally with others.	1	2	3	4	5
16. Developed critical thinking skills to be used in emergency settings.	1	2	3	4	5
17. Gained an understanding of professional ethics and attitudes.	1	2	3	4	5
18. Found this session challenging and appropriate to the needs of my profession.	1	2	3	4	5

Additional Comments:

Use additional sheets if necessary.

POLICE AND FIRE ACADEMY
FACULTY EVALUATION PACKET PREPARATION CHECKLIST

Each faculty member evaluated should complete this checklist and submit it as the cover sheet of his/her evaluation. Consult with your Department representative for clarification.

Faculty Name   **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 ☐ Training Session ☐ Scenario ☐ Chapter ☐ Module

☐ If related to scenario, list facility name and chapter/module materials:

☐ Training Session/Scenario/Chapter/Module. ☞ Label and attach.

☐ Teaching Materials - *Include materials that you use or have created which clearly demonstrate how you manage, teach, and evaluate students in the training session/scenario/chapter/module.*

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 lesson plan for appropriate section. ☞ Label and attach.

☐ Example of subject matter handout. ☞ Label and attach.

☐ Alternative assignments with objectives. ☞ 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 in-service training for specific subject matter. ☞ Label and attach.

☐ Training session/chapter/module—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.

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. Organization skills
- ☐ 14. Self-assessment of teaching using peer sit-in or videotape 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 scholarly works

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

POLICE AND FIRE ACADEMY 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 training/scenario, chapter/module materials and ALL course assessment materials. Obtain a copy of the training sessions/scenario/chapter/module competencies 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.

	1	2	3	4	5	Comments
Faculty Member provides documentation of techniques of training session/scenario /chapter/module evaluation designated for the training session/ scenario/chapter/module competencies .	☐ 1 Includes **NONE** of the assessments for the training session/scenario/ chapter/module competencies	☐ 2 Includes **SOME** of the assessments designated for the training session/ scenario/chapter/ module competencies	☐ 3 Includes **MOST** of the assessments designated for the training session/ scenario/chapter/ module competencies	☐ 4 Includes **ALL** of the assessments designated for the training session/ scenario /chapter/ module competencies	☐ 5 Includes **ALL** of the assessments designated for the training session/ scenario chapter/ module competencies**AND** additional assessments	
Training sessions/ scenarios/chapter/ module include learning experiences that promote student engagement.	☐ 1 **No** engagement of students promoted by training session/ scenario/chapter/ module assignments	☐ 2 **Very Little** engagement of students promoted by training session/scenario/ chapter/module assignments	☐ 3 A **Fair** Amount of engagement of students promoted by training session/ scenario/chapter/ module assignments	☐ 4 **Much** engagement of students promoted by training session/scenario assignments/chapter/ module assignments	☐ 5 **Very Much** engagement of students promoted by training session/ scenario/chapter/ module assignments	
Based on ALL assessments, are assignments, handouts, projects, post conference topics, off unit assignments related to course syllabus training session/ scenario/chapter/module competencies	☐ 1 **Not at all** (Materials are not related to competencies	☐ 2 A **Minimal** Amount of the material is related to the course/ training session/scenario/ chapter/module	☐ 3 A **Fair** amount of the material is related to the course/training session/scenario/ chapter/module competencies	☐ 4 **Almost All** of the material is related to the course/ train-ing session/scenario/ chapter/module competencies	☐ 5 **ALL** of the material is related to the course/ training session/ scenario/chapter/ module commpetencies	

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 Police and Fire Academy Faculty Member**

Peer Reviewer Signature   **Date**

POLICE & FIRE ACADEMY INSTRUCTOR EVALUATION OF TEACHING DESIGN EFFECTIVENESS BY Designated Administrator

Faculty Member _____ **Designated Administrator** _____

Directions: Review the packet of course materials provided to you by the faculty member. This should include current unit materials and ALL course assessment materials. Obtain a copy of the training sessions/scenario/chapter/module competencies 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.

	1	2	3	4	5	COMMENTS
Faculty Member provides documentation of techniques of training session / scenario / evaluation designated for the training session/scenario competencies	Includes **NONE** of the assessments designated for the training session/scenario/chapter/module competenicies	Includes **SOME** of the assess-ments designated for the training session/scenario/chapter/module competencies	Includes **MOST** of the assess-ments designated for the training session/scenario/chapter module competencies	Includes **ALL** of the assess-ments designated for the training session/scenario/chapter/module competencies	Includes **ALL** of the assess-ments designated for the training session/scenario/chapter/module competencies AND additional assessments	**COMMENTS:** You **must** provide comments for **all** components ranked. Concrete examples, supporting narrative, and substantive statements are helpful.
Training sessions/scenarios/chapter/module include learning experiences that promote student engagement.	**No** engagement of students promoted by training session/scenario/chapter/module assignments	**Very Little** engage-ment of students promoted by train-ing session/scenario/chapter/module assignments	**A Fair Amount** of engagement of stu-dents promoted by training session/sce-nario /chapter/module/assignments	**Much** engagement of students pro-moted by training session/scenario/chapter/module assignments	**Very Much** engage-ment of students promoted by train-ing session/chapter/module/scenario assignments	
Does the faculty member's assignments, handouts, projects, post conference topics, and off unit assignments cover the requirements of the course syllabus training session/scenario/chapter/module competencies	**No** course syllabus training session/scenario/chapter/module competencies are covered	Very Little of the course syllabus training session/scenario/chapter/module competencies are covered	A Fair Amount of the course sylla-bus training session/scenario/chapter/module competencies are covered	Almost All of the course sylla-bus training session/scenario /chapter/module competencies are covered	ALL of the course syllabus training session/scenario/chapter/module competencies are covered	

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 Police and Fire Academy Faculty Member.**

Designated Administrator Signature _____ **Date** _____

COURSE MANAGEMENT EVALUATION CHECKLIST

Faculty Member _____ **Department** _____

Evaluation Period _____

From _____ **To** _____ **Designated Administrator** _____

DIRECTIONS: 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. **Note:** All information contained in this faculty evaluation must be maintained in a confidential manner at all times.

Comments: You **must** provide comments justifying the rating awarded. Concrete examples, supporting narrative, and substantive statements are helpful.

Category I: Essential Responsibilities

- 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 administrator's office by the end of the first week of classes
- Report and retain attendance and submitted Federal Attendance reports by the deadline(s)

Category II: Important Responsibilities

- 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

Rating:

- ☐ **5** **Exemplary Performance (EP):** No unsatisfactory ratings.
- ☐ **4** **High Performance (HP):** No Category I unsatisfactory ratings; 1 Category II unsatisfactory rating
- ☐ **3** **Standard Performance (SP):** 1 Category I unsatisfactory rating or 2 Category II unsatisfactory ratings
- ☐ **2** **Minimal Performance (MP):** 2 Category I unsatisfactory ratings or 3 or 4 total unsatisfactory ratings
- ☐ **1** **Unsatisfactory Performance (UP):** 5 or more unsatisfactory ratings

Designated Administrator Signature _____ **Date** _____

Faculty Member	Department(s)

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 4years. 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

POINTS	ITEM
19. _____	Attend a full-day conference (2 points each, max. 6 points)
20. _____	Attend classes, workshops, and seminars (2 points each, max. 6 points)
21. _____	Attend faculty development seminars, in-service training (e.g., part time counselor training), or other related staff development activities (2 points each, max. 6 points)
22. _____	Complete a graduate degree at an accredited institution (8 points each, max. 8 points)
23. _____	Earn CEUs or NCCs related to discipline, expertise, technology, etc. (1 point each, max. 8 points)
24. _____	Immunizations/CPR update (1 point each, max. 2 points)
25. _____	Maintain credentials (e.g., certification, licensing) (2 points each, max. 2 points)
26.	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)
27. _____	Read journals, books, textbooks, and/or professional literature (1 point each, max. 2 points)

UPDATE SKILLS

POINTS	ITEM
28. _____	Alternative teaching methods/deliveries (e.g., online, hybrid, OE/OE); alternative counseling, distance counseling (1 points per year, max. 3 points)
29. _____	Multimedia proficiency (3 points each, max. 6 points)
30. _____	New and updated technology, e.g., electronic and print sources related to library function or colleague updates (3 points each, max. 6 points)
31. _____	Organization skills (1 point each, max. 3 points)
32. _____	Self assessment of teaching using peer sit-in or videotape evaluated with a rubric (3 points each, max. 3 points)
33. _____	Software (3 points each, max. 6 points)
34. _____	Word processing (1 point each, max. 1 point)

EMPLOYING SKILLS IN WORK SETTING/SERVICE LEARNING

POINTS	ITEM
35. _____	Employing skills in a work setting (4 pts. each, max. 4 pts.)
36. _____	Service learning (4 pts. each, max. 4 pts.)

PRODUCE AND DISSEMINATE

POINTS	ITEM
37. _____	Conduct research and/or development (4 points per year or project, max. 8 points)
38. _____	Grant writing – external grant (3 points each, max. 3 points)
39. _____	Grant writing – internal grant (e.g. Foundation Grant) (1 point each, max. 1 point)
40. _____	Presentations at conferences, seminars, workshops (3 points each, max. 6 points)
41. _____	Publishing (5 points each, max. 10 points)
42. _____	Sharing new information with peers (1 point each, max. 3 points)
43. _____	Textbook chapter or journal review (2 points each, max. 6 points)
44. _____	Writing (2 points each, max. 6 points)
_____	Total Professional Development Points

Professional Activities Points	Rating Scale	Professional Development Rating
☐ 16 and above	Exemplary Performance (EP)	= 5
☐ 10 – 15	High Performance (HP)	= 4
☐ 6 – 9	Standard Performance (SP)	= 3
☐ 3 – 5	Minimal Performance (MP)	= 2
☐ 0 – 2	Unsatisfactory Performance (UP)	= 1

Designated Administrator   **Date**

SCHOOLCRAFT COLLEGE PROCEDURE FOR APPEAL
OF FACULTY EVALUATION RESULTS

Faculty may appeal decisions regarding evaluation results. Step 1 of the Appeal process must be made within ten (10) working days of receipt of the evaluation results, and must follow the procedures outlined below:

STEP 1

Faculty must seek to resolve concerns informally with the appropriate Designated Administrator notifies Faculty Evaluation Coordinator that there may be an appeal.

STEP 2

If faculty member is considering filing a appeal, the Faculty Evaluation Coordinator picks up the faculty member's packet on behalf of the Faculty Evaluation Concerns Committee and retains it until a final decision is reached.

STEP 3

Faculty may formalize complaints by completing a Faculty Evaluation Appeal Form (Appendix N_2) which outlines any parts of the evaluation with which there is disagreement. This form must be submitted to the Faculty Evaluation Concerns Committee (FECC) with a copy to the Designated Administrator within five (5) working days of the informal meeting described under Step 1.

Upon receipt of a Faculty Evaluation Appeal Form, the FECC will acknowledge receipt in writing.

The FECC will review the case, including the faculty packet and all evaluation results, and make a recommendation and forward the decision to the Designated Administrator and the faculty member. 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.

STEP 4

If the issue is not resolved to the faculty member's satisfaction, an appeal may be made to the Dean of Instruction. The appeal must be made in writing, including all information given in Step 2, within five (5) working days of the receipt of the Step 2 decision. The VP of Instruction will hear the appeal, investigate the facts, and when possible convene a hearing of individuals involved. The VP will complete the process with a final written decision to the faculty member with a copy to the FECC. That decision is final and concludes the appeal process.

The evaluation, the Appeal Form, the FECC's response, the VP of Instruction's response, and any changes to the evaluation which have been noted will be submitted to the Human Resources department where they will become a part of the faculty member's permanent file with a copy provided to the faculty member.

If the appeal is denied, the faculty member can ask Human Resources for the next evaluation sooner than the scheduled time period.

FACULTY EVALUATION APPEAL FORM

Faculty Name   **Daytime Phone**

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

Component of Evaluation Under Appeal:

Teaching **Content** Expertise by Peer

Teaching **Design** Expertise by Peer

Service by Peer

Service by Designated Administrator

Teaching Design Effectiveness by Designated

Administrator Professional Development

Activities

Course Management/Session

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:

Faculty signature   **Date**

This form should be submitted to the Faculty Evaluation Coordinator Liberal Arts Building, with a copy sent to the appropriate Designated Administrator

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