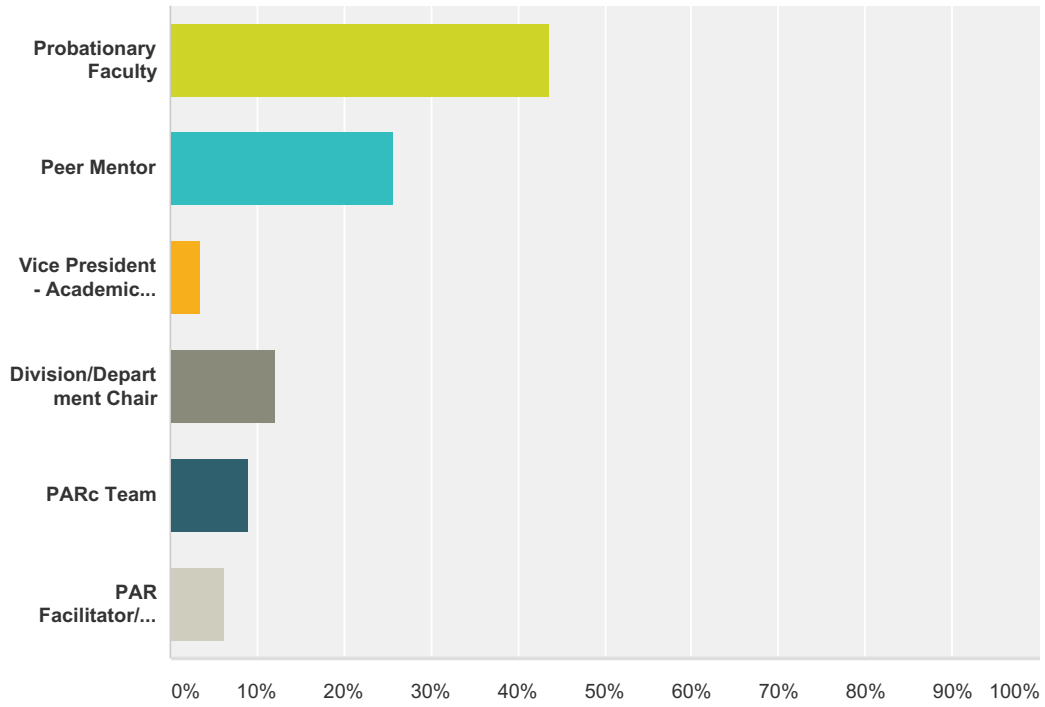


Q1 Are you...

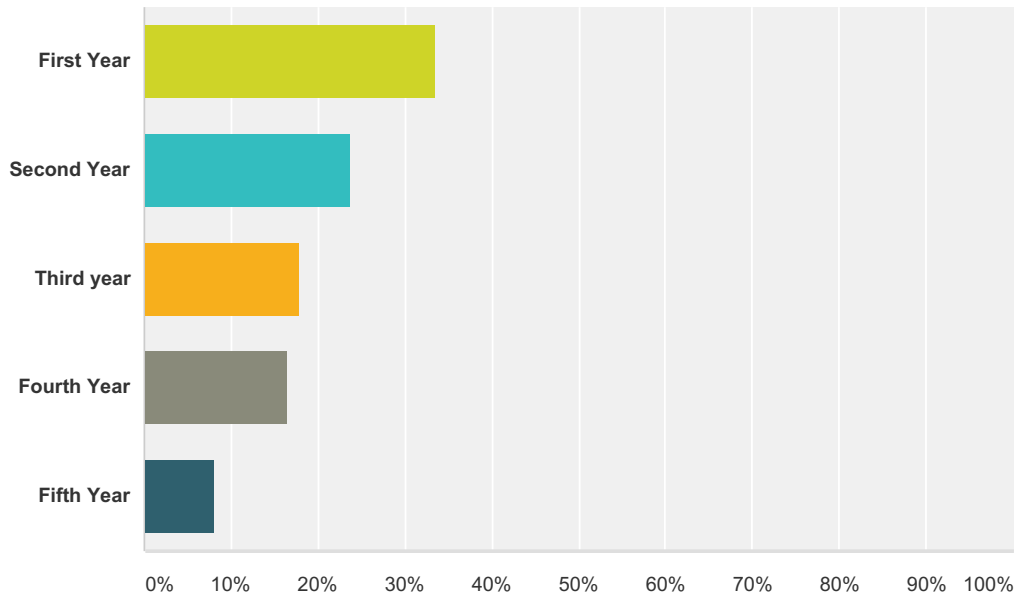
Answered: 348 Skipped: 1



Answer Choices	Responses	
Probationary Faculty	43.68%	152
Peer Mentor	25.57%	89
Vice President - Academic Affairs and/or Student Affairs (or Designee)	3.45%	12
Division/Department Chair	12.07%	42
PARc Team	8.91%	31
PAR Facilitator/Faculty Developer	6.32%	22
Total		348

Q2 What year of probationary status are you in?

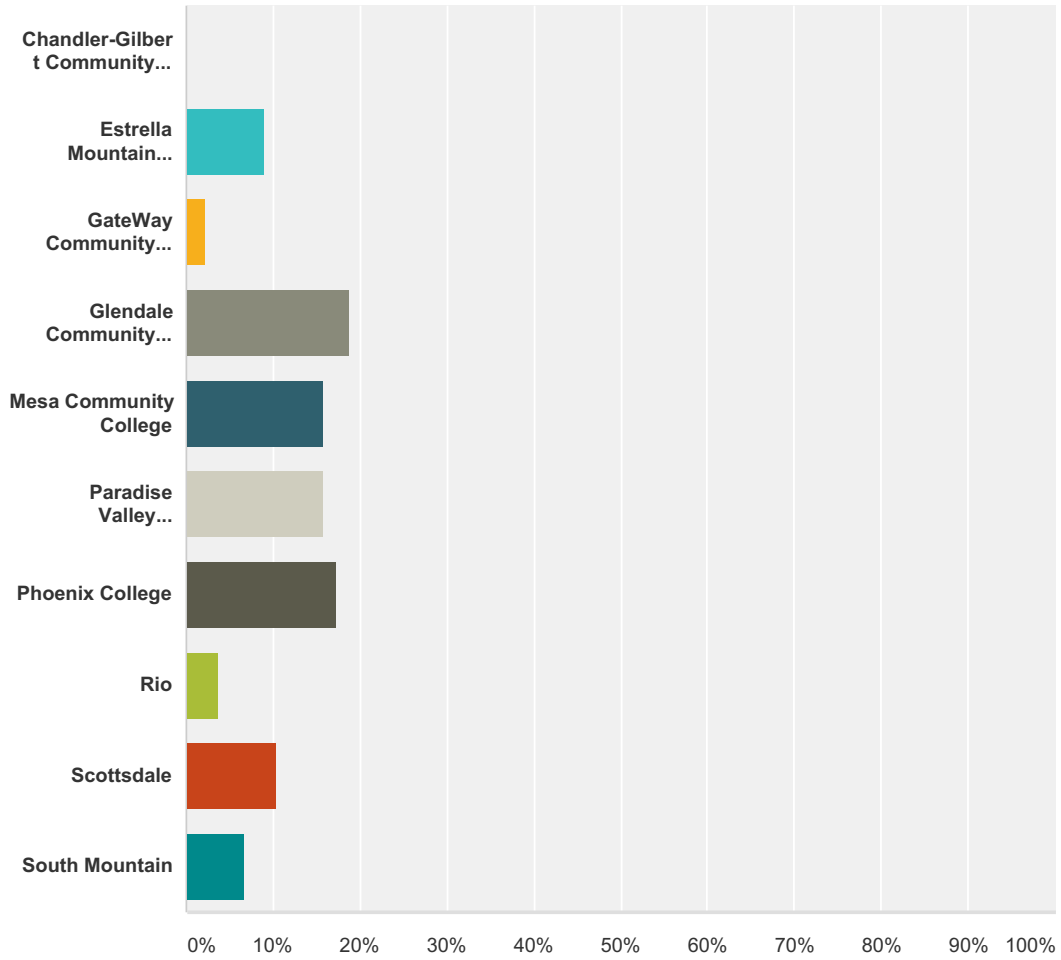
Answered: 134 Skipped: 215



Answer Choices	Responses	Count
First Year	33.58%	45
Second Year	23.88%	32
Third year	17.91%	24
Fourth Year	16.42%	22
Fifth Year	8.21%	11
Total		134

Q3 College/Location:

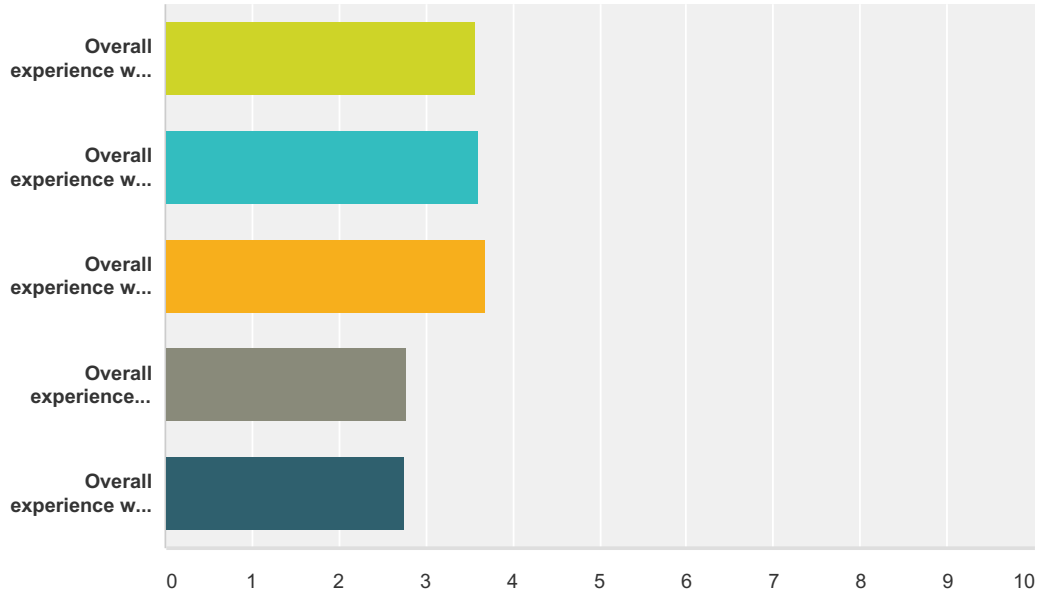
Answered: 133 Skipped: 216



Answer Choices	Responses
Chandler-Gilbert Community College	0.00% 0
Estrella Mountain Community College	9.02% 12
GateWay Community College	2.26% 3
Glendale Community College	18.80% 25
Mesa Community College	15.79% 21
Paradise Valley Community College	15.79% 21
Phoenix College	17.29% 23
Rio	3.76% 5
Scottsdale	10.53% 14
South Mountain	6.77% 9
Total	133

Q4 Please indicate your level of satisfaction regarding the following statements 4 = Very Satisfied, 3 = Satisfied, 2 = Somewhat Satisfied, 1 = Not Satisfied

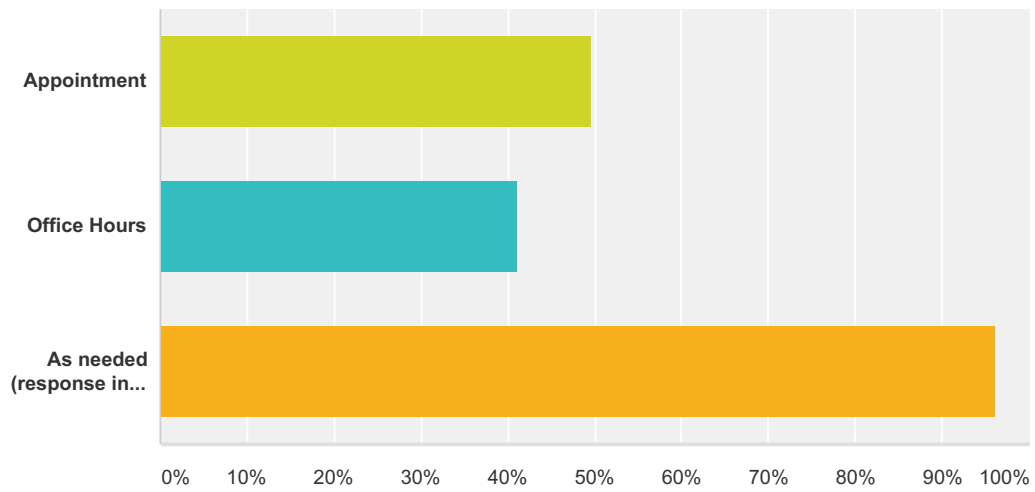
Answered: 135 Skipped: 214



	4	3	2	1	N/A	Total	Weighted Average
Overall experience with my Faculty Developer	60.00% 81	25.19% 34	5.19% 7	1.48% 2	8.15% 11	135	3.56
Overall experience with my PAR Coordinator	69.63% 94	19.26% 26	5.19% 7	2.22% 3	3.70% 5	135	3.62
Overall experience with my Peer Mentor	77.04% 104	16.30% 22	5.93% 8	0.74% 1	0.00% 0	135	3.70
Overall experience writing the Individual Development Plan	24.63% 33	38.81% 52	24.63% 33	11.19% 15	0.75% 1	134	2.77
Overall experience with the Peer Assistance and Review process	28.89% 39	33.33% 45	22.22% 30	15.56% 21	0.00% 0	135	2.76

Q5 The PAR Facilitator/Faculty Developer was available via (check all that apply):

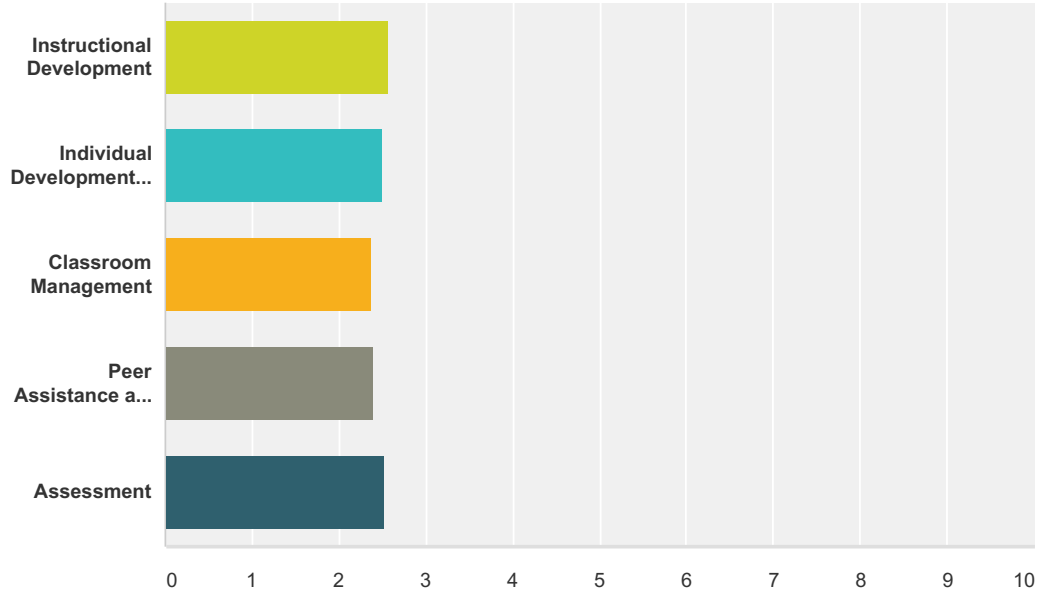
Answered: 131 Skipped: 218



Answer Choices	Responses
Appointment	49.62% 65
Office Hours	41.22% 54
As needed (response in timely manner)	96.18% 126
Total Respondents: 131	

Q6 How often did you discuss the following with your Department Chair as part of the PAR process:

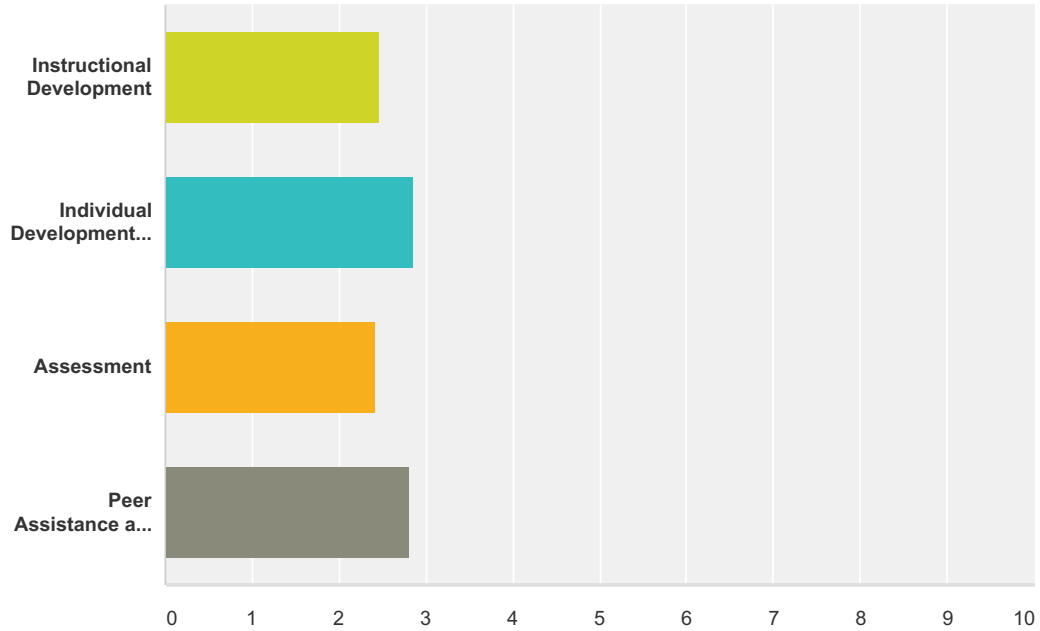
Answered: 136 Skipped: 213



	Frequently	Occasionally	Rarely	Never	N/A	Total	Weighted Average
Instructional Development	17.04% 23	38.52% 52	21.48% 29	18.52% 25	4.44% 6	135	2.57
Individual Development Plan	12.59% 17	41.48% 56	21.48% 29	19.26% 26	5.19% 7	135	2.50
Classroom Management	11.11% 15	34.81% 47	28.15% 38	20.74% 28	5.19% 7	135	2.38
Peer Assistance and Review Process	8.82% 12	38.97% 53	28.68% 39	18.38% 25	5.15% 7	136	2.40
Assessment	13.33% 18	39.26% 53	26.67% 36	16.30% 22	4.44% 6	135	2.52

Q7 How often did you discuss the following with your PAR Facilitator/Faculty Developer as part of the PAR process:

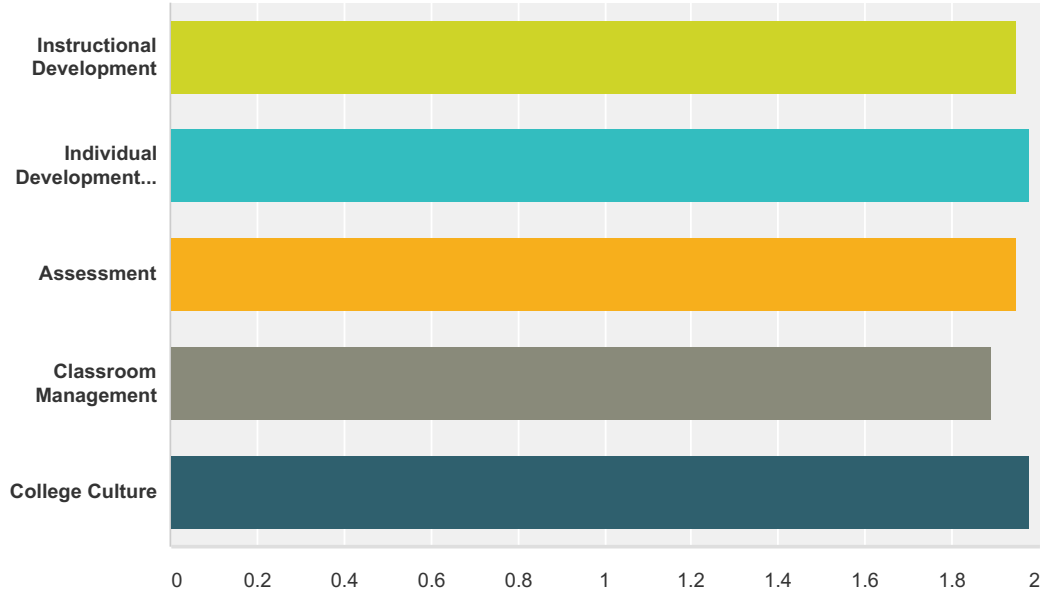
Answered: 134 Skipped: 215



	Frequently	Occasionally	Rarely	Never	N/A	Total	Weighted Average
Instructional Development	16.42% 22	35.82% 48	24.63% 33	23.13% 31	0.00% 0	134	2.46
Individual Development Plan	29.10% 39	38.81% 52	22.39% 30	9.70% 13	0.00% 0	134	2.87
Assessment	16.42% 22	35.07% 47	22.39% 30	26.12% 35	0.00% 0	134	2.42
Peer Assistance and Review Process	30.83% 41	33.08% 44	22.56% 30	13.53% 18	0.00% 0	133	2.81

Q8 How often did you discuss the following with your Vice President or designee as part of the PAR process:

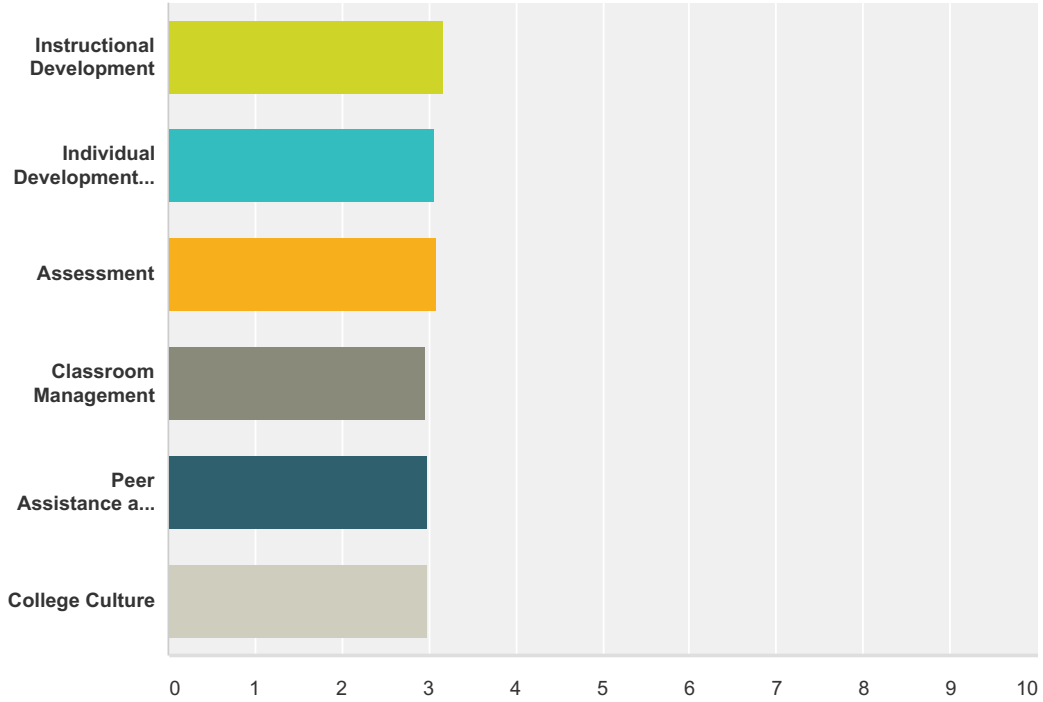
Answered: 133 Skipped: 216



	Frequently	Occasionally	Rarely	Never	N/A	Total	Weighted Average
Instructional Development	5.26% 7	22.56% 30	33.08% 44	37.59% 50	1.50% 2	133	1.95
Individual Development Plan	5.34% 7	21.37% 28	38.17% 50	34.35% 45	0.76% 1	131	1.98
Assessment	4.58% 6	22.14% 29	35.11% 46	36.64% 48	1.53% 2	131	1.95
Classroom Management	3.76% 5	20.30% 27	35.34% 47	38.35% 51	2.26% 3	133	1.89
College Culture	6.82% 9	21.97% 29	34.09% 45	37.12% 49	0.00% 0	132	1.98

Q9 How often did you discuss the following with your Peer Mentor as part of the PAR process:

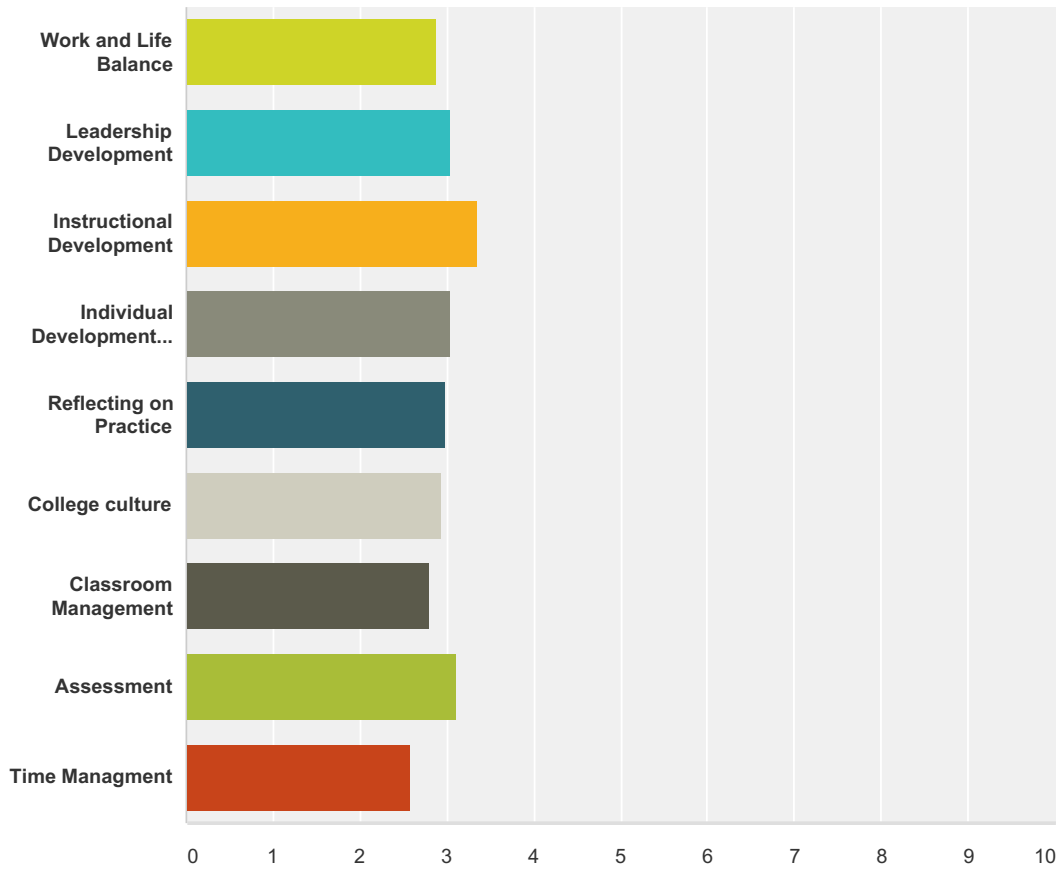
Answered: 135 Skipped: 214



	Frequently	Occasionally	Rarely	Never	N/A	Total	Weighted Average
Instructional Development	37.04% 50	48.15% 65	10.37% 14	4.44% 6	0.00% 0	135	3.18
Individual Development Plan	30.37% 41	51.11% 69	14.07% 19	4.44% 6	0.00% 0	135	3.07
Assessment	36.30% 49	42.96% 58	14.81% 20	5.93% 8	0.00% 0	135	3.10
Classroom Management	31.34% 42	41.79% 56	15.67% 21	9.70% 13	1.49% 2	134	2.96
Peer Assistance and Review Process	30.37% 41	45.19% 61	17.78% 24	6.67% 9	0.00% 0	135	2.99
College Culture	35.56% 48	38.52% 52	15.56% 21	10.37% 14	0.00% 0	135	2.99

Q10 How important is it to you to have the following topics addressed in the future:

Answered: 135 Skipped: 214



	Most Important	Somewhat Important	Less Important	Not Important At All	Total	Weighted Average
Work and Life Balance	31.11% 42	37.04% 50	20.74% 28	11.11% 15	135	2.88
Leadership Development	30.37% 41	50.37% 68	13.33% 18	5.93% 8	135	3.05
Instructional Development	46.67% 63	44.44% 60	6.67% 9	2.22% 3	135	3.36
Individual Development Plan	32.09% 43	47.01% 63	14.18% 19	6.72% 9	134	3.04
Reflecting on Practice	29.10% 39	46.27% 62	18.66% 25	5.97% 8	134	2.99
College culture	26.12% 35	48.51% 65	19.40% 26	5.97% 8	134	2.95
Classroom Management	19.40% 26	47.01% 63	27.61% 37	5.97% 8	134	2.80
Assessment	34.33% 46	47.01% 63	14.18% 19	4.48% 6	134	3.11

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Time Managment	18.66% 25	35.07% 47	32.09% 43	14.18% 19	134	2.58
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Q11 How might the process of developing, writing, and submitting the Individual Development Plan be improved?

Answered: 100 Skipped: 249

#	Responses	Date
1	Very time consuming process. Detracted from the time I could spend on my teaching.	6/1/2015 9:38 AM
2	I found it challenging to reflect on my teaching style, students outcomes, etc. when I was in the middle of it. I look at it this way, you can best see your "reflection" when you are standing above the water looking down, not trying to "tread" the water looking up. In other words, it would have been nice to "reflect" on my semester at the end of it, not during it.	5/29/2015 11:41 AM
3	In putting together my IDP, I felt like I was applying for my job all over again. In fact, I actually copied and pasted out of my resume for much of it. I'm not sure who would actually want to read through all of that 5 times for each probationary faculty member (over the course of 5 years). It doesn't seem very meaningful and I'm not sure of the purpose much of the IDP serves. It doesn't seem to be a good measure of the quality of instructors we have.	5/28/2015 11:44 PM
4	See below. I also think it is challenging to have the IDP due prior to the semester end. The reflecting that appears to be necessary seems excessive, unless I am reading too much into it. It makes it a lengthy process to input information into the IDP. The development of the IDP could be an easier and less intimidating, in my opinion. It was presented well, but for some reason, I was over-whelmed. Clarification was made in a timely manner, and very kindly however.	5/28/2015 2:58 PM
5	PVCC has a great template; it was simple and straightforward.	5/28/2015 12:43 PM
6	The ability to group information by category instead of only in a sequential time line would be a big benefit to the arts faculty who tend to engage in more process oriented approach to both teaching and professional development over longer periods of time. This would also make it more easy for new PARC members to view faculty development over time in specific areas.	5/28/2015 12:32 PM
7	It is hard to reflect on the past, or plan for the future, when right in the middle of the fray. I liked having until June 30 to submit FEPs. I think many of us worked on our IDPs during Xmas & Spring Breaks, leaving no time to do other work (catch up, prepare for spring semester, etc), or to relax. On the other hand, it was good to know definitively about renewal so early. Our SMCC PAR coordinator held many open labs for IDP, and he was always available to review sections & provide feedback, both greatly appreciated. He explained the limitations of Google Sites to the PARC, so we would not be dinged for editing problems, etc. In general, I liked having more people involved in evaluating me than just the Chair & VP. SMCC did amazingly well w/ this new process, IMHO, considering about a third of our residential faculty is new & on probation. We also had a strong Faculty Senate President this year, which helped.	5/23/2015 11:07 AM
8	This year was a little unusual. According to the calendar I was suppose to submit the first draft of my IDP to my mentor in January. However, the template for writing the IDP was not ready for us until later in the year. Also, I thought it was weird to be writing an assessment, with reflection, on my year when according to the original schedule the year would have only been half over. The way it turned out I was still reflecting on my year, with about half of the second semester left to go. So you might want to rethink the due date for the IDPs. The FEPs that I wrote before this year were not due until the end of June, or the beginning of July. That time frame seemed to make more sense in terms of writing about, and reflecting on the entire year.	5/20/2015 5:35 PM
9	The timeline is a bit rushed. We are required to reflect on pieces that are not even completed by March 28. With FEP, we had until June 30 to submit. Perhaps a middle ground could be found.	5/20/2015 2:39 PM
10	Verification of submission would be helpful. Not putting the information in the comments section. Template revision.	5/19/2015 12:42 PM
11	To be perfectly honest, the IDP took up an enormous amount of time (to do well) which I struggled to find. My duties in my position do not just require me to teach my classes, hold office hours and serve on 1 committee. I spend 15+ hours per week on administrative work, marketing, fundraising and event planning above and beyond my regular 40 hours. The IDP then required me to document all of this work. I am conflicted as to how I feel about this because I would much rather the PARC know about all of the things I do in order to make their renewal recommendations but I am stretched for time.	5/18/2015 8:30 PM

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12	I agree with the IDP. This is important for reflect and faculty development and growth. More structure and guidance.	5/18/2015 6:33 PM
13	If we could have longer to submit the IDP that would be helpful in that many of the really cool things I did happened after the due date of my PAR/IDP. I fear that these items will be overlooked next year as they are tacked on to the end of this year.	5/18/2015 11:44 AM
14	Allow the entries to be re-ordered, in case something is forgotten. Create a better way to have our Faculty Developer submit the IDP to the PARC members.	5/17/2015 10:04 PM
15	Actually, I was quite satisfied. Between my Faculty Developer and the information provided, and my mentor, it was an constructive and clear process.	5/17/2015 10:03 AM
16	This year was a learning process but I felt that deadlines were not given far enough in advance to avoid stress and provide time to fit this process in with college and classroom obligations. Also, set deadlines for observations and meetings with Department Chairs, Deans and Mentors. I was not observed and did not have my final meeting with my peer mentor or chair & dean until the week before and week when my IDP was due which was very stressful.	5/16/2015 4:11 PM
17	The process went very well for me and I would not change anything at this point. At first it was a little confusing where to put items but the mentor(s) were very helpful and guided me as needed through the process.	5/15/2015 6:02 PM
18	Maybe a cheat sheet on things to include and things not to include.	5/15/2015 5:21 PM
19	More instruction on what is being looked at. Some questions were a little vague and could have used more interpretation.	5/15/2015 4:31 PM
20	I liked the template Easy to use	5/15/2015 4:12 PM
21	It is very time intensive to complete the writing and information required in the IDP, but I am not sure how to improve it. I found it redundant and not the best use of my time to have to print my student surveys and chair evaluations to give to the VPAA when an electronic copy of this was given.	5/15/2015 3:22 PM
22	Not sure	5/15/2015 3:04 PM
23	Give us a better IDP example to follow. Also, it seemed as though all the PARC team was interested in was our evaluations. If that is the case, then just have us submit those and a short reflection of our accomplishments / challenges / goal's for next year. Having us reflect on every "journal" entry was tedious and unnecessary. Also, realize that service faculty have different roles and responsibilities.	5/15/2015 1:15 PM
24	I only have two suggestions. I would recommend that no major changes be made to the process so that we can take what we learned from this year's experience in developing, writing and submitting the IDP and apply it to next year's experience. Additionally, I would recommend one minor change - allow faculty to present their information within the "text-boxes" at the top of each page instead of as "posts". This allows each faculty member to more easily arrange information in a manner logical to their work and accomplishments.	5/15/2015 12:23 PM
25	Directions and instructions should have been clear and presented in monthly meetings. I truly did not have a clear understanding of the process and how it pertained to my residential faculty status. Time was provided for assistance outside the allotted meetings, but due to scheduling constraints I was unable to attend.	5/15/2015 12:09 PM
26	Not to have it in the middle of the semester. The instructions are pretty good overall, but there are some areas where they can be clarified.	5/15/2015 11:16 AM
27	If in the process, if we can talk a little bit more about instructional development, classroom management and assessment. It will go a long way to help the probational faculty more.	5/15/2015 10:34 AM
28	The submitting part was cumbersome and confusing. Most of us needed assistance in getting it submitted for the PARC review.	5/15/2015 9:33 AM
29	Now that we've done it once, are there any formats that are an easier read than others?	5/15/2015 9:13 AM
30	I thought the process was very smooth. I can't think of any ideas for improvement.	5/15/2015 5:55 AM
31	Return to the process that was working before.	5/14/2015 11:41 PM
32	The FEP process worked for me as an individual, and I found the PAR to be a repeat of some of the things I was already doing (the list of FPG, for example, is already on district file) yet I have to put it in yet another form. I did like our form, however, compared to what I hear other colleges are having to do. I found ours to be fairly useful.	5/14/2015 10:37 PM
33	Make it due at the end of May.	5/14/2015 10:36 PM

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34	Developing and writing the document is very time consuming. I would recommend using an electronic submission form and not paper/copies. I would recommend that the E-document be open all year and faculty could submit information throughout the semester/year. This would also include an "attachment" button where you could electronically attach each observation/evaluation from Chair/VPAA.	5/14/2015 9:32 PM
35	Sample to view needed as a guide	5/14/2015 8:54 PM
36	This was the most worthless document and lack of consistency i've ever seen.	5/14/2015 7:32 PM
37	It should be approached as a professional development opportunity, not as a "you might lose your job threat" ~ this is a fear based bureaucratic process when it could be handled as a way to promote what each of us is doing well with follow up opportunities for us to learn from each other. Our IDPs went into a closed door process and none of what is good is shared with anyone - nonproductive! It was also due before we even finished the school year - why ask for reflection while we are in the midst of activity? This is just another symptom of how out dated and nonproductive MCCCC is as a whole. If we are going to be a learning centered college system that prepares students for the real world, our organization should follow best practices that are known outside of MCCCC - best practices from the real world ! ** not sure about some of the questions ... are you asking if "work and life balance" should be addressed through the Peer Review/IDP process? If a program has a purpose then what addresses the purpose should be clear ... that these questions are asked seems to further demonstrate that the process is ill defined/fuzzy.	5/14/2015 6:45 PM
38	Consider granting a bit more time for reflection by extending the due date of the IDP.	5/14/2015 4:14 PM
39	please make submitting the final paper much easier. i had to call IT for whacking and zipping instructions.	5/14/2015 3:29 PM
40	The idea of a google site is a positive and easy to use. As second year probationary, I must repeat this process several more times and if the categories remain the same, it will be very redundant. Perhaps there should be changes made based on the year of probation.	5/14/2015 3:11 PM
41	Because I enjoy writing, I did not find the process that cumbersome. I did spend a great deal of time working on my IDP, however I do see the benefit and believe that the accoutability component is good to keep faculty on track. Everyone was very helpful including the faculty developers and IT. They all made time to help us understand the process and gave great direction. I did not have much difficulty wacking and submitting as Amy gave perfect directions.	5/14/2015 2:53 PM
42	This was a very lengthy time consuming process, I spent hours on my IDP site. To think that I have to do this another 4 years plus the committee work, try and attend professional growth and do the most import thing...teach is overwhelming. I think even the submission took an hour.	5/14/2015 2:50 PM
43	IDP creation is important to me. Defining goals and learning from the process is essential. I did not enjoy requirement for detailed reflection on every step taken within IDP. I found it redundant and very time consuming. Time spent on this could be devoted to more important tasks.	5/14/2015 2:45 PM
44	The process was fine but the submission was cumbersome	5/14/2015 2:43 PM
45	By ceasing it	5/14/2015 2:33 PM
46	It would be nice to have the time it is due extended. I still had projects and professional development I would have liked to include, but couldn't because it was past the due date. This made me feel like my IDP did not truly reflect everything I did for the year.	5/14/2015 9:53 AM
47	There's a lot of information and detail required. I doubt the committee really looked at it all, so it felt like overkill.	5/14/2015 9:52 AM
48	No suggestions. I liked the process as it made me reflect on everything I do to add value to the college and faculty.	5/13/2015 10:40 PM
49	In many ways the process worked well for me. With the exception of a few technical technology support the process was wonderful and our facilitator was impeccable!	5/13/2015 9:13 PM
50	Make this a Word or other kind of document and don't require Google. It is tedious and labor intensive. When I tried to upload things they turned to HTML code. When I tried to get help several people were unavailable for meetings. There is not time to reflect on anything if it is due in the middle of the semester. It takes so much time I told my chair I needed to step down from a department committee just to complete it by the deadline because the website is so difficult to format and the information that was provided was difficult to understand.	5/13/2015 4:53 PM
51	Due to the excellent guidance of the faculty developer and PAR coordinator, the process was easy and expectations were clear.	5/13/2015 3:03 PM

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52	It was a cumbersome process that should be streamlined. I lost count of the number of hours I spent writing and editing my IDP. I feel that was time that would have been better spent on curriculum development or collaboration with colleagues.	5/13/2015 2:29 PM
53	I know this was the first time through the process for everyone, so I am confident it will improve. I found the canvas tracking format to be awkward - taking quizzes to note progress etc. There might be a more straightforward method available. I think it was more stressful because it was uncertain what the committee was going to use to evaluate the IDPs. A clear rubric given in the future at the beginning will help. I was also disappointed because the only comment that I received back from the committee via my department chair made it obvious that someone hadn't read my IDP very carefully or were making assumptions. It might be more productive for the committee to communicate directly to the person who wrote the IDP. People vary a lot in the level of oversight they need so a method to opt in or out of frequent reminders might reduce stress levels for some people. Overall it was not a difficult process though.	5/13/2015 12:27 PM
54	Get rid of the Google sites - it's cumbersome and labor intensive. Have example rubrics available to help guide probationary faculty in regards to how much effort is enough to be successful in each area (instruction, professional growth, and service). Provide the relative importance of each area (instruction, professional growth, and service) to help focus probationary faculty's efforts (for example, I would assume that instruction would carry the most weight considering that is the function for which I was hired and most directly affects my students). Allow for creativity and freedom of expression by probationary faculty - don't standardize the form of the IDP beyond what is described in the RFP -and- allow for additional information to be provided by probationary faculty that is relevant to each faculty member on an individual level.	5/13/2015 11:37 AM
55	On this survey there was no category for those who had passed probationary status. Oops.	5/13/2015 9:41 AM
56	There are times when the reflection component is forced and has little value. Please leave it up to the probationary faculty to reflect when it makes sense to do so. Also, as a result of the due dates, there are activities and submissions that do not make it into our PARC site. Perhaps, make the site a work in progress so that we can continue to submit entries within the current school year.	5/13/2015 9:33 AM
57	Improved categories on the PAR website. I had some questions about where to categorize things I had done.	5/13/2015 9:16 AM
58	I preferred the previous IDP. I had taught for some time prior to accepting a position with MCCCD. I regularly review my teaching style, improve classroom instruction and revise curriculum. I also chat, informally, with other faculty and my chair about issues that affect academia without thinking about trying to fill out all of the areas of the PAR class.	5/12/2015 11:34 PM
59	It was not difficult to develop, write, and submit the IDP. Perhaps I could have been given more specific guidelines for what to include in terms of categories or evidence, but overall the process of creating the IDP was not difficult or frustrating at all. Then again, I think I had a PAR Faculty Developer who went above and beyond to make it easy on all of us involved in the process, from probationary faculty to peer mentors to the review team.	5/12/2015 10:41 PM
60	The rubric should be specific and precise. After reading "everyone is different" "there is no correct way of writing this" and "it is personal to you", only to be critiqued on what was missing and what was not explicitly requested was frustrating. The first comment I heard was... "compared to everyone else's IDP..." . I was judged by peers I have NEVER met and who largely were not in my discipline. Furthermore, I was not allowed to see the comments so have no frame of reference of what could be improved upon. Never as a teacher would I grade a student's assignment and not give him or her detailed feedback--nor would this be acceptable. I think the process is divisive and contrary to building teamwork among peers and colleagues.	5/12/2015 10:19 PM
61	The process was poorly timed with a mid-semester due date. This made it extremely difficult to be observed, meet with the observers, and record a reflection in time for submission. In addition, it was very frustrating to not know what exactly to record. I received conflicting views on what counted as service and what didn't count. Finally, the reflection component is highly subjective. Having to reflect on every aspect of the job and record these reflections felt demeaning after having four solid years of exceptional service and leadership at the college. It actually took time away from action research and other beneficial aspects of my job. It would be better if we were instructed to provide evidence of what we have contributed rather than our personal opinions on all of our service and professional development. A rubric on how we were being evaluated would also serve the participants. It is frustrating to know that my peers are evaluating with my work without a rubric and I don't know their expectations. As an instructor, I provide my students with grade rubrics and maintain consistency in my expectations. I wasn't treated the same.	5/12/2015 9:14 PM
62	I thought the process was fine. The PAR facilitator was wonderfully helpful in this regard.	5/12/2015 9:10 PM
63	No comments	5/12/2015 8:55 PM
64	It was pretty good. There were no real problems, other than we are all loaded down with so many other volunteered roles that it was difficult to focus on the IDP.	5/12/2015 8:43 PM

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65	I found the open labs helpful and would like to attend more next year. I personally need to work on the IDP throughout the year so it is not overwhelming putting it all together at the end of the semester.	5/12/2015 8:40 PM
66	I found the Canvas course confusing. There were due dates that did not apply to me. 3rd year on only does VP evaluations every year. Perhaps clean this up. Share the grading rubric with probationary faculty. It's hard to write when you don't know how you are being evaluated.	5/12/2015 8:04 PM
67	better understanding of what the committee wanted.	5/12/2015 3:02 PM
68	Provide a rubric, guidance	5/12/2015 2:37 PM
69	Having the IDP due in the middle of the semester is an undo stress on probationary faculty. If the due date could be after the Spring semester ends, i think that would be ideal.	5/12/2015 1:23 PM
70	The process needs to be more transparent. We were often left in the dark as probationary faculty, and it was a very difficult process. The comment "We are flying the plane while building it" was mentioned numerous times, and I understand that the process was a work in progress. The issue is that probationary faculty were left feeling very alone on that unfinished plane, and for those of us who are passionate about our careers this was a very scary and overwhelming feeling. Questions such as how will we be judged and what should our reflections look like were answered with very ambiguous responses when answered at all. Some probationary faculty were told it was not a big deal because we were all learning as we were going and their "jobs are safe". However, when asked to send our IDP (which some of us put many, many hours into) off to an unknown group, we were all left wondering "why so much secrecy?" Some colleges knew their PARc, some met with their PARcs to help clarify questions, and others were left in the dark about who would be judging them and how they would be judged. To this day, I still do not have feedback on my IDP. Also, the timeline for when the IDP was due was very stressful for all involved. As a probationary faculty member I attended numerous workshops on the PAR process and put in countless hours working on my IDP (all time which could have been spent in other ways). I am not saying reflection isn't important. Rushed and forced reflection with the pressure of an unknown evaluation being based on it, however, is pointless. True reflection takes time and the freedom to say what you truly believe without fear of being dinged for it. Clearly the PARc also struggled with the mid-semester deadline since, as I mentioned earlier, I still have no feedback on my IDP. If you are going to tell someone their job depends on them doing this massive project by a given deadline, then it is only fair that their evaluation should also be held to a clear deadline.	5/12/2015 12:34 PM
71	I can not say at this time.	5/12/2015 12:08 PM
72	Eliminate the redundant reflection process. Figure out a truly secure way to submit and archive our IDPs.	5/12/2015 11:49 AM
73	Deadlines--should not have to meet deadlines for drafts, reviews, meetings in the middle of the semester when the priority should be on students, teaching, professional development and service. Cannot "reflect" on a process while you are still in the middle of the semester.	5/12/2015 11:16 AM
74	Change the due date. Mid-semester is poor timing.	5/12/2015 11:15 AM
75	Google sites is not intuitive and becomes a chore to work through the kinks in it. Old site should copy to the new site but it does not.	5/12/2015 10:56 AM
76	The IDP should be introduce to new faculty by other means then in 16 week orientation, Classes should be available with CLT for more timely planning.	5/11/2015 10:27 PM
77	Earlier access to the rubric. Additional samples.	5/11/2015 5:59 PM

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78	<p>1. Spring Mid-semester evaluation: First of all, when the advice comes from the faculty developer, mentors and organizers of the IDP to do a mid semester evaluation, it didn't feel like much of an option. Having the option of doing a mid semester evaluation did not work well. Students expected change immediately and the change may not fit well in the middle of the semester. The faculty member may not even agree with the change but it could create a different impression from the student's perspective. If it was allowed to be an assessment evaluation such as - does this learning activity work? - that is assessment and reflection. Assessment takes place all semester long and is different than instructor evaluation. 2. Assessment Link: Why not add an Assessment/Reflection link? 3. Consolidate Evaluation links: Why are there 3 different sections for evaluations (dean, division chair and students? Why not collapse into one section and require all 3 in the rubric? 4. IDP submission and rubric: Submitting the IDP was straight forward. Michelle's (our faculty developer's) instructions were excellent. Now that we have been through this process once, please provide the rubric earlier. I didn't get it until the day before the IDP was due but I understand it's a new process. 5. IDP feedback from tenured faculty: Lastly, I was expecting much more than a renewal letter in response to all the effort put forth in writing the evaluation. The committee members are tenured faculty and we look forward to learning from them. In response, I was hoping to get some words of encouragement and recommendations. Perhaps send some book titles our way, some reference links we can work with, some educational links, etc.</p>	5/11/2015 5:58 PM
79	Develop templates for required information.	5/11/2015 2:56 PM
80	We need to have the rubric at the beginning of the semester - not two weeks before the IDP is due. A sample of what the PARC team wants for reflection would be helpful. There is a delicate line of reflecting versus bitching/whining.	5/11/2015 2:54 PM
81	the current format lends itself to too much "fluff" I'd suggest a more pragmatic grid: one document that includes the what, when, where and why for each entry	5/11/2015 2:46 PM
82	I think the process worked for me quite well as is but I am hopeful that committee members be mindful before implementing a new rubric or measure of assessment, it should be in line with the RFP.	5/11/2015 2:43 PM
83	Revert to the previous SOP/FEP process. The only part of the process I used to develop professionally were the interactions with my peer mentor. I spoke with my department chair about Instructional Development, Classroom Management, Peer Assistance and Assessment, independent of the PAR process. The PAR process was not the reason for creating and maintaining a healthy working relationship with my department chair.	5/10/2015 9:41 PM
84	How is work / life balance even a question? We are told to do numerous things, and we cannot say no. There is no work / life balance. there is work balance only. The developers should have more examples to the faculty.	5/10/2015 6:16 PM
85	Shorten it up, seems like it is redundant	5/10/2015 1:34 PM
86	Realize the amount of time and effort required to put forth a professional looking IDP	5/9/2015 12:00 PM
87	I would like a place in the IDP to reflect on the next year's goals.	5/8/2015 8:25 PM
88	Writing and submitting the site was fine. I had no problems actually creating the IDP.	5/8/2015 7:11 PM
89	The submission deadline was fairly early in the Spring semester, causing many of us to miss opportunities to add certain activities to our IDPs. The February deadline also compressed the semester observations and evaluations into a very short time frame. Moving the deadline a bit might allow more flexibility in scheduling and opportunities for additions to the IDP.	5/8/2015 6:04 PM
90	I would benefit us to have a better sense of the structure of an effective IDP. I understand the desire to allow a flexible structure to allow for different faculty's fields and disciplines. But having an exemplar to guide us that is subject-specific would simplify the process. There's probably an inherent gulf between what the faculty can talk about and what the PARc is interested in reading in order to assess and recommend individual development. It took me a few drafts to calibrate my narrative to be more useful to the PARc. This ambiguity is probably more acute because this is the first year, and we're all figuring this out for the first time. However, hopefully there will always first-year faculty who need specific guidance in writing their IDP, and it would aid everyone if their time spent writing the IDP could be used most efficiently.	5/8/2015 5:52 PM
91	I have had several different professional jobs at this point in my life and a lot of the self-assessment required here feels redundant and like a time-drain. There should be only one form with possibly one empty field for a paragraph of self-assessment and planning. These items take a significant amount of time away from my course planning and prep, grading, and overall considerations where I feel I should be focused on teaching and my classroom dynamics, rather than reporting on such.	5/8/2015 4:32 PM
92	This is nothing but a fluff piece! It would be nice to see some quality examples and have more direction.	5/8/2015 3:06 PM
93	Be clear on expectations and guidelines. Be clear on what is required and what is optional.	5/8/2015 2:02 PM

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94	Professional development or directions on navigating the actual website. How to upload a video, change format, etc..	5/8/2015 1:58 PM
95	With the knowledge that this process is a new endeavor, it does not feel great to be the "guinea pig." Before a plan is "rolled out" it should be organized and ready. Because this was not the case, the process of developing the IDP was frustrating and time-consuming. Google does not seem like a secure enough place for putting personal employee information, so using another format or site might be worth exploring. The focus of writing and information shared should be on excellence in teaching and student success; not the faculty member's personal reflections on a meeting. Instead, faculty might address questions such as: What is working well in the classroom for students? What assignments facilitate a high level of learning? Are there noticeable changes in how students are learning? What are your goals for your students? What new research are you exploring to bring to the classroom?	5/8/2015 1:52 PM
96	I'm not really sure. I thought the whole thing was pretty easy, particular if information/reflection was entered as done and not all at once. So maybe some periodic reminders or notices?	5/8/2015 1:49 PM
97	Timing was difficult. Having to put the final touches on it in the middle of the semester when dealing with midterms, grading, lesson planning, etc made me fall behind a bit in my classes and greatly increased my stress load. It is also hard to reflect on a semester when you're right in the middle of it. The old FEP deadlines during summer break allowed time for a period of reflection and to destress from the semester before trying to put everything together. Moving the IDP deadline to some point during summer break would be very helpful.	5/8/2015 1:45 PM
98	Thoughtful feedback from my PAR team and VP or designee. I put a lot of time and effort into my IDP but the response I got in return was minimal.	5/8/2015 1:42 PM
99	The entire process was extremely time consuming. I am not big on expressing my feelings on things--I am used to "show me what you accomplished and thanks" It felt like I had to do a lot more writing, reflecting and expressing of my feelings than I should need to in an evaluation--what did I get done? That is what matters--can we stream line the writing expectations a bit--get less touching/feely on this thing?	5/8/2015 1:40 PM
100	It's fine. The IDP is no big deal. However, we have no idea whether or not what we are writing in the IDP is what the PARC is looking for. It's like shooting at a moving target!	5/8/2015 1:18 PM

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Q12 How might the Peer Assistance and Review process be improved?

Answered: 91 Skipped: 258

#	Responses	Date
1	Please provide more examples and templates. For example, how should we post student evaluations, how detailed should each reflection be written, etc.? I felt like I wasn't exactly sure what was required at times.	5/29/2015 11:41 AM
2	Cut down the IDP significantly. Better yet, replace it with something that is a more meaningful measure of faculty performance.	5/28/2015 11:44 PM
3	It would be nice to hear about the individual responses (anonymously) and be able to reflect on improving versus just being renewed. Especially if the person on the review team does is not aware of how your particular department works. The department chair does an in-class review, but is not really provide a written performance evaluation. No other peer review is done either by others in your department. I think each employee should get 2 or 3 generic evals to be done on someone else in the department and given to the chair to review. It was just a little different that many people were evaluating me who do not even know what I do or how I interact with others..	5/28/2015 2:58 PM
4	As fourth year faculty, the construct is a false construct. As a professional educator with years of teaching experience, the construct is also false and more of a burden than a support. The expectation that I choose an "official" mentor is ridiculous; I already have life-long mentors in my life, and I have established solid relationships throughout the college and District that are mutually supportive and mentoring (NOTE: mutually supportive and mentoring). The whole process felt false and was an incredible waste of time jumping through the "official" loops instead of following the organic, natural, meaningful forward-focused process of being a solid professional educator who interacts routinely with colleagues. PARc is offensive. The committee is comprised of people who do not know my discipline, know nothing of my teaching, and some who do not even know me. Outside of the fact that this committee recommends whether I stay or go, the committee's view of me is personally meaningless. I also find it offensive that this committee, of which I have no control, has privy to my personnel information. It is offensive that they read my personnel evaluations and other materials - regardless of the fact that they were all excellent; my personnel information is not the business of my peers. Overall, I prefer the old probationary process where personal, one-on-one, focused conversation with my VPAA was conducted (in addition to evaluation meetings). The logistical nightmare of PAR and PARc meant the one-on-one meetings that historically had taken place each semester did not happen at all, just the evaluation meetings. For me, this was a great loss. Then, in place of that personal interaction, guidance, feedback, and planning, I get to hear what PARc thinks..... Really? Not a very satisfying experience, and PAR is definitely not a growth opportunity, just a bureaucratic process.	5/28/2015 12:43 PM
5	The PAR new faculty class time could be shorter - 1 1/2 - 2 hrs weekly maximum. There are too many evaluations and excessive expectation of continuous professional development and documentation combined with full time teaching responsibilities during each semester, especially for first year teachers in a new school. Many of us prefer to use the summer to both attend conferences and other professional development activities and this is also when it is more realistic to reflect deeply on our teaching practices. The inability to include year end projects and student surveys in the Spring is not ideal. There is no distinguishing between seasoned community (or other college) educators and those new to teaching and we have very different needs and perhaps even two evaluation processes could address this in a more nuanced way so there is less focus for experienced educators on what needs improvement and more on what is working and why, and which could then be shared with new educators in our fields. The PAR rubric is one size for all which does not take into account levels of teaching experience or the very distinct differences and best practices in individual disciplines and in the arts specifically.	5/28/2015 12:32 PM

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6	<p>By far, the best thing about PAR/PARC was our campus' coordinator Stephen Hustede...so hard working, fair, reasonable, helpful. It was a great relief to have him leading this incredibly stressful new process. I was also thrilled w/ the excellent help I got from my PAR mentor, who was from another campus; as I thought when I chose her, she went way above & beyond in her assistance to me this year. She wrote 3 pages of classroom evaluation comments to me, as opposed to the half page I know others got. I was colossally disappointed in the remarks I got back from the committee. They were bland, generic, nothing positive or effusive or specific about the highlights of my year, nothing motivating in any way. Several people who know me well actually thought my comments had gotten mixed up w/ someone else's. I took this new process extremely seriously and submitted about 20,000 words; I got back 53 words from the committee. With absolutely no concerns in my Years 1, 2, or 3, by Year 4 I expect to be renewed, due to my continued excellent hard work (words from my previous Chair); this is not a gift the committee is giving me that I should be grateful for; but on the other hand you ask people to say yay or nay about someone else's livelihood & career, who don't even know them very well, if at all, before this process started, they should be more engaged than I felt my committee was. I realize their time to read & comment was limited. I was also told to sell myself, how will people outside your discipline know all the great things you do if you don't spell them out. Someone commented in a meeting to me afterwards that the committee didn't want to feel like we were interviewing for a job, over-selling ourselves, etc. A catch-22 in the process obviously. I greatly appreciated that this process took into consideration that not everyone is still working for the Chair who originally hired them.</p>	5/23/2015 11:07 AM
7	<p>I liked the way we did it at PVCC. The mentors were assigned to us, as were the PAR coordinators. (I heard that at other schools people had to solicit faculty members to be their mentors). My mentor was very knowledgeable, insightful, and overall extremely helpful with the whole transition into teaching full-time at PVCC. I liked the meeting that were held throughout the year, keeping us informed on the process and how the PAR was being operationally defined at PVCC. I very much liked that we did not have to put our information into the public domain, via google.docs! Overall, I thought the process at PVCC was very similar to the FEPs I had done in the past and was quite happy with the overall experience. I also really liked the team approach to the PAR process. Instead of just feeling like this was something I was going through alone, I always know I had my mentor and the PAR facilitator that I could turn to if I had any questions about what I was suppose to be doing.</p>	5/20/2015 5:35 PM
8	<p>Attach a rubric and look at particular things like the route 21 rubric.</p>	5/19/2015 12:42 PM
9	<p>I think the deadlines are a bit too early in the Spring semester. I understand that the process probably needs to be complete by the end of the Spring semester, but there are many things not included in my IDP that would have been if the deadline were the end of finals week or the week after that. I would also like to see a process for peer/chair/VPAA evaluation of online classes. The evaluation process right now is centered toward in-person classes.</p>	5/18/2015 8:30 PM
10	<p>I love this process and I really get a lot out of it. I have no improvements at this time.</p>	5/18/2015 11:44 AM
11	<p>Develop two different pathways to appointive status. With 30 years of teaching experience within Maricopa, I am always seeking continuous improvement, but the number of classroom observations/evaluations became somewhat tedious and nerve-wracking. At one point, some of my students became very concerned and asked if I were okay, because we had so many "observers/evaluators" come into the classroom. I understand that these observations/evaluations are a necessary part of new faculty assessment, but can there be fewer for those with many years of experience? It would be nice to have a grading rubric of expectations listing the different activities one should complete, the recommended number of conferences/workshops to attend, if sharing with other faculty and staff at one's home college is suggested, etc. Otherwise, I thought the process was great. I liked the peer mentor who served as "champion" of the mentee. Keeping the lines of communication open is SO important throughout this process. Thank you for a great first year!</p>	5/17/2015 10:04 PM
12	<p>No recommendations.</p>	5/17/2015 10:03 AM
13	<p>More distinct deadlines for everything in the process to include observations and meetings with mentors and supervisors to provide enough time to complete the IDP without stress... (see #11 above) More information on what it means to "reflect" on the process - I had just created a list of everything I had done (which was pages long) and did not get the feedback that I needed to reflect on the process and professional development until a week before the IDP was due. I did not have time to meet with my mentor or PAR rep to get more information on what "reflect" meant so had to "wing it"... for an organized person this was very stressful I completed professional development and college activities in March, April and May that were not shared in my IDP and was told that they could not be placed into my 3rd year IDP...I would like to see the academic year for our IDP be changed to match the timeline of completion - March to March.</p>	5/16/2015 4:11 PM
14	<p>It might be helpful to have link to the RFP as part of the PAR website so we could easily access it while working on the documents.</p>	5/15/2015 6:02 PM
15	<p>Getting some feedback on the IDP</p>	5/15/2015 5:21 PM

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16	Can't think of anything.	5/15/2015 4:31 PM
17	no problems	5/15/2015 4:12 PM
18	The Spring evaluation period is too aggressive and causes personal stress due to the extremely abbreviated window.	5/15/2015 3:34 PM
19	its OK as is	5/15/2015 3:04 PM
20	Make it more meaningful. After all the work I put into my IDP I received very little feedback from my PARC team.	5/15/2015 1:15 PM
21	I would recommend that if the Dean and Chair are highly satisfied with a probationary faculty's performance and progress in the fall, that a spring evaluation be optional, as time is limited during the spring semester with the March IDP deadline.	5/15/2015 12:23 PM
22	a) PARc membership needs to include more faculty from the Probationary Faculty's department or discipline (at least 50%). Right now, the Faculty senate president gets to choose four members of the PARc, who may not understand the needs of the department or the discipline. b) The PAR needs to be aligned with the faculty hiring process. The PARc should assess the Probationary Faculty's successful accomplishment of their job description functions as outlined in the job hire document. c) Reduce the busy work! The PAR requires arranging numerous meetings, attending more than 20 evaluations and observations, and authoring many discussions about teaching philosophy. This is taking Probationary Faculty away from teaching, which is their primary responsibility and what we are paid to do. d) The length of probation is too long. It should not any more than 3 years. If through this process in 3 years the department doesn't know what they have in a faculty member then the evaluators are not equipped to evaluate. e) The process would be better served to be an opt-in program. The probationary faculty who feel a disconnect with what the department expectations are or has some discord with their department chair would be able have an independent group of peers mentor and evaluate their performance.	5/15/2015 12:17 PM
23	It needs to be a forum for growth and development, not a introduction or personal agenda session. Pertinent information to promote faculty success with in the system should be presented. Much of the information presented was the same as orientation. I would have liked to learn more about operations of canvas, residential faculty expectations, and how to navigate the system. The sessions need to be more engaging and beneficial, I often questioned why was I there, I could've been working with students to promote success. The facilitators did a nice job, I am not sure the sessions met my needs as a new residential faculty.	5/15/2015 12:09 PM
24	Overall, I think PVCC does a pretty good job, from what I hear compared to the other colleges. For myself, I think the best improvement to the whole process would be an upfront statement that "we are not going to let you fail over this process." In other words, you only get a recommendation not to renew, or renew with concerns because of choices NOT to follow the requirements of your job. That you can't get booted out because of something you accidentally forgot, or were unaware of. An assurance that there is a "safety net" that will catch you if you fall or a search team that will find you if you get lost.	5/15/2015 11:16 AM
25	I was fine with my peer mentor. She guide me a lot. But if can be available to assist the probational faculty more that will be of great help.	5/15/2015 10:34 AM
26	Probationary faculty really didn't know what the PARc would be looking for during their review. I think better communication on how probationary faculty are scored/reviewed during the PARc phase would be helpful.	5/15/2015 9:33 AM
27	Clarify if I need to upload student evaluations to the IDP. I received conflicting feedback during the PARC meeting, and it appears that at least one PARC committee participant had a different understanding of the requirements of the process. Other comments: My mentor is awesome. The department chairs had to do a lot of reading! I'm grateful for their hard work. The IDP site is easy to navigate.	5/15/2015 9:13 AM
28	I thought the process was very smooth. I can't think of any ideas for improvement.	5/15/2015 5:55 AM
29	Return the the process that was working before.	5/14/2015 11:41 PM
30	I felt like I was jumping through hoops and that I didn't want to burden anyone...Maybe compensate the peer mentors?	5/14/2015 10:36 PM
31	Less meetings- provide a sample document of a submitted IDP that was approved- for each year (year 1, year 2, year 3, year 4, year 5 faculty)- shorten the document- be clear about time lines and expectations, e-document,	5/14/2015 9:32 PM
32	Discussion before and after review with dean	5/14/2015 8:54 PM
33	do something else. We didn't even get what we "faculty" were supposed to do until the 11th hour and then we had to rush. The team took their time and then we had to gather everything quickly.	5/14/2015 7:32 PM
34	The process should have a clear purpose with positive, meaningful outcomes.	5/14/2015 6:45 PM

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35	Keep the mentorship aspect of PAR.	5/14/2015 4:14 PM
36	The overall process might be improved by changing the deadline. Student evaluations reached the probationary faculty very late in the process, so that segment seemed rushed. The IDP was really focused on one semester only.	5/14/2015 3:11 PM
37	1. For those of us who have been college instructors for many years, it is redundant & excessive to have so many evaluations and observations (by department chair, VPAA or dean, and mentor = 6 per AY). I would rather spend my time on prep & grading (proving excellent instruction) than on documenting 6 evals & observations in my IDP. All 6 of these evals/observations had similar (excellent) scores & feedback. SUGGESTION: Reduce this to two evals per year and one mentor observation if an instructor's average rating is "very good to excellent," and four evals per year and two mentor evaluations if an instructor's average rating is below that. 2. It is very STRESSFUL to have the entire IDP done--well--by mid-March (when we are knee-deep in essays and midterms). I try to return student papers within one week, but this was impossible given the time I had to put in putting the finishing touches on my IDP. SUGGESTION: Move the deadline ahead as far as possible.	5/14/2015 3:01 PM
38	I really enjoyed this experience and am grateful to those who made it happen for first year faculty. I learned a lot about Phoenix College and the Maricopa Community College system. It just seemed that there was not enough time to cover everything.	5/14/2015 2:53 PM
39	There are too many classroom evaluations. It is a huge time burden on all parties. It also made my students uncomfortable to have 6 different strangers in the classroom. I feel that we were hired but then at six different times throughout the year we are being scrutinized, worried about evaluation after evaluation. Then trying to coordinated schedules of busy people to receive our review, which in all honesty felt like a formality and nothing of real substance. I enjoyed my mentor the best, but overall it is just too much. There are many people who have been OYO for many years and making them go through this process felt belittling.	5/14/2015 2:50 PM
40	Feedback and guidance from my mentor, department chair and PAR facilitators (Liz O'Brien and Patty F. are very knowledgeable and always willing to help) was most helpful and beneficial to my personal and professional growth. I feel very strongly that involvement of peers, colleagues and professionals within specialty would be most beneficial. Less administrative involvement, please. Thank you	5/14/2015 2:45 PM
41	Please give stronger guidance on reflection of content. I had no idea tha evaluations would be looked into from the prior year (year4) so I did not reflect on them and discuss my plan. Had I know that year 4 was being examined my discussion and reflection and plan would have been discussed in detail! This basic lack of guidance/direction made a big difference to me.	5/14/2015 2:43 PM
42	By ceasing it	5/14/2015 2:33 PM
43	Seems fair--no complaints. It gives the probationary faculty member a chance to showcase their successes.	5/14/2015 2:32 PM
44	Provide feedback and suggestions. Ask us if we have questions.	5/14/2015 9:53 AM
45	More clarification of what exactly is being assessed. I didn't know that the "reflections" were given such high priority. That seems a bit imbalanced.	5/14/2015 9:52 AM
46	None.	5/13/2015 10:40 PM
47	Since I truly did not have many issues it worked well for me.	5/13/2015 9:13 PM
48	If Maricopa wants to attract the best faculty from all over the country this 5 year tedious process is a deterrent for those who have established a career at another college or university. This process is tedious, difficult, punitive, and does not recognize those of us who have been teaching and doing assessment for a number of years. There needs to be a way to attract faculty who have experience and fast track them through this process. Such as the processes that our universities have for hiring experienced faculty. Chairs need to be involved in the process. My chair had little knowledge of this process and was blind sided at the PARc meeting. She had no idea what the meeting was about. When she was asked about my involvement she had never seen my IDP. She was asked questions about my lack of professional development and then had to defend my work without seeing my IDP. I would have had no idea what my chair said about me for my evaluation if my chair had not told me. This is not a transparent process and needs to be an open discussion with all parties involved. I have had to step down from department commitments to complete the PAR. It is too time consuming. Meaningful rubrics need to be provided on how faculty will be assessed by the PARc. Campuses such as CGCC are creating rubrics and checking for reliability and inter-rater validity. While other campuses such as MCC are basically giving probationary faculty a copy of the RFP and telling them that is their rubric. Give more time to complete the reflections. Provide more faculty professional development funds. There is no time to take a class on Friday if we teach on Fridays and I was not able to attend conferences because the funds ran out.	5/13/2015 4:53 PM
49	I have no suggestions at this time	5/13/2015 3:03 PM

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50	<p>I feel that there were too many observations and meetings about observations. I think that there should only be observations in the fall semester and a second round of observations should only happen in the spring if there were major areas of concern during the fall observations. The process is too time consuming for mentors, administrators and probationary faculty. I am a probationary faculty member with 15 years of instructional experience so I didn't feel that the large numbers of observations were necessary. I benefited a great deal from my interactions with my mentor but the time spent on classroom observations was not terribly helpful for either of us. Another area of concern is the lack of mentors. Our few available and willing mentors are getting overwhelmed by the number of probationary faculty that need assistance. I feel that 4th and 5th year probationary faculty should be eligible to mentor especially if they have more than 5 years of teaching experience. The demand for good mentors is going to get worse as we hire more and more new faculty.</p>	5/13/2015 2:29 PM
51	<p>You might consider adjusting the requirements more to the experience of the faculty that were hired. I don't know of any faculty that we have hired in our department who do not already have extensive classroom experience. More experienced faculty might benefit from participation in gold star/ leadership/ technology in classroom programs more than just a single classroom evaluation.</p>	5/13/2015 12:27 PM
52	<p>Philosophically, I think that a probation process that incorporates peer review and mentoring is great; however the level of work, the compressed time-frames for deliverables, and the disparate degree of accountability between the FEP and PAR process are areas of concern. PAR almost feels like a process that should be employed when a Faculty receives a "Renew with Concerns" recommendation - extra time, effort, and input is needed to correct some deficiency. The FEP should be the standard for all faculty, and the PAR should be for any faculty that needs development. The scope of the mentoring portion of the probation process should be expanded beyond the classroom observation. This is by far the best part of the PAR process. If you truly want to encourage engagement and collegiality, this is a tremendous opportunity to do that. PARc membership needs to include more faculty from the Probationary Faculty's department or discipline (at least 50% of the total PARC). I propose a composition of the PARC to be: On all PARCs = VPAA (or designee), Faculty Senate President (or President-elect), (1) appointive faculty chosen by the Faculty Senate President. Then there would be Division/Departmental-level PARC members = the Department Chair, (1) appointive department faculty chosen by the chair, (1) department faculty chosen by the probationary faculty member (can be probationary or appointive). This would truly embody the spirit of "PEER" review. It seems almost nonsensical that the PAR/IDP does not directly align with the faculty hiring process. The probationary faculty should be assessed mainly on the successful accomplishment of his/her essential functions as outlined in the job hire document by which that faculty was hired. If this means re-evaluating/redesigning the way that job descriptions are written -and/or- necessitates the need for updated/augmented RFP language, then that should be a priority. We consistently proclaim how important it is to provide our students with appropriate instructions, concrete objectives, and clear expectations; however, when it comes to evaluating the work of our probationary faculty, we (as a system), give them contradictory information. For example, the essential functions for my position say nothing about me having any responsibility for Service to Department/Division, College, and District. It does, however, delineate that I am expected to: instruct students, develop and maintain courses, participate in professional growth, advise students, utilize assessment tools, etc. As such, my expectations when accepting my position did not include Service to Department/Division, College, and District; however, the expectation when evaluating me does include Service to Department/Division, College, and District. This is not a criticism of the importance of Service to Department/Division, College, and District, but it is a criticism of clear expectations. There is an inordinate amount of responsibility placed on the probationary faculty under the PAR process: scheduling mentor meetings, scheduling administrative evaluations, scheduling chair evaluations, scheduling mentor observations, attending mentor meetings, attending administrative meetings, not having any direction as to how much information is needed to meet the expectations of PAR/PARc to be relatively assured that they will be renewed without concerns, participation in professional growth activities (how much is necessary?), participation in the First Year Experience, participation on college committees, participation on District committees (again, how much is enough? too much? can some service be considered professional growth?. There are too many unknowns which causes probationary faculty to spend even more time trying to figure out the in-and-outs of the process. Overkill of observations and evaluations: Five years of probation with fourteen (14) evaluations and seven (7) observations seems ridiculously excessive (Year 1 = 2 chair eval, 2 VPAA eval, 2 mentor obs; Year 2 = 2 chair eval, 2 VPAA eval, 2 mentor obs; Year 3 = 1 chair eval, 1 VPAA eval, 1 mentor obs; Year 4 = 1 chair eval, 1 VPAA eval, 1 mentor obs; Year 5 = 1 chair eval, 1 VPAA eval, 1 mentor obs). If we are so unsure about our ability to hire quality faculty that it requires this level of overkill on the back end, perhaps we should rethink how we hire. If you do not know that a faculty will be successful after two (maybe three) years of the current process, we should worry. Confidentiality regarding the IDP, PAR, and PARc: It is my understanding that the IDP is a confidential document only shared with a small number of individuals. However, I have heard others sharing information about IDPs outside of the PAR Team and PARc. The IDP and the PAR Team should be considered a "safe space" to honestly and completely express the thoughts and opinions of the probationary faculty without the fear of it being shared with any individuals NOT directly involved with the individual faculty member's PAR Team and the PARc. According to the RFP, I am under the impression that these individuals are limited to: the College's Faculty Developer(s) (only for Years 1-2), peer mentor(s), the PARc, and College President.</p>	5/13/2015 11:37 AM

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53	I actually got a letter last summer saying my probationary status was over and that I had tenure. Then, I got another one this May. I guess there was confusion since I was hired mid-year. I know the PAR process is new, but I don't think my Department Chair or Division Chair was consulted in the process. It was a surprise to both of them that I passed my probationary period. I received a major professional award two years ago, and no one in the process was aware of this. But I passed probation, so I guess that's all that matters now.	5/13/2015 9:41 AM
54	There are too many in class evaluations and follow-ups. (Perhaps our mentor observes us first semester and the VP and Dept. Heads' observation take place second semester.) This would be more than sufficient to evaluate our teaching. (If there is a problem, then more observations could be arranged.)	5/13/2015 9:33 AM
55	More timely feedback from mentor and chair.	5/13/2015 9:16 AM
56	I would prefer to revert to the previous process, but if we need to reform the existing PAR, I would suggest removing the incentive to boast or brag. Typically in academia, bragging or embellishing your accomplishments is bad form. If you expand your cv to procure a position it's considered bad form and can prevent a candidate from being offered a position.	5/12/2015 11:34 PM
57	I would like clearer communication about the goals of the IDP and, to be frank, perhaps more realistic goals for the IDP. This is a document that has significant impact on the renewal of my job; in short, what I put into it could determine whether I am renewed as an employee the following year. It is high stakes, no matter how congenially it is presented. There are colleagues who know very little about me and the work that I do that will read and evaluate my IDP, and I have to present enough information for them in such a way that they will understand what I am doing as a teacher, colleague, and employee--and agree that I'm doing well enough to keep my job. And I'm fine with the pressure; I am doing my job and doing it well, and I have little fear that I am in danger of a negative performance review. But bottom line, this is summative assessment--renewal is the goal, and anything less puts my job at risk. I was told in my review (and I received an excellent evaluation and positive feedback) that the PARc team appreciated my thoughtful and thorough reflection, but they wanted to hear me share and reflect more upon my failures and challenges and my plans to address them. This was the only advice for improvement I received. I admittedly have trouble with that advice, given the IDP is used to determine my renewal. Isn't my renewal based upon my successful completion of my duties as described in my job description? Why must I share (confess?) what I didn't do well and what I plan to do about it in a document that will be used to determine my renewal? I am wholeheartedly in favor of reflection and formative assessment to encourage growth and improvement in my work as a teacher, colleague and employee. I regularly seek advice and ideas from my peers, those I informally choose as mentors and role models, for both challenges I face and struggles I am encountering. I took advantage of the formal mentoring required by the PAR to seek more mentoring: I shared my challenges and ideas with my PAR Peer Mentor in our regular informal meetings, and we discussed at length my classroom teaching after he observed my class. I sought and received from him excellent information about administrative responsibilities. I value the mentoring experiences I have had. My problem with the current PAR process is the naive goal to meld formative and summative assessment in one document for high stakes. I am happy to explore, share, and work on the challenges I face as a faculty member and teacher in a supportive relationship with a mentor who has my growth and success as the only goal. I don't want to also have to present that messy, often challenging experience to a team who, no matter how well intentioned, don't know me very well, might not know my discipline very well, and have the power to determine whether I keep my job. Why do these two functions have to be combined in the IDP written materials? Can we somehow separate out the mentoring and formative assessment (and trust that it's happening) from the summative assessment?	5/12/2015 10:41 PM
58	See response to question 11	5/12/2015 10:19 PM
59	Include action research on a particular aspect of instruction to improve instead of having reflections on multiple aspects of improvement. Allow participants the entire semester to implement action research directly related to instruction. Select mentors knowledgeable in teaching and assessment to support the research. Ask faculty which areas they are working on to improve and what type of mentor would help them to achieve these goals (one with teaching expertise, one with content expertise, one with campus involvement). Have participants provide evidence of committee involvement (attendance from the committee chair and a brief explanation from the committee chair of the participant's contributions). If this is truly peer assistance, peers need to be able to provide facts on each other's work and contributions. Provide an evaluation rubric and share the evaluations of the IDP with the participants. We put forth a lot of time and if we 'passed' we never saw the feedback. Negative feedback isn't the only feedback to share. If you want faculty to continue working hard, give them the positive feedback from their peers, too.	5/12/2015 9:14 PM
60	One thing that concerns me is my ability to participate in professional development next year, as I will be teaching in the middle of the day on Fridays. Most District professional development seems to occur during the day on Friday. I am concerned that the PAR process puts a lot of emphasis on this type of professional development, and I will be at a disadvantage next year due to my teaching schedule.	5/12/2015 9:10 PM

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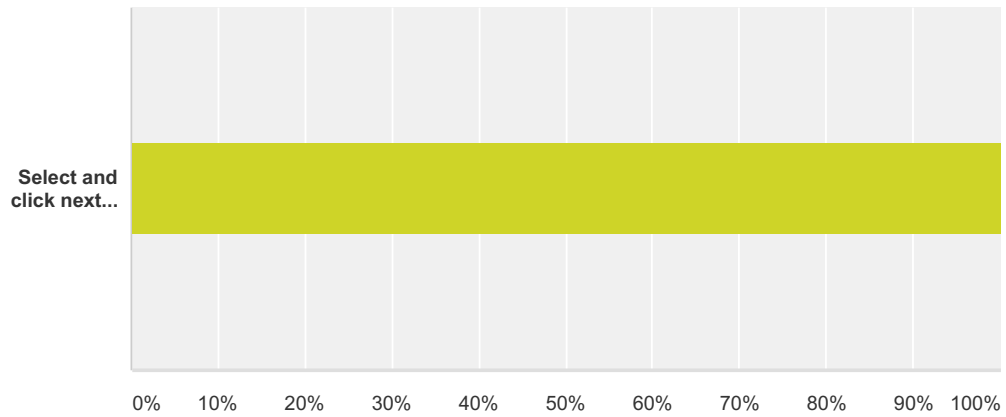
61	The IDP was a reflective assignment that ALL Faculty should complete. This should absolutely take the place of the antiquated FEP.	5/12/2015 8:59 PM
62	I understand the need for and value of classroom observation, but there seem to be many (six over the course of the year).	5/12/2015 8:55 PM
63	After the Peer mentor situation got figured out, I really loved my mentor and the process.	5/12/2015 8:43 PM
64	I would have like more feedback from the PARc committee regarding the content of the IDP.	5/12/2015 8:40 PM
65	More people on your PARc from your department. Have it match your hiring documents.	5/12/2015 8:04 PM
66	I think the process should be more focused on teaching. The first year of instruction can be overwhelming. I would suggest help and support for teaching and less emphasis on service and development for the first year. After the first year, then service and development should be incorporated. Also I feel that being evaluated 6-8 times a year seems a little excessive. I think new faculty should be observed and evaluated, maybe just not so frequently. In addition I think it would be useful if the evaluator was someone from the same discipline as the new faculty.	5/12/2015 1:23 PM
67	Make it more transparent. Make it clear how someone is being evaluated. Give continuous feedback. My mentor offered very little feedback, and the feedback I got on my IDP from our facilitator (in December) did not reflect any of what my IDP actually suggested. I understand that some look at this as just "growing pains", but please do not underestimate the weight of this still developing program deciding someone's livelihood. Though I love my career and usually feel like a very valued and respected member of the Maricopa County Community College District, this process has left me feeling disrespected and "less than" those who already feel secure in their positions.	5/12/2015 12:34 PM
68	I am not sure but as I move through the process, I will be able to share more about this.	5/12/2015 12:08 PM
69	We need more transparency in the process! Enormous efforts were made to safeguard the identities of our individual PARc groups, but virtually no time was taken to insure our personal information was safeguarded. There should also be a way to customize the PAR process to the needs of the faculty member. Some instructors start fresh out of Grad school or industry, and they may need substantial help with their first classroom experiences. Many of us, however, have been teaching in higher ed for decades and need help in different areas (assessment, culture, etc.) not a half-dozen classroom observations. In my opinion, the PAR process is a step in the wrong direction from the FEP. We need to reduce the bureaucracy, not increase it!	5/12/2015 11:49 AM
70	The adversarial relationship between probationary faculty and the PARc team does not promote collegiality. One day someone is your colleague sharing ideas in the hallway and the next day they are making decisions on whether you should continue to be employed. The assumption that there is something "wrong" with Probationary faculty undermines the fact that we were hired based on our strengths as professionals in our field. The IDP is an instrument that was based on remediation for burned out teachers. The IDP process "assumes" that probationary faculty is in need of remediation. The PAR process also makes the assumption that because you are new to MCCCDC, you are new to teaching. There were no mentors available who have been teaching as long as I have (30 years).	5/12/2015 11:16 AM
71	Only mentor needs to visit classroom, and maybe even that should be optional. Having three class observations is meaningless, disruptive, and wastes the time of all personal. Bring back conversations with Dean and Chair if value and respect to community is to be restored.	5/12/2015 11:15 AM
72	Should require a meet and greet with the Chair and the Dean prior to the visit so that everyone is on the same page regarding the education session for the observation.	5/12/2015 10:56 AM
73	The time should be cut into a time period of 8 weeks and not always on Friday. Place the training with the CLT.	5/11/2015 10:27 PM
74	The due date does not work well with the middle of the semester due dates and commitments. Students come first during the semester. This interferes with that priority. A couple of ideas that come to mind: 1. * Timeframe for evaluation would be as it is now. * The IDP would be due the week after finals. * The PAR committee can review over the summer month (paid for their summer hours) to review the IDP and provide meaningful feedback. Provide decision to the faculty member by mid-June. * Renewal rebuttals due by end June. 2. This next idea is a bit different for academia but perhaps we should look at evaluating from January through December. * The time frame evaluated would be January through December - and would include winter teaching, and summer teaching and/or professional development for those who participate. * The IDP would be due mid-January to end-January and would include evaluations from all semesters. * The PAR committee can review and provide meaningful feedback. Provide decision to the faculty member by end February. * Renewal rebuttals due by end March. These are ideas....I'm sure they would require further discussion and evaluation but I hope they are considered.	5/11/2015 5:58 PM
75	Handbook with in depth overview.	5/11/2015 2:56 PM

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76	There is a significant time commitment for the peer mentor - two overloaded faculty have a difficult time finding time to meet. As an appointed faculty, they may not understand the pressure placed on the probationary faculty to complete all of the parts of the IDP.	5/11/2015 2:54 PM
77	change the due date until after the end of the semester-- or have it be due the first week of accountability)	5/11/2015 2:46 PM
78	Not sure it can be at this time, it worked really well.	5/11/2015 2:43 PM
79	Revert to the previous SOP/FEP process. The only part of the process I used to develop professionally were the interactions with my peer mentor. I believe it would be much more beneficial to refocus our efforts in working with our peer mentors. I would prefer to have an experience of being a co-instructor with my peer instructor to observe, reflect and apply new skills on a continuous basis while teaching the exact same course. I spoke with my peer mentor about Instructional Development, Individual Development Plan, Assessment, Classroom Management, Peer Assistance, Review Process, College Culture , independent of the PAR process.	5/10/2015 9:41 PM
80	More examples. More specifics on what does / does not work If work / life balance actually exists, explain what that means.	5/10/2015 6:16 PM
81	Explain the process better at the very beginning	5/10/2015 1:34 PM
82	Limit classroom observations to a single PAR Mentor	5/9/2015 12:00 PM
83	I really like this process a lot. I enjoyed the opportunity for reflection, and I really enjoyed working with my mentors.	5/8/2015 8:25 PM
84	Give specific, meaningful feedback to the probationary faculty after observations and during the PARC meeting. I got very little from the dean assigned to me in terms of feedback which made it difficult to reflect. The PARC meeting was very short and generic. I am not even sure the dean really read my site as nothing specific was really brought up. I was handed my review with all the yes boxes checked and we all signed the bottom. I am happy that there were no concerns, but I would have liked some specific feedback that indicated someone actually read the site I spent hours and hours creating.	5/8/2015 7:11 PM
85	This part of the process seems to be effective and efficient. I have nothing to recommend for change at this time.	5/8/2015 4:32 PM
86	The meeting at the end was utterly worthless! The dean had no idea who I was and had no idea what was going on. The department chair needs a much greater influence in the committee.	5/8/2015 3:06 PM
87	Honestly I am not even sure what this is.	5/8/2015 2:02 PM
88	Faculty need clear and concise instructions regarding the requirements for the IDP. I spent hours uploading "suggested" information only to find out that the focus is on "personal reflections." This time could have been better spent researching and preparing for the classroom, and meeting with students. After numerous years teaching at the college level, and being evaluated thoroughly through observation and hiring processes during these years, I'm not sure I understand the purpose and necessity of the IDP. So, a clear explanation of the origination and ultimate goals of this process would be helpful. The process of "renew," "not renew" based on a Google online portfolio is not fitting. Also, the requirement to share personal evaluations and employee information with numerous individuals feel like a violation of privacy. One way that the PAR process might be improved is to give a clear explanation of the ultimate goals of this process and how it facilitates student success.	5/8/2015 1:52 PM
89	What is the purpose of the final meeting? I was unsure what that was for. If only my signature is needed, I feel like that can be done without a meeting. Could there be a discussion of goals and reflection? I'm not necessarily suggesting that; it just came across as rather formal.	5/8/2015 1:49 PM
90	I really am not sure that two peers are necessary, unless someone desires it--I think one good peer is enough--I also think that the whole peer mentor process should be much more informal and let the two individuals make it what is valuable for them--it is too contrived and formalistic.	5/8/2015 1:40 PM
91	Occasionally is spelled with one S. There also needs to be greater transparency. I think probationary faculty need to know what happened for non-renewed faculty to be let go.	5/8/2015 1:18 PM

Q13 Submit Survey

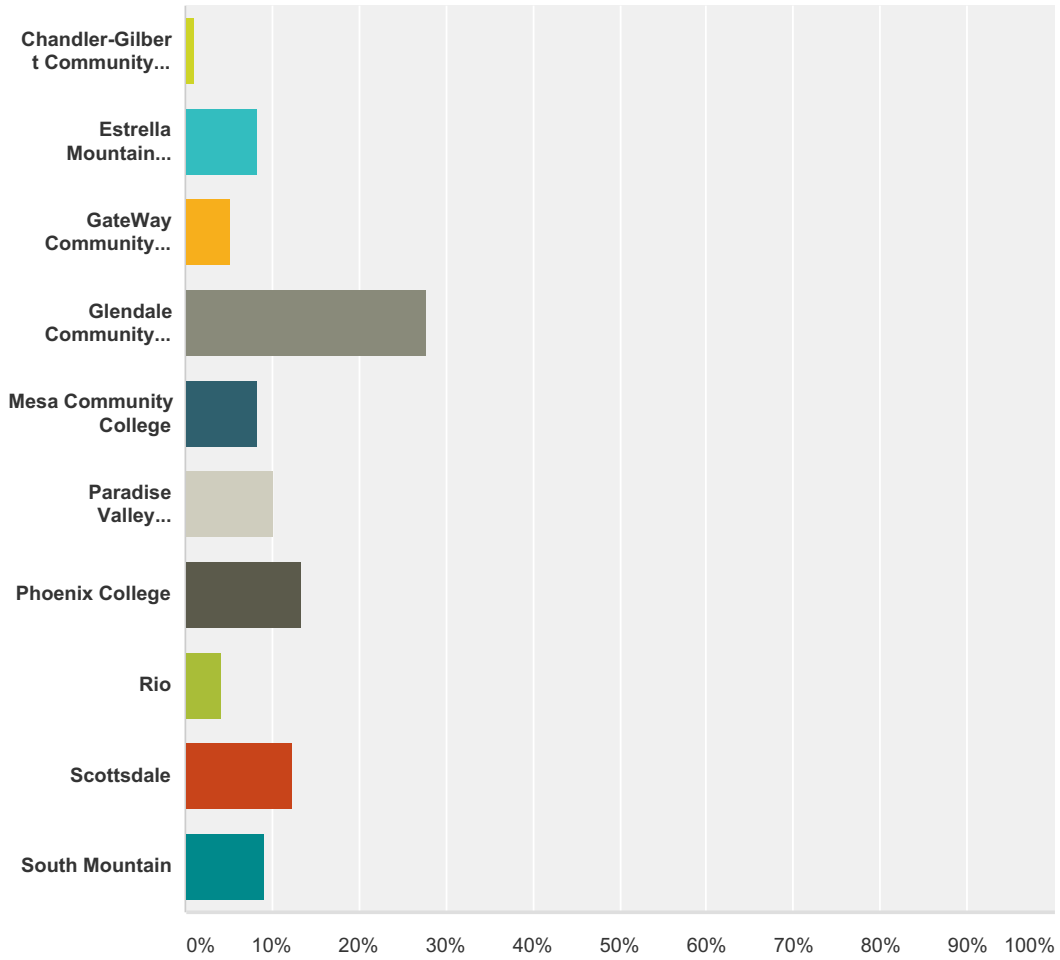
Answered: 56 Skipped: 293



Answer Choices	Responses
Select and click next button to submit survey	100.00% 56
Total	56

Q14 College/Location:

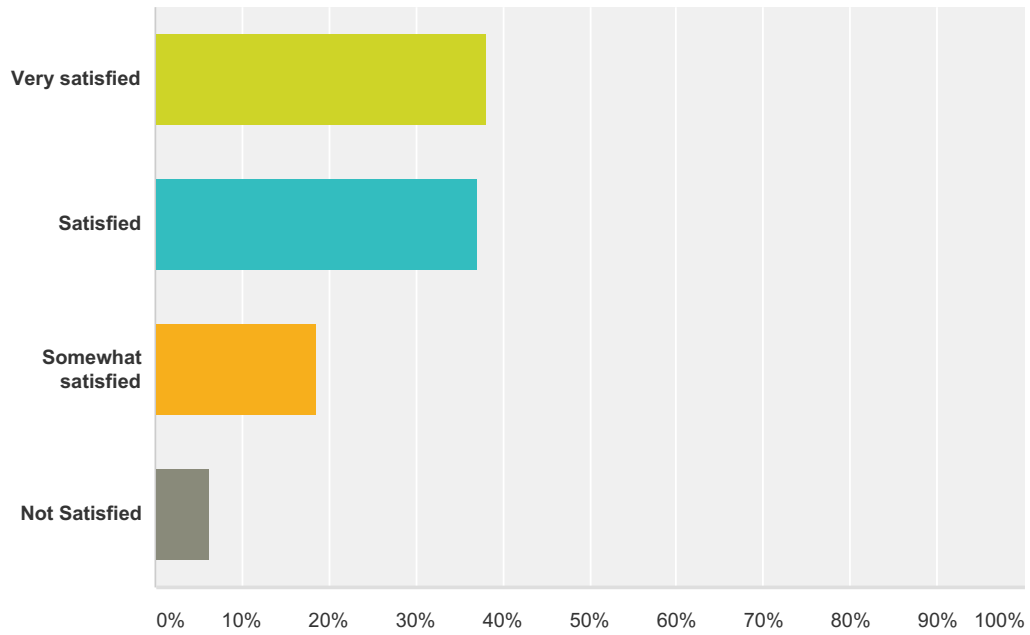
Answered: 97 Skipped: 252



Answer Choices	Responses
Chandler-Gilbert Community College	1.03% 1
Estrella Mountain Community College	8.25% 8
GateWay Community College	5.15% 5
Glendale Community College	27.84% 27
Mesa Community College	8.25% 8
Paradise Valley Community College	10.31% 10
Phoenix College	13.40% 13
Rio	4.12% 4
Scottsdale	12.37% 12
South Mountain	9.28% 9
Total	97

Q15 Please rate your overall Peer Mentor Experience

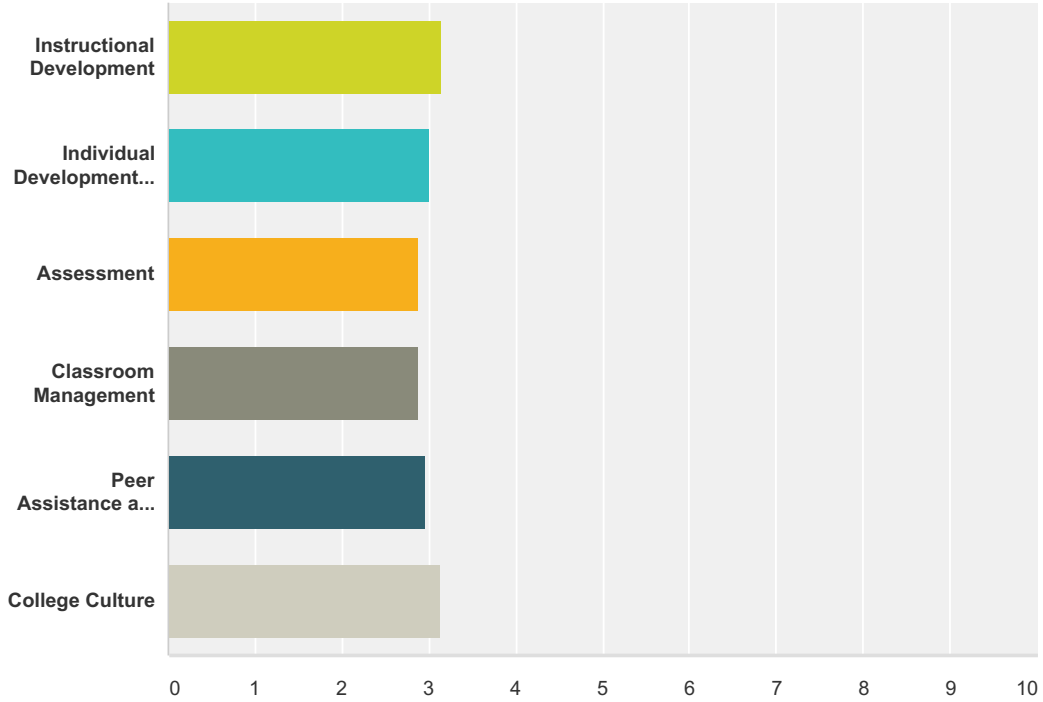
Answered: 97 Skipped: 252



Answer Choices	Responses	
Very satisfied	38.14%	37
Satisfied	37.11%	36
Somewhat satisfied	18.56%	18
Not Satisfied	6.19%	6
Total		97

Q16 How often did you discuss the following with your mentee regarding the PAR process:

Answered: 97 Skipped: 252



	Frequently	Occasionally	Rarely	Never	N/A	Total	Weighted Average
Instructional Development	36.08% 35	47.42% 46	10.31% 10	5.15% 5	1.03% 1	97	3.16
Individual Development Plan	24.74% 24	56.70% 55	13.40% 13	5.15% 5	0.00% 0	97	3.01
Assessment	24.74% 24	47.42% 46	17.53% 17	9.28% 9	1.03% 1	97	2.89
Classroom Management	24.74% 24	47.42% 46	16.49% 16	9.28% 9	2.06% 2	97	2.89
Peer Assistance and Review Process	30.93% 30	41.24% 40	18.56% 18	8.25% 8	1.03% 1	97	2.96
College Culture	44.33% 43	24.74% 24	25.77% 25	3.09% 3	2.06% 2	97	3.13

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Q17 How might the Peer Assistance and Review process be improved?

Answered: 59 Skipped: 290

#	Responses	Date
1	The mentor ought to be the person who signs off on the FEP so to reduce duplication of work and roles.	5/31/2015 11:14 PM
2	n/a	5/27/2015 4:24 PM
3	I really enjoyed my role as a peer mentor. I hope it benefited my mentee, but I really benefited from being teamed with a faculty outside of my discipline. I have nothing to improve.	5/20/2015 1:38 PM
4	I realize that the people who developed this process probably had good intent. Clearly a great deal of work went in to developing this process. Unfortunately the outcome of this work has lead to a process that is excessive and punitive. The assumption or tone seems to be that the hiring committees did a very poor job of selecting this faculty member and s/he needs to prove that s/he is qualified and capable. It is my belief that we hire good people and then we support them as new faculty members. We free them up to engage in rich professional growth opportunities and we mentor them individually. That mentoring is to help with the steep learning curve that is Maricopa. It is also to help them with teaching and learning and to integrate them into the culture of our various departments and colleges. It is not to make them feel like they have to justify their existence. Unfortunately I believe that this process, as it currently exists, communicates that message. The academy, at its best, is a place for collegiality, academic stimulation and exploration, and a place where people support one another. When we chose, instead, to be litigious and fearful we have made the wrong choice. Please consider making a process that supports and celebrates teaching and learning, personal and professional growth, and community building. I thoroughly enjoyed working with my mentee. I was honored to be asked to be a mentor by three new faculty members. The time that we spent together afforded both of us the opportunity to share teaching and learning successes and failures. It was an exciting experience because of the synergy we developed. Together we came up with some very creative ideas. This is exactly what I have always done with junior faculty, on an informal basis, and it is exactly what mentoring should be. I believe that teachers are born. You either come with a passion for service or you do not. You can lean to be a better teacher. Maricopa has helped me immeasurably to become a better teacher through countless professional and personal growth opportunities. I have been privileged to have access to some of the greatest minds and hearts in higher education and I have taken advantage of hundreds of these opportunities. Design a process that supports our faculty members both personally and professionally and you will have done our institution a great service.	5/20/2015 5:06 AM
5	I never met with my faculty person -- she selected me as a secondary mentor, and then never made contact with me throughout the duration of the academic year. There was never any accountability on her end for this, and I would have rather not have been involved.	5/18/2015 9:04 PM
6	Mentor class observations were challenging because of conflicting schedules. Maybe they can be cut to one observation per year for first and second year probationary faculty, and to none from that point on.	5/18/2015 1:48 PM
7	In my experience, it worked well.	5/18/2015 1:17 PM
8	Less work for the mentees. It seemed there was an awful lot of paperwork/uploads required, especially for a first-year hire who is already overwhelmed! Perhaps that can be minimized during the first year, then more needed during years 2 and 3, then perhaps diminishing again for years 4 and 5.	5/18/2015 9:17 AM
9	It is fine as is.	5/17/2015 9:26 AM
10	I was impressed with the process and cannot think of a way to change it.	5/15/2015 4:17 PM
11	I don't like that the evaluations are a part of the IDP. I think it can change the way evaluations are written up since it can have a potentially negative effect upon the future of the probationary faculty, It would be nice to make the evaluations available, so that if there are questions about a probationary faculty based upon what has been written in the IDP, then the results of the evaluations can be requested and provided. But, if based upon the written text of the IDP the evaluation results are not necessary for the PARC's decision to recommend a probationary faculty member be continued, then the evaluations could remain private. I have evaluated faculty before. I know that the chemistry of a room changes when a new face appears in the classroom. Students who normally participate in class discussions sometimes clam up. Other students act up. To base the future of a faculty member upon an evaluation that may not have gone well does not seem fair.	5/14/2015 10:48 PM

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12	We were lucky in that my mentee and I got a long very well and enjoyed meeting. However there are so many factors that go into matching people up to be meaningful mentors-- that the experience is not equally satisfying across all experiences. There is not one guideline that works well for all cases: some want a discipline-based connection; others' discipline-based connection becomes unsatisfactory because the teaching styles are too divergent to make a strong connection across the mentor and mentee. Brand new faculty don't yet have a sense of their colleagues to choose a mentor-- more veteran faculty may gravitate toward comfortable relationships instead of seeking areas of growth. What happens is the campus doesn't have enough faculty who volunteer to serve as mentors...and on and on. This is a very hard model to mandate for all probationary faculty all at once.	5/14/2015 8:31 PM
13	I think mentees should be encouraged to carve out time regularly to meet with mentor. I experienced some resistance to meeting because the person was "too busy".	5/14/2015 7:41 PM
14	We were flying by the seat of our pants because nobody knew the process. The rules kept changing and we were not sure what we were suppose to do for the process.	5/14/2015 6:18 PM
15	Other than time pressure for second semester 1st year faculty I really enjoyed the process and feel like it was a positive experience for the faculty (3) that I mentored and for me. I can not speak to the the parts of the program other than my mentoring experience. All 3 were quite different, each developed different goals for the mentor relationship and I hope I was able to help meet those goals. One faculty we met very often, one on a regular basis and one twice a semester at most. I like the individuality of the program. I believe I learned from each of them. Anything to increase faculty collaboration is good., I value that this is a faculty driven program not an administration driven program	5/14/2015 5:42 PM
16	go back to the old way.	5/14/2015 4:50 PM
17	Mentoring was very rewarding and enjoyable; the level of personal engagement and impromptu discussions about professional practice enhanced my work as well as my mentee's. Sure seems bogus to still be touting the Sample IDP by Sarah Murcill (no offense to her) because things have changed since that pilot. Next time around I certainly hope more samples will be provided - or at least a sample that is clearly reflective of current IDP expectations. As a mentor I felt clueless about how best to advise on mentee questions about the IDP and essentially assumed that faculty developers were providing that guidance. Student evaluations, while valid, prove cumbersome for library faculty (can't the process accommodate that separate model of instruction in a more meaningful way?). My mentee stretched unnecessarily (IMO) to capture data from students because of concerns that she quantify student responses. There are limits to the usefulness of data accumulation and the number of cartwheels required of an individual. From my standpoint, much of her IDP became something of an explanation and justification of librarians as faculty generally rather than simply speaking to her own individual "instructional expertise, service to the department/division, college, and district, and professional development." There seemed to be a mismatch between the PARc guidelines emphasis on holistic rather than checklist evaluation - and yet there seemed to be quite the checklist mentality when my mentee had questions about what to put in her IDP. That this survey identifies Assessment among what are presumably the top areas probationary faculty need to address is surprising - not that it shouldn't be here but because there seems to be little if any overt attention to it along the way (the PARc guidelines must assume it is part of instructional excellence?). Similarly, if things like Instructional Development and Classroom Management are important, why aren't our new faculty being observed by instructional designers (or instructional technologists) who actually know something about observable/measurable student learning outcomes and whether or not instruction facilitates those outcomes??	5/14/2015 4:30 PM
18	Get rid of it!	5/14/2015 4:02 PM

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19	<p>I think the PAR process should be the same for all colleges similar to the way we complete the FEP. There's a lack of fairness with the differences. For example, at Gateway, the probationary faculty member gets to present in front of the PARc Team. At Phoenix College, they do not get this opportunity. This may or may not be an advantage depending on the faculty member. For fairness, I believe the process should be the same. The differences are minor, so I truly have confidence that the PAR coordinators at each college can come together and do this! While I know people balk at "One Maricopa," I see no reason why PAR cannot be done with this in mind. This would also encourage college-crossover within the mentee/mentor partnerships, which I think has amazing benefits! Two required mentor observations felt a little overly prescriptive. I like the idea of requiring at least one a year, and then leaving it up to the mentee and mentor. This seems more authentic. There would be times when the mentee would want the mentor to observe a class because they were trying out something new. This might happen AFTER the IDP deadline. Furthermore, there was too much emphasis (and stress) on "getting the observation done" rather than on how observing would be beneficial to the mentee. Saying that, however, I know that some mentors only did the minimum - - just two observations and two follow-up meetings. This is unfortunate and does not reflect a true mentoring relationship. If that is what most PAR mentors are doing, we need to stop calling this mentoring! I also wish there was something that we could do about the IDP deadline. It comes up so quickly. I felt like my mentees didn't have adequate time to self-reflect because they were so busy staying on top of their classes. The other problem I witnessed was with my mentees who had previously served in OYO positions. (This might be a problem that will eventually go away as we decrease the number of OYOs.) It really seemed overkill to have these faculty members be observed 6 times a year (!), after they have already been observed numerous times as OYOs. Although technically "first year" faculty, they are far from being new/inexperienced faculty. PAR has to make sense - - it has to have real meaning. I don't see why we cannot adjust the process in some way for probationary faculty who come to us with years of Maricopa adjunct faculty experiences or as an OYO. Thank you for the opportunity to share these thoughts.</p>	5/14/2015 3:09 PM
20	<p>I will create a structure and a schedule to meet with my mentee monthly and touch base weekly. I also think the mentor, chair and new faculty member meet together at least once a semester so that everyone is on the same page. Moving forward I think it would be a good idea to create a mentor guide with suggestions.</p>	5/14/2015 2:40 PM
21	<p>It could be streamlined.</p>	5/14/2015 2:35 PM
22	<p>It would be useful if the PARc evaluations could be shared with the mentors so that we could tailor our guidance to address potential problems with our mentee. Thanks.</p>	5/14/2015 9:29 AM
23	<p>It would be helpful for identified areas of concern/improvement be aligned with the workshops/training provided by the college. Also, more clear expectations of how to "coach" the mentor would be helpful. There really was not any guidance as to what to look for. What defines "good teaching". And, what resources are available. There was little support in this area. The content seemed to be unorganized and unconnected.</p>	5/13/2015 11:50 PM
24	<p>Too much time dedicated to developing the IDP and commitments to attend meetings. Needs to be streamlined.</p>	5/13/2015 4:21 PM
25	<p>Some of what went into the probationary faculty member's Blog seemed like busy work and could be streamlined.</p>	5/13/2015 4:13 PM
26	<p>I feel that the people that we hire are more than capable of conducting themselves in a professional manner. This should only be used to make sure teachers stay on track with what is expected of them on the job and be fully committed to the students which is the only reason for the existence of this job. With this said, sometimes the level of seriousness that is process is made out to be by administration is over rated. However, if a probationary faculty is unsure of the processes, they know they have their mentor to fall back on but also other colleagues as well.</p>	5/13/2015 3:31 PM
27	<p>I think the greatest improvement would be to allow the individual colleges to define those areas that are most consistent with the focus of the probationary faculty's job description.</p>	5/13/2015 2:57 PM
28	<p>It would be great if there were written materials for Peer Mentors who mentor probationary faculty from other colleges. I attended my own college's Peer Mentor training, but it really didn't apply to my cross-college situation. I would also like the opportunity to chat with other Peer Mentors at least once or twice a year to get ideas for other ways to guide, encourage, mentor my faculty member.</p>	5/13/2015 2:36 PM
29	<p>I was asked and agreed to be an mentor in another division. I could tell that the faculty member was skeptical about the amount of help that I could provide. We worked well, but I think that it would have worked better if the faculty member had sought me out to help.</p>	5/13/2015 12:57 PM
30	<p>Help and orient mentees about how the IDP/PAR is more than a form, but how it really can help serve as a portfolio evidencing an instructor's growth, learning and experience as a facilitator of teaching and learning - students' and their own. Encourage it to be unique and meaningful reflection of the practice and service in support of students and the college.</p>	5/13/2015 11:49 AM
31	<p>I don't have any suggestions.</p>	5/13/2015 11:19 AM

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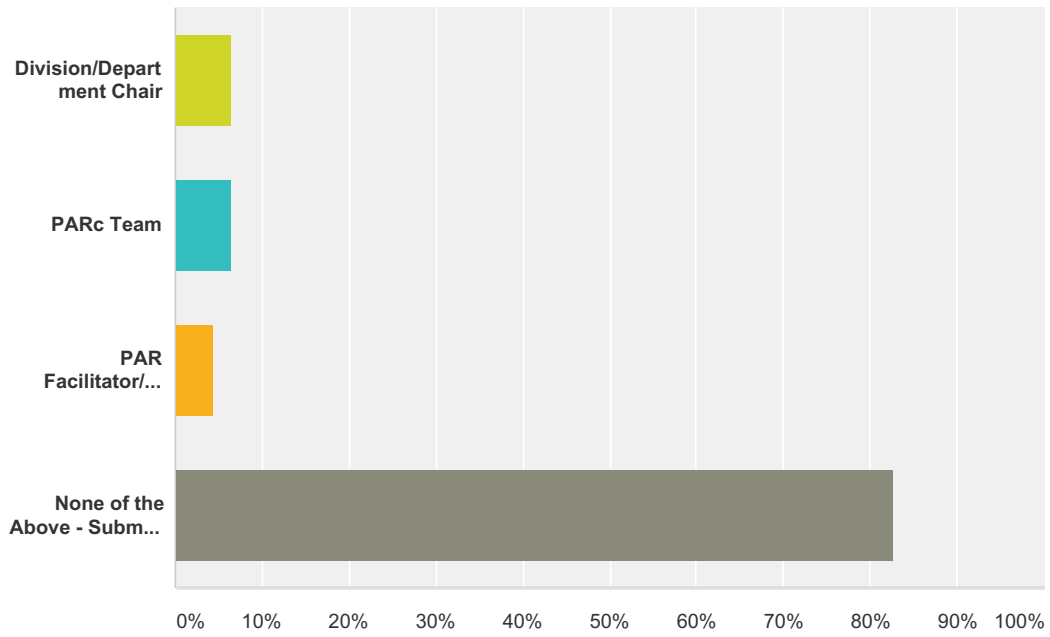
32	Incorporate an orientation that informs the probationary faculty about Maricopa and SMCC.	5/13/2015 10:12 AM
33	Although I didn't experience it with my mentees, there was a lot of fear-mongering about the process district-wide. I don't know what can be done to counter that, but it added an element of stress that I don't think helped anyone.	5/13/2015 8:32 AM
34	Our schedules did not mesh...before you match mentors with probationary faculty, check to see if it will work. All times of availability fell during my mentee's teaching schedule. The only time that was helpful was during the classroom eval.	5/12/2015 11:59 PM
35	My experience was very positive. I'm sure the process will run more smoothly next time through.	5/12/2015 9:33 PM
36	Not sure -- it is a lot of busy work. Scrap it and go back to FEP. Those we hire know what they're doing. They don't need to be overly-handled.	5/12/2015 9:04 PM
37	I think that this process is awesome. For us, both mentee and mentor t was a hard term and this got in the way of our connecting and engaging in the process as I would have liked.	5/12/2015 8:18 PM
38	More structure to the mentor/mentee relationship	5/12/2015 8:02 PM
39	None.	5/12/2015 2:41 PM
40	My colleagues and I are very conscientious and responsible MCC faculty members, and in my opinion, this entire process is a waste of important time and energy. New faculty are busy and stressed out enough trying to do their jobs without having to worry about meeting all sorts of deadlines and submitting boilerplate assignments. We don't need a mandated PAR process to tell us how and when to talk about our teaching methods and curriculum. We do it already - doesn't everyone else? We feel comfortable with the abilities of our new faculty, who have just proved themselves by being evaluated by a rigorous hiring process. Why re-evaluate them if there are no problems?? I can understand some kind of PAR process if the faculty member is not performing their duties to an acceptable level, but the present process assumes the faculty member is guilty and they must prove themselves innocent. I realize that the old FEP had its limitations, but replace this educrat-facilitated PAR nonsense with a more sensible and less intrusive process.	5/12/2015 1:16 PM
41	There should be some outline/template of items for discussion along with an observation/evaluation form that might guide the mentor to guide the mentee.	5/12/2015 11:53 AM
42	I enjoyed the process. I know some people are stressed that their work from March-May does not count in the IDP.	5/11/2015 9:46 PM
43	Give the Peer Mentor a greater understanding of the PARC process. This was kind of like building an airplane as it was taking off.	5/11/2015 4:39 PM
44	Allow the PARC team members to access the IDP sites to evaluate mentees. This would save a lot of time.	5/11/2015 4:37 PM
45	All that could help is clarity though the process. It's all new, so we are sometimes guessing. In all, it has been fun and educational for all of us, but we want our mentee to do well, so clear directions, instructions, expectations would always be welcomed.	5/11/2015 11:30 AM
46	Chris and Susan did a fantastic job at GCC of making this work! Continuation of the program to assist first year faculty in the process is crucial.	5/11/2015 11:14 AM
47	I think this process is great. It was my favorite part of PAR/PARC.	5/11/2015 11:06 AM
48	Very dependent on mentee. We were instructed to let the mentee lead the process and mine did not. I continuously reminded the mentee of need to meet and need to work on the website, but the mentee waited until the last minute. All meetings were just a few minutes long. Our class schedules directly conflicted, so it was also difficult to do an evaluation. More direction from PAR staff on how to deal with and approach this type of ineffectiveness would have been helpful (I did contact them regarding this issue).	5/11/2015 10:50 AM
49	Having 2 mentees was very difficult, and the one in my department got way more attention from me due to proximity to my office. I did not feel that I got much guidance on how I should help my mentee. I was never able to attend my mentee's classes because of my schedule. I think one mentee would have helped me to be able to really be helpful.	5/8/2015 10:55 PM

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50	Clarify processes at GCC where there is leeway in the requirements district-wide - i.e., GCC's policy on XXX is YYY. Also, it seems that the time to have all the PARC folks review the MANY probationary faculty IDPs, have PARC meet, generate recommendations, have the President review them, and then make final determinations is too compressed in time in the second half of Spring semester. I would suggest staggering the times that things are due and IDPs reviewed, with 1st-year probational IDPs due and reviewed on the schedule currently in use for this first year. The 2nd-5th year probationary Faculty members will - starting next year - have some experience with the process and could likely finish up a month or two ahead of the currently schedule with little difficulty, allowing the PARC review and recommendations to be spread more evenly over the entire Spring semester. 5th-year probationary Faculty could even be asked to finalize a draft of their IDP just before end of Fall semester.	5/8/2015 7:15 PM
51	Par is a joke. It's just like assessment: a complete waste of time but something faculty have to do to prove they do their jobs.	5/8/2015 6:29 PM
52	Simple: eliminate it. It destroyed the morale of both my probationary faculty mentees. They worked for years to prove they were worthy of full-time positions, and are now being told that they have to spend the next five years proving that they deserve the jobs they already demonstrated they were worthy of. Both of them complained repeatedly that the dozens of hours they spent on the tedious IDP process could've been better spent preparing for their classes and taking care of their students. PAR is a disaster that was never necessary in the first place.	5/8/2015 6:27 PM
53	There are far too many 'boxes' to check. The time needed to write an acceptable PAR report is too much. How does this information help the college? The probationary faculty is getting all this feedback from their mentors in person. And then has to write it down.	5/8/2015 3:58 PM
54	Too cumbersome. If the hiring has been carefully completed, this extensive supervision is an overkill. It takes time away from classroom preparation, participation in professional meetings, preparation of manuscripts for publication - the "other" definition of "professor". Senior colleagues would never embrace such extensive micro-managing!	5/8/2015 2:24 PM
55	More communication on the expectations would be appreciated.	5/8/2015 2:23 PM
56	Less documentation for probationary faculty. More consistency in how the process is implemented at the different colleges, so that all probationary faculty in the district have the same process fairly and consistently implemented.	5/8/2015 2:01 PM
57	You do a great job keeping us informed; thx! Perhaps some time to dialogue with mentee at one of the meetings during the week of accountability? I think there was a meeting we all went to, but I seem to recall it was a really big group and I don't remember having the time to chat with my partner. We met on our own so not a huge deal, but didn't want to leave this blank!	5/8/2015 1:55 PM
58	From what I understand there are still too many classroom evaluations (especially by admin). Then adding observations on top of that seems to be overkill. I mentored a 4th year faculty. Take a look some reduction of requirements for years 3-5.	5/8/2015 1:23 PM
59	It's a good process (Better than the FEPs that became meaningless) Whatever it takes to get buy-in	5/8/2015 1:19 PM

Q18 I also served as a...

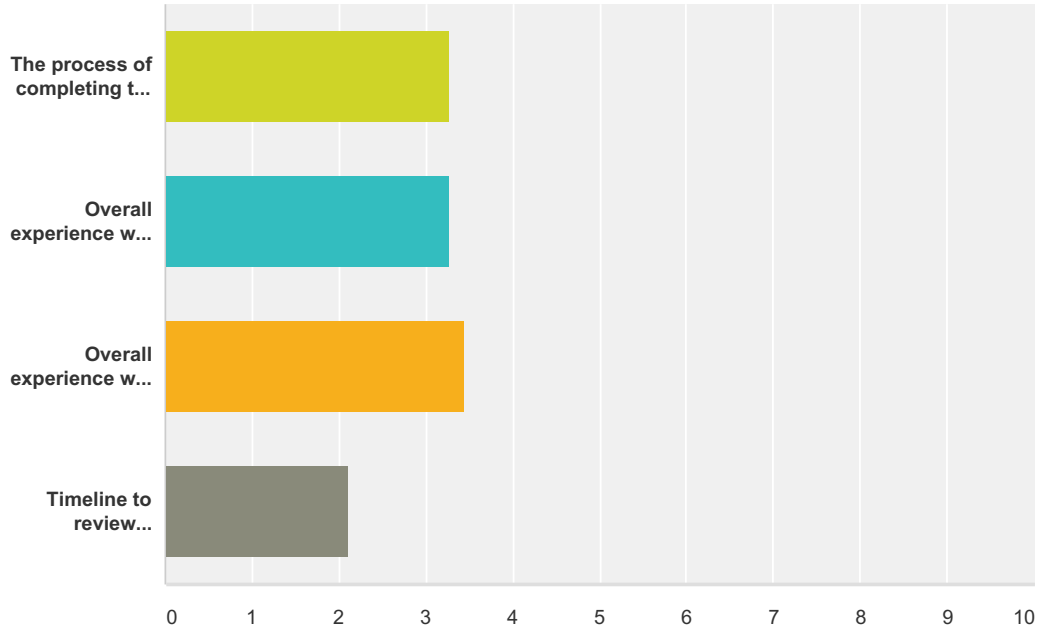
Answered: 92 Skipped: 257



Answer Choices	Responses
Division/Department Chair	6.52% 6
PARc Team	6.52% 6
PAR Facilitator/Faculty Developer	4.35% 4
None of the Above - Submit Survey	82.61% 76
Total	92

Q19 Please indicate your level of satisfaction regarding the following statements 4 = Very Satisfied, 3 = Satisfied, 2 = Somewhat Satisfied, 1 = Not Satisfied

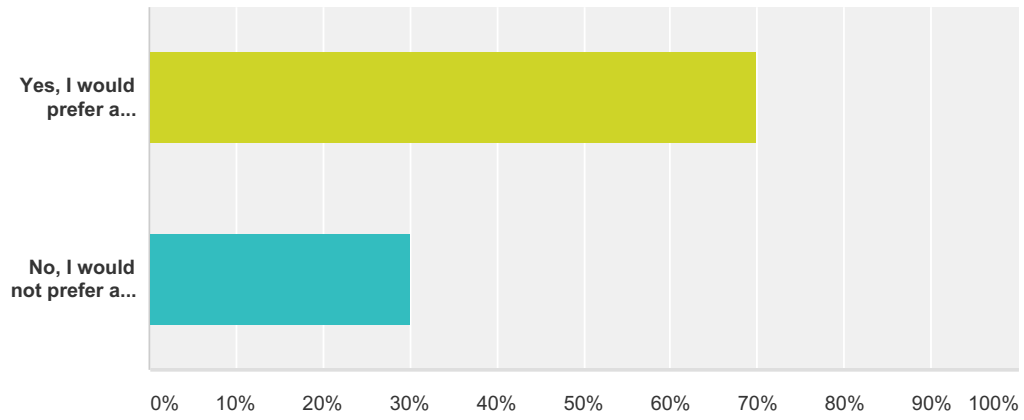
Answered: 11 Skipped: 338



	4	3	2	1	N/A	Total	Weighted Average
The process of completing the Probationary Faculty classroom evaluations as prescribed by Residential Faculty Policy	45.45% 5	36.36% 4	18.18% 2	0.00% 0	0.00% 0	11	3.27
Overall experience with PAR	45.45% 5	36.36% 4	18.18% 2	0.00% 0	0.00% 0	11	3.27
Overall experience with PARc	36.36% 4	45.45% 5	0.00% 0	0.00% 0	18.18% 2	11	3.44
Timeline to review Individual Development Plans (IDP)	9.09% 1	18.18% 2	36.36% 4	27.27% 3	9.09% 1	11	2.10

Q20 Would you prefer a standardized evaluation form for PARc review of IDPs?

Answered: 10 Skipped: 339



Answer Choices	Responses	
Yes, I would prefer a standardized evaluation form for the PARc review of IDPs.	70.00%	7
No, I would not prefer a standardized evaluation form for the PARc review of IDPs.	30.00%	3
Total		10

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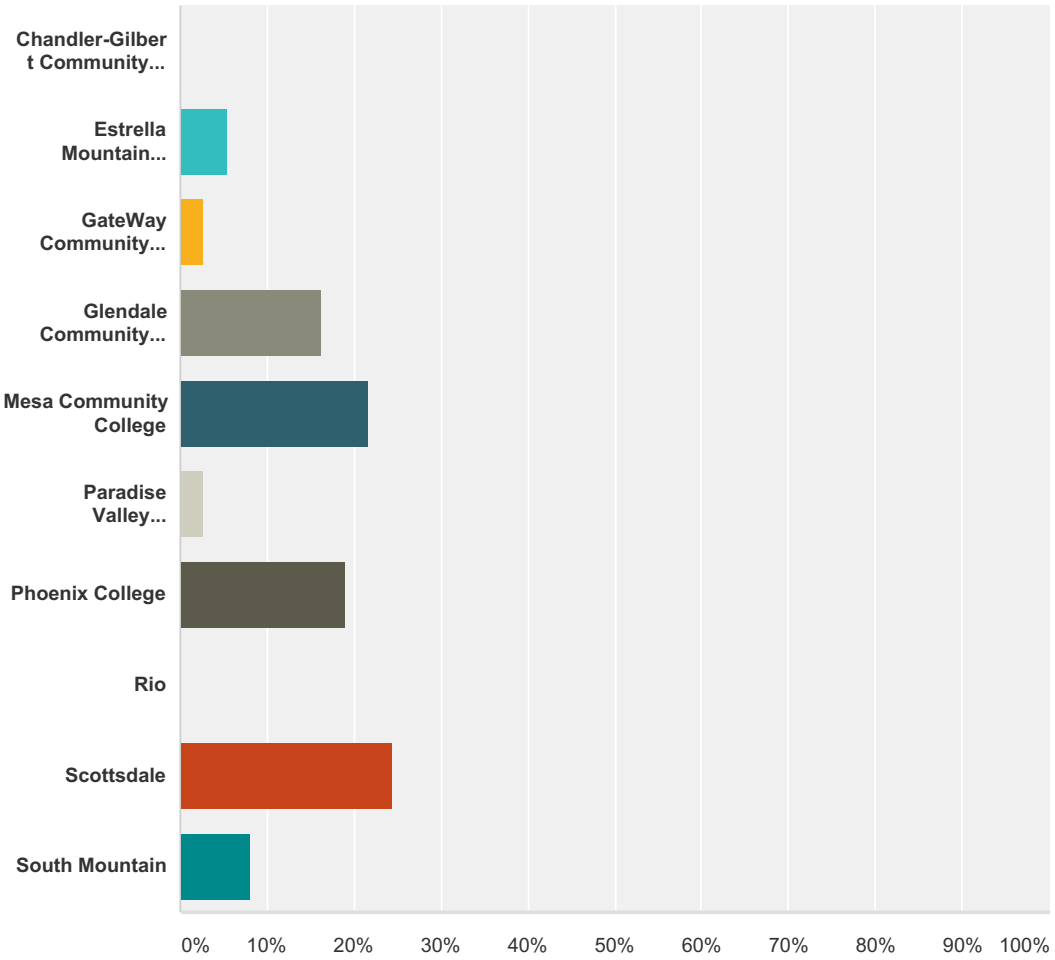
Q21 How might the Peer Assistance and Review process be improved?

Answered: 7 Skipped: 342

#	Responses	Date
1	The timeline is too compressed, especially for reviewing the IDPs and allowing the President enough time to review them. The process does not incorporate feedback or input from division/department chairs beyond the classroom evaluation, which leaves out of the review a significant part of a faculty member's role and responsibilities. Also, there is not a way in the process to have the discussion that used to happen in the summary of progress meetings. That was a valuable piece of the process for a new faculty to learn about the college and become integrated into the college culture and systems at a broader level than the department or division. I believe that the implementation of the PAR process, including PARC and IDP evaluation, should be college controlled and based on the college culture and expectations rather than standardized across the district. For me, this process is not as rich or as supportive of probationary faculty as the previous "classroom evaluation, summary of progress, FEP" process. A lot has been lost in terms of collegiality, sharing of experiences and knowledge, and reflection about one's role in the institution and impact on student learning and success.	5/21/2015 2:44 AM
2	Part 2 of the standard FT faculty evaluation form seems redundant in light of the other components of the IDP report. But it still works so I would regard this criticism as low priority.	5/14/2015 9:37 AM
3	I know it may be difficult to extend the timeline for review, but it was a little challenging reviewing 23 IDP's in a few weeks. Need to include a section in the PARC Recommendations concerning professionalism, conduct issues, etc. as faculty will not self-report issues in their IDP. Perhaps have a standard evaluation form for both division chairpersons and VP's to utilize that covers requirements per the RFP, but allows for additional information regarding issues that may have arisen throughout the academic year. This will enable the PARC to document, recommend/review an improvement plan and monitor progress the next academic year.	5/12/2015 5:03 PM
4	Additional involvement by the mentors. Mentors should be able to provide guidance for the process as well as provide professional feedback to their respective mentees. Mentor training should be provided no later than the mid point during the fall semester.	5/11/2015 4:56 PM
5	Final evaluation should include Professional Code of Ethics as defined in Appendix H or the RFP. In many cases, the Division Chair can speak to this. As the process stands now, unless a division chair sits on the PARc, there is not a venue for this to be considered in the PARc recommendation. Similar with a scenario in which there are multiple/frequent student complaints. It is unlikely the faculty member will self-report in the IDP. These items are vital in this process.	5/9/2015 8:18 AM
6	There seems to be uneven support for our probationary faculty across the District.	5/8/2015 5:49 PM
7	Timeline. It is too tight between when they are due in and when the President needs to inform them of the decisions.	5/8/2015 3:46 PM

Q22 College/Location:

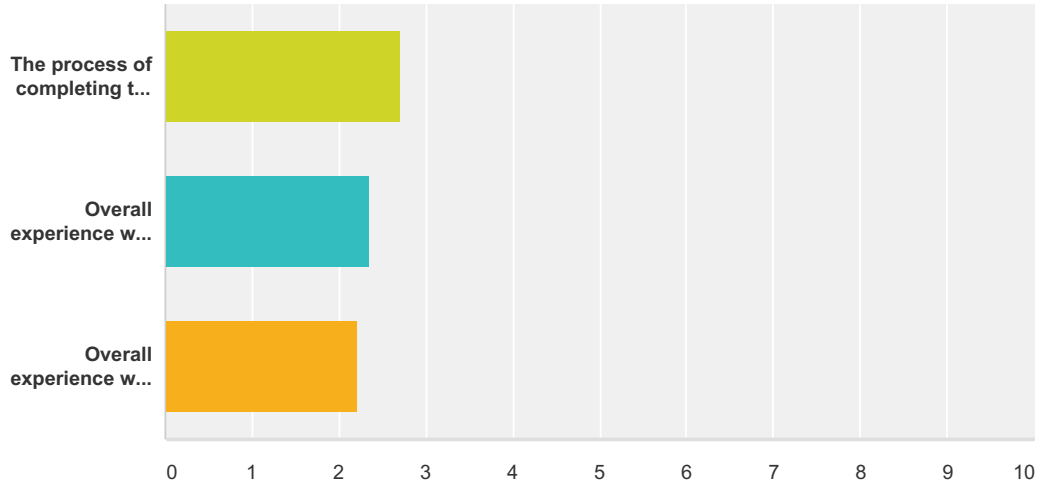
Answered: 37 Skipped: 312



Answer Choices	Responses
Chandler-Gilbert Community College	0.00% 0
Estrella Mountain Community College	5.41% 2
GateWay Community College	2.70% 1
Glendale Community College	16.22% 6
Mesa Community College	21.62% 8
Paradise Valley Community College	2.70% 1
Phoenix College	18.92% 7
Rio	0.00% 0
Scottsdale	24.32% 9
South Mountain	8.11% 3
Total	37

Q23 Please indicate your level of satisfaction regarding the following statements 4 = Very Satisfied, 3 = Satisfied, 2 = Somewhat Satisfied, 1 = Not Satisfied

Answered: 37 Skipped: 312



	4	3	2	1	N/A	Total	Weighted Average
The process of completing the Probationary Faculty classroom evaluations as prescribed by Residential Faculty Policy	27.78% 10	30.56% 11	16.67% 6	19.44% 7	5.56% 2	36	2.71
Overall experience with PAR	21.62% 8	29.73% 11	8.11% 3	37.84% 14	2.70% 1	37	2.36
Overall experience with PARc	16.22% 6	24.32% 9	8.11% 3	37.84% 14	13.51% 5	37	2.22

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Q24 How might the Peer Assistance and Review process be improved?

Answered: 30 Skipped: 319

#	Responses	Date
1	It would have been nice to give feed back before the end of the semester.	5/28/2015 5:49 PM
2	PAR process should be done in a Canvas course. Would be easy to implement and monitor.	5/19/2015 10:39 AM
3	The focus of this is on teaching, and this assessment leaves out and completely excludes any service faculty components. This skews the overall faculty assessment -- further, the reviewing committee more than likely has no experience in the respective service area (Library, Counseling, and Educational Support) and therefore can't assess properly the work performed in these areas. Any input from the division chair is completely excluded. For example, service faculty may have budgets they oversee, and whether they expend them or not (Performance in these areas) is not included within the performance assessment. If the probationary faculty fails in these areas, there is no accountability with respect to their performance because this is excluded information in their overall faculty assessment.	5/18/2015 9:02 PM
4	1. The IDP is not just the glossy reflection. It needs actual evaluations from mentors and chairs. 2. The PARC meeting should not have as many administrators (VP and Deans) as there are faculty; ours did. 3. As chair I had no vote on the PARC, but folks who would NOT work with the individual in the future voted. 4. No department should have more than one faculty on the PARC. My department had no one. Another department had two members. 5. No administrator should be allowed to make a special and lengthy appeal after the chair has left the PARC meeting. 6. I only could present (in PARC) for 15 minutes. This was after the PARC team spent an hour reading my department member's IDP for an hour. 7. I believe that the vote was probably 8 to continue and 7 to let go. Our admin. all seemed to vote to retain--for whatever reason. (This comes from my final dialogues with the president when I learned her position.) Their numbers offset faculty votes. (My doctoral work was in nonverbal communication--and I can read expressions pretty well.) 8. Our faculty developer was not even tenured himself when he began putting the process together. Gadzooks! Moreover he was not a member of the Faculty Association--and I challenged him on this when he came to a GCC senate meeting. 9. Our senate and chair organization never saw or agreed to the complete plan; it just kept morphing as the term moved on. 10. I truly feel that this plan was put together by the administration and one (sometimes two) developers. Finally, I went through the tenure process years ago in the California State University system. (Yes, I received it.) I view this process as very flawed--actually an embarrassment--and would ask FEC to reconsider its future use. My name is Jim Reed.	5/17/2015 9:54 AM
5	We're on the right track. We might work push due dates so faculty have more time to complete everything and include student evals from the spring semester. As chair, I wasn't quite sure what was expected of me, so better communication would help, too.	5/15/2015 11:51 AM
6	I think it is on the right track. You can just work out the "bumps" from year one and you will be on your way.	5/14/2015 7:40 PM
7	I have found that assigning a mentor for the probationary faculty (PB) has been beneficial. I have also found that conducting a classroom visit and evaluation of the PB by the VPAA or designee and the Division Chair once a semester for the first year has been beneficial. However, years 2-5, the PB should be evaluated by the VPAA or designee and the Division Chair once a year. Having the PB write up his or her accomplishments according to a prescribed template has also been beneficial to the PB because the expectations are made explicit, and the PB can document their successes. The PARC process has been a stressful process and a humiliating process for all concerned (PBs and Appointive Faculty); it is like the program "Survivor" in which you get "voted off of the island." PB are professionals who should never be asked to submit to a ridiculous and preposterous process in which the people on the committee who may not even have ever met the PB must all agree to renew the PB for the next year.	5/14/2015 4:07 PM
8	Replace VPAA or Dean classroom evaluation with CTL classroom evaluation or review of lesson plans. I question the value of reflections since the writer is writing for a committee not for themselves. Reduce the size of the PARc Team - we don't need multiple rubber stamps.	5/14/2015 3:27 PM
9	Reduce the amount of unnecessary extra-departmental involvement in new faculty review and mentoring.	5/14/2015 11:30 AM
10	The probationary faculty can write anything, but if you notice other items as a peer, there is no way to put that in the process. I don't think this process is an improvement. Just more labor intensive.	5/13/2015 3:24 PM

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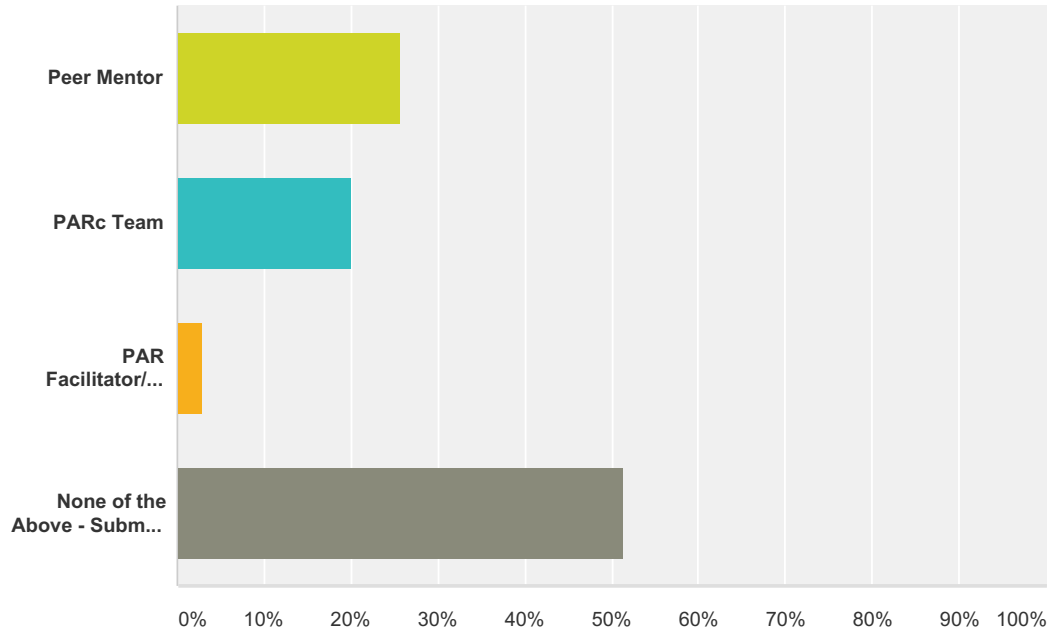
11	Have fewer meetings, fewer quasi-mentor situations. Allow the faculty to select some of the members of their teams. Do not require the Faculty developer to be on every team. At PC the PARc was dominated by the Senate. I don't think that is required by RFP. I like the concept of collecting a "portfolio" of activities. That helps the faculty member realize the range of activities that are considered as part of the faculty experience. The system is an easy way to keep all this in one place.	5/13/2015 3:21 PM
12	The process requires too much time from the already busy First year faculty member. It can be improved by requiring less documentation from probationary faculty, less meetings for First-year residentials, more input by the Department Chair, more department faculty on PARc Committee, having PAR align with job description, and not adding extraneous requirements to keep position. Why are faculty the only employee group that has to submit to this evaluation? This IDP process is demeaning, and similar to how elementary school children complete a "yearbook" to document their school year experience.	5/13/2015 12:34 PM
13	The process requires too much time from the already busy First year faculty member. It can be improved by requiring less documentation from probationary faculty, less meetings for First-year residentials, more input by the Department Chair, more department faculty on PARc Committee, having PAR align with job description, and not adding extraneous requirements to keep position. Why are faculty the only employee group that has to submit to this evaluation?	5/13/2015 12:30 PM
14	If a PARc team member is supposed to vote on whether or not to renew, nonrenew, or renew with concerns, then the member needs to have insight into that probationary faculty member's overall performance, not only what the probationary faculty member has included in his/her IDP. If a probationary faculty has had a very poor performance for several years, but then produces an excellent IDP just to get Appointive status, the voting committee needs to know this. This process is weighted much too heavily in favor of granting everyone Appointive status.	5/13/2015 11:58 AM
15	Miscommunication was a huge issue partly because information was coming from so many sources. Chairs should have had access to probationary faculty's IDP in order to make the PARc meeting more effective. Timeline for PAR process should have been verified and be accurate. Student surveys came out to students before the set time unbeknownst to faculty, chair, and PAR coordinator(s). Rethink time frame for IDPs; faculty should not have to be focused on getting their IDPs done in the middle of the semester. More than one person should have had access and control to the program that sent out the surveys.	5/13/2015 10:53 AM
16	There is no need for this process. We go to great lengths to hire great people, with a solid hiring process. The new hires are probationary for 5 years. This process adds more stress for them and sends a strong message of distrust.	5/13/2015 10:52 AM
17	a) PARc membership needs to include more faculty from the Probationary Faculty's department or discipline (at least 50%). Right now, the Faculty senate president gets to choose four members of the PARc, who may not understand the needs of the department or the discipline. b) The PAR needs to be aligned with the faculty hiring process. The PARc should assess the Probationary Faculty's successful accomplishment of their job description functions as outlined in the job hire document. c) Reduce the busy work! The PAR requires arranging numerous meetings, attending more than 20 evaluations and observations, and authoring many discussions about teaching philosophy. This is taking Probationary Faculty away from teaching, which is their primary responsibility and what we are paid to do.	5/13/2015 10:15 AM
18	The entire process from new faculty orientation through PAR is poorly planned and executed. Every college does it differently which creates inequity issues.	5/13/2015 8:45 AM
19	See my previous comment about fear connected to the process. I actually think that everybody should be doing this - probationary and appointive. Maybe the process for appointive folks could be focused differently, but I like the way the process brings us into each other's classrooms.	5/13/2015 8:32 AM
20	Please see previously answered question 12.	5/12/2015 8:29 PM
21	This process is great.	5/12/2015 8:18 PM
22	Include criteria such as collegiality and contribution to the department as criteria for renewal	5/12/2015 8:01 PM
23	Liked the new evaluation form; only reason why they are all "3"s is because nothing is perfect. I think next year will likely run more smoothly. To cut down on evaluation process fatigue, it seems like it shouldn't be the same 3 persons (+ dept. chair) for all evaluations. Spread the wealth to 1 or 2 more persons from the FA (maybe by Zone).	5/12/2015 7:59 PM

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24	<p>It was laborious and cumbersome for the reviewers. The probationary faculty put a lot of time into them, but it seems a standardized template along with the opportunity to use more visual aids and more interesting additions to the Google Site would be beneficial for all (like short video interviews with students, or short clips of the teacher teaching in class). It was like grading 20 very, very, very long essays. The meat and potatoes of the reviews came from the classroom visits and student evaluations. All of that info could be compiled neatly into a standard format (graphs, charts, or other tools) rather than simply uploading hand-written forms for reviewers to comb through. Additionally, reviewers were given a very short period of time to review 20 IDPs, which was stressful as the timing was near the end of the semester. I don't feel we spent the amount of time reviewing and giving thoughtful feedback that was deserved for the project. The candidates deserved more time and attention to their final product. Additionally, 5 reviewers were assigned to 20 IDPs. It could have been broken up into a different system. For example, the mentor/faculty developer assists the probationary faculty initiate the IDP, then two pre-screeners look at drafts about half way through and 3/4-way through the semester to make suggestions and provide feedback. Finally, three reviewers screen the final product. By that point, the final product should look much more neat, complete, and engaging than what we received in this first attempt at the PAR process. The probationary faculty will have more eyes on it before delivering the final product. The probationary faculty will also have more interaction with a diverse group of peers, which will enhance their resource pool. And finally, the two pre-screeners will have more intimate feedback to provide to the final screeners about the faculty member.</p>	5/12/2015 12:27 PM
25	<p>add questions regarding probationary faculty relationships, interaction in the division/department</p>	5/11/2015 7:41 PM
26	<p>There needs to be some language clean-up in the RFP and IDP. For example, probationary faculty are asked to provide evidence that student evaluations have been completed and a reflection. Does this mean that they should attach a summary of the results? The actual student evals?</p>	5/11/2015 11:13 AM
27	<p>Improve the forms used to review IDPs. Less meetings for PARc. It seems as if the entire 10 day period was one huge PARc meeting.</p>	5/11/2015 11:06 AM
28	<p>Recognize that the probationary faculty are professionals already.</p>	5/8/2015 3:25 PM
29	<p>Clearer directions on the evaluation forms. The format indicated comments were needed only if a non - renewal was recommendation was given. There should be a place for positive feedback.</p>	5/8/2015 2:36 PM
30	<p>More chair involvement in the process and evaluation by people who are familiar with the individual and the department.</p>	5/8/2015 1:16 PM

Q25 I also serve as a...

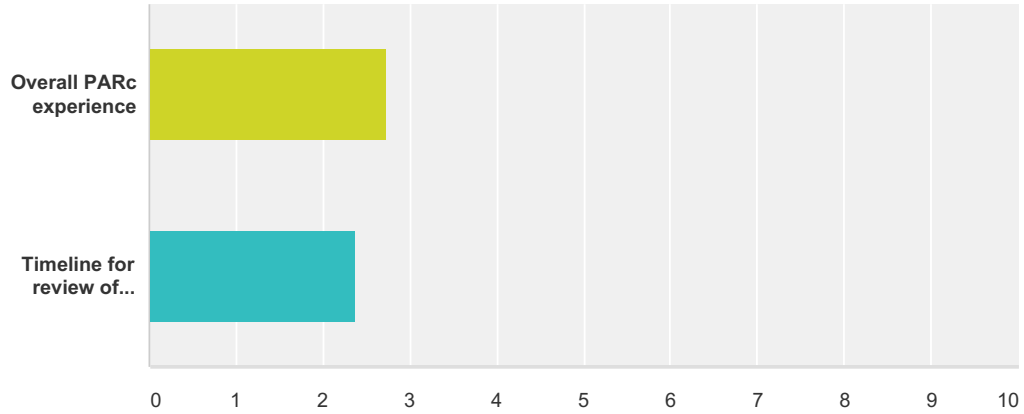
Answered: 35 Skipped: 314



Answer Choices	Responses
Peer Mentor	25.71% 9
PARc Team	20.00% 7
PAR Facilitator/Faculty Developer	2.86% 1
None of the Above - Submit survey	51.43% 18
Total	35

Q26 Please indicate your level of satisfaction regarding the following statements 4 = Very Satisfied, 3 = Satisfied, 2 = Somewhat Satisfied, 1 = Not Satisfied

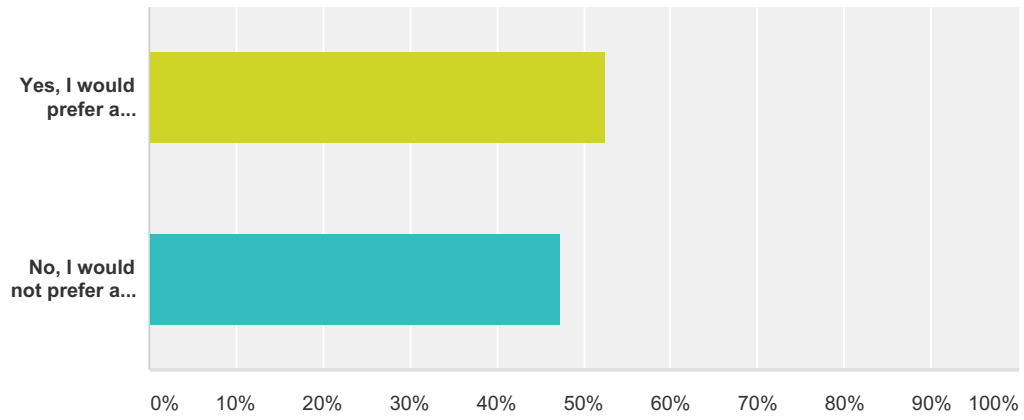
Answered: 38 Skipped: 311



	4	3	2	1	N/A	Total	Weighted Average
Overall PARc experience	32.43% 12	29.73% 11	16.22% 6	21.62% 8	0.00% 0	37	2.73
Timeline for review of Individual Development Plans (IDP)	23.68% 9	21.05% 8	26.32% 10	28.95% 11	0.00% 0	38	2.39

Q27 Would you prefer a standardized evaluation form for PARc review of IDPs?

Answered: 38 Skipped: 311



Answer Choices	Responses	
Yes, I would prefer a standardized evaluation form for the PARc review of IDPs.	52.63%	20
No, I would not prefer a standardized evaluation form for the PARc review of IDPs.	47.37%	18
Total		38

Peer Assistance and Review Survey Spring 2015

Q28 How might the Peer Assistance and Review process be improved?

Answered: 28 Skipped: 321

#	Responses	Date
1	For consistency between IDP reviews and between PARc groups, create/provide a more specific rubric for IDP reviews (like what would be used for grading an assignment), a list of comments in response to common issues, and a brief script/outline for each group to follow during meetings with chairs. Prior to scheduled evaluation(s), have Pro Fac provide VPAA/designee and chair with some context for their class session being evaluation. Establish timeframe for evaluation feedback from evaluators (e.g. within 1 week of evaluation) and include invitation to schedule a follow-up appointment, if desired. Revisit current IDP timeline and consider other deadline options and/or revise question prompts to reflect constraints posed by timeline. Following year 3 as a probationary faculty, encourage faculty to participate on college level (not just within own department).	5/28/2015 11:16 AM
2	The midsemester timeline is a killer. Probationary faculty are not able to reflect on their Spring courses, and so the PARc team is not actually evaluating a probationary faculty member's full year. Additionally, there were a number of instances where Chairs, Deans, etc. wanted to comment on RFP Appendix H issues, and there is no where in the RFP that permits the PARc team to consider these (the IDP and renewal decisions are based only on instruction, professional development, and service). I am not sure how to do this in a way that insulates folks from personal issues and foregrounds questionable professionalism; that is the work for folks at a higher pay grade. If there is a move to a standardized rubric, please avoid a quantitative rubric; I strongly believe that we want to avoid counting conferences, committees, etc. Focus on the qualitative aspect of a faculty's work, and how well they can document it.	5/27/2015 4:23 PM
3	I think it's great--the committee meetings were wonderfully run.	5/15/2015 4:17 PM
4	More communication and focus on the reflections - just like for our students, we don't want just data but a meaningful discussion of what worked well (and why) and what didn't work well (and why, plan for change/improvement). Make the IDP as relevant to the person as possible.	5/14/2015 8:02 PM
5	I think that the individual colleges should be allowed to tailor the process and IDP to meet their needs as long as the core components adhere to the RFP.	5/14/2015 2:58 PM
6	More monitoring and enforcement of what is to be contained in the IDP earlier in the year. Intervention by chair/dean/VP when faculty are not complying with requirements. Chairs need educated on difference between deficiencies in the IDP components and other problem areas that are covered by general administrative regulations and other parts of the RFP. The chair's perspective is important but I do not believe that it is more important than the overall perspective of the PARc team. The other four PARc members provide additional perspective and may not feel as pressured to give someone a "pass" because they have to work with them. Also, chairs rotate. The chair for the same faculty member could conceivably change three times during their probationary period. If the chair is on the last year of their term when the faculty is hired, a new chair could be in place years 2-4, and yet a third person as chair in year 5. So I do not think the role of the chair should be enlarged.	5/14/2015 2:40 PM
7	Less time dedicated to Probationary Faculty attending numerous meetings and such a comprehensive IDP.	5/13/2015 4:21 PM
8	7. I thought we had a relatively standard form. 8. See answer to question 4	5/13/2015 3:23 PM
9	Improve the time line. It is crushing for all involved.	5/13/2015 2:02 PM
10	The rubric is not sufficient to ensure that all candidates are evaluated fairly. Evaluation largely depends upon the preconceived ideas and biases of the evaluator. At the very minimum, training or norming sessions for evaluators need to be held. Also mentors were assigned to faculty members not in their areas. This doesn't seem to make a lot of sense either from the point of the faculty member or the mentor. Allowing probationary faculty to select their own mentors makes more sense. The IDP does not focus at all on one crucial area--the ability to work well with colleagues. Can there be a part that focuses on "plays well with others"?	5/13/2015 12:57 PM

Peer Assistance and Review Survey Spring 2015

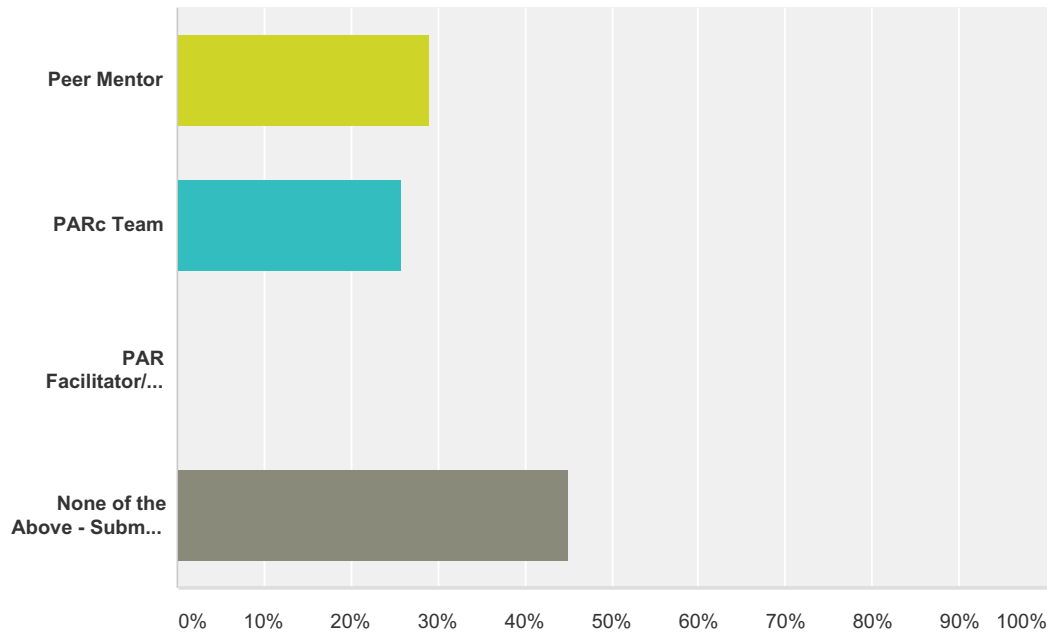
11	The process requires too much time from the already busy First year faculty member. It can be improved by requiring less documentation from probationary faculty, less meetings for First-year residentials, more input by the Department Chair, more department faculty on PARc Committee, having PAR align with job description, and not adding extraneous requirements to keep position. Why are faculty the only employee group that has to submit to this evaluation? This IDP process is demeaning, and similar to how elementary school children complete a "yearbook" to document their school year experience.	5/13/2015 12:34 PM
12	The process requires too much time from the already busy First year faculty member. It can be improved by requiring less documentation from probationary faculty, less meetings for First-year residentials, more input by the Department Chair, more department faculty on PARc Committee, having PAR align with job description, and not adding extraneous requirements to keep position. Why are faculty the only employee group that has to submit to this evaluation? This IDP process is demeaning, and similar to how elementary school children complete a "yearbook" to document their school year experience.	5/13/2015 12:33 PM
13	The PARc Team should meet BEFORE voting so that they have full insight into the Probationary faculty member's overall performance. A one-sided vote, i.e., only have the information that the Probationary faculty member provided, is not a good process. If the PARc is to have any value then they should meet and discuss all concerns about the Probationary faculty member, and THEN vote. This process is geared much too heavily on granting everyone Appointive status.	5/13/2015 12:01 PM
14	More specific direction for probationary faculty. Fewer requirements (more concise?) For documentation.	5/13/2015 10:39 AM
15	a) PARc membership needs to include more faculty from the Probationary Faculty's department or discipline (at least 50%). Right now, the Faculty senate president gets to choose four members of the PARc, who may not understand the needs of the department or the discipline. b) The PAR needs to be aligned with the faculty hiring process. The PARc should assess the Probationary Faculty's successful accomplishment of their job description functions as outlined in the job hire document. c) Reduce the busy work! The PAR requires arranging numerous meetings, attending more than 20 evaluations and observations, and authoring many discussions about teaching philosophy. This is taking Probationary Faculty away from teaching, which is their primary responsibility and what we are paid to do.	5/13/2015 10:15 AM
16	Give the PARc an opportunity to collaborate in prescribing steps to be taken on a Renew with Concerns recommendation.	5/13/2015 8:19 AM
17	The PARc had little time to review the IDPs and we should consider extending the timeframe. In order to give due time for review, we need more than 3 weeks. Timelines and what to do when was difficult for the person leading PARc. I would suggest creating a cheat sheet or chart of when to do what and who the responsible party is. This would be helpful so items are not missed. Also consider recommendations for the composition of PARc. I think this will be helpful for teams at colleges across the district. Not mandates, just best practices.	5/13/2015 7:02 AM
18	Provide more time for the Probationary faculty to complete their IDP, perhaps into the summer.	5/12/2015 9:55 PM
19	Provide more time for Probationary faculty to complete the IDP, perhaps into the summer.	5/12/2015 9:52 PM
20	More time to review IDPs; more measureable criteria for evaluation	5/12/2015 8:02 PM
21	Include other aspects of the job, not just did they attend meetings, complete their IDP, and get a satisfactory eval in the classroom. Are they showing up for work, are they coming on time, are they contributing to the department. Include something different or additional for service faculty, this process is focused on Instructional Faculty.	5/12/2015 7:16 PM
22	Compressed timelines between IDP submission deadline by probationary faculty and subsequent review and submission deadline by PARc to the college president is a problem. Suggested composition of the PARc would be helpful as a guideline. Department Chairs at my college report feeling relatively disenfranchised by this process (they are minimally involved in the PAR). There needs to be some standardization between the colleges of the PAR and PARc processes as they mature.	5/12/2015 5:17 PM

Peer Assistance and Review Survey Spring 2015

23	<p>It was laborious and cumbersome for the reviewers. The probationary faculty put a lot of time into them, but it seems a standardized template along with the opportunity to use more visual aids and more interesting additions to the Google Site would be beneficial for all. It was like grading 20 very, very, very long essays. The meat and potatoes of the reviews came from the classroom visits and student evaluations. All of that info could be compiled neatly into a standard format (graphs, charts, or other tools) rather than simply uploading hand-written forms for reviewers to comb through. Additionally, reviewers were given a very short period of time to review 20 IDPs, which was stressful as the timing was near the end of the semester. I don't feel we spent the amount of time reviewing and giving thoughtful feedback. The candidates deserved more time and attention to their final product. Additionally, 5 reviewers were assigned to 20 IDPs. It could have been broken up into a different system. For example, the mentor/faculty developer assists the probationary faculty initiate the IDP, 2 pre-screeners look at drafts about half way through and 3/4-way through the semester to make suggestions and provide feedback. 3 reviewers screen the final product. By that point, the final product should look much more neat, complete, and engaging than what we received in this first attempt at the PAR process.</p>	5/12/2015 12:18 PM
24	<p>We had a great team of people working on this, and our resultant PARc review process of IDPs was pretty solid. However, there should have been more mention/alignment of the RFP.</p>	5/11/2015 4:41 PM
25	<p>I think our team worked well this year. We identified improvements strategies to our college process and rubric.</p>	5/11/2015 4:40 PM
26	<p>More focus on teaching.</p>	5/11/2015 9:18 AM
27	<p>More training is required for all involved. As a PARc member I was "in the dark" for much of the process.</p>	5/8/2015 9:05 PM
28	<p>More training is required for all involved. As a PARc member I was "in the dark" for much of the process.</p>	5/8/2015 9:04 PM

Q29 I also serve as a...

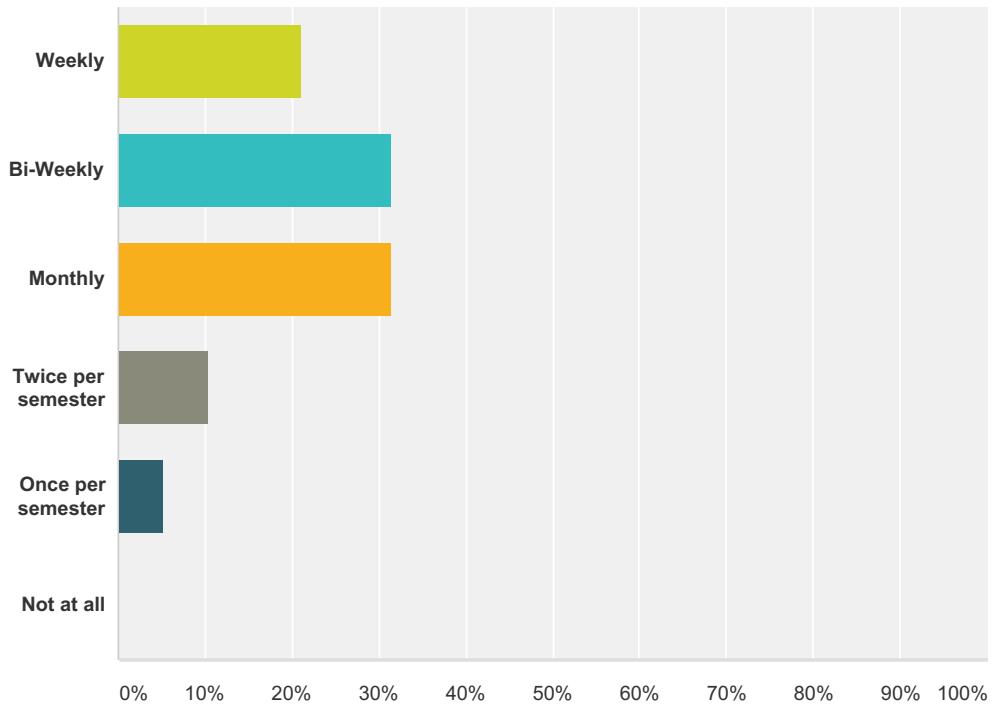
Answered: 31 Skipped: 318



Answer Choices	Responses
Peer Mentor	29.03% 9
PARc Team	25.81% 8
PAR Facilitator/Faculty Developer	0.00% 0
None of the Above - Submit Survey	45.16% 14
Total	31

Q30 How often did your “new faculty experience” meet?

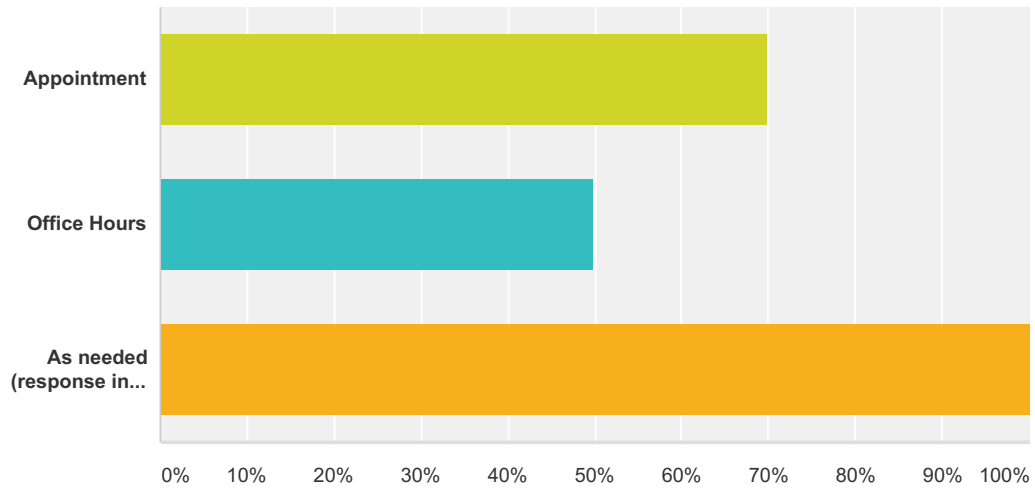
Answered: 19 Skipped: 330



Answer Choices	Responses
Weekly	21.05% 4
Bi-Weekly	31.58% 6
Monthly	31.58% 6
Twice per semester	10.53% 2
Once per semester	5.26% 1
Not at all	0.00% 0
Total	19

Q31 I was available via (check all that apply):

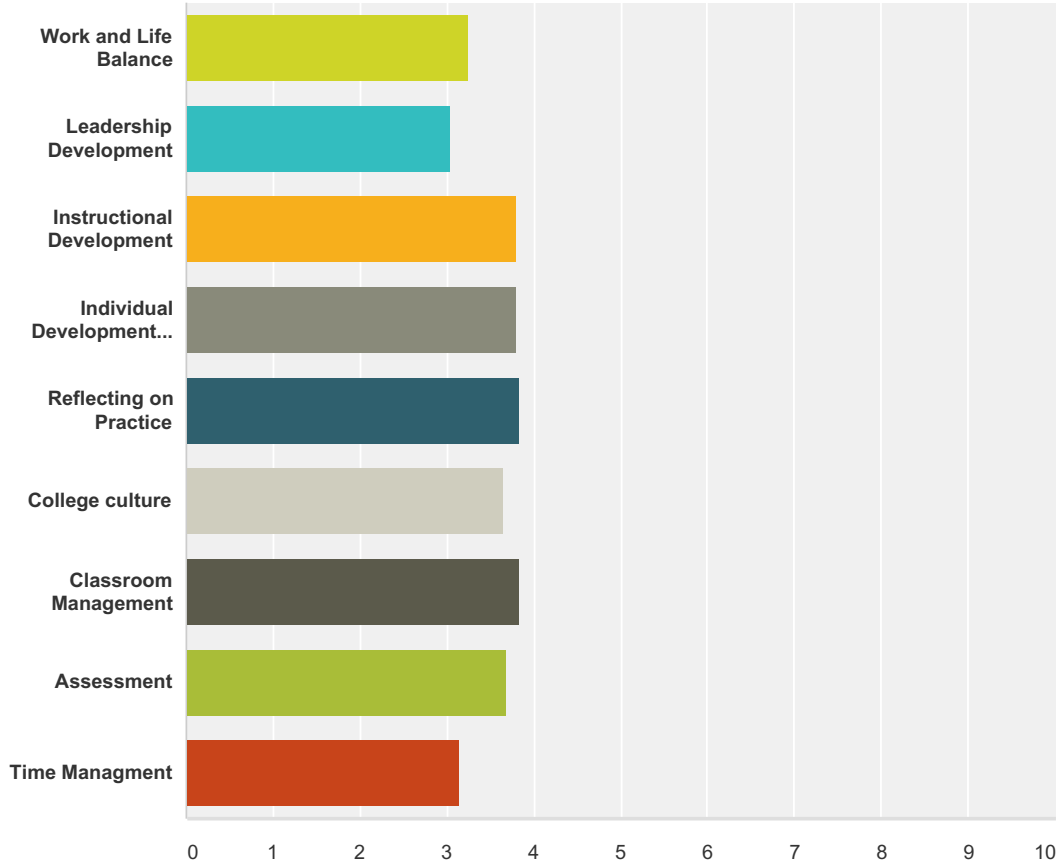
Answered: 20 Skipped: 329



Answer Choices	Responses
Appointment	70.00% 14
Office Hours	50.00% 10
As needed (response in timely manner)	100.00% 20
Total Respondents: 20	

Q32 How important would it be to address the following topics with first year probationary faculty:

Answered: 20 Skipped: 329



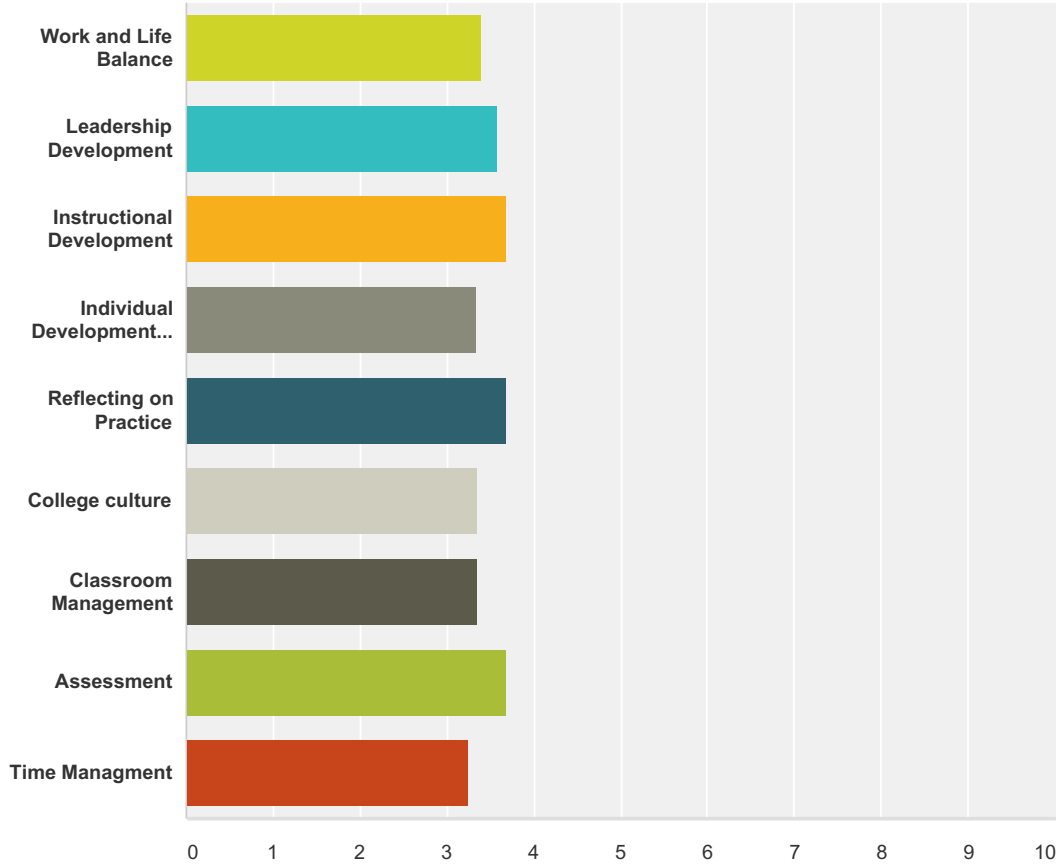
	Most Important	Somewhat Important	Less Important	Not Important At All	Total	Weighted Average
Work and Life Balance	45.00% 9	35.00% 7	20.00% 4	0.00% 0	20	3.25
Leadership Development	25.00% 5	55.00% 11	20.00% 4	0.00% 0	20	3.05
Instructional Development	80.00% 16	20.00% 4	0.00% 0	0.00% 0	20	3.80
Individual Development Plan	80.00% 16	20.00% 4	0.00% 0	0.00% 0	20	3.80
Reflecting on Practice	85.00% 17	15.00% 3	0.00% 0	0.00% 0	20	3.85
College culture	70.00% 14	25.00% 5	5.00% 1	0.00% 0	20	3.65
Classroom Management	85.00% 17	15.00% 3	0.00% 0	0.00% 0	20	3.85
Assessment	70.00% 14	30.00% 6	0.00% 0	0.00% 0	20	3.70

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Time Managment	26.32% 5	63.16% 12	10.53% 2	0.00% 0	19	3.16
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Q33 How important would it be to address the following topics with second through fifth year probationary faculty:

Answered: 20 Skipped: 329



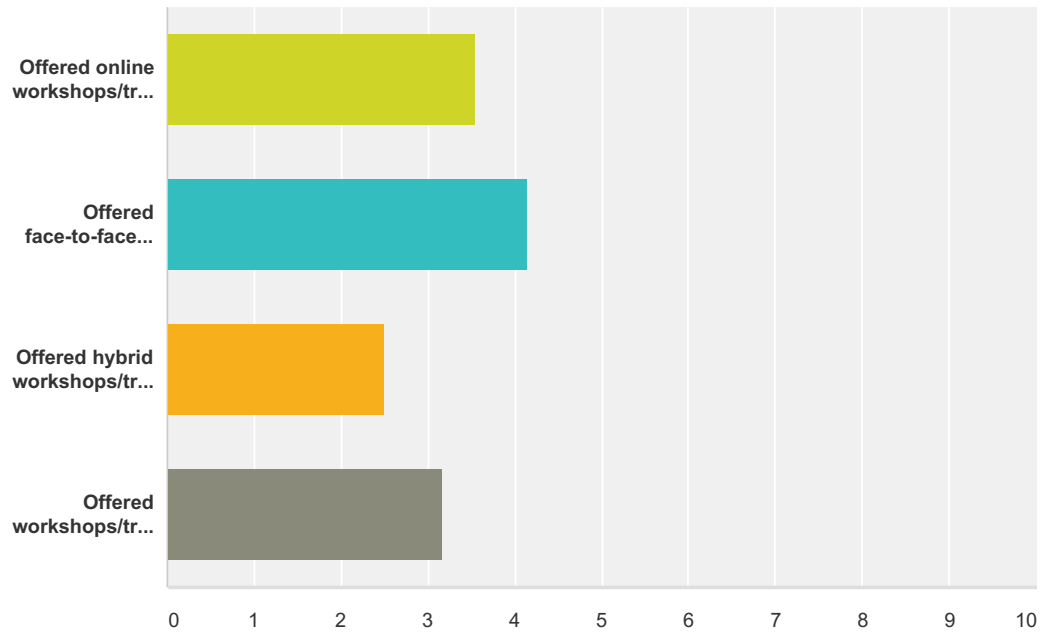
	Most Important	Somewhat Important	Less Important	Not Important At All	Total	Weighted Average
Work and Life Balance	45.00% 9	50.00% 10	5.00% 1	0.00% 0	20	3.40
Leadership Development	60.00% 12	40.00% 8	0.00% 0	0.00% 0	20	3.60
Instructional Development	70.00% 14	30.00% 6	0.00% 0	0.00% 0	20	3.70
Individual Development Plan	40.00% 8	55.00% 11	5.00% 1	0.00% 0	20	3.35
Reflecting on Practice	70.00% 14	30.00% 6	0.00% 0	0.00% 0	20	3.70
College culture	52.63% 10	31.58% 6	15.79% 3	0.00% 0	19	3.37
Classroom Management	42.11% 8	52.63% 10	5.26% 1	0.00% 0	19	3.37
Assessment	70.00% 14	30.00% 6	0.00% 0	0.00% 0	20	3.70

Peer Assistance and Review Survey Spring 2015

Time Managment	30.00% 6	65.00% 13	5.00% 1	0.00% 0	20	3.25
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Q34 Please indicate how often the college held the following:

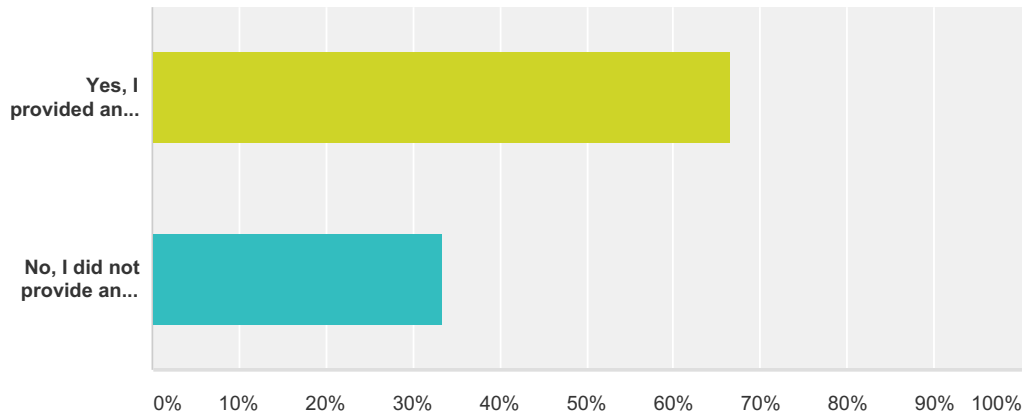
Answered: 20 Skipped: 329



	Frequently	Often	Sometimes	Rarely	Never	Total	Weighted Average
Offered online workshops/training for probationary faculty as part of the PAR process	30.00% 6	25.00% 5	20.00% 4	20.00% 4	5.00% 1	20	3.55
Offered face-to-face workshops/training for probationary faculty as part of the PAR process	40.00% 8	35.00% 7	25.00% 5	0.00% 0	0.00% 0	20	4.15
Offered hybrid workshops/training for probationary faculty as part of the PAR process	10.00% 2	10.00% 2	35.00% 7	10.00% 2	35.00% 7	20	2.50
Offered workshops/training for members of PARc	11.11% 2	27.78% 5	33.33% 6	22.22% 4	5.56% 1	18	3.17

Q35 Was an orientation for members of the PARc?

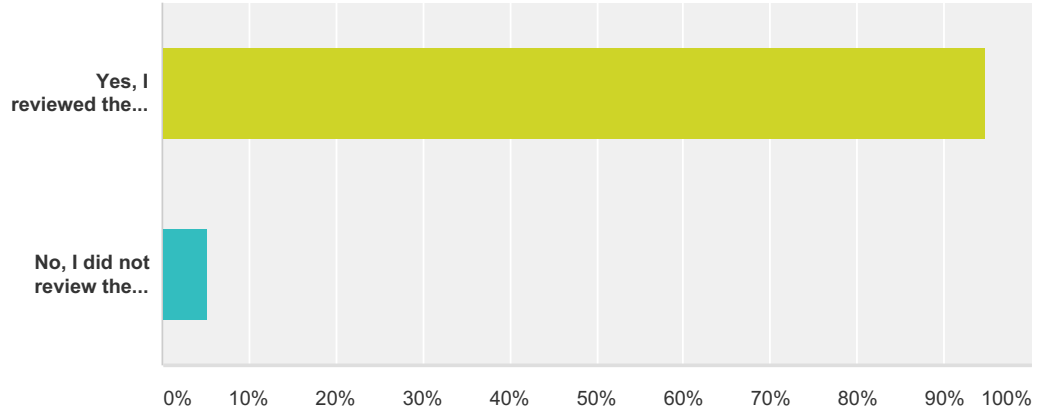
Answered: 18 Skipped: 331



Answer Choices	Responses	
Yes, I provided an orientation for members of the PARc	66.67%	12
No, I did not provide an orientation for members of the PARc	33.33%	6
Total		18

Q36 Did you review the draft of the Probationary Faculty's Individual Development Plan (IDP)?

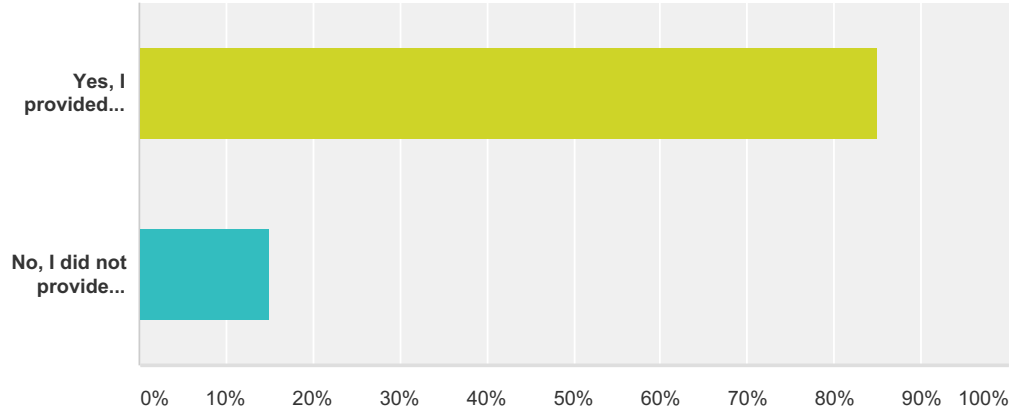
Answered: 19 Skipped: 330



Answer Choices	Responses
Yes, I reviewed the draft of the Probationary Faculty's IDP	94.74% 18
No, I did not review the draft of the Probationary Faculty's IDP	5.26% 1
Total	19

Q37 Did you provide feedback for the draft of the Probationary Faculty's Individual Development Plan (IDP)?

Answered: 20 Skipped: 329



Answer Choices	Responses
Yes, I provided feedback for the draft of the Probationary Faculty's IDP	85.00% 17
No, I did not provide feedback for the draft of the Probationary Faculty's IDP	15.00% 3
Total	20

Q38 How many Faculty Development workshops did you help organize at your college?

Answered: 16 Skipped: 333

#	Responses	Date
1	Not sure what you are looking for in this answer.	5/28/2015 12:16 PM
2	14	5/22/2015 3:59 PM
3	1	5/16/2015 12:04 PM
4	32	5/15/2015 3:02 PM
5	6	5/14/2015 10:59 PM
6	9	5/14/2015 8:41 PM
7	4-5	5/14/2015 2:36 PM
8	six or so	5/14/2015 2:27 PM
9	14	5/14/2015 10:36 AM
10	Many.	5/13/2015 10:40 PM
11	3	5/13/2015 2:20 PM
12	none	5/13/2015 11:40 AM
13	Please define FD workshops	5/12/2015 8:30 PM
14	11	5/12/2015 8:21 PM
15	23 workshops + 10 NFE sessions (see question 11 for more detail)	5/12/2015 2:40 PM
16	2 -- that was all that was offered for mentors	5/11/2015 9:23 AM

Q39 What additional responsibilities did you have at your colleges that are not captured in the above questions?

Answered: 17 Skipped: 332

#	Responses	Date
1	Full-time faculty and all that comes with that role; full teaching load.	5/28/2015 12:16 PM
2	Strategic Planning Tri-Chair, HLC Criterion 5 Quad-Chair, Development Team C-Chair	5/22/2015 3:59 PM
3	I met regularly with the VPAA, the Chair Counsel, and the faculty Senate (President and all member meetings). I conducted numerous one hour individual appointments. I observed classes for those probationary faculty members who were unable to schedule an observation with their mentor, and also observed several faculty when their chair was unable to evaluate due to an unexpected health emergency.	5/15/2015 3:02 PM
4	There were three faculty developers on our campus. We split the workload out according to our gifts and interests. I created the PAR Mentor and PAR Mentee Canvas sites and sent out messages via Canvas announcements when new information was made available or when we were scheduling some kind of workshop.	5/14/2015 10:59 PM
5	To be fair there was a team of us...so the above questions are answered more for the team than for just me personally. One person did review the IDPs mostly...I reviewed my mentees' IDPs only. Other members conducted the PARc orientation-- I personally did not. Other members ran workshops for probation faculty members working on their IDPs. I met one-on-one but did not personally run a workshop; however, I did plan the ones that were built-into the "first year" experience. So all of the above work took place but was divided across a team, not one individual.	5/14/2015 8:41 PM
6	Help with All Employee Convocation held fall and spring Help with All Faculty Convocation held fall and spring Plan and deliver a workshop for Adjunct Convocation held fall and spring Serve on Employee Development Committee	5/14/2015 2:36 PM
7	- Advised PARc but did not do the formal training. They took care of this themselves. - Created/facilitated Adj Fac Convo both Fall and Spring semesters. - Trained chairs and mentors re: IDP responsibilities. - Had monthly meetings with the VPAA re: all things Fac Dev.	5/14/2015 2:27 PM
8	I read all IDPs and provided feedback multiple times. I helped solve problems on an as-needed basis as we rolled the process out. Most faculty took advantage of this and wrote exemplary IDPs. For those who chose not to, I still checked in and asked if they needed assistance. The PARc did not need a formal orientation. We did informal ones face-to-face and via email. The process worked quite smoothly.	5/14/2015 12:00 PM
9	All Faculty Meetings Adjunct Faculty Development Workshops	5/14/2015 10:36 AM
10	FSL for three years, chair responsibilities, etc.	5/13/2015 10:40 PM

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11	<p>I provided orientation sessions for mentors and met with mentors when some of them had questions or issues their faculty ran into. I provided overview sessions for division chairs, deans, and VPs through our Academic Issues Team meeting. In the future, this may need to be more in depth (especially for new chairs and deans) so that they provide more meaningful feedback to faculty to allow for more reflection on teaching evaluations. I worked with HR to provide an orientation of the new process and how it would affect what they do locally on our campus and the documentation they should expect from us. There was some confusion even after this about who completes the FEP versus who completes the IDP and how the processes differ at the start of this first year. Because there was transition in who in HR managed this process, I ended up meeting with local HR multiple times throughout the year. For the PARc, I did more than just provide an orientation. I met with them and helped to create the rubric. I attended all of the PARC meetings to provide guidance. In some cases, I met offline with PARc members as well to address concerns or for those who couldn't attend one of the PARc meetings we held to create the rubric and discuss process for reviewing IDPs. I also created the shared folder for the IDPs, organized them, and provided documentation and training for how to access them. I maintained the documentation for the PARc including creating & uploading all of the recommendation documents once I received word of final recommendations. In the fall semester, I was involved in a variety of issues that related to new faculty that were not officially a part of the PAR process (Nursing faculty who were not able to attend the New Faculty Experience and didn't have time to participate even in the online activities, faculty who were expected to do more than was reasonable for new faculty, etc.) This took up a lot more of my time than I had originally anticipated as I met with both VPs, division chairs, deans, faculty, and mentors about each of the different issues. It also necessitated me attending other campus meetings to discuss the issues (at the request of the VP). While I was only required to review and provide feedback to first year faculty IDPs according to the RFP, this year I read and provided feedback to all probationary faculty about their IDP.</p>	5/13/2015 2:20 PM
12	????	5/13/2015 11:40 AM
13	<p>This question eliminates the possibility of anonymity. Having said that, I served three years in Faculty Senate leadership. The FSL has been recused of PARC duties due to the possibility of conflict of interest, therefore I am unable to respond to those specific questions.</p>	5/12/2015 8:30 PM
14	<p>Training for mentors Developing PARc rubric Developing and maintaining a Canvas website for probationary faculty and NFE, as well as another for mentors containing resources, rubrics for evaluation, suggested articles.</p>	5/12/2015 8:21 PM
15	<p>New Adjunct Faculty Orientation Adjunct Faculty Convocation iTEACH@MCC newsletter OYO/OSO/Specially Funded Faculty workshops (2 a semester) CTL Remodel SGID Learning Grant (SGID - Small Group Instructional Diagnosis - student focus groups) Please note that... Questions 7,8, & 9 were difficult for me to answer. Below is the qualitative data to explain why... Question 7: We approached PARc with the purposeful philosophy that as PAR Facilitator I would not conduct an orientation with PARc members but that we would let the PARc members organically work with the IDPs and then get feedback from a focus group session to be conducted this summer. I did visit with the PARc members for about 15 minutes to go over some best practices. I could have just marked "no" but wanted to express that this was a conscious decision on our part - per the Senate President. Question 8 & 9 I did review/provide feedback on IDP content for all 1st year Probationary Faculty as per the RFP The College's Faculty Developer is on their PAR Team. I also reviewed two IDP's for the Probationary Faculty that I Mentored. These questions did not stipulate 1st year Probationary Faculty or those that we Mentored. The quantity of 49 year 2 - 5 Probationary Faculty only shared their IDP with the Me as the Faculty Developer PAR Facilitator if they decided to do so. If asked I would conduct a cursory review/feedback. The RFP does not stipulate that Faculty Developers are on the PAR Team for years 2 - 5. Thus having access to all IDP's beyond 1st year and those that I mentored was at the purview of the year 2 - 5 Probationary Faculty. For PAR Faculty years 2 - 5 it was their Mentors that were to review their 'draft' IDP. I supplied the Mentors with a document called "What to Look for in an IDP" to help facilitate the review. We had 59 Probationary Faculty this year and will have 74 next year. Additional information for Question 10: Workshops (22 as follows plus the 10 NFE) 1 Week of Accountability PAR/PARc Session with Senate President 1 Department Chair Association pre-accountability session as part of their retreat with Senate President 8 IDP Parlors (Probationary Faculty) 2 IDP Collaboration Workshops (Probationary Faculty) 2 Reflective Writing Workshops (Probationary Faculty) 1 Q&A with the Senate President (Probationary Faculty) 7 Mentor Training Workshops (PAR Mentors) 1 Mentor Moments Workshop (PAR Mentors) add to the 22 workshops 10 NFE (once a month) PAR was incorporated into NFE In addition to the workshops we had handouts, video tutorials, Canvas courses, and individual consultation via e-mail/face-to-face/phone. For Fall 14 semester only (still analyzing Spring 15 semester data) 77 hours were spent in individual consultation with Probationary Faculty, 30 hours with Mentors, and 8 hours with Deans & Chairs. Completion reports available upon request. These reports show graphs with the breakdown of communication modes, etc.</p>	5/12/2015 2:40 PM
16	<p>Counseling mentees that were in constant fear that if their IDP did not meet the appropriate standards, of which were undefined, they would not be renewed.</p>	5/11/2015 9:23 AM

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17	PARc - we had a meeting/orientation with our Deans. The Deans chose to handle orienting the PARc Faculty. We did not require Faculty to share their IDP with us (2 Faculty Developers). Those that did share we provided feedback to. We had 71 probationary Faculty.	5/8/2015 3:05 PM
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Q40 How might the Peer Assistance and Review process be improved?

Answered: 16 Skipped: 333

#	Responses	Date
1	Get rid of PARc. Improve the timeline to reflect a full year of teaching and to provide adequate time for reflection. It is challenging for probationary faculty to carry all of the responsibility of faculty, still be in the midst of doing their primary responsibility (teaching), yet be expected to reflect on the overall experience - and then document this in such a way as to convey their thoughts and what they have learned. Improve the timeline: goals are still being worked on for the current academic year, but there is an expectation the goals be reported in a way that shows whether or not they have been met. Improve the timeline: Articulating goals for the upcoming year while still working on the current goals, reflections (that may indicate the areas for improvement....the goals) is a ridiculous expectation. Improve the timeline: The Spring semester timeline for evaluations and observations is also so compressed that scheduling becomes the issue and "pushing through it" did not seem to be the intention. Improve the timeline: Informing someone of their status for the next year while there is still a week of classes to teach, a week of final exams to give, and mandatory attendance at commencement does not make logical sense. The timeline needs to change.	5/28/2015 12:16 PM
2	Provide reassing time for 1st year faculty to participate in nbew faculty experience	5/16/2015 12:04 PM
3	I think that perhaps there should be some consistency between colleges, although our process went very smoothly.	5/15/2015 3:02 PM
4	As stated above, I don't like that the evaluations are a part of the IDP. I think it has the potential of changing the way the evaluations are written. Instead of supplying a plus/delta for the probationary faculty with suggestions how to improve areas of instruction, the evaluation might get watered down with suggestions made as an aside instead of as a part of the evaluations. Evaluations are great ways to get input from other instructors for improvement. By hanging the future of a faculty member on an evaluation, it makes the evaluation punitive. What was once intended as a means for improvement instead becomes a means of punishment.	5/14/2015 10:59 PM
5	I like the suggestion I've heard to move the whole time frame to begin in the spring semester, give the faculty the summer to start the IDP round one then continue in the fall semester, give the faculty the winter break to again capture/refine....then the due date would be Feb. This way the IDP captures the calendar year instead of the academic year, but this time frame also allows the PARc committee more time to review-- and gives two full semesters for the probationary faculty to gather/develop/reflect instead of compacting all of the required observations/evaluations/etc into such a short window spring semester. I also think there needs to be a clearer role for chairs to give input through their evaluations on the probationary faculty's progress/performance.	5/14/2015 8:41 PM
6	More time to review the IDP More clear expectations as to HOW service and PG should be documented Standard template for evaluations, especially student feedback Standard template for Service faculty to evaluate the service component of their job	5/14/2015 2:36 PM
7	Things went relatively smoothly at our college. The two Faculty Developers worked very well together, each bringing her own skill set to the job. We saw early on that we needed to stay out in front of all PAR stakeholders, anticipate their needs and create documents, a Canvas course, and training (lots!) to ensure as much 'proactivity' as possible. We feel very good that we had a great first year of PAR at our college. We look forward to the edits to the process that come from this survey and will implement them to the best of our ability. P.S. Whatever you do, do NOT remove the Peer Mentor piece of PAR. That was by far the piece that got the best feedback from the PF and the mentors themselves.	5/14/2015 2:27 PM
8	Timelines of course need to be adjusted. From reports from sister colleges, I am a strong advocate of one person or one team being in charge of the PAR process. If it's too fractured, things fall through the cracks. The reason it worked well for us is because there was a consistent voice and cohesion.	5/14/2015 12:00 PM
9	N/A	5/14/2015 10:36 AM
10	At SCC, the process was very smooth. We had a very proficient PAR coordinator in Susan Moore.	5/13/2015 10:40 PM

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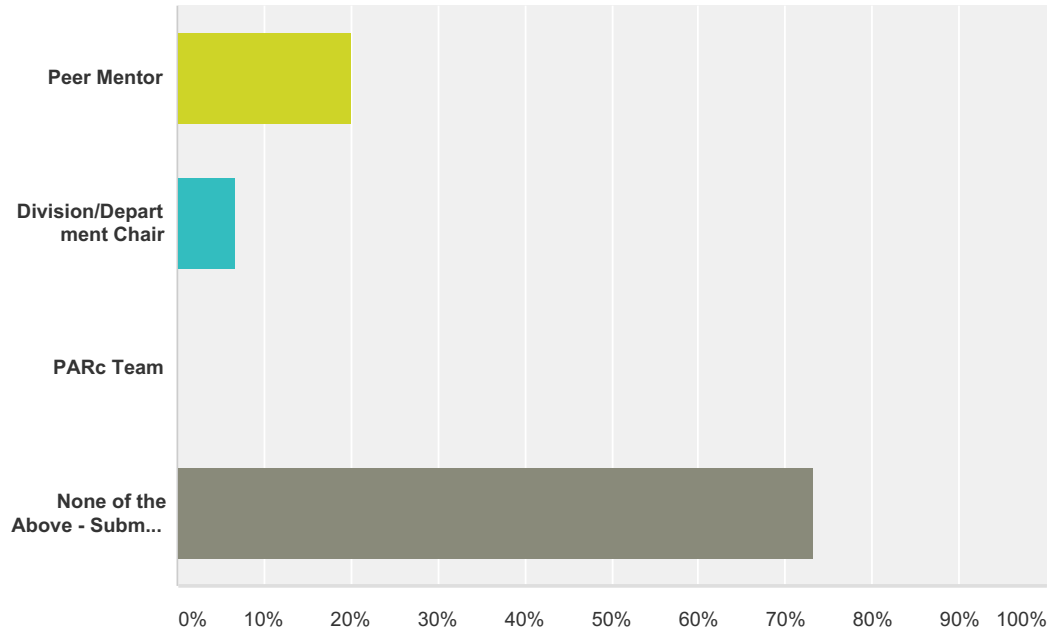
11	<p>The compressed timelines were difficult in the spring semester for faculty, especially those who have to be evaluated in both fall and spring. Even with guidance from me at the end of fall semester that VPs, deans, and division chairs should schedule classroom evaluations to be completed by mid-February, there were some that were scrambling to get evaluations and joint meetings done prior to the March 27th IDP deadline. It was also difficult for these faculty to have time after classes got going beyond the first week to have their mentor come in prior to their evaluations. Many faculty were very concerned that what they do after March 27th doesn't get fully captured anywhere in the process. They can include some information about what they know will happen prior to May, but that won't include everything. And because the RFP stipulates that the IDP can only include information for that specific academic year, they will not officially be able to include events beyond March in the IDP for the following year. Perhaps, we should make the IDP document from April 1 to end of March each year in terms of what goes in the IDP. That way end of semester information gets more accurately included. I think it is important that we have a bit more alignment between the campuses in terms of PARc rubrics and decision guidelines. We spent a lot of time creating our rubric using the IDP sections as our guideline, and found that some aspects of the rubric didn't align well with the required job duties in the RFP. It would be interesting to see what other campuses ended up doing. There also needs to be more discussion as to how we capture a snapshot version of the IDP as of the March deadline for the PARc to review. The process I used this past year (using HTrack) was a bit cumbersome and had some glitches. I know other campuses used different methods, but I would like to have a more standard way to do this so we are supported and know that what we are doing is sufficient to provide a backup copy. Also as a side note, my New Faculty Experience met weekly for the fall semester and I held other open sessions and met individually with new faculty in the spring. This has been the tradition in past years at my campus. Going forward, we are looking into other models that will serve new faculty across divisions better with the new PAR deadlines. Since there was no other general comments box, I am including it here.</p>	5/13/2015 2:20 PM
12	<p>There is always room for improvement in this process. Timeline issues arose for some but the process at SCC was efficiently executed by the PAR facilitator, Susan Moore. Faculty Developers are open and more than willing to make appropriate changes as the needs arise. Overall, this was an excellent process at our college.</p>	5/12/2015 8:30 PM
13	<p>The New Faculty Experience at SMCC consisted of monthly meetings, but more importantly the PAR faculty developer meeting with first year faculty in their offices during office hours for a more personal approach. Faculty seemed to really appreciate this personal approach, the opportunity to dialog on more personal issues one-on-one rather than in a larger group, and this reduced the burden of more regular "NFE workshop" meetings. At the monthly meetings we had guest presentations on assessment, working with students with disabilities, flipping the classroom, Canvas, etc. Trying to find times to accommodate everyone's schedule is pretty much impossible. The focus this year was largely on IDP. Next year, I want to make a better effort to cycle all our administrators and division chairs through the monthly meetings, our athletic director to discuss the needs of our student athletes, marketing team, etc. It would be great if we had a list of district or external experts who would be willing to visit and discuss various pedagogy methods - collaborative learning, response systems, just-in-time lecturing, flipping the classroom, using case studies, etc. as well as technology issues. But these topics might be most efficient and effective as monthly district-wide gathering of first year faculty. Perhaps break outs among the faculty by discipline could be included. Rotate between the campuses or hold centrally at DO or Rio. Campus NFE meetings could then focus on campus culture, getting to know administrators, department heads, etc. I plan to add a "Goals for Next year" page to our IDP template.</p>	5/12/2015 8:21 PM
14	<p>Based on feedback from our 'internal' PAR/PARc college survey and focus group sessions with PARc Team members, Department Chairs, and Deans I anticipate updating our IDP template for the 16 new faculty coming on-board next year. For the 58 year 2 - 5 Probationary Faculty for next year we will more than likely continue with the current 2014-15 IDP Template. We used Google Sites. We will also be updating the handouts, video tutorials, canvas courses, and workshops over the summer based on survey/focus group feedback to improve internal processes and procedures. In reflection, I kept sessions for Probationary Faculty and sessions for PAR Mentors compartmentalized. Next year all workshops will be open to either (mingle the two groups more). I think this will be beneficial. I am also going to conduct voluntary draft IDP review sessions with Mentors using the "What to Look for in and IDP" handout. Plus I will incorporate this into future Mentor training sessions. Our IDP submission/archive process worked out pretty well but there are a few modifications we will be making to the steps and tracking procedures already identified. Really this summer will be tweaking much of what was done this year in order to improve the internal PAR process. I anticipate future changes to the timeline from a global perspective. We did have year round faculty this year and this was not addressed in the RFP. Next year that problem goes away for us. Given the size of our college and number of Probationary Faculty (we use the term PAR Faculty at MCC) having full reassign time in order to focus all of my attention on our large number of PAR Faculty and Mentors in addition to my Faculty Developer duties has been instrumental! My job description has essential functions as PAR Facilitator and essential functions as Faculty Developer... - Thank you for the 9 hours from MCLI and the 6 from my college!!!</p>	5/12/2015 2:40 PM
15	<p>Should only include first year faculty. Be able to answer questions and not be given ambiguous responses using the standard response of "we are still under development"</p>	5/11/2015 9:23 AM

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16	I feel that FEC and the Faculty Developers are working separately, and that communication and messaging has been inconsistent as a result. I would really like to know who in addition to Keith Heffner has been making all of the decisions related to PAR.	5/8/2015 3:05 PM
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Q41 I also serve as a...

Answered: 15 Skipped: 334



Answer Choices	Responses
Peer Mentor	20.00% 3
Division/Department Chair	6.67% 1
PARc Team	0.00% 0
None of the Above - Submit survey	73.33% 11
Total	15