

Overview

A pilot of the new faculty evaluation process began in the Fall 2023 semester. The original pilot group included all full- and part-time non-probationary teaching faculty up for evaluation. In the Winter 2024 semester, the pilot group was expanded to include probationary teaching faculty.

The process will center on the creation and execution of an Individual Growth Plan (IGP), designed by the faculty member in coordination with their instructional administrator and informed by data collected from a variety of sources, including student surveys and a Professional Practice Assessment (PPA).

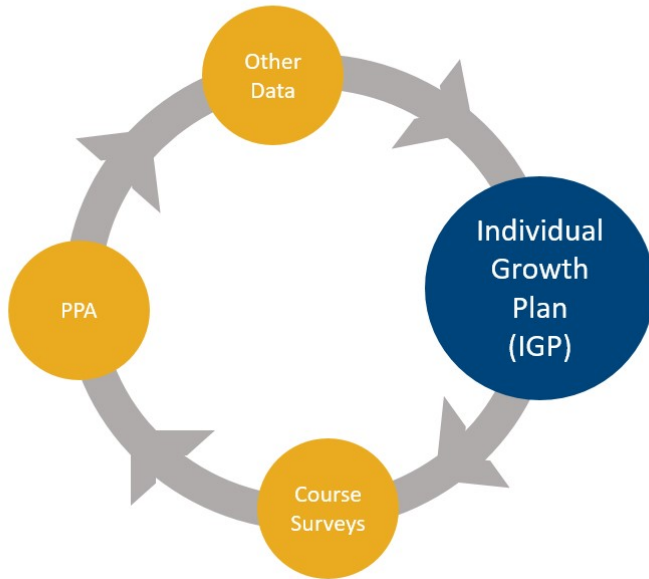
Student surveys will be collected for every course and in every semester. Surveys will be distributed to students in all credit courses, regardless of where their faculty member is in the evaluation cycle.

The Professional Practice Assessment (PPA) must be completed according to the applicable evaluation cycle for probationary teaching faculty or non-probationary teaching faculty. For example, probationary teaching faculty will complete three PPA options during their probationary evaluation cycle, whereas non-probationary teaching faculty will complete one PPA option across their evaluation cycle. Refer to the corresponding *Guide* sections in this handbook. The PPA, student survey results, and other data/evidence will inform completing the faculty member's Individual Growth Plan (IGP). The three PPA options include creation of a teaching portfolio, a peer classroom observation, or a supervising instructional administrator classroom observation.

Professional development, community involvement, and other data sources may be used as evidence in support of the IGP.

The IGP will be reviewed and approved at an Evaluation Conference meeting between the faculty member and their instructional administrator.

Faculty Evaluation Process Overview



The faculty evaluation process will center on the creation and execution of an Individual Growth Plan (IGP), designed by the faculty member in coordination with their instructional administrator and informed by data collected from a variety of sources.

The IGP and faculty's meaningful participation will guide the faculty evaluation process.

The goal of this new process is to promote a culture of reflective practice and continuous improvement. The IGP and the faculty member's meaningful participation will guide the faculty evaluation process.

Pillars

All components of the new faculty evaluation process are aligned to three pillars, each of which are outlined below. The student survey questions, Professional Practice Assessment (PPA), and Individual Growth Plan (IGP) were created to guide faculty and instructional administrators in reflecting on strengths and opportunities for growth in these areas.

Content Expertise

Faculty are content experts in their discipline.

Content expertise can be demonstrated in several ways, including but not limited to:

- Participating in discipline-specific conferences and events
- Publishing discipline-specific content, including training documentation
- Completing additional certifications, degrees, or course work
- Reviewing discipline-specific literature that impacts practice
- Developing curriculum or Ready-to-Teach (RTT) courses

Communication & Engagement

Faculty effectively communicate expectations, deliver content, and engage students.

Communication & Engagement can be demonstrated in several ways, including but not limited to:

- Providing effective feedback to students
- Leveraging technology to enhance learning
- Personalizing the common syllabus
- Designing personalized and active learning resources and experiences
- Creating an inclusive and accessible learning environment

Relationship Building & Community Involvement

Faculty build working relationships with colleagues and students that contribute to a sense of community and belonging.

Relationship Building & Community Involvement can be demonstrated in several ways, including but not limited to:

- Serving in a leadership role (department chair/rep, Forum leadership, etc.)
- Serving on committees (OIC, Core Abilities, Curriculum Committee, Safety)
- Working with internal stakeholders to implement projects that advance the mission of the college
- Participating in efforts to connect Schoolcraft to the larger community

Student Surveys

The new faculty evaluation process will make use of a new student survey designed to collect data on faculty progress within each of the pillars and to increase response rates by significantly reducing the number and complexity of questions.

This survey will be distributed to every participating student for every course in every semester beginning in the Fall 2023 semester for all teaching faculty. Faculty will be encouraged to review this survey data regularly to inform their IGP.

Surveys will be released to participating students during the second-to-last week of the term and remain open for one week. Survey results will be made available to faculty within 10 business days after the close of the term.

For the pilot, the college will continue to use the current survey platform (Campus Labs) to distribute the survey. A link to the surveys can also be made available to students in Blackboard.

Survey Questions

Each of the following questions will be presented with a Likert scale ranging from *Strongly Disagree* to *Strongly Agree*.

All of my assessments (homework, quizzes, projects, exams, etc.) were related to the topics covered in the course. (*Content Expertise*)

My instructor's knowledge of the subject matter was evident. (*Content Expertise*)

My instructor was able to clearly and accurately answer content-related questions from students. (*Content Expertise, Communication & Engagement*)

My instructor was organized and prepared. (*Communication & Engagement*)

My instructor provided engaging learning experiences. (*Communication & Engagement*)

My instructor provided timely and helpful feedback on my work throughout the course. (*Communication & Engagement*)

The instructor communicated the relevance of the subject matter. (*Communication & Engagement*)

The instructor helped make connections between various topics within the course. (*Communication & Engagement*)

My instructor fostered a positive learning environment. (*Communication & Engagement, Relationship Building & Community Involvement*)

My instructor was available, approachable, and responsive to questions. (*Communication & Engagement, Relationship Building & Community Involvement*)

Additional comments. Is there anything else you'd like to share? (*optional, free response*)

Professional Practice Assessment

For non-probationary faculty, the Professional Practice Assessment (PPA) can be completed at any stage of the evaluation cycle *prior* to the semester in which the faculty member's Individual Growth Plan is due. The results of the PPA will be used in preparation for the evaluation meeting. The instructional administrator will provide feedback where appropriate.

The PPA prompts faculty to evaluate their practices within the three pillars. Faculty can choose from the three options listed below with the following exceptions:

Faculty whose IGP is due in Winter 2024 must complete the Portfolio option.

Probationary Teaching Faculty will complete all three PPA options during their probationary evaluation cycle: Peer Observation (Semester 2), Administrator Observation (Semester 3), and the Portfolio (Semester 5).

Portfolio

The portfolio option allows the faculty member to self-reflect on their current practices and provide evidence and artifacts in support.

If interested in this option, faculty should complete and submit the [PPA Intent Form](#) to the Faculty Development Coordinator at the beginning of the semester in which the Portfolio will be completed. Faculty will be asked to choose one course section to base their PPA on. The section they choose can be in any modality.

The [PPA - Traditional Portfolio.docx](#) will be used for traditional (TRAD), remote synchronous (SYNC), and hybrid (HYBRID) sections.

The [PPA - Online Portfolio.docx](#) will be used for online (ONL) sections.

The faculty member's portfolio must be reviewed by a peer reviewer before it will be considered complete. Peer reviewers will be assigned through the current peer review process.

Peer Observation

Faculty may choose to have a colleague* observe a class session and complete the PPA.

The process for scheduling and conducting a peer observation is as follows:

1. Faculty member self-selects someone to observe them from a list of trained peer observers and works with them to schedule the observation. Observations can be scheduled during any stage of the evaluation cycle *prior* to the semester in which the faculty member's Individual Growth Plan is due.

2. Faculty member completes and submits the [PPA Intent Form](#) to the Faculty Development Coordinator. A copy of the syllabus and all other relevant materials will be provided in the final submission. Note: If the request is to observe an online or hybrid course, the faculty member will also contact Blackboard Support to request the appropriate access for the peer observer.
3. The observation is conducted. The [PPA - Traditional Observation.docx](#) will be used for traditional (TRAD), remote synchronous (SYNC), and hybrid** (HYBRID) sections. The [PPA - Online Observation.docx](#) will be used for online (ONL) sections. For hybrid and online sections, the peer reviewer will be granted guest access to the course for a minimum of one week.
4. The Peer Observer submits the PPA document to the Faculty Development Coordinator and CCs the faculty member. The Faculty Development Coordinator processes payment for the Peer Observer.
5. The faculty member completes the "Notes" section of the PPA document and retains in preparation for the completion of their IGP.

*Peer Observers will complete a mandatory peer observer training.

**For hybrid courses, the peer reviewer will observe at least one in-person class session and be granted guest access to the online portion of the course during the same week.

Administrator Observation

Faculty may also choose to be observed by their instructional administrator. If this option is chosen, the observation will be scheduled and conducted following a similar process.

1. Faculty member contacts their administrator's office to request an observation. Observations can be scheduled during any stage of the evaluation cycle *prior* to the semester in which the faculty member's Individual Growth Plan is due.
2. Faculty member completes and submits the [PPA Intent Form](#) to the Faculty Development Coordinator. A copy of the syllabus and all other relevant materials will be provided in the final submission. Note: If the request is to observe an online or hybrid course, the faculty member will also contact Blackboard Support to request the appropriate access for their administrator.
3. The observation is conducted. The [PPA - Traditional Observation.docx](#) will be used for traditional (TRAD), remote synchronous (SYNC), and hybrid** (HYBRID) sections. The [PPA - Online Observation.docx](#) will be used for online (ONL) sections. For hybrid and online sections, the administrator will be granted guest access to the course for a minimum of one week.
4. The administrator submits the PPA document to the Faculty Development Coordinator and CCs the faculty member.
5. The faculty member completes the "Notes" section of the PPA document and retains in preparation for the completion of their IGP.

Individual Growth Plan

The Individual Growth Plan (IGP) serves to guide faculty through a self-reflection of current practice in relation to the identified pillars and, together with their instructional administrator, identify areas of strength and opportunities for growth. The IGP will be based on student survey data, the Professional Practice Assessment (PPA), and other sources of evidence (professional development, service, community involvement, etc.) and provide the faculty member with goals for the next evaluation cycle.

The IGP includes a review of goals from the previous evaluation cycle, which will not be completed during the faculty member's first evaluation meeting under the new faculty evaluation process.

Completing the IGP

In order to complete the Individual Growth Plan (IGP), the faculty member will conduct a review of all relevant data (student surveys, PPA, etc.) and complete all applicable sections of the [IGP.docx](#), providing supporting evidence and documentation as directed.

The completed IGP will be submitted to the instructional administrator's office prior to the start of the Evaluation Meeting.

For ***Non-Probationary Teaching Faculty***, the IGP will be completed in Semester 8 of the evaluation cycle.

For ***Probationary Teaching Faculty***, IGPs will be completed during Semester 4 and Semester 6 of the evaluation cycle.

Evaluation Meeting

The evaluation meeting will take place in the final semester of the evaluation cycle and provide an opportunity for the faculty member and the instructional administrator to review the IGP together and, ultimately, determine goals for the next evaluation cycle.

Evaluation meetings will be scheduled in advance by your instructional administrator's office.

As part of the IGP, both the faculty member and instructional administrator will have suggested 1-3 goals. Goals should be SMART (specific, measurable, achievable, relevant, and time-bound).

At least one goal must be included in the IGP, but more may be added based on the scope and complexity of those goals. Each party may add one goal of their own choosing, but the intent is that goals are mutually agreed upon.

The instructional administrator may not choose a service-based goal for part-time

faculty; however, part-time faculty may choose a service-based goal for themselves.

Appeal Process

If a faculty member wishes to appeal a goal given to them by their instructional administrator, they may do so following the current appeals process. The Faculty Evaluation Concerns Committee is responsible for appeal; following current appeals process.

Criteria for appeal include: unmanageable scope, misalignment between data and goal, or the exclusion of a reasonable faculty-proposed goal.

Pilot Process Dates

Dates	Activity
Week of January 8, 2024	Lynne distributes evaluated faculty list to Administrator's offices (teaching faculty) Lynne distributes notification memos to faculty being evaluated during Winter 2024 semester
January 8 – April 5, 2024	Faculty complete PPA (portfolio option only) and IGP Administrator offices schedule and carry out evaluation meetings with faculty to complete IGP
January 13, 2024	Fall 2023 semester Peer and Administrator evaluation forms due for faculty who are not part of the pilot to Lynne-Fugedi
January 16 – February 29, 2024	Peer Observer Training (in Blackboard and in person)
January 29 – February 4, 2024	Student surveys completed by students in 1st 5 wk. courses
February 8, 2024	Faculty Evaluation Training, 5-7 p.m.
February 9, 2024	Faculty Evaluation Training, 10 a.m. - 12 p.m.
February 12-19, 2024	Student surveys completed by students in 1st 7 wk. courses
March 11-17, 2024	Student surveys completed by students in 2nd 5 wk. courses
March 26 – April 1, 2024	Student surveys completed by students in 1st 12 wk. courses
April 6-12, 2024	Student surveys completed by students in 9 wk. courses
April 8, 2024	For faculty who are not part of the pilot group - Evaluation Packet due to Administrator's office for Winter 2024 semester Signed IGPs due to designated administrator's office for Winter 2024 semester
April 16-22, 2024	Student surveys completed by students in 15 wk., 3 rd session 5 wk., 2 nd session 7 and 12 wk., 14 wk. and 17 wk. courses
May 8, 2024	Peer and Administrator evaluation forms for faculty who are not part of the pilot due to Lynne

Guide: Non-probationary Teaching Faculty

The non-probationary evaluation cycle is four years long. For full-time faculty, the cycle includes the first eight Fall/Winter semesters. For part-time faculty, a year consists of an academic year in which a course was taught (Fall, Winter, Spring, or Summer). Faculty are identified throughout the process by their status (“NP” for non-probationary) and the number of years since their last evaluation was complete (1, 2, 3, or 4).

Evaluation Stage	Milestones & Deliverables
NP1 - NP3	Student surveys are distributed in all credit courses During these semesters, faculty should also: <ul data-bbox="483 762 1349 982" style="list-style-type: none">• Develop a plan for meeting the goals outlined in their IGP• Seek out professional development opportunities• Determine PPA timing and purpose• Seek out opportunities for professional involvement (committees, leading professional development, etc.) that may help you meet you goals
NP4	Student surveys are distributed in all credit courses Deadline to complete Professional Practice Assessment (must be completed prior to the semester in which the faculty member's Individual Growth Plan is due Individual Growth Plan due; Evaluation Meeting

Each semester you teach, the Faculty Evaluation Coordinator will provide you details of your requirements for the current semester.

Guide: Probationary Teaching Faculty

All probationary teaching faculty begin their evaluation cycle with three initial goals that should be completed in the early stages of employment:

1. Complete New Faculty Orientation
2. Complete Learning Management System Training
3. Complete Faculty Evaluation Orientation

The probationary evaluation cycle lasts for six semesters. For full-time faculty, the cycle includes the first six Fall/Winter semesters. For part-time faculty, the cycle includes the first six semesters in which at least one course is taught.

Evaluation Stage	Milestones & Deliverables
Semester 1	Student surveys are distributed in all credit courses
Semester 2	Student surveys are distributed in all credit courses Complete Professional Practice Assessment: Peer Observation
Semester 3	Student surveys are distributed in all credit courses Complete Professional Practice Assessment: Administrator Observation*
Semester 4	Student surveys are distributed in all credit courses Individual Growth Plan due; Evaluation Meeting
Semester 5	Student surveys are distributed in all credit courses Complete Professional Practice Assessment: Portfolio
Semester 6	Student surveys are distributed in all credit courses Individual Growth Plan due; Evaluation Meeting

Each semester you teach, the Faculty Evaluation Coordinator will provide you details of your requirements for the current semester.

*Probationary faculty for whom Winter 2024 is Semester 3 will have the option of a Peer or Administrator Observation.