

Faculty Manual

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Annual Professional Responsibilities Report & Plan Overview/Purpose

The APRP is the continuing contract faculty self-reporting evaluation tool which documents achievements in the current academic year and lays out plans for the next. All APRPs are due to the Supervising Dean by May 1st of each year.

The Academic Deans use the APRPs to celebrate faculty achievement and to assess ongoing performance excellence. The information is needed for such projects as Program Review, assessment, Strategic Planning, AQIP initiatives, and accreditation. To those ends, it is vital to describe roles and activities using **measurable objectives**.

Please email the APRP to your department chair who will review them to ensure the faculty member's goals that are part of the department goals are accurately reflected prior to submitting them, along with the department goals to the Office of the Academic Deans by **May 1st**. The deans are committed to reviewing and responding to the APRPs in a timely fashion.

See ARTICLE VII.D.1.b. and X – Professional Growth and Appendix D for contract language and template.

http://www.jccmi.edu/humanresources/docs/Faculty_Contract.pdf

Mentoring Program Philosophy and Purpose

The JACKSON COLLEGE MENTORING PROGRAM pairs annual contract full-time faculty (mentees) with experienced continuing contract faculty (mentors). The overarching philosophy of this program aims to enhance the new faculty member's knowledge of the College and his or her own philosophy of teaching to improve overall opportunities for student success, individual professional success, and new faculty retention. In particular, the purpose of this program is to: 1) acculturate new faculty to the College's vision, mission, and goals; 2) provide a broad understanding of the College's operations and support systems for faculty and students; 3) familiarize new faculty with their department's goals, objectives, outcomes, programs, course offerings, procedures, and policies; 4) provide an informal and formal (mentoring team) support network for the new faculty member; 5) facilitate learning opportunities which encourage excellence in instruction and continuing professional growth for both the mentor and the mentee; 6) create opportunities for personal and professional contributions to students, the department, the College, and the community; and 7) assist the mentee in the development of the teaching portfolio.

Timeline and guidelines for developing the mentoring team. As an annual faculty member you will develop a mentoring team. The mentoring team will consist of a lead mentor and at least two other mentoring team members. In general, annual faculty should select their lead mentor from their department. The lead mentor should be chosen by the end of the first semester. The remaining committee members should be selected by the end of the first year. It would be prudent to have at least one committee member chosen from outside the annual faculty member's department. In the case of an unexpected vacancy on your mentoring team, that position should be filled within the semester.

Criteria for Selecting Mentors

At JC, we believe that there are a number of qualities that are embodied by a mentor. Good mentors will:

- Have earned faculty continuing contract.
- Have demonstrated substantial participation in shared governance of JC.
- Have demonstrated good rapport with students and regular availability to them during advertised office hours.
- Have demonstrated strong interpersonal skills with faculty, administrative, and support colleagues.
- Have strong organizational and planning skills.
- Have demonstrated a variety of teaching/learning methods, which can serve as models for the mentee.

A Mentor should be:

- Willing to learn, experiment and grow in teaching/learning methods along with mentee.
- Willing to meet regularly with mentee. What about observations?
- Willing to share teaching experiences, both successful and unsuccessful, with the mentee.

Role of Mentor

A JC mentor should:

- Demonstrate empathy, objectivity, respect, effective listening and problem-solving skills as well as strong interpersonal and communication skills.
- Offer formal and informal opportunities to talk with the mentee about issues related to the culture of academia as well as the norms, customs and practices associated with the profession and discipline.
- Assist the mentee in gaining an understanding of the institution and community (e.g., the culture, history, successes and challenges of the institution and the community).
- Serve as a positive and active role model in terms of teaching, institutional and community service.
- Serve as a resource as well as a bridge between the mentee and the administration. It is important to note that the mentor is not a supervisor. Rather, the mentor serves as the creator of a non-threatening environment in which the mentee's skills can be developed to the greatest degree possible.
- Offer honest and frequent feedback in terms of classroom issues, departmental and College matters.
- Serve as a resource to the mentee and assist the mentee with the creation and development of the teaching portfolio.
- Nurture leadership qualities in the mentee.
- Assist the mentee in finding his or her own role as a teaching professional and as a member of the JC community.
- Demonstrate a commitment to the mentoring process and relationship.
- Recognize that mentoring is an art as well as a science.

Role of Mentee

A JC mentee should:

- Assume responsibility for his/her own personal growth.
- Strive to be proactive, positive and reflective about what he or she is learning and experiencing.
- Take an active role in developing an understanding of College culture, policies and procedures.
- Work with the mentor to identify the mentee's strengths, weaknesses and interests so as to become a better teacher and member of the College and community.
- Work with the mentor (and the Supervising Dean as needed) to identify priorities and areas of focus for future development and growth.
- Solicit feedback and be open to growth, development and change.

Duties of the Mentor and Mentee

A JC mentor will:

- Attend a mentoring information session outlining the expectations of the role of mentor (to be jointly developed by the faculty and the administration).
- Engage in reflective reciprocal classroom visits with the mentee no less than 2 times per year.
- Help arrange reflective reciprocal classroom visits for the mentee with other continuing contract faculty.
- Make himself or herself available to the mentee as an academic resource, providing guidance in such areas as: construction of syllabi, tests, and assessment plans; establishing course objectives; developing teaching strategies; dealing with classroom management; and developing a teaching philosophy.
- Meet with the supervising Dean and the mentee to monitor progress toward continuing contract.
- Introduce the mentee to the culture of the College and to faculty in other departments.
- Arrange other optional activities with the Mentee.
- Organize and lead a mentoring committee (with mentee input) and schedule regular mentoring committee meetings.
- Be willing to provide feedback for future modification of the mentoring process.

A JC mentee will:

- Engage in reflective reciprocal classroom visits with the mentor and other faculty members.
- Attend regular meetings with his or her mentor.
- Construct a teaching portfolio with the assistance of his or her mentor and mentoring committee.
- Meet with the Supervising Dean and his or her mentor to discuss progress toward continuing contract.
- As schedule permits, visit College-wide committees, attend a Board of Trustees meeting, and meet with leaders of the Faculty Association in order to acquaint himself or herself with the culture of the College. Write a brief summary and reflection on these visits to be included in the Portfolio.
- Be willing to provide feedback for future modification of the mentoring process.

Role of Supervising Dean

The role of the Supervising Dean is to support the mentoring program and promote good practice.

Below are some specific ways in which this occurs:

- The Academic Dean authorizes appropriate release time or stipends for mentees.
- The Academic Dean periodically meets with each mentor and/or the mentoring team and annual contract faculty member to review goals, portfolios, performance, and professional development.
- The Academic Dean provides mentors and mentees with appropriate resources for professional development.
- The Academic Dean models good mentoring practice in how he or she performs the role of supervisor and dean.
- The Academic Dean provides guidance on the selection of the mentoring team members.

The Teaching Portfolio Guidelines

JC annual contract faculty members in their first year of service shall have teaching as their primary focus which shall also include attendance of department meetings and development of mentor team. *Refer to Article X.B.2.*

The primary focus of community College faculty is teaching. During the first four years of annual contract status, faculty create, develop and fine-tune learning environments that stress active participation by students, that offer a variety of classroom techniques for learning, and that use available and emerging technology and other alternate modes of information delivery.

Hand in hand is the recognition of the value of assessment in improving learning environments. Assessment at JC occurs on several levels: within the class, course and program review, and institutional. Classroom assessment takes place at the individual classroom level more or less continually as faculty determine how students are succeeding in completing course objectives. Student feedback surveys (See Article X.E.) provide necessary and valuable information. In the second through fourth years, faculty are also evaluated through classroom observation and reporting by peers from the mentoring team and the dean.

The Associate Degree Outcomes (ADOs) are the overarching knowledge, skills and abilities we have determined our graduates should have. Every course in the institution contributes to these outcomes in some way. Once a year faculty report student success for each course they teach in terms of the ADOs. These data are aggregated and analyzed to give us a snapshot and trends of student achievement on a more global level.

The Teaching Portfolio documents this process over the course of the second through fourth years. It can be considered an expanded and continuous Annual Professional Responsibilities Plan which evidences professional accomplishment and provides a history through narrative and artifacts of the second through fourth years at JC. Designed to show the evolution of teaching and to reinforce reflective practice, the portfolio ultimately argues for continuing contract status.

The portfolio consists of six major sections:

- *Teaching Responsibilities*
- *Teaching Philosophy, Objectives and Strategies*
- *Representative Examples of Instructional Materials*
- *Evaluations of Teaching*
- *Teaching Honors and Activities Taken to Improve Teaching*
- *Other activities, contributions, and service to the department, College, and external communities*

Each of the six major sections should include the minimum material suggested and follow the criteria delineated for each section in the Portfolio Evaluation template beginning on p. 11 of this Manual.

The Process: Throughout the academic year, it's helpful to maintain a file where you collect relevant information and artifacts so you have those items to compile for the Portfolio. Even though the portfolio is not created until the second year, maintaining information and artifacts from your first year is still important. Give yourself a timeline for the classroom and committee visits and other requirements. Start writing the portfolio early so the deadline doesn't sneak up on you. The portfolio, and/or its accompanying documents, may be submitted electronically. You may submit a draft to the dean by the second week in January if you would like a pre-deadline review.

The second-year portfolio creates the groundwork or structure of the portfolio. The second-year portfolio should focus on the single most important course you are teaching this academic year for the following sections: *Teaching Responsibilities; Teaching Philosophy, Objectives and Strategies; and Representative Examples of Instructional Materials.*

The *Teaching Responsibilities* section should focus on the one course that is your second-year focus and include materials about the course such as content, relationship to other courses, students taking the courses, and delivery method.

The heart of the second-year portfolio is the section on *Teaching Philosophy, Objectives and Strategies*. In your reflection of your Teaching Philosophy, highlight the single course that is your second-year focus. Your Teaching Philosophy should include a reflection, analysis and integration of research findings about effective teaching and learning in your specific discipline. The second-year teaching philosophy is an initial attempt to compile your central ideas about teaching and learning, along with reasons for maintaining them.

The section on *Representative Examples of Instructional Material* should include samples from the second year's focus course.

Evaluations of Teaching includes, but is not limited to, a copy of your student feedback survey form, a summary of the student feedback survey results, **at least one** peer teaching observation report from your mentoring team, the Supervising Academic Dean's classroom observation report, and your reflective comments to each of the above items.

Teaching Honors and Activities Taken to Improve Teaching includes professional development goals and activity, reflective reports on each activity, and a reflective report on **at least one** reciprocal classroom visit. The report should include reflective analysis and demonstrate what you observed, what you learned, and how it will impact your future teaching.

Annual Faculty are expected to attend an On Course Workshop (<http://www.oucourseworkshop.com/>) during their first year. First year professional development must also include a workshop/training focused on classroom pedagogy. Attendance at the Instructional Skills Workshop is expected to satisfy this requirement. Rationale for another workshop on classroom pedagogy can be presented and jointly decided upon in conversation with the Supervising Dean.

Other Activities, Contributions, and Service includes reports on visits to **at least two JC Academic Integrity** committees as well as any other pertinent service outside the classroom.

The JC Academic Integrity Committees that may be visited are as follows:

- Assessment Committee
- Curriculum Committee
- Professional Development Committee
- Foundation Studies Committee
- Academic Council
- Department Chairs

It is recommended to notify the committee chair prior to your attendance.

The Third-Year Portfolio is broadened to include a second course you teach for the following sections: *Teaching Responsibilities; Teaching Philosophy, Objectives and Strategies; and Representative Examples of Instructional Materials*. It may be considered prudent to complete some of this work during your second year.

The *Teaching Responsibilities* section should add a second course you teach and incorporate materials about the course such as content, relationship to other courses, students taking the courses, and delivery method.

Your *Teaching Philosophy, Objectives and Strategies* should reflect growth and development from the second year and include further reflections, analysis and integration of new research and literature you have reviewed as part of your ongoing professional development, additional experiences in the classroom, learning through collegial interaction, etc. Reflection on the results of Associate Degree Outcomes should also be included. The development of your third-year portfolio's teaching philosophy is about the accumulation and distillation of professional wisdom into a focused, direct compilation of your central ideas about teaching and learning, along with supporting evidence (i.e., reasons) for holding them. Metaphorically, it is not about *replacing* the tools that you use in your practice, but instead further *honing* them so as to make them more useful and robust.

The section on *Representative Examples of Instructional Material* should include samples from a second course. These materials may be submitted in the form of electronic media.

Evaluations of Teaching includes, but is not limited to a summary of the student feedback survey results, **at least two additional** peer teaching observation reports from your mentoring team, the Supervising Academic Dean's classroom observation report, and your reflective comments to each of the above items.

Teaching Honors and Activities Taken to Improve Teaching includes professional development goals and activity and a reflective report on **at least two** reciprocal classroom visits. The report should include reflective analysis and demonstrate what you observed, what you learned, and how it will impact your future teaching.

Other Activities, Contributions, and Service includes reports on visits to **at least three** additional JC academic integrity committee meetings, another report on a meeting of the Board of Trustees, as well as a description of your service to the department outside the classroom, service to the college, and service to the community. Annual faculty are expected to serve as an active member on at least one department or college committee during their third year. Examples could include but are not limited to a search committee, textbook selection committee, Program Review committee, etc. Selection of the committee should be made in consultation with the mentoring committee, the department, and the Supervising Academic Dean. Substitute activities to satisfy this requirement may be made with prior approval from the Supervising Dean.

The Fourth-Year Portfolio is to include the focus courses from years two and three, and is broadened to include more courses, but not more than five total, for the following sections: *Teaching Responsibilities; Teaching Philosophy, Objectives and Strategies; and Representative Examples of Instructional Materials*. The Fourth-Year Portfolio should also include letters from your mentor and your department chair on behalf of the department recommending you for continuing contract status.

The *Teaching Responsibilities* section should now incorporate the additional courses you are including in the portfolio and include materials about those courses such as content, relationship to other courses, students taking the courses, and delivery method.

Your *Teaching Philosophy, Objectives and Strategies* should reflect growth and development from the third year and include further reflections, analysis and integration of new research and literature you have reviewed as part of your ongoing professional development, additional experiences in the classroom, learning through collegial interaction, etc. Reflection on the results of Associate Degree Outcomes should also be included. The fourth-year portfolio's teaching philosophy is a chance to showcase your well-reasoned and well-supported conceptions of teaching and learning that fit the mission of the College and meet the demands of your discipline.

The section on *Representative Examples of Instructional Material* should include samples from all courses you teach. These materials may be submitted in the form of electronic media.

Evaluations of Teaching includes, but is not limited to a summary of the student feedback survey results, **at least two additional** peer teaching observation reports from your mentoring team, the Supervising Academic Dean's classroom observation report, and your reflective comments to each of the above items.

Teaching Honors and Activities Taken to Improve Teaching includes professional development goals and activity and a reflective report on **at least two** reciprocal classroom visits. The report should include reflective analysis and demonstrate what you observed, what you learned, and how it will impact your future teaching.

For *Other Activities, Contributions, and Service*, faculty should visit the remaining committee from the aforementioned list not yet visited and are encouraged to revisit those committees previously visited to broaden their understanding and perspective of the committees' roles within

the institution. Reflective reports on the committees visited should be included. This section should also include descriptions of your service to the department, the College, and the community. Annual faculty are expected to begin serving on a college committee during their fourth year. Examples could include, but are not limited to, one of the aforementioned academic integrity committee, as well as Workforce Focus, Customer Focus, Strategic Planning, Diversity Committee, etc. Selection of the college committee should be made in consultation with the mentoring committee, the department, and the Supervising Dean. Final approval must be received from the Supervising Dean.

Portfolios are due to the Supervising Dean on or before February 1st. Mid-year hires are due on or before October 1st .

See Article X.B.2.b.

Evaluation of Teaching Portfolio For Annual Contract Faculty

Instructor _____

| SECTION | MATERIAL TO INCLUDE | CRITERIA |
|-------------------------------------|---|---|
| 1. Teaching Responsibilities | <p>Courses taught:</p> <ul style="list-style-type: none"> • Description of course content • Relationship to other required/elective/sequenced courses • Description, information and reflection about students taking the courses • Newly-designed or traditional • Method of delivery <p>Other teaching responsibilities (if any)</p> <ul style="list-style-type: none"> • Field teaching • Precepting, clinicals, other • Course/Program Development • Mentoring adjuncts • Advising • Student organizations/other extra-curricular responsibilities | <p>- Are the breadth and depth of the teaching responsibilities appropriate to this faculty member at this point in his/her career at JC?</p> <p>- Are the teaching responsibilities appropriate to departmental and/or program goals?</p> <p>- Does the faculty member have additional responsibilities such as designing new courses or redesigning old ones, or being responsible for key required courses?</p> <p>-What is range of other teaching responsibilities?</p> <p>- Is the faculty member responsible for special kinds of teaching or teaching-related activities?</p> <p>- Are these additional responsibilities appropriate at this point in his/her career?</p> |

Comments:

Reviewer's rating ___ Needs work ___ Satisfactory ___ Good ___ Outstanding

2. Teaching Philosophy, Objectives and Strategies

Reflective statement of teaching philosophy, objectives, and strategies. Include reflections of use of class assessment data to improve student learning.

Third and Fourth Year Portfolio – include reflection on results of Associate Degree Outcomes for your students.

- Is there a clear explanation connecting the reasons for teaching, the choice of subject and the choice in methods?
- Is there a description of beliefs about students and the student's role, beliefs about learning and about the role education?
- Are teaching objectives clearly stated?
- Do these objectives reflect a focus on student learning?
- Are process, as well as content, objectives included?
- Do teaching objectives reflect regard for departmental and College concerns as well as the individual's perspective?
- Does statement reflect knowledge of research findings about effective teaching and student learning in this content area?
- Are uses of measures and/or student learning outcomes explained?

Comments:

Reviewer's rating ___ Needs work ___ Satisfactory ___ Good ___ Outstanding

| | | |
|---|---|---|
| 3. Representative Examples of Instructional Material | <p>Syllabus</p> <p>Student Assignments</p> <ul style="list-style-type: none"> • Written assignments/homework • Examinations • Problem sets • Study guides • Other <p>Student Work</p> <ul style="list-style-type: none"> • Graded exams with feedback • Written work with feedback • Other work with feedback <p>Teaching Methods/Material Used</p> <ul style="list-style-type: none"> • Written discussion plan • Visual aids • Cognitive maps • Description of non-print materials • Description of field trips. • Use of appropriate technology <p>Other</p> | <p>- Does the syllabus meet department/College guidelines and exemplify good teaching practice in the discipline?</p> <p>- How effectively do tests, assignments, problem sets, etc. represent the kinds of student performance specified in the course objectives?</p> <p>- Are the materials current, adequate, and appropriate to course goals?</p> <p>- What was the level of intellectual and skill performance achieved by students?</p> <p>- How effective was instructor's feedback?</p> <p>- How effective are materials and activities?</p> |
|---|---|---|

Comments:

Reviewer's rating ___ Needs work ___ Satisfactory ___ Good ___ Outstanding

| | | |
|---|--|---|
| 4. Teaching Feedback and Evaluations | <p>Students</p> <ul style="list-style-type: none"> • Summary of student feedback survey results and a record of any action(s) taken <p>Peer</p> <ul style="list-style-type: none"> • Peer teaching observation reports <p>Administrator</p> <ul style="list-style-type: none"> • Dean evaluation of teaching <p>Unsolicited</p> <ul style="list-style-type: none"> • Unsolicited letters of evaluation from students, administrators, colleagues/peers | <p>- How has the instructor worked to solicit and utilize feedback from students?</p> <p>- What teaching strengths and problems have been identified by peers who have observed this instructor's classroom?</p> <p>- What teaching strengths and problems have been identified by the dean in observing this instructor's classroom?</p> <p>- What pattern of response has been shown by this instructor when teaching problems have occurred? Were the responses successful?</p> |
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| | Self <ul style="list-style-type: none"> • Reflective comments on evaluations | -How will the findings be used to improve student learning? |
| Comments: | | |
| Reviewer's rating ___ Needs work ___ Satisfactory ___ Good ___ Outstanding | | |
| 6. Teaching Honors and Activities Taken to Improve Teaching | Honors and awards (if any) Professional development goals and strategies Workshops, conferences, regional/national meetings (if any) Grants for improving teaching/learning in discipline (if any) Reports/reflections on reciprocal classroom visits | - What is the nature of the honor/award, its criteria, and how earned? - What is the range and depth of these activities? - How have these activities resulted in improved student learning in the instructor's classes? - How has this activity worked to improve the instructor's classroom and student learning there? |
| Comments: | | |
| Reviewer's rating ___ Needs work ___ Satisfactory ___ Good ___ Outstanding | | |
| 7. Other activities, contributions, and service to the department, College and external communities. | Department service <ul style="list-style-type: none"> • Shared governance activities (if any) • Other department activities and accomplishments • Mentee experiences College service <ul style="list-style-type: none"> • Committee visitations & reflections • Committee service (if any) • Other College activities (if any) Community service (if any) | - How have these activities worked to improve the climate for teaching and learning in the department? - How have these activities impacted the overall teaching quality in the department? - How have these activities worked to improve the climate for teaching and learning in the College? - How have these activities impacted the overall teaching quality in the College? |

| | | |
|--|---|--|
| | <ul style="list-style-type: none"> • Outreach activities • Memberships in local, regional, national organizations • Speaking assignments • Other service to communities <p>Other activities</p> <ul style="list-style-type: none"> • Orientation and training session materials and/or reflections • Other activities designed with mentoring team (if any) • Mentoring activity reports | <p>- How have these activities worked to improve the image of the department, the College, the profession in the external community?</p> <p>- How have these activities worked to improve learning in the external community?</p> <p>- Do these activities demonstrate collaborative relationships with colleagues?</p> <p>- Do the reflective comments suggest a thoughtful analysis of how the instructor will best fit into the campus and culture?</p> |
|--|---|--|

Comments:

Reviewer's rating ___ Needs work ___ Satisfactory ___ Good ___ Outstanding

Process for Determining Teaching Areas through the Higher Learning Commission

1. Faculty members wishing to demonstrate qualifications in a teaching area(s) must submit a written notice to the human resources office with supporting documentation.
2. Three times a year (at the start of each semester), the human resources office will schedule a meeting with the faculty member after receiving notice.
3. A meeting with will take place with the faculty member, lead faculty of the department involved, human resources representative and at least two of the following: dean, provost or director of innovative instruction. . It shall be the responsibility of the member to demonstrate HLC competency in the requested teaching area, but the college will assist the member in any way possible.
4. A decision will be made within ten (10) working days of said meeting to either accept or deny the faculty member's request to add the teaching area to their "College Teaching Area List." The college shall contact the Association and the member in writing regarding its decision.
5. The College shall annually (no later than December 31 of each academic year) update the College website with a roster of all faculty employees, their dates of hire and each teaching area(s) according to the Higher Learning Commission requirements.

PERFORMANCE PAY RECOGNITION

As an innovative institution of higher education, Jackson College seeks to recognize employees for their outstanding job performance, their demonstrated beliefs-in-action practices, and most especially for their meaningful contributions to the success of our students, what is referred to as College's Total Commitment to Student Success. In sum, all of these contributions center upon each employee enthusiastically living the institution's mission, vision, values and beliefs (as posted on the College's website), to the best of their ability, to both internal and external stakeholders, each and every day. These expected, minimum contributions are demonstrated through:

1. Employment at Jackson College for the entire academic year;
2. Posted syllabi on the College's JetNet system, which are required at the end of the 1st week of class;
3. Filed listing of office hours for students, which must be provided to Deans' Office and adhered to by the faculty, due one week after the start of the semester.
4. Filed assessment data, which must be provided to the Assessment Committee and/or Lead Faculty (replace with the new GEO process when complete) annually prior to the end of the winter semester;
5. Notification for student performance status (i.e., HQV alerts) which must be submitted on time, due 3 times per class or as per the grades schedule on the Deans' webpage;
6. Filed Annual Professional Responsibilities Plan (APRP) submitted on time (i.e., no later than May 15th, of each academic year)

Employees demonstrating a supportive, positive, and friendly attitude to all students, staff, and college guests, and becoming a member of the college community is important to Jackson College. Faculty will demonstrate these behaviors by:

7. Documented service on at least one College committee (i.e., Integrity, Advisory, and any additional committee as agreed to between the faculty and the supervising dean);
8. Compliance with all aspects of the Jackson College Faculty Association (JCFA) Agreement between Jackson College and the JC Faculty Association (JCFA);
9. Achievement of all annual goals, developed in concert with the Supervising Dean and consistent with the College's strategic plan, and the shared governance plan of the department as reflected in the annual APRP document and agreed upon during the annual APRP review meeting. Process, progress, and/or achievement shall be discussed between the faculty member and their supervising Dean throughout the year, as needed;
10. Demonstrated and documented character and behavior that does not include any breaches of professional behavior nor any disciplinary action within the current academic year.

11. Employment status that is not probationary.

The employee and supervising academic dean shall meet by July 31st to review the achievements of the employee's previous academic year and agree to goals for the upcoming academic year, which must be achieved and documented prior to May 15th of said year.

For items 2, 3, 4, and 5 listed above, each faculty member shall be given one (1) 48 hour reliefs over the 12 months.

Academic Complaint Process

An academic student complaint is a non-civil rights related complaint generated by an individual student concerning the work-related activities of a faculty member. Academic complaints can include but are not limited to the following: an evaluation of academic work (e.g., grades dispute, exam retakes), failure of a faculty member to follow College policies in the conduct of classes or examinations, etc. Each student complaint is processed separately unless the instructor involved agrees to meet with multiple students. A student filing an academic complaint will be required to undertake the following steps:

Step 1. Student meets with instructor: Students must initiate a scheduled conference with the instructor with whom they have a complaint. At this meeting, the student must identify the concern(s) and propose a resolution. This meeting must take place no later than the end of the fourth week of the semester following the relevant incident/dispute. A face-to-face meeting is strongly preferred, but electronic formats that allow for multiple participants are acceptable. One representative, who must be from JC (i.e., a current student, instructor, administrator, or Student Ombudsman (SO)), may be requested by each party to participate in this scheduled informal meeting. If the instructor is no longer employed by the College, the student will meet with the Department Chair instead.

Step 2. Student puts complaint in writing: If the conflict is not resolved in the meeting between the student and the instructor, and the student chooses to pursue the matter further, he/she must put the complaint in writing. The complaint should contain (at a minimum): the date and time of the alleged conflict or action, the date and time of the Step 1 meeting to resolve the matter, a summary of the complaint, and any relevant documentation. The student must also include the resolution or outcome he or she is seeking. The form and any supporting documents must be submitted to the SO within 10 business days of the meeting with the instructor.

- a. The SO logs the complaint in the student's record in the CASM Colleague screen.
- b. The SO determines the type of complaint, that it meets the appropriate complaint criteria outlined in the Article XI.G introductory paragraph, and what department(s) should be consulted and/or included in the resolution.
- c. The SO contacts the instructor via email to confirm whether a Step 1 meeting between the student and instructor has taken place regarding the complaint. If it has, the SO will include the confirmation email from the instructor in the complaint documents for future steps. If it has not, the SO will notify the student to return to Step 1 of the process. If the SO does not hear back from the faculty member within five (5) business days, it is assumed the step 1 meeting has taken place and the process continues to step 3.

- d. If the complaint is determined to meet the academic complaint criteria (including that the Step 1 meeting has taken place), the complaint form and all supporting materials (including documents submitted by the student as well as relevant information from the SO) shall be scanned and emailed to the responsible Department Chair within three (3) business days from confirmation of Step 1. If the faculty member named in the complaint is the Department Chair (or if the Chair was replacing a faculty member no longer with the College), the complaint materials will be forwarded to a related Department Chair for the purposes of Step 3 (e.g., Science & Math, Nursing & Allied Health, Language, Literature and Arts & Foundation Studies, Social Science & Business & Technical Trades).
- e. If the complaint is determined to be non-academic, refer to section H: Non-academic Student Complaints.
- f. The SO shall track the academic complaint, as necessary, through the following steps, in order to assure the timeliness requirements are met, the student is continuing to receive due process and to document the resolution.
- g. Once a final decision is made, at any step of the process, the SO shall record the disposition and the complaint/appeal record and assure the student is notified of the outcome.

Step 3. Complaint Submitted to Department Chair: Within five (5) business days of receipt of the complaint materials, the Department Chair will contact the instructor and the student to arrange an informal meeting regarding the complaint within a reasonable timeframe. The Department Chair will not release a full copy of the complaint documents to the instructor, but will paraphrase the complaint issues.

Step 4. Department Chair holds an informal hearing: The Department Chair shall convene a meeting with the student and the instructor. A face-to-face meeting is strongly preferred, but electronic formats that allow for multiple participants are acceptable. The Department Chair shall conduct any necessary investigation prior to the meeting. The Department Chair's role in this meeting is as a neutral mediator. The Department Chair will make a written recommendation within five (5) business days of the meeting. This recommendation will be forwarded via email to the instructor, student, and SO. It will include the date of the meeting, the parties present at the meeting, any verbal resolutions the parties agreed to at the meeting, and any recommendations the Chair can make towards a resolution of the conflict.

Step 5. Complaint submitted to Dean: If the student or instructor is unsatisfied with the results of the meeting with the Department Chair, they must request that the SO send the complaint forward to the supervising Academic Dean within five (5) business days of the receipt of the Department Chair's written recommendation. The SO shall promptly

forward the original complaint, any supporting documents, and the Department Chair's written recommendation to the supervising Academic Dean who will then promptly provide the instructor and the Association President with a true and complete copy of all these documents.

Step 6. Dean holds a formal hearing: Within five (5) business days of the time the instructor and the Association should have received the relevant complaint documents, the supervising Academic Dean shall contact the student, instructor, and the Association President to arrange a formal hearing within a reasonable timeframe. The instructor may write and submit a written statement of facts as he/she understands them to the Dean before the time of the hearing. Parties of interest that may attend the hearing include the student, the SO (if the student so desires), the instructor, his/her Association representative and the Department Chair. Other individuals may be present at the hearing but they may not participate in the proceedings. A face-to-face hearing is strongly preferred, but electronic formats that allow for multiple participants are acceptable.

Step 7. Dean issues a resolution: Within five (5) business days after the hearing, the supervising Academic Dean will distribute a written resolution of the complaint to the student, instructor, the Association President, and the SO. The written resolution will state the facts as assessed by the Dean and indicate what appropriate actions will be taken.

Step 8. Appeal to the Provost: The student or instructor may appeal the Dean's disposition of the complaint to the Provost. An appeal to the Provost will only be considered if it meets one of the following criteria:

- a. There is substantive new evidence not previously available at the time of the Dean's hearing which could have materially affected the outcome.
- b. There were procedural errors in the case that substantively impacted the fairness of the hearing.

If the student or instructor has grounds for appeal as delineated above, they must submit a letter to the Provost outlining the grounds for their appeal within five (5) business days of the receipt of the supervising Academic Dean's written resolution. The Provost may request all relevant complaint documentation from the supervising Academic Dean and the SO. The Provost will decide within five (5) business days of receipt of all relevant documents whether a formal appeal hearing is warranted.

If the Provost determines that a formal appeal hearing is warranted, he/she shall contact the student, instructor, and the Association President to arrange a formal hearing within a

reasonable timeframe. Parties of interest ~~shall~~ that may attend the hearing include the student, the SO (if the student so desires), the instructor, his/her Association representative, the Department Chair, and the supervising Academic Dean. The Provost may include a non-participating Academic Dean in the appeals process. A face-to-face meeting is strongly preferred, but electronic formats that allow for multiple participants are acceptable.

Step 9. Provost issues an Appeals Resolution: Within five (5) business days after the hearing, the Provost will distribute a written resolution of the appeal to the student, instructor, the Association President, the SO and the supervising Academic Dean. The written resolution will state the facts as assessed by the Provost and indicate what appropriate actions will be taken. This is the ultimate step in the Academic Student Complaint Process and the decision of the Provost is final.

H. Non-Academic Student Complaints

Complaints against a faculty member regarding non-academic issues are filed initially with the Student Ombudsman (SO) to create a single point of student contact. The SO shall log any non-academic complaints, including those of discrimination or harassment, and refer the complaint to the Compliance Officer.

Civil Rights, Title IX, and Americans with Disabilities Act complaints shall be referred to and handled by the Compliance Officer in the Human Resources department for follow up and investigation. In the event that any dispute involves potential violations of civil rights, including sexual harassment, the procedure outlined in college policy and administrative guidelines shall be followed. Any faculty member named in a non-academic complaint shall be entitled to full due process before any disciplinary action is taken.

I. Sexual Discrimination and Harassment

Complaints of alleged sexual discrimination or harassment by a college employee should be made, orally or in writing, to the alleged harasser's administrative supervisor (dean, provost, director); or to the College's Title IX Coordinator.

If the alleged harasser is a student, the complaint should be made to the Student Ombudsman or to the College's Title IX Coordinator. Complaints filed directly with the Student Ombudsman will be referred to the Title IX Coordinator for investigation prior to any student disciplinary proceeding is initiated.

Jackson College's Vice President of Administration and Human Resources serves as its Compliance Officer. The responsibilities of the Compliance Office include those of the Title IX Coordinator, Civil Rights Coordinator, and Compliance Officer for the Americans with Disabilities Act. Contact information:

Vice President of Administration and Human Resources
Potter Center, Room 210
Jackson College
2111 Emmons Road
Jackson MI 49201
Telephone: 517-796-8403