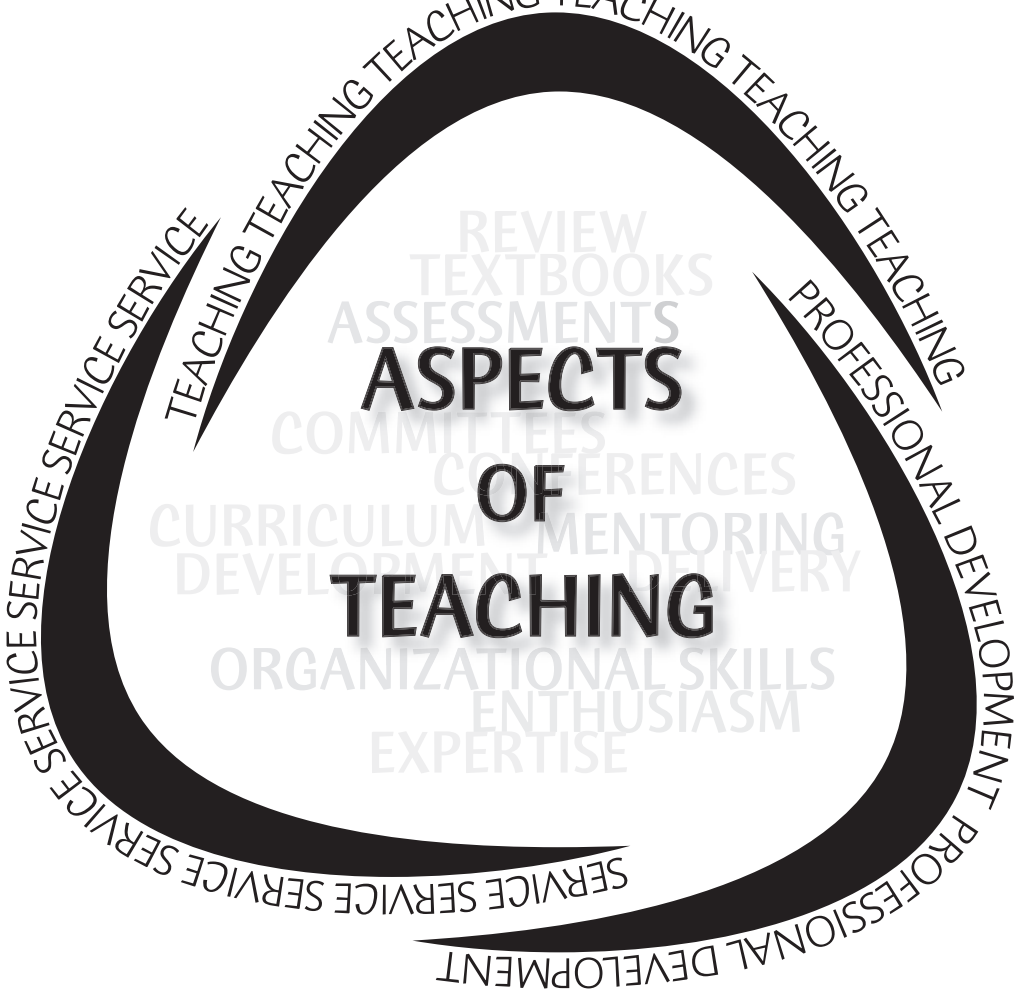
Clinical Nursing
Edition 2016–2017



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 alternative 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 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	ADMINISTRATORS
Instructional Design		Peer Review of materials submitted by faculty member	Administrator Review of materials submitted by faculty member
Instructional Delivery	Student Rating Instrument		
Course Management			Checklist
PROFESSIONAL DEVELOPMENT	STUDENTS	PEERS	ADMINISTRATORS
			Administrator Review of Professional Development Report submitted by librarian

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

The faculty members being evaluated are responsible for the following:

- 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 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 rebuttal process (Appendices I_1 and I_2).

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	▪ Complete packet including documentation of teaching and professional development ▪ Student surveys all sections ▪ Faculty Information Form, all sections	▪ Faculty Member Performance Review Summary with overall composite rating (OCR Score) ▪ Evaluation of Teaching Design Effectiveness by Peer & Administrator ▪ Course Management Evaluation Checklist by Administrator ▪ Evaluation of Professional Development Activities by 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 administrator) ▪ Complete packet including documentation of teaching and professional development ▪ Student surveys all sections ▪ Faculty Information Form, all sections	▪ Assigned mentor (2 years) ▪ Faculty Member Performance Review Summary with overall composite rating (OCR Score) ▪ Evaluation of Teaching Design Effectiveness by Peer & Administrator ▪ Course Management Evaluation Checklist by Administrator ▪ Evaluation of Professional Development Activities by 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 administrator semester of review)	▪ Student survey results (received semester prior to review) ▪ Meeting with administrator semester of Checkpoint Review (will review Faculty Professional Development Goals and Student survey results from prior semester)

Clinical Nursing Faculty Member Probationary Requirements (hired Fall 2006 or after) *

Part time clinical nursing 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 that are 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 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 Administrator (Appendices E and F) • Course Management Evaluation Checklist by Administrator (Appendix G) • Evaluation of Professional Development by Administrator (Appendix H) • Student rating reports
3rd Semester	• Student Ratings all sections	• Course Management Evaluation Checklist by Administrator (Appendix G) • Student rating reports
4th Semester	• Partial packet (revised/ improved from 2nd semester) including documentation of teaching, and professional development by administrator • Student Ratings all sections	• Faculty Member Performance Review Summary (Appendix A) • Evaluation of Teaching Design Effectiveness by Peer and Administrator (Appendices E and F) • Course Management Evaluation Checklist by Administrator (Appendix G) • Evaluation of Professional Development by Administrator (Appendix H) • Student rating reports
5th Semester	• Student Ratings all sections	• Course Management Review by Administrator • Student Ratings reports
6th Semester	• Student Ratings all sections	• Course Management Review by Administrator (Appendix G) • Student Rating reports
7th Semester	• Complete packet including documentation of teaching and professional development • Student Ratings all sections (Appendix B)	• Faculty Member Performance Review Summary (Appendix A) • Evaluation of Teaching Design Effectiveness by Peer and Administrator (Appendices E and F) • Course Management Evaluation Checklist by Administrator (Appendix G) • Evaluation of Professional Development by Administrator (Appendix H) • Student rating reports
8th Semester	• Student Ratings all sections	• Course Management Evaluation Checklist by Administrator (Appendix G) • Student Rating reports

*Note: Part time clinical nursing faculty hired Spring 2006 or before still on probation as of Fall 2006 are grandfathered under the contract language in effect at the time of hire. They are evaluated every class, every semester for the first *four* semesters of employment. Please refer to the individualized cover memo for requirements.

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 administrators 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 eight (8) semesters of employment. You will receive your OCR after your 2nd and 7th 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 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 I_1 and I_2.

Schoolcraft College
Faculty Member Performance Review Summary
Clinical/Lab Instructors

Faculty Member _____ **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 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* _____

Director of Nursing Signature _____ *Date* _____

Administrator's Signature _____ *Date* _____

NURSING CLINICAL/LAB FACULTY EVALUATION

The Nursing Clinical/Lab Adjunct Faculty 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 learning environment	○	○	○	○	○
Possessed adequate knowledge psychomotor, decision-making, and problem solving skills to facilitate learning	○	○	○	○	○
Provided constructive feedback to help improve or maintain my performance	○	○	○	○	○
Maintained clinical/lab hours as scheduled	○	○	○	○	○
Arranged for clinical/lab experiences which were appropriate to meet course objectives	○	○	○	○	○
Related clinical/lab experiences to the course content	○	○	○	○	○
Utilized conference time effectively (when applicable)	○	○	○	○	○

Comments:

The Nursing Resource Instructor Evaluation

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

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Fostered a supportive and professional learning environment	○	○	○	○	○
Demonstrated appropriate professional behavior	○	○	○	○	○
Possessed adequate knowledge and skills to facilitate learning	○	○	○	○	○
Provided constructive feedback to help improve or maintain my performance	○	○	○	○	○
Utilized the appointment time effectively to address any needs	○	○	○	○	○
Maintained appointments as scheduled	○	○	○	○	○

Comments:

The Nursing Skills Lab Instructor 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	○	○	○	○	○
Demonstrated appropriate professional behavior and attire in lab setting	○	○	○	○	○
Possessed adequate knowledge psychomotor, decision-making, and problem solving skills to facilitate learning	○	○	○	○	○
Provided constructive feedback to help improve or maintain my performance	○	○	○	○	○
Maintained lab hours as scheduled	○	○	○	○	○

Comments:

CLINICAL NURSING FACULTY EVALUATION PACKET PREPARATION CHECKLIST

Each faculty member evaluated should complete this checklist and submit it as the cover sheet of his/her evaluation.

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 Objectives ☞ (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 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 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): _____
- ☐ Reflective 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 5 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 Member **Evaluation Period**

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 five (5) 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 (e.g., part time counselor 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

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
2	10-16-06	Attended full day "Assessment Strategies" workshop. Refer to attached certificate of completion.
9	06-07	Subscribe to 3 professional journals and one professional list serve. Review all journals on a monthly basis

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 unit materials, and ALL course assessment materials. Obtain a copy of the course syllabus clinical/lab objectives 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 objectives.	☐ **1** Includes **NONE** of the assessments designated for the clinical/lab objectives	☐ **2** Includes **SOME** of the assessments designated for the clinical/lab objectives	☐ **3** Includes **MOST** of the assessments designated for the clinical/lab objectives	☐ **4** Includes **ALL** of the assessments designated for the clinical/lab objectives	☐ **5** Includes **ALL** of the assessments designated for the clinical/lab objectives AND additional assessments	
Clinical/lab sessions include learning experiences that promote student engagement.	☐ **1** **No** engagement of students promoted by clinical/lab assignments	☐ **2** **Very Little** engagement of students promoted by clinical/lab assignments	☐ **3** A **Fair Amount** of engagement of students promoted by clinical/lab assignments	☐ **4** **Much** engagement of students promoted by clinical/lab assignments	☐ **5** **Very Much** 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 objectives?	☐ **1** **Not at all** (Materials are not related to objectives)	☐ **2** A **Minimal Amount** of the material is related to the course/ clinical/lab objectives	☐ **3** A **Fair Amount** of the material is related to the course/clinical/ lab objectives	☐ **4** **Almost All** of the material is related to the course/clinical/lab objectives	☐ **5** **ALL** of the material is related to the course/ clinical/lab objectives	

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 ADMINISTRATOR

Faculty Member **Reviewer Name**

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 course syllabus clinical/lab objectives 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 objectives	☐ 1 Includes **NONE** of the assessments designated for the clinical/lab objectives	☐ 2 Includes **SOME** of the assessments designated for the clinical/lab objectives	☐ 3 Includes **MOST** of the assessments designated for the clinical/lab objectives	☐ 4 Includes **ALL** of the assessments designated for the clinical/lab objectives	☐ 5 Includes **ALL** of the assessments designated for the clinical/lab objectives AND additional assessments	
Clinical/lab sessions include learning experiences that promote student engagement.	☐ 1 **No** engagement of students promoted by clinical/lab assignments	☐ 2 **Very Little** engagement of students promoted by clinical/lab assignments	☐ 3 A **Fair** Amount of engagement of students promoted by clinical/lab assignments	☐ 4 **Much** engagement of students promoted by clinical/lab assignments	☐ 5 **Very Much** 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 objectives?	☐ 1 **No** course syllabus clinical/ lab objectives are covered	☐ 2 **Very Little** of the course syllabus clinical/lab objectives are covered	☐ 3 A **Fair** Amount of the course syllabus clinical/lab objectives are covered	☐ 4 Almost **All** of the course syllabus clinical/lab objectives are covered	☐ 5 **ALL** of the course syllabus clinical/lab objectives 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**

Administrator Signature **Date**

COURSE MANAGEMENT EVALUATION CHECKLIST

Faculty Member **Department**

Evaluation Period **From** **To** **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
	Took 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 administrator's office
	Submitted office hours to the appropriate 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

Administrator Signature **Date**

Faculty Member **Department(s)**

Evaluation Period **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 5 years. Activities prior to the last 5 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
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 (e.g., part time counselor 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

Points	Item
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

Points	Item
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	Item
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 Points**

Professional Activities Points	Rating Scale	Professional Development Rating
☐ 20 and above	Exemplary Performance (EP)	= 5
☐ 13 – 19	High Performance (HP)	= 4
☐ 7 – 12	Standard Performance (SP)	= 3
☐ 4 – 6	Minimal Performance (MP)	= 2
☐ 0 – 3	Unsatisfactory Performance (UP)	= 1

Reviewer Signature **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 administrator. Administrator notifies Faculty Evaluation Coordinator that there may be an appeal.

STEP 2

If faculty member is considering filing a appeal, the Faculty Evaluation Concerns Committee should retain faculty member's packet. If faculty member is considering filing a rebuttal, picks up the Faculty Evaluation Coordinator 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 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 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 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 Administrator
- ☐ Teaching Design Effectiveness by Administrator
- ☐ Professional Development Activities
- ☐ Course Management/Session
- ☐ IDEA® Student Ratings

Did you discuss this matter with the appropriate 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 Concerns Committee (FECC) via Lynne Brach-Fugedi, Liberal Arts Building with a copy sent to the appropriate Administrator.

Schoolcraft
College