Appendix F: <u>Faculty Manual 2022-2025</u>

Table of Contents	
Annual Contract Faculty Section:	**Page:**
Checklists for Annual Contract Faculty	2
Performance Pay and Contractual Timeline for Annual Contract Faculty	6
Mentoring Program Guidelines	7
First-Year Reflection Paper	10
First-Year Reflection Paper Evaluation Rubric	11
The Purpose of the Teaching Portfolio	12
Initial Teaching Portfolio Guidelines	13
Initial Teaching Portfolio Evaluation Rubric	16
Professional Project Guidelines	18
Professional Project Deliverable Guidelines	21
Professional Project Deliverable Evaluation Rubric	22
Professional Project Presentation Guidelines	23
Capstone Teaching Portfolio Guidelines	24
Capstone Teaching Portfolio Evaluation Rubric	29
Continuing Contract Faculty Section:	
Continuing Contract Faculty Checklist	32
Annual Professional Responsibilities Report & Plan (APRP) Overview/Purpose	33
APRP Template	34
APRP Review Document	38
Department Chair Section:	
Department Chair Evaluation	39
All Faculty Section:	
Classroom Observation Templates	40
Annual Goals Template	45
Mid-Year Performance Meeting Report	47
End-Year Performance Meeting Report	48
Academic Complaint Process	49
Virtual Professional Development Attendance Form	52

Checklists for Annual Contract Faculty:

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 checklists 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

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

Year 1:
- **Explore Potential Mentoring Team:** Network with other faculty members to serve as potential mentors and establish a proposed mentoring team. Lead Mentors must be from the established pool of approved Lead Mentors (by **February 1**)
- **Submit First-Year Reflection Paper:** Complete and submit the First-Year Reflection Paper (around 500 words), which includes a proposed mentoring team (by **February 1**)
- **First-Year Reflection Meeting:** Meet with Supervising Dean to assess professional growth and finalize the mentoring team (by **February 20**)
- **Mentoring Team Meeting:** Meet with the entire mentoring team at least once. Outcomes and goals from the meeting will be shared with the Supervising Dean (by **May 15**)
- **Submit Annual Goals:** Submit draft Annual Goals for Year 2. The Initial Portfolio is the main goal for Year 2. Also submit the Virtual Professional Development Attendance Form. **Note:** Do NOT submit an APRP (by **May 15**)
- **Annual Goals Meeting:** Meet with Supervising Dean to review and discuss the annual goals for the next year and professional growth (by **July 31**)

Year 2:
- **Check-In Meeting:** Meet with the Supervising Dean and Lead Mentor (if desired) to discuss progress toward annual goals and make any necessary revisions. Come to the meeting prepared to share one to three ideas for a Professional Project (between **October 1 & January 31**)
- **Mentoring Team Meeting:** Meet with the entire mentoring team at least once. Outcomes and goals from the meeting will be shared with the Supervising Dean (by **February 1**)
- **Initial Portfolio Submission:** Submit Initial Portfolio to Supervising Dean. The Initial Portfolio will include a draft proposal for the Professional Project, which will also be shared with the Professional Project Work Group (by **February 1**)
- **Initial Portfolio Meeting:** Meet with the Supervising Dean and Lead Mentor (if desired) to discuss Initial Portfolio, including the Professional Project Proposal, and assess professional growth (by **February 20**)

- **Refine Project Proposal:** Using feedback from the Professional Project Work Group and the Mentoring Team, refine the Professional Project Proposal (during **March** and **April**)
- **Submit Annual Goals:** Submit draft Annual Goals for Year 3, including the formal Professional Project Proposal. The Professional Project is the main annual goal for Year 3. Also submit the Virtual Professional Development Attendance Form. **Note:** Do NOT submit an APRP (by **May 15**)
- **Professional Project Work:** Begin work on the Professional Project (during **Summer** Semester)
- **Annual Goals and End-Year Performance Meeting:** Meet with the Supervising Dean to review and discuss the annual goals (including finalizing the formal Professional Project Proposal), performance pay, and professional growth (by **July 31**)

Year 3:
- **Professional Project Work:** Work on the Professional Project (during **Fall** Semester)
- **Check-In Meeting:** Meet with the Supervising Dean and Lead Mentor to discuss progress toward annual goals, Professional Project work, and make any necessary revisions (between **October 1 & January 31**)
- **Mentoring Team Meeting:** Meet with the entire mentoring team at least once. Outcomes and goals from the meeting will be shared with the Supervising Dean (by **February 1**)
- **Professional Project Submission:** Submit a Professional Project Deliverable (by **February 1**)
- **Professional Project Meeting:** Meet with the Supervising Dean and Lead Mentor to discuss Professional Project and assess professional growth (by **February 20**)
- **Professional Project Work:** Continue work on the Professional Project (during **Spring** and **Summer** Semesters)
- **Submit Annual Goals:** Submit draft Annual Goals for Year 4. The Capstone Portfolio is the main goal for Year 4. Also submit the Virtual Professional Development Attendance Form. **Note:** Do NOT submit an APRP (by **May 15**)
- **Annual Goals and End-Year Performance Meeting:** Meet with the Supervising Dean to review and discuss the annual goals (including progress on the Professional Project), performance pay, and professional growth (by **July 31**)

Year 4:
- **Professional Project Presentation:** Present a report on your Professional Project to an appropriate audience (by **January 15**)
- **Check-In Meeting:** Meet with the Supervising Dean and Lead Mentor to discuss progress toward annual goals, Professional Project work, and make any necessary revisions (between **October 1** & **January 31)**
- **Mentoring Team Meeting:** Meet with the entire mentoring team at least once. Outcomes and goals from the meeting will be shared with the Supervising Dean (by **February 1**)

- **Capstone Portfolio Submission:** Submit Capstone Portfolio, including Final Professional Project Report and Reflection on Professional Project Presentation (by **February 1**)
- **Capstone Portfolio Meeting:** Meet with the Supervising Dean and Lead Mentor to discuss Capstone Portfolio and assess professional growth (by **February 20**)
- **Submit Annual Goals:** Submit draft Annual Goals for Year 5. Also submit the Virtual Professional Development Attendance Form. **Note:** Do NOT submit an APRP (by **May 15**)
- **Annual Goals and End-Year Performance Meeting:** Meet with the Supervising Dean to review and discuss the annual goals, performance pay, and professional growth (by **July 31**)

Subsequent Academic Years: See Continuing Contract Faculty Checklist within this Faculty Manual

Checklist #2 (Mid-Year Hire): Contractual Start Date in January (Not Eligible for Performance Pay in Year 1)

Year 1: (Spring, Summer -- *abbreviated contract*)
- **Explore Potential Mentoring Team:** Network with other faculty members to serve as potential mentors and establish a proposed mentoring team. Lead Mentors must be from the established pool of approved Lead Mentors (by **May 15**)
- **Submit First-Year Reflection Paper:** Complete and submit the First-Year Reflection Paper (around 500 words), which includes a proposed mentoring team. Lead Mentor must be from the established pool of approved Lead Mentors (by **May 15**)
- **Submit Annual Goals:** Submit draft Annual Goals for Year 2. The Initial Portfolio will be the main goal for Year 2. Also submit the Virtual Professional Development Attendance Form. **Note:** Do NOT submit an APRP (by **May 15**)
- **First-Year Reflection and Annual Goals Meeting:** Meet with Supervising Dean to assess professional growth, discuss annual goals for the next year, and finalize mentoring team (by **July 31**)
- **Mentoring Team Meeting:** Meet with the entire mentoring team at least once. Outcomes and goals from the meeting will be shared with the Supervising Dean (by **August 20**)

Years 2-4: See Checklist #1 above.

Subsequent Academic Years: See Continuing Contract Faculty Checklist and within this Faculty Manual

<u>Checklist #3 (Early Hire):</u> Contractual Start Date in May (Eligible for Performance Pay in Year 1)

Year 1: (Summer, Fall, Spring, Summer – *extended contract*)
- **Create and Submit Annual Goals:** 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 (**by July 31**)
- **Mid-Year Performance Meeting:** Meet with the Supervising Dean to discuss progress toward annual goals and make any necessary revisions. **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 (between **October 1 & January 31**)
- **Explore Potential Mentoring Team:** Network with other faculty members to serve as potential mentors and establish a proposed mentoring team. Lead Mentors must be from the established pool of approved Lead Mentors (by **February 1**)
- **Submit First-Year Reflection Paper:** Complete and submit the First-Year Reflection Paper (around 500 words), which includes a proposed mentoring team (by **February 1**)
- **First-Year Reflection Meeting:** Meet with Supervising Dean to assess professional growth and finalize the mentoring team (by **February 20**)
- **Mentoring Team Meeting:** Meet with the entire mentoring team at least once. Outcomes and goals from the meeting will be shared with the Supervising Dean (by **May 15**)
- **Submit Annual Goals:** Submit draft Annual Goals for Year 2. The Initial Portfolio is the main goal for Year 2. Also submit the Virtual Professional Development Attendance Form. **Note:** Do NOT submit an APRP (by **May 15**)
- **Annual Goals Meeting:** Meet with the Supervising Dean to review and discuss the annual goals for the next year and professional growth (by **July 31**)

Years 2-4: See Checklist #1 above

Subsequent Academic Years: See Continuing Contract Faculty Checklist within this Faculty Manual

Performance Pay and Contractual Timeline for Annual Contract Faculty:

The timeline below was created using Articles V, VIII, X, XII and Appendix D of the Faculty Labor Agreement as well as portions of this Faculty Manual document. **Please note**, Annual Contract Faculty are not eligible for Performance Pay in their first year of employment unless they were hired before June.

- **Mid-Year Performance Meeting:** Meet with the Supervising Dean and Lead Mentor to discuss progress toward annual goals 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 (between **October 1 & January 31**)
- **Notification of Non-Renewal:** 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* (by **April 1**)
- **Submit Annual Goals:** Submit draft annual goals for the following year. Also submit the Virtual Professional Development Attendance Form. **Note:** Annual Faculty do NOT submit an APRP (b**y May 15**)
- **Annual Contract Issued:** The College will issue an Annual Employment Contract (b**y June 15**)
- **Return Contract:** Return signed contract to Human Resources if continued employment with the College is desired. *If not, the rest of this timeline is moot* (by **June 30**)
- **Annual Goals and End-Year Performance Meeting:** Meet with the 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 the following year (by **July 31**)
- **Faculty Assignment Notification:** The College will issue a Notice of Faculty Assignment, which will reflect an increase in base pay, if warranted (**by August 15**)
- **Performance Pay Received:** Those faculty members who are eligible and satisfied the Performance Pay Criteria will receive performance pay (**by August 31**)

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 move 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 Jackson College. At its core, mentorship is about providing guidance and opportunities for others to become ethical, circumspect practitioners and colleagues.

The Mentoring Committee is established to ensure the quality of the mentoring process. It is responsible for creating an established pool of approved Lead Mentors. The committee consists of the Supervising Deans, the JCFA President, and 2 faculty members designated by the Association.

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.
- The Lead Mentor must be selected from the panel of potential "Lead Mentors" that are approved by the Mentoring Committee in order to fulfill that role.

Timeline for Developing the Mentoring Team:
- **Explore Potential Mentoring Team:** Network with other faculty members to serve as potential mentors and establish a proposed mentoring team. Lead Mentors must be from the established pool of qualified mentors (by **February 1**)
- **Submit Mentoring Team:** Entire proposed mentoring team submitted by the annual faculty member in the First-Year Faculty Reflection Paper (by **February 1 of the first year OR by May 15 of the first year for mid-year hires**)
- **Mentoring Team Finalization**: Mentoring team members finalized, in consultation with the Supervising Dean (by **February 20 of the first year OR July 31 of the first year for mid-year hires)**
- **Mentoring Team Meeting:** Meet with the entire mentoring team at least once. Outcomes and goals from the meeting will be shared with the Supervising Dean (by **May 15 of the first year OR by July 31 of the first year for mid-year hires**)
- **During each subsequent academic year of mentee's annual contract status:**
  - Mentoring team gathers together at least one time to offer feedback, comments, and suggestions for improving the Portfolios and Professional Project.
  - Mentoring team members maintain 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 and submitted in writing to the Supervising Dean.
- ○ The Lead Mentor and annual faculty member meets with the Supervising Dean to discuss progress toward continuing contract status, as well as completing 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 visit with the mentee, including written observations and discussions.

Role of Lead Mentor:
A successful faculty Lead Mentor at Jackson College should:
- Offer regular 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 practice, as well as institutional and community service.
- Facilitate connections and communication between mentee, faculty and staff colleagues, the administration, and the broader community. 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 prompt, 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 Portfolios and Professional Project.
- Conduct at least one reciprocal observation with the mentee, including written observation feedback and discussion.
- Assist the mentee in finding their role as a teaching professional and as a member of the Jackson College community.
- Attend at least 2 mentoring-related sessions for the academic year. These may be meetings of all mentors, professional development sessions related to mentoring, or training created for the specific needs of mentors at Jackson College.

Compensation for Lead Mentor:
Given the importance of this role to the continuing contract process, as well as the level of commitment required, a Lead Mentor shall receive a stipend. See the Faculty Agreement, Article V, Section R. Note: Lead Mentors may not receive shared governance hours for their mentoring work.

Role of Other Mentoring Team Members:
A successful faculty mentoring team member at Jackson College should:
- Provide the same types of support as the Lead Mentor, though in a secondary role to that of the Lead Mentor.
- Meet with the mentoring team at least once during each year of the mentee's continuing contract process.

Role of Mentee:
A successful faculty mentee at Jackson College should:
- Adopt a growth mindset and engage in reflective practice regarding teaching and learning.
- Organize and schedule meetings (at least one each year) with the entire mentoring team to solicit feedback, comments, and suggestions for improving the Portfolios and Professional Project.
- Take an active role in developing an understanding of Jackson 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 stipends for Lead Mentors and 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 Supervising Dean participates on the Mentoring Committee for the approval of initial mentoring teams.
- The Supervising Dean participates in the Professional Project Work Group

<u>The First-Year Faculty Reflection Paper:</u>

This paper should be around 500 words, maximum, and submitted to the Supervising Dean for the subsequent academic year by February 1 (May 15 for mid-year hires).

<u>Part 1: Four Levels of Development</u> 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?

<u>Part 2:</u> At the conclusion of your First-Year Reflection Paper, please propose your Lead Mentor and at least two (2) other mentoring team members. Write a brief reflection of why you believe those mentors would be a good fit for you.

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: Four Levels of Development	- Appropriate reflection on a prompt from the *Individual* level - Appropriate reflection on a prompt from the *Department* level - Appropriate reflection on a prompt from the *College* level - Appropriate reflection on a prompt from the *Profession* level
Four Levels of Development Portion Comments by Supervising Dean: **Rating:** ___Unacceptable ___Needs work ___Satisfactory ___Strong ___Outstanding	
Part 2: Mentoring Team Selection	- 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	
First Year Overall Comments by Supervising Dean:	

The Purpose of 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. A successful Teaching Portfolio is one where a faculty member completes all required components and also documents ways in which they have used the process to foster and propel their own faculty growth.

Why Create a Teaching Portfolio?

(from the Michael V. Drake Institue for Teaching and Learning)

- To reflect on teaching goals
- To assess teaching strengths and areas which need improvement
- To document progress as a teacher
- To generate ideas for future teaching/course development
- To identify personal teaching style
- To promote dialogue with fellow teachers
- To consider new ways of gathering student feedback
- To collect detailed data to support your goals
- To curate multiple sources of evidence that document the implementation of evidence-based instructional strategies and their effectiveness

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 (e.g., using Canvas)
- 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.

Initial Teaching Portfolio Guidelines:

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.

Sections:
1. Teaching Philosophy
2. Teaching Responsibilities
3. Representative Instructional Materials
4. Teaching Feedback and Evaluations
5. Draft of Professional Project Proposal

Section 1: Teaching Philosophy
The Initial Portfolio Teaching Philosophy is 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.

Section 2: Teaching Responsibilities
Consider in depth the students, learning context, and instructional approach for the *one* course that is your primary focus for this Portfolio.

1. **Analyze the Course:**
    a. **What**
        i. Description of course and its content
        ii. Relationship to other required/elective/sequenced courses
        iii. Relationship of course to overall department and/or program structure
        iv. Share your student success data from this course, which would include grades, withdrawal rate, etc.
    b. **Who**
        i. Student demographics (data collected by instructor, and/or retrieved from Institutional Research)
        ii. Some qualities of the student to consider: career paths, dual-enrolled, non-traditional, etc.
    c. **When**
        i. Semester and year the course was taught
        ii. When is the course taught (e.g., 9-11am, 6-8pm)
        iii. Length of course taught (e.g., 7 weeks, 15 weeks)

     d. Where
- i. Course Location (e.g., Incarcerated, Satellite Campus, Central Campus, local High School, Online)
- ii. Community Served (e.g., local employers, health care professionals)

     e. How
- **i.** Provide a brief description of the way the course was taught
- **ii.** Describe steps taken to improve teaching in the course
- **iii.** Describe instructional innovations attempted and evaluations of their effectiveness.

2. **Reflection on the Course Analysis:**
   a. Reflect on the course analysis and how the items there impact the teaching and learning of the course.
   b. How does your instructional approach represent your teaching philosophy?
   c. How do your improvements and innovations relate to your teaching philosophy?

Section 3: Representative Instructional Materials

Submit exemplary documents and evidence that support the claims made in the portfolio and, specifically, the teaching philosophy. For example, if you list creating a collaborative learning environment as an important part of your teaching philosophy, those reading your portfolio will expect to see evidence of that collaborative approach in this section.

Some potential items to include: Each item should include a reflective statement
- Course syllabus
- Lesson plans
- Course materials
- Instructional Activities
- Assessments
- Examples of low-, medium-, and high-quality materials from students
- Instructor Feedback to students
- Multimedia recording of teaching

Section 4: Teaching Feedback and Evaluations

How is your teaching being received? Include, *and provide reflection upon*, feedback from each of the following:

- **Students:**
    - Student feedback gathered informally mid-term, if any, and a record of any action(s) taken
    - Summary of student feedback survey results during the first year of teaching, and a record of any action(s) taken
- **Reciprocal Classroom Visits:**
    - 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
- **Colleagues:** At least two (2) teaching observation feedback reports from different colleagues. (*Note: These are separate from the reciprocal classroom visits.* Include a brief explanation of 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

Section 5: Draft of Professional Project Proposal

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.

Your formal proposal needs to include:

- Analysis of the student need you seek to address, as well as your expectations for addressing it
- Your initial exploration of the resources required, expected timeline, and anticipated challenges

Initial Teaching Portfolio Evaluation Rubric

Instructor:	Department:
Supervising Dean:	Date:

Section	Criteria
1. Teaching Philosophy	- 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	**Analysis of Focus Course(s):** - Robust description of course, student population, context of course within the college and the broader community - Demonstration of thoughtful analysis of teaching and commitment to continuous improvement **Reflection on Course Analysis:** - Appropriate level of reflection demonstrating connections between philosophy and practice
Teaching Responsibilities Comments by Supervising Dean: **Rating:** __Unacceptable __Needs work __Satisfactory __Strong __Outstanding	
3. Representative Instructional Materials	- Assessments align with and lead to the intended course learning outcomes - Course materials align with and lead to formative and summative course assessments - Student artifacts are representative of a diverse range of students - Instructor feedback is clear, helpful, and supportive of student achievement

	● Course materials are expressive of the instructor's teaching philosophy ● Appropriate level of reflection demonstrating connections between philosophy and practice
Instructional Materials Comments by Supervising Dean: **Rating:** __Unacceptable __Needs work __Satisfactory __Strong __Outstanding	
4. Teaching Feedback and Evaluations	● Demonstrates appropriate level of reflection and action based upon mentoring team feedback ● 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. Draft of Professional Project Proposal	● Appropriate analysis of student need and faculty member's expectations for impact ● Initial exploration of resources required, timeline, and anticipated challenges
Draft of Professional Project Proposal Comments by Supervising Dean: 	

The Professional Project Guidelines

Introduction and Purpose of the Professional Project

From the end of your second year through 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 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.

Professional Project Guidelines:

The Professional Project Proposal is submitted using the Annual Goals Template located in this Faculty Manual.

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)
- Expectations for impact on student success, retention, and/or completion
- Resources needed (Who and what do you need?)
- Anticipated challenges (if any)
- Timeline with target dates for intermediate phases
- Budget considerations

Possible sources of project ideas may include:
- Data you are researching for 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

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
- Significantly revised an existing program
- Designed and executed professional development for adjunct and/or full-time faculty
- Developed new co-curricular or extra-curricular opportunities

Professional Project Work Group Guidelines:

Membership:
- Both Supervising Deans
- Representation from Institutional Research
- Representation from Student Services
- Adjunct Administrator
- Assistant Dean of Instruction
- Mentor / Recent Professional Project graduate from Occupational Area
- Mentor / Resent Professional Project graduate from the Transfer Area

Responsibilities:
The Professional Project Work Group provides _consultation_ on the following:
- data gathering related to the project
- locating partners and resources in other areas of the college
- narrowing/focusing topic for the project
- outlining any budgetary needs and possible funding sources
- identifying target audience and possible presentation venues
- refining the proposal for the dean

Important Note: Due to the short timelines for faculty, it is imperative that this group provides prompt help and feedback to the faculty member, particularly in the months of February to May.

Professional Project Checklist and Timeline:

- **Identify Areas of Need:** Begin identifying areas of student or institutional need. Look for areas where you have expertise, or can develop expertise, that can have a positive impact and create lasting improvement (during **Year 1**)
- **Generate Ideas:** Begin generating ideas for your Professional Project with your mentoring team, Supervising Dean, and others (during **Fall Semester** of **Year 2)**
- **Check-In Meeting:** Meet with the Supervising Dean and Lead Mentor to discuss progress toward annual goals and make any necessary revisions. Come to the meeting prepared to share one to three ideas for a Professional Project (between **October 1** & **January 31** of **Year 2**)
- **Initial Portfolio Submission:** Submit Initial Portfolio to Supervising Dean. The Initial Portfolio will include a draft proposal for the Professional Project (by **February 1** of **Year 2**)
- **Initial Portfolio Meeting:** Meet with the Supervising Dean and Lead Mentor to discuss Initial Portfolio, including the Professional Project Proposal, and assess professional growth (by **February 20** of **Year 2**)
- **Refine Project Proposal:** Using feedback from the Professional Project Work Group and the Mentoring Team, refine the Professional Project Proposal (during **March** and **April** of **Year 2**)

- **Submit Annual Goals:** Submit draft Annual Goals for Year 3, including the formal Professional Project Proposal. The Professional Project is the main annual goal for Year 3. **Note:** Do NOT submit an APRP (by **May 15** of **Year 2**)
- **Annual Goals and End-Year Performance Meeting:** Meet with the Supervising Dean to review and discuss the annual goals (including finalizing the formal Professional Project Proposal), performance pay, and professional growth. By the time of (or during) this meeting your supervising dean will either approve your project or request more revisions to be completed and resubmitted by July 31 (by **July 31** of **Year 2**)
- **Work on Project:** 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 (between **August 1 & February** of **Year 3**)
- **Check-In Meeting:** Meet with the Supervising Dean and Lead Mentor to discuss progress toward annual goals, Professional Project work, and make any necessary revisions (between **October 1** & **January 31** of **Year 3**)
- **Project Submission:** Submit a Professional Project Deliverable (by **February 1** of **Year 3**)
- **Project Meeting:** Meet with the Supervising Dean and Lead Mentor to discuss Professional Project and assess professional growth (by **February 20** of **Year 3**)
- **Professional Project Work:** Continue work on the Professional Project (during **Spring** and **Summer** Semesters of **Year 3**)
- **Submit Annual Goals:** Submit draft Annual Goals for Year 4. The Capstone Portfolio is the main goal for Year 4. **Note:** Do NOT submit an APRP (by **May 15** of **Year 3**)
- **Annual Goals and End-Year Performance Meeting:** Meet with the Supervising Dean to review and discuss the annual goals (including progress on the Professional Project), performance pay, and professional growth (by **July 31** of **Year 3**)
- **Professional Project Presentation:** Present a report on your Professional Project to an appropriate audience (by **January 15** of **Year 4**)
- **Check-In Meeting:** Meet with the Supervising Dean and Lead Mentor to discuss progress toward annual goals, Professional Project work, and make any necessary revisions (between **October 1** & **January 31** of **Year 4)**
- **Capstone Portfolio Submission:** Submit Capstone Portfolio, including Final Professional Project Report and Reflection on Professional Project Presentation (by **February 1** of **Year 4**)
- **Capstone Portfolio Meeting:** Meet with the Supervising Dean and Lead Mentor to discuss Capstone Portfolio and assess professional growth (by **February 20** of **Year 4**)

Professional Project Deliverable Guidelines:

By February 1st of Year 3, you will submit clear and concise documentation of your progress 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 and retention/completion).
   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 and retention/completion).
   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 you will meet these needs.
5. **Weekly Log of Activities**

Professional Project Deliverable Evaluation Rubric

Instructor:	Department:
Supervising Dean:	**Date:**

Section	Criteria
1. Planning (20%)	● Project was well defined ● Project was well researched ● Project timeline was well informed
Planning Comments by Supervising Dean: **Rating:** ___Unacceptable ___Needs work ___Satisfactory ___Strong ___Outstanding	
2. Effort (50%)	● Clear evidence that faculty member showed initiative and drive to complete project, even if challenges prevented it from being fully realized
Effort Comments by Supervising Dean: **Rating:** ___Unacceptable ___Needs work ___Satisfactory ___Strong ___Outstanding	
3. Collaboration (15%)	● Faculty member involved the right people ● Faculty member worked collaboratively with others
Collaboration Comments by Supervising Dean: **Rating:** ___Unacceptable ___Needs work ___Satisfactory ___Strong ___Outstanding	
4. Impact (15%)	● Project led to positive impact on students, department, college, and/or self
Impact Feedback and Evaluations Comments by Supervising Dean: **Rating:** ___Unacceptable ___Needs work ___Satisfactory ___Strong ___Outstanding	
Overall Professional Project Comments by Supervising Dean: **Rating:** ___Unacceptable ___Needs work ___Satisfactory ___Strong ___Outstanding	

Professional Project Presentation Guidelines:

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.
- Remember to include an audience survey regarding the presentation for inclusion in the Capstone Portfolio

Capstone Teaching Portfolio Guidelines:

The Capstone Portfolio is submitted during the fourth year of annual contract. The content for the majority of the sections will focus on one 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.

Sections:
1. Teaching Philosophy
2. Teaching Responsibilities
3. Representative Instructional Materials
4. Teaching Feedback and Evaluations
5. Professional Development
6. Service and Other Activities
7. Professional Project Report and Reflection

Section 1: Teaching Philosophy
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.

Section 2: Teaching Responsibilities
Consider in depth the students, learning context, and instructional approach for the *one* course that is your primary focus for this Portfolio. Note: The Focus Course for this portfolio must be different than the one chosen for the Initial Portfolio.

1. **Analyze the Course:**
    a. **What**
        i. Description of course and its content
        ii. Relationship to other required/elective/sequenced courses
        iii. Relationship of course to overall department and/or program structure
        iv. Share your student success data from this course, which would include grades, withdrawal rate, etc.
    b. **Who**
        i. Student demographics (data collected by instructor, and/or retrieved from Institutional Research)
        ii. Some qualities of the student to consider: career paths, dual-enrolled, non-traditional, etc.
    c. **When**
        i. Semester and year the course was taught

        ii.   When is the course taught (e.g., 9-11am, 6-8pm)
       iii.   Length of course taught (e.g., 7 weeks, 15 weeks)

   d. Where
       i.   Course Location (e.g., Incarcerated, Satellite Campus, Central Campus, local High School, Online)
       ii.   Community Served (e.g., local employers, health care professionals)

   e. How
       i.   Provide a brief description of the way the course was taught
       ii.   Describe steps taken to improve teaching in the course
       iii.   Describe instructional innovations attempted and evaluations of their effectiveness.

2. **Reflection on the Course Analysis:**
   a. Reflect on the course analysis and how the items there impact the teaching and learning of the course.
   b. How does your instructional approach represent your teaching philosophy?
   c. How do your improvements and innovations relate to your teaching philosophy?

Section 3: Representative Instructional Materials

Submit exemplary documents and evidence that support the claims made in the portfolio and, specifically, the teaching philosophy. For example, if you list creating a collaborative learning environment as an important part of your teaching philosophy, those reading your portfolio will expect to see evidence of that collaborative approach in this section.

Some potential items to include: Each item should include a reflective statement
- Course syllabus
- Lesson plans
- Course materials
- Instructional Activities
- Assessments
- Examples of low-, medium-, and high-quality materials from students
- Instructor Feedback to students
- Multimedia recording of teaching

Section 4: Teaching Feedback and Evaluations

How is your teaching being received? Include, *and provide reflection upon*, feedback from each of the following:

- **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.
- **Students:**
  - Student feedback gathered informally mid-term, if any, and a record of any action(s) taken
  - Summary of student feedback survey results for each semester since the Initial Portfolio, and a record of any action(s) taken
- **Reciprocal Classroom Visits:**
  - Formal teaching observations of you and by you with one or two faculty other than those from the Initial Portfolio
  - 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.
  - 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
- **Colleagues:** At least two (2) teaching observation feedback reports from different colleagues than those in the Initial Portfolio. (*Note: These are separate from the reciprocal classroom visits.* Include a brief explanation of 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

Section 5: Professional Development

Document activities to improve instruction, professional growth, and contributions to the teaching profession.

- Reflect on your overall mentoring team experience, including any changes to the team makeup.
  - What do you feel worked well with the mentoring process?
  - Where do you see areas for improvement with mentoring?
  - Would you want to be a Lead Mentor yourself next year?
- Select three of the most meaningful Professional Developments you attended during your first three and a half years at the College and write a reflection on each of them.
  - Why were they meaningful?
  - What changes did you make based on what you learned?

- What further growth do you hope to gain in this area?
- Reflect on your overall growth and improvement as an instructor.
  - How have the past 3 years helped you grow into your profession?
  - What continued professional growth plans and ideas do you have?

Section 6: Service

Document service to the department, College, and community.

Department Service: Include, and provide reflection upon, each of the following:
- Shared governance activities (if any)
- Other department activities and accomplishments

College Service:
- Attend each of the College Academic Integrity Committees once and reflect on each.
  - What does their work contribute to the College?
  - How does their work impact your work and your students?
  - **Please Note:** For any committee visits, it is recommended to notify the committee chair prior to your attendance.
- Attend a Board of Trustees Meeting and reflect on it.
  - What does their work contribute to the College?
  - How does their work impact your work and your students?
- **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.
  - Reflect on other their college activities (if any)
- **Community service (if any):** Include, and provide reflection upon, each of the following:
  - Outreach activities to schools, civic organizations, etc.
  - Memberships in local, regional, national organizations
  - Speaking assignments
  - Other service to communities

College Academic Integrity Committees:
- Academic Council
- Assessment Committee
- Curriculum Committee
- Department Chairs Committee
- Foundation Studies Committee
- Professional Development Committee

College Committees:
- Customer Focus Committee
- Strategic Planning Committee
- Workforce Focus Committee
- etc. (See College's Human Resources Webpage for list)

Section 7: Professional Project Report and Reflection

Submit your final Professional Project items.
- **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

Capstone Teaching Portfolio Evaluation Rubric

Instructor:	Department:
Supervising Dean:	Date:

Section	Criteria
1. Teaching Philosophy	● 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	● **Analysis of Focus Course(s):** 　○ Robust description of course, student population, context of course within the college and the broader community 　○ Demonstration of thoughtful analysis of teaching and commitment to continuous improvement ● **Reflection on Course Analysis:** 　○ Appropriate level of reflection demonstrating connections between philosophy and practice
Teaching Responsibilities Comments by Supervising Dean: **Rating:** ____Unacceptable ____Needs work ____Satisfactory ____Strong ____Outstanding	
3. Representative Instructional Materials	● Assessments align with and lead to the intended course learning outcomes ● Course materials align with and lead to formative and summative course assessments ● Student artifacts are representative of a diverse range of students ● Instructor feedback is clear, helpful, and supportive of student achievement ● Course materials are expressive of the instructor's teaching philosophy

	● Appropriate level of reflection demonstrating connections between philosophy and practice
Instructional Materials Comments by Supervising Dean: **Rating:** ___ Unacceptable ___ Needs work ___ Satisfactory ___ Strong ___ Outstanding	
4. Teaching Feedback and Evaluations	● Demonstrates appropriate level of reflection and action based upon mentoring team feedback ● 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	● Appropriate examples of how the above professional development was integrated into teaching practices ● Demonstrates appropriate level of reflection regarding past professional development and ways to improve in the future
Professional Development Comments by Supervising Dean:	
6. Service	● 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.

	● Completed Board of Trustees Meeting observation with appropriate reflection. ● Secured membership on a College Committee.
Service Comments by Supervising Dean:	
7. Professional Project	● 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.
Professional Project Comments by Supervising Dean:	

Continuing Contract Faculty Checklist and Timeline

- **Mid-Year Performance Meeting:** Meet with the Supervising Dean 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 (between **October 1 & February 28**)
- **Department Goals:** Work with department members to develop departmental goals and refine draft annual goals for department members (during **Spring Semester**)
- **Submit APRP:** Submit Annual Professional Responsibilities Plan (APRP) electronically to the Supervising Dean. Also submit draft annual goals for the upcoming academic year (by **May 15**)
- **Contract Issued:** The College will issue a Continuing Employment Contract (by **June 15**)
- **Return Contract:** Return signed contract to Human Resources if continued employment with the College is desired. *If not, the rest of this timeline is moot* (by **June 30**)
- **End-Year Performance Meeting** Meet with the 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 **July 31**)
- **Faculty Assignment Notification:** The College will issue a Notice of Faculty Assignment, which will reflect an increase in base pay, if warranted (by **August 15**)
- **Performance Pay Received:** Those faculty members who satisfied the Performance Pay Criteria will receive performance pay (by **August 31**)
  - **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 their 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.

https://www.jccmi.edu/human-resources/contracts-manuals/

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 JC's Online Syllabus Repository 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 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 site?
  ☐ **Yes** ☐ **No**

III. Professional Development

Part 1: Virtual Professional Development Attendance Form

Title of Session 1:
Main Presenter:
Date of Attendance (or Viewing):
Organization Hosting: (Please select one) ☐ **Internal to JC** ☐ **Publishing Company**   ☐ **Statewide Organization** ☐ **Regional or National Organization**   ☐ **Other: (Please specify)** _____
Content Relates to: (Select all that apply) ☐ **Advising**   ☐ **Andragogy/Pedagogy**   ☐ **Coursework** ☐ **Discipline/Field**   ☐ **Mentoring**   ☐ **Service Learning** ☐ **Technical Training**   ☐ **Other: (Please specify)** _____
Please briefly reflect on the content of the session and how it relates to your practice:

Title of Session 2:

Main Presenter:
Date of Attendance (or Viewing):
Organization Hosting: (Please select one) ☐ **Internal to JC**   ☐ **Publishing Company** ☐ **Statewide Organization** ☐ **Regional or National Organization** ☐ **Other: (Please specify)** _____
Content Relates to: (Select all that apply) ☐ **Advising**   ☐ **Andragogy/Pedagogy** ☐ **Coursework**   ☐ **Discipline/Field** ☐ **Mentoring**   ☐ **Service Learning**   ☐ **Technical Training** ☐ **Other: (Please specify)** _____
Please briefly reflect on the content of the session and how it relates to your practice:

Title of Session 3:
Main Presenter:
Date of Attendance (or Viewing):
Organization Hosting: (Please select one) ☐ **Internal to JC**   ☐ **Publishing Company** ☐ **Statewide Organization** ☐ **Regional or National Organization** ☐ **Other: (Please specify)** _____
Content Relates to: (Select all that apply) ☐ **Advising**   ☐ **Andragogy/Pedagogy** ☐ **Coursework**   ☐ **Discipline/Field** ☐ **Mentoring**   ☐ **Service Learning**   ☐ **Technical Training** ☐ **Other: (Please specify)** _____
Please briefly reflect on the content of the session and how it relates to your practice:

Title of Session 4:
Main Presenter:

Date of Attendance (or Viewing):
Organization Hosting: (Please select one) ☐ **Internal to JC** ☐ **Publishing Company** ☐ **Statewide Organization** ☐ **Regional or National Organization** ☐ **Other: (Please specify)** _____
Content Relates to: (Select all that apply) ☐ **Advising** ☐ **Andragogy/Pedagogy** ☐ **Coursework** ☐ **Discipline/Field** ☐ **Mentoring** ☐ **Service Learning** ☐ **Technical Training** ☐ **Other: (Please specify)** _____
Please briefly reflect on the content of the session and how it relates to your practice:

Title of Session 5:
Main Presenter:
Date of Attendance (or Viewing):
Organization Hosting: (Please select one) ☐ **Internal to JC** ☐ **Publishing Company** ☐ **Statewide Organization** ☐ **Regional or National Organization** ☐ **Other: (Please specify)** _____
Content Relates to: (Select all that apply) ☐ **Advising** ☐ **Andragogy/Pedagogy** ☐ **Coursework** ☐ **Discipline/Field** ☐ **Mentoring** ☐ **Service Learning** ☐ **Technical Training** ☐ **Other: (Please specify)** _____
Please briefly reflect on the content of the session and how it relates to your practice:

Title of Session 6:
Main Presenter:
Date of Attendance (or Viewing):

Organization Hosting: (Please select one) ☐ **Internal to JC** ☐ **Publishing Company**
☐ **Statewide Organization** ☐ **Regional or National Organization**
☐ **Other: (Please specify)** _____

Content Relates to: (Select all that apply) ☐ **Advising** ☐ **Andragogy/Pedagogy**
☐ **Coursework** ☐ **Discipline/Field**
☐ **Mentoring** ☐ **Service Learning** ☐ **Technical Training**
☐ **Other: (Please specify)** _____

Please briefly reflect on the content of the session and how it relates to your practice:

Title of Session 7:

Main Presenter:

Date of Attendance (or Viewing):

Organization Hosting: (Please select one) ☐ **Internal to JC** ☐ **Publishing Company**
☐ **Statewide Organization** ☐ **Regional or National Organization**
☐ **Other: (Please specify)** _____

Content Relates to: (Select all that apply) ☐ **Advising** ☐ **Andragogy/Pedagogy**
☐ **Coursework** ☐ **Discipline/Field**
☐ **Mentoring** ☐ **Service Learning** ☐ **Technical Training**
☐ **Other: (Please specify)** _____

Please briefly reflect on the content of the session and how it relates to your practice:

Title of Session 8:

Main Presenter:

Date of Attendance (or Viewing):

Organization Hosting: (Please select one) ☐ **Internal to JC** ☐ **Publishing Company**
☐ **Statewide Organization** ☐ **Regional or National Organization**

☐ **Other: (Please specify)** _____
Content Relates to: (Select all that apply)   ☐ **Advising**   ☐ **Andragogy/Pedagogy**   ☐ **Coursework**   ☐ **Discipline/Field**   ☐ **Mentoring**   ☐ **Service Learning**   ☐ **Technical Training**   ☐ **Other: (Please specify)** _____
Please briefly reflect on the content of the session and how it relates to your practice:

Part 2: Briefly describe your other professional development activities (including Faculty Learning Days and Convocations but separate from the VPD sessions above) within the following categories, 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 are not being asked to respond to all the categories, only to categorize your responses.

Professional Development Categories
Advising:
Andragogy/Pedagogy
Coursework:
Discipline/Field:
Mentoring:
Service Learning:

Technical Training:
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:_____ Date:_____	Faculty Member: _____ 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:	

Classroom Observation Form Templates

The following 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 printouts 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.

> **Note:** Upon completing an observation, the observer is expected to share and discuss their observations with the instructor, including questions and key points for reflection. It is also highly recommended that observers share some sort of 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 such a document. This is especially important when the observed teacher is an annual contract faculty member, as they require documentation of observations as part of the tenure process.

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 an interpretive comment. At the end 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 timeline 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.

Observation Template #3 (Asynchronous) is an example of how feedback may be structured for the observation of an online course designed for asynchronous student engagement. As such, it emphasizes aspects of course design and intentional planning of the virtual instructional space, as well as instructor presence and learner interaction. Due to the nature of an asynchronous course, special consideration needs to be given in advance to two aspects of an observation. First, the observer and instructor should agree upon an appropriate window of time in which the course can be accessed for observation, which will likely require securing special permissions from Learning Management System administrators. Secondly, the observer and instructor should discuss and decide upon the scope of the intended observation (e.g., a specific module or unit, or an overview of the entire course), based on what is observable during the agreed upon window of time.

Classroom Observation Template #1

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

Focal Areas	Observations (*descriptive*)	Comments (*interpretive*)
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		

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:

Class Observation Template #3: (Asynchronous)

Observer:	Instructor:	Course:
Date:		

Instructional Presence

In an online course, the instructor should have a clear, compelling, and caring presence in the shared learning space with students.   Is it clear who the instructor of the class is and how to communicate with them? What might be done to improve in this area?

Type here:

Course Design & Layout

Through thoughtful design, online courses should clearly communicate how students are to use the space and what they are going to learn. It also has patterns of engagement built into the design, reduces ambiguity and distraction, and helps the student focus on what they need to do and when they need to do it. In this course, are expectations clear, appropriate, and well-organized for student engagement and learning? What might be done to improve in this area?

Type here:

Content & Activities

Online classes should provide access to a variety of resources and activities that deliver content, engage learners, and support student learning, all clearly linked to competencies and/or learning outcomes. Are the competencies and/or learning objectives for the course stated clearly within the online course? Are resources and activities appropriate and accessible? What might be done to improve in this area?

Type here:

Faculty/Student Engagement & Student Interaction

Federal and HLC requirements stipulate that an online class must have significant instructor-initiated interaction with students. Valuable learning also takes place when there is student-to-student interaction. In what ways are students expected to interact with the instructor and each other? What might be done to improve in this area?

Type here:

Student Evaluation & Assessment

Online courses should include regular and appropriate methods to assess student learning and mastery of competencies. Are the ways that students are to be assessed clear and appropriate? Do students have easy access to a well-designed and up-to-date gradebook? What are ways that student evaluation and assessment can be improved? What might be done to improve in this area?

Type here:

Additional Thoughts, Comments, or Questions

Type here:

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:_____ **Date:**_____	**Faculty Member:** _____ **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:** _____

Finalized Annual Goals Established for Current Academic Year:		
Goal:	**Percentage Completed:**	**mments:**

Adjustment to Annual Goals:	
Adjustments:	**Agreement that goals will be adjusted per below:**
☐ Goals NOT adjusted	
☐ Goals adjusted	

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

Adjustments:	**Comments and Suggestions for Improvement:**
☐ Satisfactory	
☐ Unsatisfactory	

Supervising Dean:_____ Date:_____	Faculty Member: _____ 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.		
☐ Yes	☐ No	If NO, list Performance Pay Criteria not achieved:

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

Supervising Dean:_____ Date:_____	Faculty Member: _____ 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 Resolution Advocate (SRA), 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 SRA within 10 business days of the meeting with the instructor.
> > a. The SRA logs the complaint in the student's record in the CASM Colleague screen.
> > b. The SRA 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 SRA 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 SRA will include the confirmation email from the instructor in the complaint documents for future steps. If it has not, the SRA will notify the student to return to Step 1 of the process. If the SRA 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 SRA) 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 SRA 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 SRA 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 SRA. 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 SRA send the complaint forward to the Supervising Dean within five (5) business days of the receipt of the department chair's written recommendation. The SRA 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 SRA (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 SRA. 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 SRA. 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 that may attend the hearing include the student, the SRA (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 SRA, 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.

Virtual Professional Development Attendance Form

Title of Session 1:
Main Presenter:
Date of Attendance (or Viewing):
Organization Hosting: (Please select one) ☐ **Internal to JC** ☐ **Publishing Company** ☐ **Statewide Organization** ☐ **Regional or National Organization** ☐ **Other: (Please specify)** _____
Content Relates to: (Select all that apply) ☐ **Advising** ☐ **Andragogy/Pedagogy** ☐ **Coursework** ☐ **Discipline/Field** ☐ **Mentoring** ☐ **Service Learning** ☐ **Technical Training** ☐ **Other: (Please specify)** _____
Please briefly reflect on the content of the session and how it relates to your practice:

Title of Session 2:
Main Presenter:
Date of Attendance (or Viewing):
Organization Hosting: (Please select one) ☐ **Internal to JC** ☐ **Publishing Company** ☐ **Statewide Organization** ☐ **Regional or National Organization** ☐ **Other: (Please specify)** _____
Content Relates to: (Select all that apply) ☐ **Advising** ☐ **Andragogy/Pedagogy** ☐ **Coursework** ☐ **Discipline/Field** ☐ **Mentoring** ☐ **Service Learning** ☐ **Technical Training** ☐ **Other: (Please specify)** _____
Please briefly reflect on the content of the session and how it relates to your practice:

Title of Session 3:
Main Presenter:
Date of Attendance (or Viewing):

Organization Hosting: (Please select one) ☐ **Internal to JC** ☐ **Publishing Company**
☐ **Statewide Organization** ☐ **Regional or National Organization**
☐ **Other: (Please specify)** _____

Content Relates to: (Select all that apply) ☐ **Advising**   ☐ **Andragogy/Pedagogy**
☐ **Coursework** ☐ **Discipline/Field**
☐ **Mentoring**   ☐ **Service Learning** ☐ **Technical Training**
☐ **Other: (Please specify)** _____

Please briefly reflect on the content of the session and how it relates to your practice:

Title of Session 4:

Main Presenter:

Date of Attendance (or Viewing):

Organization Hosting: (Please select one)   ☐ **Internal to JC**   ☐ **Publishing Company**
☐ **Statewide Organization** ☐ **Regional or National Organization**
☐ **Other: (Please specify)** _____

Content Relates to: (Select all that apply) ☐ **Advising**   ☐ **Andragogy/Pedagogy**
☐ **Coursework** ☐ **Discipline/Field**
☐ **Mentoring**   ☐ **Service Learning** ☐ **Technical Training**
☐ **Other: (Please specify)** _____

Please briefly reflect on the content of the session and how it relates to your practice:

Title of Session 5:

Main Presenter:

Date of Attendance (or Viewing):

Organization Hosting: (Please select one)   ☐ **Internal to JC**   ☐ **Publishing Company**
☐ **Statewide Organization** ☐ **Regional or National Organization**
☐ **Other: (Please specify)** _____

Content Relates to: (Select all that apply) ☐ **Advising**   ☐ **Andragogy/Pedagogy**
☐ **Coursework** ☐ **Discipline/Field**
☐ **Mentoring**   ☐ **Service Learning** ☐ **Technical Training**

☐ **Other: (Please specify)** _____
Please briefly reflect on the content of the session and how it relates to your practice:

Title of Session 6:
Main Presenter:
Date of Attendance (or Viewing):
Organization Hosting: (Please select one)   ☐ **Internal to JC**   ☐ **Publishing Company**   ☐ **Statewide Organization**   ☐ **Regional or National Organization**   ☐ **Other: (Please specify)** _____
Content Relates to: (Select all that apply)   ☐ **Advising**   ☐ **Andragogy/Pedagogy**   ☐ **Coursework**   ☐ **Discipline/Field**   ☐ **Mentoring**   ☐ **Service Learning**   ☐ **Technical Training**   ☐ **Other: (Please specify)** _____
Please briefly reflect on the content of the session and how it relates to your practice:

Title of Session 7:
Main Presenter:
Date of Attendance (or Viewing):
Organization Hosting: (Please select one)   ☐ **Internal to JC**   ☐ **Publishing Company**   ☐ **Statewide Organization**   ☐ **Regional or National Organization**   ☐ **Other: (Please specify)** _____
Content Relates to: (Select all that apply)   ☐ **Advising**   ☐ **Andragogy/Pedagogy**   ☐ **Coursework**   ☐ **Discipline/Field**   ☐ **Mentoring**   ☐ **Service Learning**   ☐ **Technical Training**   ☐ **Other: (Please specify)** _____
Please briefly reflect on the content of the session and how it relates to your practice:

Title of Session 8:

Main Presenter:
Date of Attendance (or Viewing):
Organization Hosting: (Please select one)   □ **Internal to JC**   □ **Publishing Company** □ **Statewide Organization**   □ **Regional or National Organization** □ **Other: (Please specify)** _____
Content Relates to: (Select all that apply)   □ **Advising**   □ **Andragogy/Pedagogy** □ **Coursework**   □ **Discipline/Field** □ **Mentoring**   □ **Service Learning**   □ **Technical Training** □ **Other: (Please specify)** _____
Please briefly reflect on the content of the session and how it relates to your practice: