

Appendix F: Faculty Manual

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Timelines for Annual Contract Faculty Members

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. The timelines below were created using Articles V, VIII, X, XII and Appendix D of the Faculty Labor Agreement as well as portions of this Faculty Manual document.

Timeline #1: Contractual Start Date in August (Not Eligible for Performance Pay in Year 1)

- **Year 1:** (Fall, Winter, Spring/Summer)
 - **By February 1:** Finalize mentoring team, submit First-Year Reflection Paper to Supervising Dean
 - **By February 20:** Meet with Supervising Dean and mentor to assess professional growth
 - **By April 1:** The College will notify the instructor, in writing, if their contract is not to be renewed, together with reasons for non-renewal if such is the case. *If the contract will not be renewed, the rest of this timeline is moot.*
 - **By May 15:** Submit draft annual goals for Year 2. It is understood that the Initial Portfolio will be the main annual goal for the second year of all annual contract members, unless the faculty member receives a load reduction to complete the Initial Portfolio.
 - **By June 15:** The College will issue an Annual Employment Contract
 - **By June 30:** Return signed contract to Human Resources if continued employment with the College is desired. *If not, the rest of this timeline is moot.*
 - **By July 31: End-Year Performance Meeting** Meet with Supervising Dean to review and discuss, and agree upon the annual goals, performance pay, and professional growth. If necessary, resubmit your annual goals in a timely fashion after the meeting. The Supervising Dean will notify both the faculty member and their department chair of final approval of annual goals for Year 2 by July 31.
 - **By August 15:** The College will issue a Notice of Faculty Assignment.
 - **By August 20:** Entire mentoring team meets at least once with the annual faculty member. Outcomes and goals from the meeting will be shared with the Supervising Dean.
- **Year 2:** (Fall, Winter, Spring/Summer)
 - **During Fall Semester:** Faculty members may receive a load reduction.
 - **Between October 1 & January 31: Mid-Year Performance Meeting** Meet with Supervising Dean and department chair (or designee) to discuss annual goals progress and make any necessary revisions. **Please Note:** Process, progress, and/or achievement shall be discussed between the faculty member and their Supervising Dean throughout the year, as needed, so it is possible that more than one mid-year meeting will take place.
 - **By February 1:** Submit Initial Portfolio
 - **By February 20:** Meet with Supervising Dean and mentor to discuss Initial Portfolio and assess professional growth

- **By April 1:** The College will notify the instructor, in writing, if their contract is not to be renewed, together with reasons for non-renewal if such is the case. Similarly, the instructor will notify the College if they do not desire renewal of their contract. *If the contract will not be renewed, the rest of this timeline is moot.*
- **During Winter and Spring Semesters:** Begin Work on Professional Project
- **By May 15:** Submit draft annual goals for Year 3. It is understood that the Professional Project will be the main annual goal for the third year of all annual contract members.
- **By June 15:** The College will issue an Annual Employment Contract
- **By June 30:** Return signed contract to Human Resources if continued employment with the College is desired. *If not, the rest of this timeline is moot.*
- **By July 31: End-Year Performance Meeting** Meet with Supervising Dean to review and discuss the annual goals, performance pay, and professional growth. If necessary, resubmit your annual goals in a timely fashion after the meeting. The Supervising Dean will notify both the faculty member and their department chair of final approval of annual goals for Year 3 by July 31.
- **By August 15:** The College will issue a Notice of Faculty Assignment, which will reflect an increase in base pay, if warranted.
- **By August 31:** Those faculty members who satisfied the Performance Pay Criteria will receive performance pay.
- **Year 3:** (Fall, Winter, Spring/Summer)
 - **During Fall Semester:** Work on Professional Project
 - **Between October 1 & January 31: Mid-Year Performance Meeting** Meet with Supervising Dean and department chair (or designee) to discuss annual goals progress and make any necessary revisions. **Please Note:** Process, progress, and/or achievement shall be discussed between the faculty member and their Supervising Dean throughout the year, as needed, so it is possible that more than one mid-year meeting will take place.
 - **By February 1:** Submit Professional Project Deliverable
 - **By February 20:** Meet with Supervising Dean and mentor to discuss Professional Project and assess professional growth
 - **By April 1:** The College will notify the instructor, in writing, if their contract is not to be renewed, together with reasons for non-renewal if such is the case. *If the contract will not be renewed, the rest of this timeline is moot.*
 - **During Winter and Spring Semesters:** Continue Work on Professional Project
 - **By May 15:** Submit draft annual goals for Year 4. It is understood that the Capstone Portfolio will be the main annual goal for the fourth year of all annual contract members.
 - **By June 15:** The College will issue an Annual Employment Contract
 - **By June 30:** Return signed contract to Human Resources if continued employment with the College is desired. *If not, the rest of this timeline is moot.*
 - **By July 31: End-Year Performance Meeting** Meet with Supervising Dean to review and discuss the annual goals, performance pay, and professional growth. If necessary, resubmit your annual goals in a timely

fashion after the meeting. The Supervising Dean will notify both the faculty member and their department chair of final approval of annual goals for Year 4 by July 31.

- **By August 15:** The College will issue a Notice of Faculty Assignment, which will reflect an increase in base pay, if warranted.
- **By August 31:** Those faculty members who satisfied the Performance Pay Criteria will receive performance pay.
- **Year 4:** (Fall, Winter, Spring/Summer)
 - **Between October 1 & January 31: Mid-Year Performance Meeting** Meet with Supervising Dean and department chair (or designee) to discuss annual goals progress and make any necessary revisions. **Please Note:** Process, progress, and/or achievement shall be discussed between the faculty member and their Supervising Dean throughout the year, as needed, so it is possible that more than one mid-year meeting will take place.
 - **By February 1:** Submit Capstone Portfolio (including Final Professional Project Report and Reflection on Professional Project Presentation)
 - **By February 20:** Meet with Supervising Dean and mentor to discuss Capstone Portfolio and assess professional growth
 - **By April 1:** The College will notify the instructor, in writing, if their contract is not to be renewed, together with reasons for non-renewal if such is the case. *If the contract will not be renewed, the rest of this timeline is moot.*
 - **By May 15:** Begin serving on a College committee. Submit draft annual goals for Year 5.
 - **By June 15:** The College will issue a Continuing Employment Contract
 - **By June 30:** Return signed contract to Human Resources if continued employment with the College is desired. *If not, the rest of this timeline is moot.*
 - **By July 31: End-Year Performance Meeting** Meet with Supervising Dean to review and discuss the annual goals, performance pay, and professional growth. If necessary, resubmit your annual goals in a timely fashion after the meeting. The Supervising Dean will notify both the faculty member and their department chair of final approval of annual goals for Year 5 by July 31.
 - **By August 15:** The College will issue a Notice of Faculty Assignment, which will reflect an increase in base pay, if warranted.
 - **By August 31:** Those faculty members who satisfied the Performance Pay Criteria will receive performance pay.
- **Subsequent Academic Years:** See Continuing Contract Faculty Timeline within this Faculty Manual

Timeline #2: Contractual Start Date in January (Not Eligible for Performance Pay in Year 1)

- **Year 1:** (Winter, Spring/Summer -- *abbreviated contract*)
 - **By May 15:** Finalize mentoring team, submit First-Year Reflection Paper to Supervising Dean, submit draft annual goals for Year 2. It is understood that the Initial Portfolio will be the main annual goal for the second year of all annual contract members, unless the faculty member receives a load reduction to complete the Initial Portfolio.
 - **By June 1:** The College will notify the instructor, in writing, if their contract is not to be renewed, together with the reasons for non-renewal if

such is the case. *If the contract will not be renewed, the rest of this timeline is moot.*

- **By June 15:** The College will issue an Annual Employment Contract
- **By June 30:** Return signed contract to Human Resources if continued employment with the College is desired. *If not, the rest of this timeline is moot.*
- **By July 31: End-Year Performance Meeting** Meet with Supervising Dean and mentor to discuss annual goals, Initial Portfolio progress, and professional growth. If necessary, resubmit your annual goals in a timely fashion after the meeting. The Supervising Dean will notify both the faculty member and their department chair of final approval of annual goals for Year 2 by July 31.
- **By August 15:** The College will issue a Notice of Faculty Assignment.
- **By August 20:** Entire mentoring team meets at least once with the annual faculty member. Outcomes and goals from the meeting will be shared with the Supervising Dean.
- **Years 2-4:** See Timeline #1 above.
- **Subsequent Academic Years:** See Continuing Contract Faculty Timeline within this Faculty Manual

Timeline #3: Contractual Start Date in May (Eligible for Performance Pay in Year 1)

- **Year 1:** (Spring/Summer, Fall, Winter, Spring/Summer)
 - **By July 31:** Meet with Supervising Dean and department chair (or designee) to discuss and draft annual goals for Year 1. If necessary, resubmit your annual goals in a timely fashion after the meeting. The Supervising Dean will notify both the faculty member and their department chair of final approval of annual goals for Year 1 by July 31.
 - **Between October 1 & January 31: Mid-Year Performance Meeting** Meet with Supervising Dean and department chair (or designee) to discuss annual goals progress and make any necessary revisions. **Please Note:** Process, progress, and/or achievement shall be discussed between the faculty member and their Supervising Dean throughout the year, as needed, so it is possible that more than one mid-year meeting will take place.
 - **By February 1:** Finalize mentoring team, submit First-Year Reflection Paper to Supervising Dean
 - **By February 20:** Meet with Supervising Dean and mentor to assess professional growth
 - **By April 1:** The College will notify the instructor, in writing, if their contract is not to be renewed, together with reasons for non-renewal if such is the case. *If the contract will not be renewed, the rest of this timeline is moot.*
 - **By May 15:** Submit draft annual goals for Year 2. It is understood that the Initial Portfolio will be the main annual goal for the second year of all annual contract members, unless the faculty member receives a load reduction to complete the Initial Portfolio.
 - **By June 15:** The College will issue an Annual Employment Contract
 - **By June 30:** Return signed contract to Human Resources if continued employment with the College is desired. *If not, the rest of this timeline is moot.*
 - **By July 31: End-Year Performance Meeting** Meet with Supervising Dean to review and discuss the annual goals, performance pay, and

professional growth. If necessary, resubmit your annual goals in a timely fashion after the meeting. The Supervising Dean will notify both the faculty member and their department chair of final approval of annual goals for Year 2 by July 31.

- **By August 15:** The College will issue a Notice of Faculty Assignment, which will reflect an increase in base pay, if warranted.
- **By August 20:** Entire mentoring team meets at least once with the annual faculty member. Outcomes and goals from the meeting will be shared with the Supervising Dean.
- **By August 31:** Those faculty members who satisfied the Performance Pay Criteria will receive performance pay.
- **Years 2-4:** See Timeline #1 above
- **Subsequent Academic Years:** See Continuing Contract Faculty Timeline within this Faculty Manual

Mentoring Program Guidelines

Faculty mentoring at Jackson College involves pairing annual contract full-time faculty (mentees) with experienced continuing contract faculty (mentors) to form a mentoring team. The role of the mentoring team is to help the mentee as they transition through the continuing contract process, including the development of their Initial Portfolio, the design and implementation of their 3rd year Professional Project, completion of their Capstone Portfolio, and their overall acculturation into the College environment.

Guidelines for Developing Mentoring Team:

- A mentoring team is composed of one lead mentor and at least two others.
- All members of the mentoring team must be continuing contract faculty members.
- Mentoring team members have diverse experiences and demonstrate commitment to collegiality and student success.

Timeline for Developing the Mentoring Team:

- **By February 1 (May 15 for mid-year hires) of the first year:** Entire mentoring team selected by the annual faculty member in consultation with the Supervising Dean and department chair. Mentoring team is delineated in the First-Year Faculty Reflection Paper.
- **By August 20 of the first year:** Entire mentoring team meets at least once with the annual faculty member.
- **During each subsequent academic year of mentee's annual contract status:**
 - Each mentoring team member offers comments and suggestions for improving the Portfolio and Professional Project.
 - Mentoring team maintains regular contact with mentee, in order to provide assistance in acculturation and fostering growth.
 - Changes to the mentoring team membership are completed in a timely fashion.
 - The lead mentor and annual faculty member meets with their Supervising Dean to discuss progress toward continuing contract, as well as annual goals.
- **During at least one of the four years of mentee's annual contract status:**
 - Each mentoring team member participates in at least one reciprocal classroom visits with the mentee, including written observations and discussions.

Role of Mentor:

A successful faculty mentor at Jackson College should:

- Offer formal and informal opportunities to talk with the mentee.
- Assist the mentee in gaining an understanding of the institution and community.
- Serve as a positive and active role model in terms of teaching, institutional and community service.
- Facilitate connections and communication between 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, frequent, and constructive feedback in terms of classroom work, student issues, departmental and College matters.

- Serve as an institutional resource to the mentee and assist the mentee with the creation and development of the Portfolio and Professional Project.
- Assist the mentee in finding their role as a teaching professional and as a member of the Jackson College community.

Role of Mentee:

A successful faculty mentee at Jackson College should:

- Adopt a growth mindset and engage in reflective practice regarding teaching and learning.
- Take an active role in developing an understanding of College culture, policies and procedures.
- Work with their mentor to identify specific areas of focus for improving their teaching practice.
- Work with their mentor (and Supervising Dean as needed) to identify priorities and areas of focus for future professional development and growth.
- Solicit feedback from a wide array of sources and be open to new ideas, questioning established thinking, growth, development and change.

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 Supervising Dean authorizes appropriate release time or stipends for mentees.
- The Supervising Dean periodically meets with each mentor and/or the mentoring team and annual contract faculty member to review goals, Portfolios, Professional Project, performance, and professional development.
- The Supervising Dean provides mentors and mentees with appropriate resources for professional development.
- The Supervising Dean models strong mentoring practice.
- The Supervising Dean provides guidance on the selection of mentoring team members.

The First-Year Faculty Reflection Paper:

This paper should be around 700-1000 words, maximum, and submitted to the Supervising Dean for the subsequent academic year by February 1 (October 1 for mid-academic year hires).

Part 1: Mentoring Team Who is your lead mentor? Who else is on your mentoring team? Reflect briefly on the process of choosing these individuals (e.g. What do you think they can bring to the team? What assistance do you believe they'll be able to provide for you in the coming years?)

Part 2: Four Levels of Development Reflect on each of the four levels of your development (Individual, Department, College, and Profession) over the last year listed below. For each level, *choose one* of the bulleted-point prompts as a focus for your reflection.

- **Individual:**
 - Reflect on the professional development you have pursued over the last year.
 - What's one thing you're most proud of from your first year and one thing you wish had turned out differently?
 - What risks did you take over the last year? How did it work?
- **Department:**
 - Describe the ways in which you are working to integrate yourself into your department as a colleague.
 - What skills or abilities do you feel you have shared or could share to support your department?
- **College:**
 - Describe what the College's Statement of Beliefs (available on the College website) means within your practice.
 - What are some examples of how you have demonstrated your commitment to helping students succeed?
 - Reflect on our Faculty Commitments (Building Relationships, Fostering Communication, Providing Feedback, Teaching the Whole Student). What areas are you strong in? What areas do you feel you need to work on?
- **Profession:**
 - What have you come to learn about what it means to be a community-college faculty member? What has surprised you?
 - How would you describe your faculty identity as a community-college educator? How do you want to see that change in the future?
 - How are you engaging in the larger professional community (state-wide, national, international) within my discipline?

IMPORTANT NOTE: Throughout the first academic year, it is MOST 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 Initial Portfolio is not created until the second year, maintaining information and artifacts from your first year is still important.

First-Year Reflection Paper Evaluation Rubric

Instructor: _____	Department: _____
Supervising Dean: _____	Date: _____

Section	CRITERIA
Part 1: Mentoring Team Selection	<ul style="list-style-type: none"> ● Lead mentor selected ● Mentoring team selected ● Appropriate reflection on mentoring team selection process
Mentoring Portion Comments by Supervising Dean:	
Rating: ___ Unacceptable ___ Needs work ___ Satisfactory ___ Strong ___ Outstanding	
Part 2: Four Levels of Development	<ul style="list-style-type: none"> ● Appropriate reflection on a prompt from the <i>Individual</i> level ● Appropriate reflection on a prompt from the <i>Department</i> level ● Appropriate reflection on a prompt from the <i>College</i> level ● Appropriate reflection on a prompt from the <i>Profession</i> level
Four Levels of Development Portion Comments by Supervising Dean:	
Rating: ___ Unacceptable ___ Needs work ___ Satisfactory ___ Strong ___ Outstanding	
First Year Overall Comments by Supervising Dean:	

The Teaching Portfolio:

Introduction and Purpose to the Teaching Portfolio:

The Teaching Portfolio is more than simply a place to collect information and artifacts of your teaching; it is designed as an important vehicle of faculty development and professional growth. Whether you are brand new to teaching or have been a tenured faculty member for decades at another institution, there is much to be gained by the Teaching Portfolio process at Jackson College. It is intentionally designed to foster faculty identity development and professional growth for each full-time faculty member we hire. Our definition of faculty growth is influenced by O'Meara, et al.'s (2008) framework. Faculty growth is ongoing and always in a "state of becoming" (p. 25). It is shaped by external environments but always rooted in the personal identity of a faculty member. The section of this manual titled, "Teaching Portfolio Guidelines," spells out exactly what each component of the (Initial and Capstone) Teaching Portfolio must include. A successful Teaching Portfolio is one where a faculty member completes all components and also documents ways in which they have used the process to foster and propel their own faculty growth.

Helpful Hints for Portfolio Work:

- Give yourself a timeline for the classroom and committee visits and other requirements.
- Try to schedule at least one classroom observation and/or reciprocal classroom visit by a mentor in your first year.
- 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.
- If your Portfolio has been fully vetted by your mentoring team, you may submit a draft to the dean by January 15 if you would like a pre-deadline review.

Potential Prompts to Aid in Writing the Teaching Philosophy

Writing a Teaching Philosophy is a recursive process that requires you to think, write, reconsider, and rewrite based on experiences, data, professional reading and research. The following are prompts to consider as starters for writing on the larger topics:

- How do I know when I am teaching effectively?
- What beliefs, theories and/or methods mark my success as a teacher?
- What types of outcomes do I want for my students?
- How do I develop and maintain positive relationships with students?
- How do I collaborate with others?
- How do I create a supportive learning environment?
- What approach or strategy has worked especially well in my discipline?
- What are my most important learning goals?
- How have/can I make a difference in the lives of my students?

Teaching Portfolio Guidelines:

The Six/Seven Portfolio Sections:

Each of the sections should include the minimum material suggested and follow the criteria delineated for each section in the Portfolio Evaluation Template located in this Manual.

1. Teaching Philosophy
2. Teaching Responsibilities
3. Representative Examples of Instructional Materials
4. Teaching Feedback and Evaluations
5. Professional Development and Teaching Honors
6. Service and Other Activities
7. Capstone (Capstone Portfolio Only)

The Initial Portfolio is submitted during the second year of annual contract. The content for the majority of the sections will focus on one, primary course that you teach, with respect to your developing thinking about its curricular content, instructional design, assessment, feedback and evaluation.

The Capstone Portfolio is submitted during the fourth year of annual contract. The content for the majority of the sections will focus one additional course that you teach (different than the one chosen for your Initial Portfolio), with respect to the same themes as in the Initial Portfolio. It will also include a reflection about the Professional Project undertaken during the third year of annual contract.

SECTION	CONTENTS
1. Teaching Philosophy:	<p>Initial Portfolio: An initial attempt to compile your central ideas about teaching and learning, your reflective statement of teaching beliefs, methods, and strategies will include relevant professional literature and Jackson College student data. Its purpose is to document your continuing thought process about what you do in your teaching practice, why you do it, and how it can help to improve your students' learning. Additionally, content throughout the Portfolio should reference and link to this section. You can reasonably aim for a document that addresses all of the above and is around 1,000 to 1,500 words in length.</p> <p>Capstone Portfolio: Building on the content in the Initial Portfolio, this updated version will clarify your thinking and include reflection on course and/or program assessment (e.g., General Education Outcome reporting, Program Learning Outcome reporting). This section is a chance to showcase your well-reasoned and well-supported conceptions of teaching and learning that fit the mission and values of the College and meet the needs of your students and the demands of your discipline.</p>

<p>2. Teaching Responsibilities:</p>	<p>Initial Portfolio: Focus on the one course that is your primary focus for this Portfolio.</p> <p>Capstone Portfolio: Focus on one course taught (different than the one chosen for the Initial Portfolio).</p> <p>Materials to Include:</p> <ul style="list-style-type: none"> ● Summary of classes taught: <ul style="list-style-type: none"> ○ Semester/year taught ○ Brief description of course ○ How the courses fit into the overall department and/or program structure. ● Reflection on Focus Course(s): <ul style="list-style-type: none"> ○ Description of course content ○ Relationship to other required/elective/sequenced courses ○ Location of course sections, course formats, methods of delivery ○ Description, information and reflection about students taking the courses ○ Instructional design choices ● Other teaching responsibilities (if any): <ul style="list-style-type: none"> ○ Designing new courses and/or redesigning old ones ○ Work-based learning oversight ○ Independent study and/or Individualized learning ○ Precepting, clinicals, other ○ Course/Program Development ○ Advising
<p>3. Representative Examples of Instructional Materials:</p>	<p>Initial Portfolio: Focus on the one course that is your primary focus for this Portfolio.</p> <p>Capstone Portfolio: Focus on one course taught (different than the one chosen for the Initial Portfolio).</p> <p>Materials to Include: Include examples from each of the following categories that clearly illustrate how you ground your teaching practice within the ideas of your teaching philosophy:</p> <ul style="list-style-type: none"> ● Syllabus ● Student Assignments <ul style="list-style-type: none"> ○ Written assignments/homework ○ Examinations ○ Problem sets ○ Study guides ○ Other ● Student Work <ul style="list-style-type: none"> ○ Graded exams with feedback ○ Written work with feedback ○ Other work with feedback ● Instructional Materials Used <ul style="list-style-type: none"> ○ Written discussion plan ○ Visual aids

	<ul style="list-style-type: none"> ○ Cognitive maps ○ Description of non-print materials ○ Description of field trips. ○ Use of appropriate technology ○ Other
<p>4. Teaching Feedback and Evaluations:</p>	<p>Initial Portfolio: Include, and provide reflection upon, each of the following:</p> <ul style="list-style-type: none"> ● Students: Summary of student feedback survey results during the first year of teaching, and a record of any action(s) taken ● Colleagues: At least two (2) teaching observation feedback reports from different colleagues (<i>not to include reciprocal classroom visits</i>). Include why these faculty members were chosen. ● Administrator: Classroom observation report from your Supervising Dean ● Unsolicited (if possible): Unsolicited feedback or letters from students, administrators, colleagues/peers <p>Capstone Portfolio: Include, and provide reflection upon, each of the following:</p> <ul style="list-style-type: none"> ● Students: Summary of student feedback survey results for each semester since the Initial Portfolio, and a record of any action(s) taken ● Colleagues: At least two (2) additional teaching observation feedback reports from different colleagues (<i>not to include reciprocal classroom visits</i>). Include why these faculty members were chosen. ● Administrator: Additional classroom observation reports from your Supervising Dean ● Unsolicited (if possible): Unsolicited feedback or letters from students, administrators, colleagues/peers
<p>5. Professional Development and Teaching Honors:</p>	<p>Initial Portfolio: Include examples from, and provide reflection upon, each of the following categories, if possible:</p> <ul style="list-style-type: none"> ● Reciprocal Classroom Visits: <ul style="list-style-type: none"> ○ Formal teaching observations of you and by you with two (2) members of your mentoring team ○ The report should include reflective analysis and demonstrate what you observed, what you learned, what you discussed afterward, and how it will impact your teaching practice ● Your overall mentoring team experience, including any changes to the team makeup, as well as what is going well and what needs improvement ● Faculty Learning Days, Convocation sessions, and/or Departmental Workshops attended during your first year ● Workshops, conferences, disciplinary course work, regional or national professional association meetings attended during your first year (if any) ● Planned professional development for the coming year

	<ul style="list-style-type: none"> ● Grants for improving teaching/learning in discipline (if any) ● Honors and awards (if any) <p>Capstone Portfolio: Include examples from, and provide reflection upon, each of the following categories, if possible:</p> <ul style="list-style-type: none"> ● Reciprocal Classroom Visits: <ul style="list-style-type: none"> ○ Formal teaching observations of you and by you with any remaining (or new) members of your mentoring team. ○ The report should include reflective analysis and demonstrate what you observed, what you learned, what you discussed afterward, and how it will impact your teaching practice. ● Your overall mentoring team experience, including any changes to the team makeup. ● Faculty Learning Days, Convocation sessions, and/or Departmental Workshops attended during your first year ● Workshops, conferences, disciplinary course work, regional or national professional association meetings attended during your first year (if any) ● Planned professional development for the coming year ● Grants for improving teaching/learning in discipline since your Initial Portfolio (if any) ● Honors and awards since your Initial Portfolio (if any)
<p>6. Service and Other Activities:</p>	<p>Initial Portfolio: Include, and provide reflection upon, each of the following:</p> <ul style="list-style-type: none"> ● Department Service: <ul style="list-style-type: none"> ○ Shared governance activities (if any) ○ Other department activities and accomplishments ● College Service: <ul style="list-style-type: none"> ○ Promotion of Department and/or Institutional Programs to Local Schools ○ Integrity Committee visitations (at least two - see below) ○ College Committee visitations (if any - see below) ○ Committee service (if any) ○ Other College activities (if any) ● Community Service (if any): <ul style="list-style-type: none"> ○ Outreach activities to schools, civic organizations, etc. ○ Memberships in local, regional, national organizations ○ Speaking engagements ○ Other service to communities ● Other Activities (if any): <ul style="list-style-type: none"> ○ Orientation and training session materials ○ Other activities designed with mentoring team <p>Capstone Portfolio: Also Include, and provide reflection upon, each of the following:</p>

- **Department Service:**
 - Shared governance activities (if any)
 - Other department activities and accomplishments
- **College Service:**
 - Promotion of Department and/or Institutional Programs to Local Schools
 - Integrity Committee visitations (all remaining - see below)
 - Board of Trustees meeting visit
 - College Committee visitations (if any - see below)
 - **Committee Service:**
 - Annual faculty are expected to begin serving on a committee (Integrity, College, or any additional committee as agreed to by the faculty member and their Supervising Dean) during their fourth year.
 - Selection of the committee should be made in consultation with the mentoring team, the department, and the Supervising Dean.
 - Final approval must be received from the Supervising Dean.
 - Other College activities (if any)
- **Community service (if any):**
 - Outreach activities to schools, civic organizations, etc.
 - Memberships in local, regional, national organizations
 - Speaking assignments
 - Other service to communities
- **Other activities (if any):**
 - Orientation and training session materials
 - Other activities designed with mentoring team
 - Mentoring activity reports

College Academic Integrity Committees:

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

College Committees:

- Customer Focus Committee
- Diversity Committee
- Information Technology Liaisons Committee
- Strategic Planning Committee
- Web Liaisons Committee
- Workforce Focus Committee
- etc. (See College's Human Resources Webpage for list)

	<p>Please Note: For any committee visits, it is recommended to notify the committee chair prior to your attendance.</p>
<p>7. Capstone (Capstone Portfolio Only):</p>	<p>Official Recommendation Letters: Include letters from your mentor and your department chair on behalf of the department recommending you for continuing contract status. If your department chair is your mentor, include a letter from a second colleague.</p> <p>Final Professional Project Submissions:</p> <ul style="list-style-type: none"> ● Final Project Report <ul style="list-style-type: none"> ○ Year 3 Deliverable with updates ○ Reflection about project and its results ● Presentation Report <ul style="list-style-type: none"> ○ Presentation materials ○ The survey given to presentation attendees ○ A summary of the survey results ○ A reflection on the <i>presentation</i> as a whole

Teaching Portfolio Evaluation Rubric

Instructor: _____	Department: _____
Supervising Dean: _____	Date: _____

SECTION	CRITERIA
1. Teaching Philosophy:	<ul style="list-style-type: none"> ● Presents clear connections between beliefs about teaching, choice of methods and strategies, and student learning outcomes ● Provides ample evidence of reflection on professional wisdom from relevant, outside sources about effective teaching and learning in the content area ● Reflects relationship between chosen teaching practices and the needs of Jackson College students ● Provides evidence of professional development and ongoing self-evaluation and improvement

Teaching Philosophy Comments by Supervising Dean:

Rating: ___ Unacceptable ___ Needs work ___ Satisfactory ___ Strong ___ Outstanding

2. Teaching Responsibilities:	<ul style="list-style-type: none"> ● All Classes Taught: <ul style="list-style-type: none"> ○ The breadth and depth of the teaching responsibilities are appropriate to this faculty member at this point in their career at Jackson College ○ The teaching responsibilities are appropriate to departmental and/or program curriculum ● Focus Course(s): <ul style="list-style-type: none"> ○ Robust description of course and student population ○ Appropriate level of reflection demonstrating a commitment to continuous improvement ● Other teaching responsibilities (if any): <ul style="list-style-type: none"> ○ The faculty member has additional responsibilities such as designing new courses, redesigning old courses, etc. ○ The faculty member is responsible for special kinds of teaching or teaching-related activities ○ Additional responsibilities are at an appropriate level at this point in career
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Teaching Responsibilities Comments by Supervising Dean:

Rating: ___ Unacceptable ___ Needs work ___ Satisfactory ___ Strong ___ Outstanding

3. Representative Examples of Instructional Materials:	<ul style="list-style-type: none"> ● Syllabus(i) follows College requirements and guidelines ● Assessments align with and lead to the intended course learning outcomes ● Course materials align with and lead to formative and summative course assessments ● Course materials are expressive of the instructor's teaching philosophy ● Student artifacts are representative of a diverse range of students ● Instructor feedback is clear, helpful, and supportive of student achievement
Instructional Materials Comments by Supervising Dean: Rating: ___ Unacceptable ___ Needs work ___ Satisfactory ___ Strong ___ Outstanding	
4. Teaching Feedback and Evaluations:	<ul style="list-style-type: none"> ● Demonstrates appropriate level of reflection and action regarding the student feedback surveys and other student feedback ● Articulation of choices for colleague observations, and appropriate level of reflection and action based upon the colleague's feedback ● Demonstrates appropriate level of reflection and action regarding the Supervising Dean's evaluation ● The totality of formal and informal feedback offers evidence of an instructor that seeks to align their teaching practices with their stated teaching philosophy
Teaching Feedback and Evaluations Comments by Supervising Dean: Rating: ___ Unacceptable ___ Needs work ___ Satisfactory ___ Strong ___ Outstanding	
5. Professional Development and Teaching Honors:	<ul style="list-style-type: none"> ● Demonstrates appropriate level of reflection and action based upon mentoring team feedback ● Accounting of internal and external professional development undertaken during the current year ● Examples of how the above professional development was integrated into teaching practices ● Demonstrates appropriate level of reflection regarding planned professional development focus for the coming year ● List of any grants, teaching honors, awards, or milestones
Professional Responsibilities Comments by Supervising Dean: Rating: ___ Unacceptable ___ Needs work ___ Satisfactory ___ Strong ___ Outstanding	

6. Service and Other Activities:	<ul style="list-style-type: none"> ● Demonstrates appropriate level of contribution to the department. ● Demonstrates appropriate level of contribution to the College. ● Demonstrates appropriate level of contribution to the community. ● Completed the required Committee observations, with appropriate reflections on each. ● Overall, the reflections suggest a thoughtful consideration of how the instructor will participate and grow within their department, the College, and the wider community. ● Capstone Portfolio Only: <ul style="list-style-type: none"> ○ Completed Board of Trustees Meeting observation with appropriate reflection. ○ Secured membership on a College Committee.
Service and Other Activities Comments by Supervising Dean: Rating: ___ Unacceptable ___ Needs work ___ Satisfactory ___ Strong ___ Outstanding	
7. Capstone (Capstone Portfolio Only):	<ul style="list-style-type: none"> ● Includes necessary recommendation letters. ● Final Project Report demonstrates thoughtful reflection on the project, its process, any updates, outcomes, and impact. ● The Presentation Report includes the presentation materials used, as well as appropriate reflection on the presentation itself. ● The survey summary includes a copy of the survey used, a summary of the received feedback, and an appropriate reflection on both.
Capstone Comments by Supervising Dean: Rating: ___ Unacceptable ___ Needs work ___ Satisfactory ___ Strong ___ Outstanding	
Portfolio Overall Comments by Supervising Dean:	

The Professional Project

Introduction and Purpose of the Professional Project

From the end of your second year throughout your third year, the focus of your annual faculty process will be to identify an area of great need and lead a professional project to address it. This project must connect with the College's Mission and Values (e.g., retention/completion, equity, and student learning), while also documenting your growth as a campus leader and agent of change. As such, it is possible that a Professional Project is innovative, bold and ambitious, yet does not succeed in fully addressing the identified need. Such a Professional Project may still be deemed outstanding due to the insights, growth and leadership skills gained by the annual faculty member. When you complete your Project, you will share your results with others in a professional context, as well as reflect on both the overall Project and presentation in your Year 4 Capstone Portfolio.

Some examples of past and possible projects include:

- Designed and piloted Supplemental Instruction in the Mathematics Department
- Researched online test-proctoring software and worked with a team to propose the best option for the college
- Co-led the design of co-requisite developmental coursework and helped to pilot it
- Developed a new certificate or program
- Significantly revised an existing program
- Designed and executed professional development for adjunct and/or full-time faculty
- Developed new courses
- Developed new co-curricular or extra-curricular opportunities

Professional Project Guidelines and Timeline:

During First Year of Hire: Begin identifying areas where you have expertise, or can develop expertise that can add value to a College or departmental initiative, and which could also potentially serve as a Professional Project area.

During Second Year of Hire: As you are finishing your Initial Portfolio, begin generating ideas for your Professional Project with your mentoring team, Supervising Dean, and others. Possible sources of project ideas may include:

- Data you reported in your Initial Portfolio;
- Your own experiences in the classroom;
- Review of relevant professional literature;
- Your visits to campus committees;
- Participation in professional development, either internal or external.

February, Year 2: At your Initial Portfolio meeting with your Supervising Dean and lead mentor, discuss possible projects and outcomes based on what you learned through the Initial Portfolio process.

March - April, Year 2: Widen the conversation to include mentoring team, appropriate or relevant committees, department members, College departments (e.g., Institutional Research) and refine the project proposal accordingly.

May 15, Year 2: Submit a draft of your formal proposal to your Supervising Dean using the Annual Goals Template. Your Professional Project will be your singular goal for the coming year.

Some considerations for inclusion in your formal proposal include:

- The problem you're trying to solve (citation of data and research required)
- Your Professional Project idea
- Results you're trying to achieve (both short-term and long-term)
- Resources needed (Who and what do you need?)
- Anticipated challenges (if any)
- Timeline with target dates for intermediate phases
- Budget considerations

June 1 - July 31, Year 2: Receive formal approval of your Professional Project during the End-Year Performance Meeting with the Supervising Dean.

August - February, Year 3: Execute your project, collect data, and prepare to share your findings. Keep a weekly log of activities and share this on a routine basis with your mentoring team. Have a midway check-in meeting with your Supervising Dean in the month of October.

February 1, Year 3: Deliverable

By this time, you will submit clear and concise documentation on your Professional Project to your Supervising Dean that addresses the following topics:

- 1. Genesis of the project**
 - a. Describe the area of identified need and how it connects with the College's Mission and Values (e.g., student success, retention/completion, and/or equity).
 - b. Provide relevant data demonstrating the need.
 - c. Describe how you arrived at your plan to meet the need.
- 2. Resources and Partners**
 - a. Describe the resources you used (College and/or outside organizations).
 - b. Identify the stakeholders you involved (from within and outside the College).
- 3. College Level Outcomes**
 - a. Describe any gains your Project could make possible with respect to the College's Mission and Values (e.g., student success, retention/completion, and/or equity).
 - b. Provide relevant data, if possible.
- 4. Meta-Outcomes**
 - a. How has this informed your professional practice & role in the institution?
 - b. What professional leadership roles would you like to pursue at the College?
 - c. Describe further professional development needs that you still have, and how will you meet these needs.
- 5. Weekly Log of Activities**

By February, Year 4: Give Presentation

It is expected that you will present a report on your Professional Project to an appropriate audience. The target audience may be internal (e.g., you present at Faculty Learning Days, Convocation, or some other appropriate event) or external (e.g., discipline-specific conferences, student success convenings, regional or national assessment bodies, etc.). After the submission of your Deliverable in Year 3, you may need to complete aspects of the Project and continue working with your mentoring team to prepare this presentation. You must also collect survey data regarding your presentation from the audience and reflect on their responses within your Capstone Portfolio.

Some considerations for your presentation:

- Share your understanding of the problem, including data and research
- You may need to propose a presentation -- be sure to contact event organizers
- Include any methods, practices, partnerships, and resources used in the project
- When appropriate, provide the project timeline and budget, as well as ideas for others to consider when trying their own version of the project
- Reflect on any challenges you encountered, and how you navigated them
- Be sure you are clear and organized in your presentation of outcomes and include any relevant data
- Reflect on your growth, insights and any leadership skills that you gained, as appropriate to the target audience.

February 1, Year 4: Capstone Portfolio

Submit the Capstone Portfolio, including the following Professional Project components:

- **Final Project Report**
 - Year 3 Deliverable with updates
 - Reflection about project and its results
- **Presentation Report**
 - Presentation materials
 - The survey given to presentation attendees
 - A summary of the survey results
 - A reflection on the *presentation* as a whole

Professional Project Deliverable Evaluation Rubric

Planning (20%)

- Project was well defined
- Project was well researched
- Project timeline was well informed

Effort (50%)

- Clear evidence that faculty member showed initiative and drive to complete project, even if challenges prevented it from being fully realized

Collaboration (15%)

- Faculty member involved the right people
- Faculty member worked collaboratively with others

Impact (15%)

- Project led to positive impact on students, department, college, and/or self

Classroom Observation Form Templates

The following two forms are basic templates that can be used by a classroom observer to record what was seen and heard during the observation, while also leaving room for additional thoughts, questions, and insights that can be part of further conversations. These may be useful as-is, or as the basis for an observer's own version of an observation form. Additionally, these forms can be filled out either as print-outs or as electronic documents edited during the observation (downloadable, editable versions are available via the Deans' Office). In any case, these forms are meant to be generative of further conversation.

Observation Template #1 has example "focal areas" listed for consideration, along with some short prompts for each. Preferably, the observer and the instructor would speak before the lesson to establish specific areas on which the observer can focus during the lesson. There are two columns for the observer to complete for any focal areas considered. The first is about *descriptive* observations (literally, what was seen and heard during the lesson), while the second allows for more *interpretive* comments or questions. For example, noting that the instructor stayed at the front of the room is a descriptive observation, while suggesting that the instructor was too nervous to move around the room is interpretive comment. At the bottom of the form, there is space for further comments or questions, based on what was written above.

Observation Template #2 is more open-ended, and incorporates a temporal aspect, allowing the observer to create a kind of time-line of their observations. At particular moments during the lesson (likely transition points), the observer can record the time and begin a new line of observations. As a result, the main areas for observer focus are on what the instructor is doing and what the students are doing (both descriptive, not interpretive), along with an additional column in which the observer can quickly jot down questions or comments to be pursued later. While this observation format is more open-ended, the instructor and observer still can agree upon specific focal areas before the lesson, as desired. At the end of the form, there is space for a post-observation narrative (likely what will be read as a document of what was seen and heard), as well as remaining questions and comments on the part of the observer.

Note: Regardless of what form is used for recording observations and feedback on teaching, it is highly recommended that observers share some documentation of the observation event with the observed instructor. This can be something as simple as a photocopy or digital scan of the observer's notes, or a more formal and "cleaned up" version of the document. This is especially important when the observed teacher is an annual contract faculty member, as they require documentation of observations to achieve continuing contract status.

Classroom Observation Template #1

Observer:	Instructor:	Course:
Date:	Location:	Time:

Focal Areas	Observations (<i>descriptive</i>)	Comments (<i>interpretive</i>)
Organization Preparedness, focus, use of time, structure of classroom		
Strategies Variety, level, clarity		
Activities Length, access, scaffolding		
Presentation Speaking, body language, use of space, enthusiasm		
Rapport Participation, engagement, connection		
Clarity Directions, questions, explanations		
Assessment Development of skills, Conceptual growth		
Other		

Additional Comments or Questions:

Classroom Observation Template #2

Observer:	Instructor:	Course:
Date:	Location:	Time:

Time	What is the instructor doing and saying?	What are the students doing and saying?	Questions & Comments

Overall, what I observed the instructor doing and saying throughout the lesson:

Overall, what I observed the students doing and saying throughout the lesson:

Questions or comments that I have after the observation:

Continuing Contract Faculty Timeline

- **Between October 1 & February 28: Mid-Year Performance Meeting** Meet with Supervising Dean and department chair (or designee) to discuss annual goals progress and make any necessary revisions. **Please Note:** Process, progress, and/or achievement shall be discussed between the faculty member and their Supervising Dean throughout the year, as needed, so it is possible that more than one mid-year meeting will take place.
- **During Winter Semester:** Work with department members to develop departmental goals and refine draft annual goals for department members.
- **By May 15:** Submit Annual Professional Responsibilities Plan (APRP) electronically to Supervising Dean. Also submit draft annual goals for upcoming academic year.
- **By June 15:** The College will issue a Continuing Employment Contract
- **By June 30:** Return signed contract to Human Resources if continued employment with the College is desired. *If not, the rest of this timeline is moot.*
- **By July 31: End-Year Performance Meeting** Meet with Supervising Dean to review and discuss the APRP, annual goals, performance pay, and professional growth. If necessary, resubmit your annual goals in a timely fashion after the meeting. The Supervising Dean will notify both the faculty member and their department chair of final approval of annual goals for the subsequent academic year by July 31.
- **By August 15:** The College will issue a Notice of Faculty Assignment, which will reflect an increase in base pay, if warranted.
- **By August 31:** Those faculty members who satisfied the Performance Pay Criteria will receive performance pay.
 - **Notification of Retirement:** Instructors contemplating retirement shall give notice of their intentions four (4) months before the effective date. Such notification shall be binding on both parties. *(See Article VIII (Faculty Benefits) of the Faculty Labor Agreement).*
 - **Notification of Resignation:** An instructor who wishes to be released from continuing contract shall give notice in writing no later than four (4) months prior to the beginning of the semester or session when the resignation is to become effective. *(See Article XII (Professional Compensation) of the Faculty Labor Agreement.)*

Annual Professional Responsibilities Plan (APRP) Overview/Purpose

See Article X (Professional Growth) of the Faculty Labor Agreement.

The Annual Professional Responsibilities Plan (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 15th 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, and accreditation. To those ends, it is vital to describe roles and activities using **measurable objectives**.

Please email the APRP to your Supervising Dean by **May 15th**. The deans are committed to reviewing and responding to the APRPs at or before the June/July End-Year Performance Meeting between the Supervising Dean and the faculty member.

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

Annual Professional Responsibilities Plan (APRP) Template

The APRP must include the elements of the evaluation process identified below, and be consistent with the College's Strategic Agenda; Mission, Vision, Values, Beliefs; and the shared governance plan of the department (e.g., department goals). This form should be completed by the faculty member and submitted to their dean by **May 15**.

Faculty Member: _____	Department: _____
Supervising Dean: _____	Date: _____

I. Reflection on Previous Academic Year

- Reflect on Jackson College's Faculty Commitments (Building Relationships, Providing Feedback, Fostering Communication, Teaching the Whole Student).
 - Describe one thing that you are particularly proud of from your practice this year.
 - Describe one thing that you are still working on in your practice.
 - How has the professional development you pursued during this year influenced your practice?

- **Annual Goal A:**

Have you achieved your **Annual Goal A**? Yes No In Progress

Briefly reflect on your **Annual Goal A**:

- **Annual Goal B:**

Have you achieved your **Annual Goal B**? Yes No In Progress N/A

Briefly reflect on your **Annual Goal B**:

- **Annual Goal C:**

Have you achieved your **Annual Goal C**? Yes No In Progress N/A

Briefly reflect on your **Annual Goal C**:

II. Efforts That Support Teaching/Learning

- Have you posted your syllabi on JetNet and sent your office hours to the Office of the Academic Deans?
 Yes No
- Did you record attendance in JetStream for each course (excluding online courses) that you taught?
 Yes No N/A
- For any student that did not complete your class, did you indicate “Never Attended” or the student’s “Last Date of Attendance” on JetStream?
 Yes No
- For lead faculty of courses: Do you have current Course Reviews (reviewed every five years) on file with the Curriculum Committee?
 Yes No N/A
- For lead faculty of courses: Have you submitted “Closing the Loop” details at least once this year via the College’s Assessment JetNet site?
 Yes No N/A
- For all faculty: Have you reported changes to your course(s) made this academic year via the “Report Changes to Course and Closing the Loop” form on the College’s Assessment JetNet site?
 Yes No

III. Professional Development

Briefly describe your professional development activities (including Faculty Learning Days and Convocations) within the categories below, as appropriate. Include relevant details about the activity (name and date(s) of activity, number of hours completed), and a brief (1-2 sentences) description.

*Note that you’re not being asked to respond to all the categories, only to categorize your responses.

Professional Development Categories
Diversity Training:
Coursework:
Technical Training:
Discipline Based Conferences:

Pedagogy:
Service Learning:
Mentoring:
Advising:
Other (specify):

IV. Service to the Department and the College

Please name and categorize your service in the following ways that are appropriate to you. Note that you're not being asked to respond to all the categories, only to categorize your responses.

Service to the Department
Active involvement in an Academic Committee:
Active involvement in department governance/meetings:
Participation as a mentor for faculty:
Involvement in College initiatives (e.g., Pathways, Competency Based Education, accreditation):
Active involvement with other College activities:
Volunteering with College organizations (e.g., student groups, Adopt-a-Highway):
Ad Hoc Committee Member (e.g., renovation design team, hiring/search committee):
Other (specify):

V. Service to the Community

Please name and categorize your service in the following ways that are appropriate to you. Note that you're not being asked to respond to all the categories, only to categorize your responses.

Service to the Community
Membership in service organizations:
Service to non-profit organizations:
Work with educational institutions:

Other (specify):

VI. Student Feedback Surveys

- Summarize your conclusions about the student feedback surveys.

- Indicate revisions you intend to make to your courses to improve student success based on the results you received.

VII. Use of Professional Responsibility Days (11 days/77 clock hours)

Please describe how you use the time that is set aside for individual professional work.

APRP Review Document

This form is to be completed by the Supervising Dean. It will be given to the faculty member and discussed during the End-Year Performance Meeting (which will occur between June 1st and July 31st) where the annual goals will also be reviewed and discussed.

Faculty Member: _____	Department: _____
Supervising Dean: _____	Date: _____

Supervising Dean's Responsive Comments to APRP Overall:

Section	Comments:
I. Reflection on Previous Academic Year	
II. Efforts that Support Teaching/Learning	
III. Professional Development	
IV. Service to the Department and the College	
V. Service to the Community	
VI. Student Feedback Surveys	
VII. Use of Professional Responsibility Days	

Supervising Dean: _____ **Faculty Member:** _____
Date: _____ **Date:** _____

Department Chair Self-Evaluation

Department Chair: _____ Department: _____

Supervising Dean: _____ Date: _____

1. What was your greatest accomplishment as chair over the last year? What are you most proud of?
2. What responsibilities, skills, or other areas of development you would like to focus on over the next year to strengthen your role as chair of your department? Why?
3. What feedback do you receive from your departmental colleagues on your performance as chair?
4. What types of professional development do you recommend the chairs engage in as a group over the next year? Why?
5. Please evaluate your performance of the following chair duties over the last year:

Rating: 1 (low) - 10 (high)	Department Chair Duties:
	Creation and monitoring of shared governance plan
	Creation and review of annual department goals, including coordination of individual faculty members' goals with department goals
	Consultation on schedule and staffing
	Participation in the student complaint process
	Communication and mentoring for all annual faculty and adjunct faculty within the department
	Monitoring of department budget
	Department representation at institutional functions and committees.
General comments:	

Annual Goals Template:

Please use the template below to identify your proposed annual goals for the next academic year. Goals will be finalized, in concert with the Supervising Dean, during the End-Year Performance Meeting (between June 1 and July 31). If necessary, resubmit your annual goals in a timely fashion after the meeting. The Supervising Dean will notify both the faculty member and their department chair of final approval of annual goals for Year 2 by July 31. **Note:** While identifying 3 goals is typical, you may have more or fewer. Remember that these goals must be specific, achievable, measurable, relevant (to the College's Strategic Agenda and the shared governance plan of the department - e.g., departmental goals) and time-based. See *Article X (Professional Growth)*, *Article XII (Professional Compensation)* and *Appendix D (Performance Pay Recognition)* of the *Faculty Labor Agreement*.

Faculty Member: _____	Department: _____
Supervising Dean: _____	Date: _____

Goal A:	
Expected Outcomes	
Timeline	
Measurement	
Relevance	
Release Time/Stipend	

Goal B:	
Expected Outcomes	
Timeline	
Measurement	
Relevance	
Release Time/Stipend	

Goal C:	
Expected Outcomes	
Timeline	
Measurement	
Relevance	
Release Time/Stipend	

Supervising Dean: _____ **Faculty Member:** _____

Date: _____ **Date:** _____

Mid-Year Performance Meeting Report

This form is to be completed by the Supervising Dean, in conjunction with the faculty member, during the mandatory Mid-Year Performance Meeting (between October 1st - February 28th). **Please Note:** Process, progress, and/or achievement shall be discussed between the faculty member and their Supervising Dean throughout the year, as needed, so it is possible that more than one mid-year meeting will take place. Both parties will sign the document at the conclusion of the meeting, after which both parties will be given a copy of the filled-out form. See Article XII (Professional Compensation) and Appendix D (Performance Pay Recognition) of the Faculty Labor Agreement.

Faculty Member: _____	Department: _____
Supervising Dean: _____	Date: _____

<u>Finalized Annual Goals Established for Current Academic Year:</u>		
Goal:	Percentage Completed:	Comments:

<u>Adjustment to Annual Goals:</u>	
Adjustments:	Agreement that goals will be adjusted per below:
<input type="checkbox"/> Goals NOT adjusted	
<input type="checkbox"/> Goals adjusted	

Overall Progress towards Performance Pay Criteria: (See Appendix D of the Faculty Agreement)

Adjustments:	Comments and Suggestions for Improvement:
<input type="checkbox"/> Satisfactory	
<input type="checkbox"/> Unsatisfactory	

Supervising Dean: _____ **Faculty Member:** _____
Date: _____ **Date:** _____

End-Year Performance Meeting Report

This form will be completed by the Supervising Dean then given to the faculty member and discussed during the End-Year Performance Meeting (between June 1st and July 31st). Both parties will sign the document at the conclusion of the meeting, after which both parties will be given a copy of the filled-out form. If necessary, the faculty member will re-submit annual goals in a timely fashion after the meeting. The Supervising Dean will notify both the faculty member and their department chair of final approval of annual goals for the subsequent academic year by July 31.

Faculty Member: _____	Department: _____
Supervising Dean: _____	Date: _____

Performance Pay for Past Academic Year: Faculty member has met the qualifications and satisfied the criteria for receiving Performance Pay as listed in Appendix D of the Faculty Agreement and will receive their performance pay in August.		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	If NO, list Performance Pay Criteria not achieved:

<u>Supervising Dean's Responsive Comments Related to Proposed Annual Goals:</u>
Goal A:
Goal B:
Goal C:

Supervising Dean: _____ **Faculty Member:** _____
Date: _____ **Date:** _____

Academic Complaint Process

Academic Student Complaints

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 agrees to meet with multiple students.

A student filing an academic complaint will be required to undertake the following steps. If the faculty member named in the academic complaint is the department chair, then the “department chair” role in all steps of this process will be completed by a different department chair, preferably of a related discipline (e.g. Science & Math, Nursing & Allied Health, Language, Literature and Arts & Foundation Studies, Social Science & Business & Technical Trades).

Step 1. Student meets with instructor. Students must initiate a 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 format that allow for multiple participants are acceptable. In cases where electronic formats are not available, communications in written format shall be used. One representative, who must be from the College (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 put 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 introductory paragraphs above, 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.
- 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. In cases where electronic formats are not available, communications in written format shall be used. 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 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 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 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, their 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. In cases where electronic formats are not available, communications in written format shall be used.

Step 7. Dean issues a resolution: Within five (5) business days after the hearing, the Supervising 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 Chief Academic Officer: The student or instructor may appeal the Dean's disposition of the complaint to the Chief Academic Officer. An appeal to the Chief Academic Officer 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 Chief Academic Officer outlining the grounds for their appeal within five (5) business days of the receipt of the Supervising Dean's written resolution. The Chief Academic Officer may request all relevant complaint documentation from the Supervising Dean and the SO. The Chief Academic Officer will decide within five (5) business days of receipt of all relevant documents whether a formal appeal hearing is warranted.

If the Chief Academic Officer 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, their Association representative, the department chair, and the Supervising Dean. The Chief Academic Officer 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. In cases where electronic formats are not available, communications in written format shall be used.

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