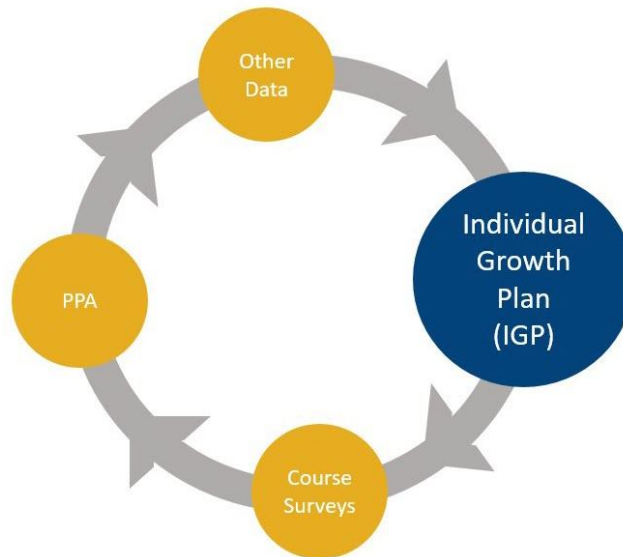


Faculty Evaluation Handbook

Overview

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



Student surveys will be distributed for faculty teaching credit courses in every course, every semester. Surveys will be distributed to students in all credit courses, regardless of where their faculty member is in the evaluation cycle. For non-teaching faculty, student surveys may be used as a method of data collection to inform the evaluation process.

The Professional Practice Assessment (PPA) must be completed according to the applicable evaluation cycle for probationary faculty or non-probationary faculty. For example, probationary faculty will complete three (3) PPA options during their probationary evaluation cycle, whereas non-probationary teaching faculty will complete one (1) 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 IGP. For probationary faculty, the three PPA options include creation of a teaching portfolio, a peer classroom observation, and a supervising 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 meeting between the faculty member and their designated administrator.

The goal of this process is to promote a culture of reflective practice, collaborative dialogue, and continuous improvement. The IGP and the faculty member's meaningful participation will guide the faculty evaluation process, supported by engagement with their designated administrator.

While the procedures outlined in this handbook apply to most teaching faculty at Schoolcraft College, certain programs necessitate unique approaches for faculty evaluation. These include the Police and Fire Academy, Clinical Nursing, Counselors, and Librarians. Unless otherwise noted in this handbook, the evaluation processes for these groups are outlined in the documents linked below:

- [Police and Fire Academy Evaluation Handbook](#)
- [Clinical Nursing Evaluation Handbook](#)
- [Librarian Evaluation Handbook](#)

Definitions

The following terms are used but not explicitly defined elsewhere in the document.

- **FECC:** The Faculty Evaluation Concerns Committee (FECC) recommends improvements to the evaluation process as outlined in the contract.
- **Peer Reviewers:** Faculty members who can be assigned to provide feedback on another faculty member's portfolio and associated PPA documents as part of the evaluation process. Peer Reviewers are paid for completing reviews.
- **Peer Observers:** Faculty members who can be assigned to observe another faculty member's class and complete associated PPA documents as part of the evaluation process. Peer Observers are paid for completing observations. Peer Observers will complete a mandatory peer observer training.

Pillars

All components of the faculty evaluation process are aligned to three pillars, each of which are outlined below. The student survey questions, PPA, and IGP were created to guide faculty and designated 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 or presenting at 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, course materials, 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:

- Applying instructional practices or strategies gained from professional development
- Providing effective feedback and outreach to students
- Leveraging technology to enhance learning
- Personalizing the common syllabus and RTT courses, where applicable
- 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)
- Supporting students through professional mentoring activities (e.g., recommendation letters) and other scholarship activities (e.g., honors program)
- Working with internal stakeholders to implement projects that advance the mission of the college
- Participating in collaborative, consultative, or other efforts to mutually connect Schoolcraft and the larger community

Student Surveys

The processes for distributing, collecting, and sharing the results of student surveys for each applicable faculty group are defined below. Student survey questions, as well as their alignment to evaluation pillars, are also included.

Teaching Faculty Survey Questions

Each participating student in each course in each semester will receive the student survey for all teaching faculty. Faculty should review survey data in a timely manner upon conclusion of each course. Faculty will synthesize data from the student surveys for their IGP.

Students will receive access to the survey approximately two days after the Last Day of Withdrawal for the term in which the course is scheduled. The survey will remain open until the final day of the term.

Students will have the ability to complete the student survey directly within the survey tool, as well as within Blackboard. Faculty will receive access to survey results about 10 business days after the close of the term.

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

1. All of my assessments (homework, quizzes, projects, exams, etc.) were related to the topics covered in the course. (Content Expertise)
2. My instructor's knowledge of the subject matter was evident. (Content Expertise)
3. My instructor was able to clearly and accurately answer content-related questions from students. (Content Expertise, Communication & Engagement)
4. My instructor was organized and prepared. (Communication & Engagement)
5. My instructor provided engaging learning experiences. (Communication & Engagement)
6. My instructor provided timely and helpful feedback on my work throughout the course. (Communication & Engagement)
7. The instructor communicated the relevance of the subject matter. (Communication & Engagement)
8. The instructor helped make connections between various topics within the course. (Communication & Engagement)
9. My instructor fostered a positive learning environment. (Communication & Engagement, Relationship Building & Community Involvement)
10. My instructor was available, approachable, and responsive to questions. (Communication & Engagement, Relationship Building & Community Involvement)
11. Please use this space to provide any specific comments or examples related to your ratings. (optional, free response)
12. Please share any additional comments about your experience in this course. (optional, free response)

Clinical Nursing Faculty

Outlined in the [Clinical Nursing Evaluation Handbook](#)

Police and Fire Academy

Outlined in the [Police and Fire Academy Evaluation Handbook](#)

Librarians

Student surveys are not currently part of the evaluation process for librarians.

Non-Teaching Faculty

Student surveys are not currently part of the evaluation process for non-teaching faculty.

Professional Practice Assessment (PPA)

The Professional Practice Assessment (PPA) provides faculty with a method to evaluate their practices within the three pillars. The completed PPA assists faculty to then complete their Individual Growth Plan (IGP) and to prepare for their evaluation meeting with their designated administrator.

For teaching faculty, the modality of the course can help determine the applicable designated administrator who will conduct the evaluation meeting. In most cases:

- If a part-time faculty member teaches solely distance learning modalities, the distance learning designated administrator will conduct the evaluation meeting.
- If a part- or a full-time faculty member teaches solely traditional courses, their designated administrator will conduct the evaluation meeting.
- If a part- or a full-time faculty member teaches a combination of distance learning and traditional modalities, the applicable designated administrator, based on the modality selected for the PPA, will conduct the evaluation meeting.

The PPA offers three options: portfolio, peer observation, and administrator observation. Faculty shall complete and submit intent form(s) to the Faculty Evaluation Coordinator, based on the applicable PPA options listed below, at the start of the applicable semester. This helps organize the next steps in the evaluation process.

- [Portfolio Intent Form](#)
- [Peer Observation Intent Form](#)
- [Administrator Observation Intent Form](#)

Non-Probationary Faculty & the PPA

Non-probationary faculty will choose and complete *one* of the three PPA options. Non-probationary faculty can complete the PPA option at any stage of the evaluation cycle though *prior to* the semester due their IGP is due. At the *beginning of* the semester chosen to complete the PPA option, they must first complete and submit the applicable PPA Intent Form to the Faculty Evaluation Coordinator.

Probationary Faculty & the PPA

Probationary faculty will complete *all three* PPA options within their probationary evaluation cycle, as designated: Peer Observation (Semester 2), Administrator Observation (Semester 3), and the Portfolio (Semester 5). As such, the probationary faculty member will complete and submit the *Peer Observation Intent Form* at the start of Semester 2, the *Administrator Observation Intent Form* at the start of Semester 3, and the *Portfolio Intent Form* at the start of Semester 5 to the Faculty Evaluation Coordinator.

Note: The *Process Guides* for Non-Probationary Faculty and for Probationary Faculty, found later in the handbook, outline chronological steps in the evaluation process for each faculty group.

The following outlines the steps for each of the three PPA options.

Portfolio

The portfolio option allows the faculty member to self-reflect on their current practices and provide supporting evidence and artifacts. The portfolio option includes a peer review, which enhances the faculty member's reflection process of current teaching practices.

The process for the portfolio option is as follows:

1. The faculty member completes and submits the [Portfolio Intent Form](#) to the Faculty Evaluation Coordinator. The form identifies the course and modality for the portfolio review and reflection.
2. After submission of the intent form, the Faculty Evaluation Coordinator will provide the faculty with a list of current peer reviewers from which to select. The faculty member completes the appropriate PPA document. The portfolio should provide a reflection on a single instructional session or module.
 - a. The [PPA – Traditional Portfolio](#) document applies to traditional (TRAD), synchronous (SYNC), and hybrid (HYBRID) sections.
 - b. The [PPA – Online Portfolio](#) document applies to online (ONL) sections.
3. The faculty member will send the PPA document and portfolio to the peer reviewer and the Faculty Evaluation Coordinator via email by the due date.
4. A peer reviewer conducts a review providing feedback on the PPA document.
 - a. A peer-review must occur to ensure a finished portfolio.
 - b. Peer reviewers will be compensated one-fifteenth (1/15) of a contact hour at the highest supplemental rate for each completed review.
5. The peer reviewer submits the completed PPA document to both the faculty member and the Faculty Evaluation Coordinator via email by the due date.

Peer Observation

The peer observation option allows the faculty member to select a colleague* to observe a class session, where both the faculty member and peer-observer complete sections on the PPA.

The process for scheduling and conducting a peer observation includes the following steps:

1. Faculty member self-selects someone to observe them from a list of trained peer observers and works with them to schedule the observation. The faculty member can schedule the observation during any stage of the evaluation cycle *prior to* the semester their IGP is due.
2. Faculty member completes and submits the [Peer Observation Intent Form](#) to the Faculty Evaluation Coordinator. Note: For the peer observation of an online or hybrid course, the faculty member contacts Blackboard Support (bbsupport@schoolcraft.edu) to request the appropriate access for the peer observer.
3. Faculty member provides the peer observer and the Faculty Evaluation Coordinator with a copy of the syllabus, including the identification of competencies covered during the observation and all other relevant materials via email *at least one-week prior to* the scheduled observation.
4. The peer observer conducts the observation and provides feedback on the appropriate PPA document.
 - a. The [PPA – Traditional Observation](#) document will apply for traditional (TRAD), synchronous (SYNC), and hybrid** (HYBRID) sections.
 - b. The [PPA - Online Observation](#) document will apply for online (ONL) sections.
 - c. For hybrid and online sections, the peer reviewer will receive guest access to the course for a minimum of one week.
5. The peer observer submits the PPA document to the Faculty Evaluation Coordinator and the faculty member via email by the due date.
 - a. This documentation must be submitted to ensure a finished observation.
 - b. Peer observers will be compensated one-fifteenth (1/15) of a contact hour at the highest supplemental rate for each completed observation.
6. The faculty member completes the "Notes" section of the PPA document and retains the notes in preparation for their IGP.

*Peer observers will complete a mandatory peer observer training.

**For hybrid courses, the peer observer 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

The administrator evaluation allows a faculty member to select their designated administrator to observe a class session, where both the faculty member and administrator complete sections on the PPA.

The administrator observation follows a similar process to peer observation.

1. Faculty member contacts the designated administrator's office to request an observation. The faculty member can schedule the observation during any stage of the evaluation cycle *prior to* the semester their IGP is due.
2. Faculty member completes and submits the [Administrator Observation Intent Form](#) to the Faculty Evaluation Coordinator. Note: For an administrator observation of an online or hybrid course, the faculty member will also contact Blackboard Support to request the appropriate access for their administrator.
3. Faculty member provides the administrator and the Faculty Evaluation Coordinator with a copy of the syllabus, including the identification of competencies covered during the observation and all other relevant materials via email at least one-week prior to the scheduled observation.
4. The designated administrator conducts the observation and provides feedback on the appropriate PPA document.
 - a. The [PPA – Traditional Observation](#) document applies for traditional (TRAD), synchronous (SYNC), and hybrid** (HYBRID) sections.
 - b. The [PPA - Online Observation](#) document applies for online (ONL) sections.
 - c. For hybrid and online sections, the administrator will receive guest access to the course for a minimum of one week.
5. The administrator submits the PPA document to the Faculty Evaluation Coordinator and copies the faculty member on the submission.
6. The faculty member completes the "Notes" section of the PPA document and retains the notes in preparation for their IGP.

*Admin observers will complete a mandatory peer observer training.

**For hybrid courses, the administrator 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.

Professional Practice Assessment (Non-teaching Faculty)

Non-teaching faculty are currently using People Admin as an assessment of their professional practice.

Individual Growth Plan (Teaching Faculty)

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 designated administrator, identify areas of strength and opportunities for growth. Faculty will base their IGP on student survey data, the

Professional Practice Assessment (PPA), and other sources of evidence (professional development, service, community involvement, etc.), which will inform the faculty member's 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 IGP, the faculty member will conduct a review of all relevant data (student surveys, PPA, etc.) and complete all applicable sections of the [Individual Growth Plan](#), providing supporting evidence and documentation as directed.

Faculty will submit the completed IGP to the designated administrator's office prior to the start of the Evaluation Meeting.

Non-Probationary Teaching Faculty will complete the IGP in Semester 8 of the evaluation cycle.

Probationary Teaching Faculty will complete the IGP in Semesters 4 and 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 designated administrator to review the IGP together and, collaboratively, determine goals for the next evaluation cycle.

The designated administrator's office will contact faculty in advance to schedule the evaluation meeting and provide information to help prepare faculty for the evaluation meeting.

As part of the IGP, both the faculty member and designated administrator will include one (1) to three (3) suggested SMART goals (specific, measurable, achievable, relevant, and time-bound). The faculty member and designated administrator will discuss the suggested goals and then establish the final goal(s) for the faculty member's IGP.

At least two (2) goals must be included in the faculty member's IGP, but more may be added through mutual agreement based on the scope and complexity of those goals. Each party may add one (1) goal of their own choosing, with the intent of mutual agreement.

While not a requirement nor initiated from their designated administrator, part-time faculty may choose a service-based SMART goal to include on their IGP.

Once the IGP and Evaluation Meeting are complete, the current evaluation cycle ends, and a new one begins.

Appeal Process

If a faculty member wishes to appeal a goal given by their designated administrator, they follow the steps of the faculty appeals process, specified below. The Faculty Evaluation Concerns Committee reviews and brings forward decisions for appeals in accordance with the steps in the faculty appeals process.

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

Step 1

Within ten (10) business days of the Evaluation Meeting, a faculty member must seek to resolve any evaluation concern(s) including IGP goals informally with their designated administrator. The designated administrator notifies the Faculty Evaluation Coordinator that there may be an appeal if the informal meeting did not resolve the faculty member's concerns.

Step 2

Within five (5) business days after the informal meeting, if warranted, the faculty member files an appeal over the unresolved issue over their evaluation. The faculty member completes the [Faculty Evaluation Appeal Form](#), which identifies the reason for the appeal. This form is submitted to the Faculty Evaluation Coordinator. The Faculty Evaluation Coordinator upon receiving the appeal form will obtain the completed IGP form from the designated administrator. The Faculty Evaluation Coordinator will acknowledge receipt of the Faculty Evaluation Appeal Form to the faculty member via email.

Step 3

Within ten (10) business days of receipt of the appeal, the Faculty Evaluation Coordinator will request FECC to review the case, including all necessary documentations (PPA forms, IGP form, other evidence, etc.) and decide on the appeal. Results of the appeal will be sent to the faculty member and the designated administrator. Any changes to the evaluation as a result of the FECC recommendation must be noted in writing by the designated administrator. This written acknowledgement 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 ten (10) days for the review the faculty member shall be notified within the required ten (10) days of the need for the extension.

Step 4

Within five (5) business 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 Chief Academic Officer. The appeal must be made in writing and include all information given in Step 3 and submitted to the Faculty Evaluation Coordinator. The Faculty Evaluation Coordinator will forward the appeal to the Chief Academic Officer. The Chief Academic Officer will then have ten (10) business 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. This decision is final and concludes the appeal process.

All appeal responses and any changes to the evaluation form(s) will be recorded with the evaluation materials.

If the appeal is denied the faculty member can ask the Faculty Evaluation Coordinator to schedule their next evaluation sooner than when it is scheduled to occur.

Individual Growth Plan (Non-teaching Faculty)

Non-teaching faculty are currently using People Admin as their individual growth plan.

Process Guides

Probationary Teaching Faculty

All probationary teaching faculty begin their evaluation cycle with three initial goals to complete in the early stages of employment:

1. Complete New Faculty Orientation
 - a. The asynchronous portion shall be completed within the first semester of teaching.
 - b. The synchronous portion shall be completed prior to the IGP Mid-point Meeting.
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 they teach at least one course.

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; IGP Mid-point 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 with details of your requirements for the current semester.

Non-probationary Teaching Faculty

The non-probationary evaluation cycle spans four years. 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).

For the evaluation cycle, non-probationary (NP) faculty assume an “NP” status associated with the number of years (i.e., 1, 2, 3, or 4) since their last completed evaluation (e.g., NP1 signifies one (1) year since the last completed evaluation).

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

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

Non-teaching Faculty (Probationary vs. Non-probationary)

Non-teaching faculty are currently using People Admin to define their evaluation cycle.

Process for Updating the Faculty Evaluation Handbook

The Faculty Evaluation Concerns Committee is responsible for recommending changes to the faculty evaluation handbook. This process is outlined.

1. FECC will collect ongoing feedback on the evaluation process from faculty, designated administrators, and other stakeholders.
2. FECC will meet once a year to review feedback, discuss potential changes, and draft suggested revisions to the handbook with an accompanying implementation timeline. Suggested revisions must pass by majority vote of the committee. Committee members can designate proxies if they are unable to attend this meeting.
3. FECC will present its recommended revisions to the Faculty Forum President and the Chief Academic Officer.