

Appendix F: Faculty Manual 2025-2028

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Checklists for Annual Contract Faculty

The primary focus of community college faculty is teaching. During their 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

Year 1	Due Dates:	
	Hire Date May-October	Hire Date January
Acquire Lead Mentor: <u>Work with your Supervising Dean to select a Lead Mentor</u> from the established pool of approved Lead Mentors.	Dec 15	Apr 30
Meet with Lead Mentor: Engage in dialog with mentor regarding professional goals, personal context, logistical considerations, etc.	Dec 15	Apr 30
Explore Potential Mentoring Team: Network with other faculty members to serve as potential mentors and establish a proposed mentoring team.	Feb 1	May 15
Submit First-Year Reflection Paper: Complete and submit the First-Year Reflection Paper (between 1000 and 2000 words), which includes a proposed mentoring team	Feb 1	May 15
First-Year Reflection Meeting: Meet with Supervising Dean to assess professional growth and finalize the mentoring team	Feb 20	Jul 31
Mentoring Team Meeting: Meet with the entire mentoring team at least once. Outcomes and plans from the meeting will be shared with the Supervising Dean	May 15	Aug 20
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.	May 15	May 15
Annual Goals Meeting: Meet with Supervising Dean to review and discuss the annual goals for the next year and professional growth	July 31	Jul 31
Year 2 (*All faculty have same due dates)	Due Dates:	
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	Oct 1 – Jan 31	
Mentoring Team Meeting: Meet with the entire mentoring team at least once. Outcomes and plans from the meeting will be shared with the Supervising Dean	Feb 1	

Initial Portfolio Submission: Submit Initial Portfolio to Supervising Dean. The Initial Portfolio will include a draft Professional Project Proposal, which will also be shared with the Mentoring Team, peers, and colleagues	Feb 1
Initial Portfolio Meeting: Meet with the Supervising Dean and Lead Mentor (if desired) to discuss Initial Portfolio, including the Draft of Professional Project Proposal, and assess professional growth	Feb 20
Refine Project Proposal: Using feedback from the Dean(s), mentoring team, peers, and colleagues, refine the Professional Project Proposal	Mar 1-Apr 30
Submit Annual Goals: Submit draft Annual Goals for Year 3. The finalized Professional Project is the main annual goal for Year 3. Also submit the Virtual Professional Development Attendance Form. Note: Do NOT submit an APRP	May 15
Professional Project Work: Begin work on the Professional Project, incorporating appropriate feedback from Dean(s) and colleagues.	Summer Semester
Annual Goals and End-Year Performance Meeting: Meet with the Supervising Dean to review and discuss the annual goals, performance pay, and professional growth	Jul 31
Year 3 (*All faculty have same due dates)	Due Dates:
Professional Project Work: Work on the Professional Project	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	Oct 1 – Jan 31
Mentoring Team Meeting: Meet with the entire mentoring team at least once. Outcomes and plans from the meeting will be shared with the Supervising Dean	Feb 1
Professional Project Submission: Submit the Professional Project Progress Update	Feb 1
Professional Project Meeting: Meet with the Supervising Dean and Lead Mentor to discuss Professional Project and assess professional growth	Feb 20
Professional Project Work: Continue work on the Professional Project	Spring & 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	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	Jul 31

Year 4 (*All faculty have same due dates)	Due Dates:
Finalize Professional Project: Wrap up project, if applicable.	Jan 15
Professional Project Presentation: Present a report on your Professional Project to an appropriate audience	Jan 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	Oct 1-Jan 31
Mentoring Team Meeting: Meet with the entire mentoring team at least once. Outcomes and plans from the meeting will be shared with the Supervising Dean	Feb 1
Capstone Portfolio Submission: Submit Capstone Portfolio, including Final Professional Project Report	Feb 1
Capstone Portfolio Meeting: Meet with the Supervising Dean and Lead Mentor to discuss Capstone Portfolio and assess professional growth	Feb 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	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	Jul 31

Contractual Timeline for All Annual 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 eligible for Performance Pay in their first year of employment.

Contractual Item	Due Date
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. Note: For mid-academic year (January) hires during their first year of employment, the due date is June 1 <i>If the contract will not be renewed, the rest of this timeline is moot</i>	Apr 1
Annual Contract Issued: The College will issue an Annual Employment Contract Continuing Contract Issued: The College will issue a Continuing Employment Contract for faculty in their 4th consecutive year of employment with the College if they meet the requirements in Article X.B and are recommended by the Supervising Dean and approved by the College President/CEO. (See Article XII.B)	May 1
Return Contract: Return signed contract to Human Resources if continued employment with the College is desired. <i>If not, the rest of this timeline is moot</i>	May 15
Annual Goals and End-Year Performance Meeting: The Supervising Dean will notify the faculty member if they are to receive Performance Pay	Jul 31
Faculty Assignment Notification: The College will issue a Notice of Faculty Assignment, which will reflect an increase in base pay, if warranted	Aug 15
Performance Pay Received: Those faculty members who are eligible and have satisfied the Performance Pay Criteria will receive performance pay	Aug 31

From the 5th year onward, faculty members should use the Continuing Contract Timeline in this manual.

Mentoring Program Guidelines

Faculty mentoring at Jackson College involves pairing annual contract full-time faculty (mentees) with experienced continuing contract faculty (mentors) to form a mentoring team. The role of the mentoring team is to help the mentee as they 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 will also plan and facilitate professional development events and sessions for Annual Faculty and 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 should have diverse experiences and demonstrate commitment to collegiality and student success.
- The Lead Mentor must be selected from the pool of potential “Lead Mentors” that are approved by the Mentoring Committee in order to fulfill that role.
- Note: It may be necessary to change mentoring team members over the course of all four years.

Role of Lead Mentor:

A successful faculty Lead Mentor at Jackson College should:

- Provide regular opportunities for mentee interaction (formal/informal).
- Help mentees understand the institution and community.
- Act as a positive role model in teaching and service.
- Foster connections with faculty, staff, administration, and the community, creating a supportive environment.
- Give prompt, honest feedback on classroom, student, and college matters.
- Support the development of portfolios and professional projects.
- Conduct at least one reciprocal observation with feedback.
- Assist mentees in defining their role as educators and community members.
- Attend at least two mentoring-related sessions annually.

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 Labor Agreement, Article V, Section R.

- Each fiscal year (July 1 - June 30), a mentor will be eligible for an hourly stipend, paid at the non-classroom rate.
- The amount of the stipend can be for up to 40 hours for one mentee or up to 60 hours for two mentees. Mentors cannot have more than two mentees.
- Stipend forms are to be filled out with specific outcomes and specific timelines with the number of hours expected to accomplish tasks listed.
- It is encouraged that one stipend form will cover the timeline from September 1-January 31 and another form will cover February 1-August 30.
- Note: Lead Mentors may not receive Shared Governance Hours (SGH) for the 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.
- Attend mentoring-related sessions at the College, when possible.

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 and provide guidance regarding Annual 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.
- Attend mentoring-related sessions at the College, when possible.

The First-Year Reflection Paper

Reflect on each level of your experience over the last year as prompted below. This paper should be between 1000 and 2000 words and submitted to the Supervising Dean by February 1 (May 15 for January hires). A successful First-Year Reflection Paper is required for achieving Continuing-Contract status.

For each section, work with your Supervising Dean and Lead Mentor to choose which **one** of the prompts would most benefit your growth as an instructor.

Section 1: Growing into the Faculty Role

Begin by identifying what went well during your first year to build a positive foundation for your growth.

Suggested prompts for your reflection: (Choose **only ONE** or write your own prompt)

- **Successful Moment:** Describe your best lessons, specific activities that worked well, and what brought you joy or hope in your work.
- **Student Relationships:** Reflect on 2–3 students with whom you formed positive relationships and consider what it was like for students to be in your class this year.
- **Professional Growth:** Identify how your teaching improved over the year and what you learned about yourself as an educator

Section 2: Institutional Integration

Reflect on how you are acclimating to the academic culture of the College and the specific expectations of your role.

Suggested prompts for your reflection: (Choose **only ONE** or write your own prompt)

- **Departmental Integration:** Describe the ways in which you are working to integrate yourself into your department as a colleague.
- **Continuing Contract and Evaluation:** Reflect on your current understanding of the Continuing Contract process, balancing teaching and service, and the specific criteria used to evaluate your performance.
- **College's Strategic Agenda:** Explain in what ways the College's Strategic Agenda ties to your specific teaching practice

Section 3: Professional Development and Networking

Document your efforts for improving and/or growing in your role as a professional educator.

Suggested prompts for your reflection: (Choose **only ONE** or write your own prompt)

- **Teaching Excellence:** Discuss your efforts in developing new courses, pedagogical methods, or classroom management skills. What are your plans for this going forward?
- **Identity:** How would you describe your faculty identity as a community-college educator? How do you want to see that change in the future?
- **Professional Community Member:** How are you engaging in the larger professional community (state-wide, national, international) within your discipline? How do you see yourself growing in this area over the next few years?

Section 4: Challenges and Opportunities

Reflect on knowledge gained from the challenges of your first year.

Suggested prompts for your reflection: (Choose **only ONE** or write your own prompt)

- **Challenging Situations:** Describe your hardest days or most challenging situations, focusing on what you learned from them and what changes you want to make.
- **Work-Life Demands:** Reflect on how you are managing time and balancing professional responsibilities with personal life, including quality-of-life issues like wellness or family care
- **Unique Barriers:** Reflect on challenges such as social isolation, heavy service burdens, or navigating unconscious bias, which can be particularly significant for faculty in their first year.

Section 5: Mentoring Team

Reflect on your Lead Mentor and proposed Mentoring Team

Suggested prompts for your reflection: (*Reply to **BOTH***)

- **Lead Mentor:** Reflect on the specific professional strengths and personal attributes your Lead Mentor brings to your team.
- **Mentoring Team Members:** State at least two (2) Continuing-Contract faculty members you would like to serve on your mentoring team. Provide a rationale for why this specific team is a “good fit” for your professional growth.

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

Faculty Member:	Department:
Supervising Dean:	Date:

Section:	Rating:	Supervising Dean's Comments:
1. Growing into the Faculty Role	☐ Exceeds Expectations ☐ Meets Expectations ☐ Needs Improvement	
2. Institutional Integration	☐ Exceeds Expectations ☐ Meets Expectations ☐ Needs Improvement	
3. Professional Development and Networking	☐ Exceeds Expectations ☐ Meets Expectations ☐ Needs Improvement	
4. Challenges and Opportunities	☐ Exceeds Expectations ☐ Meets Expectations ☐ Needs Improvement	
5. Mentoring Team	☐ Exceeds Expectations ☐ Meets Expectations ☐ Needs Improvement	
6. Overall	☐ Exceeds Expectations ☐ Meets Expectations ☐ Needs Improvement	

The Purpose of the Teaching Portfolio

Introduction to and Purpose of the Teaching Portfolio:

The Teaching Portfolio is a collection of documents and artifacts that serve as a vital tool for faculty development, professional growth, and institutional acclimation. Whether new or experienced, faculty benefit from the portfolio process, which promotes identity development and ongoing growth. Based on O'Meara et al.'s (2008) framework, faculty growth is a continuous, evolving process rooted in personal identity and shaped by external factors. A successful portfolio completes all required components and demonstrates how the process has supported the faculty member's ongoing development. You will submit two iterations of the portfolio: an Initial Portfolio in your second year and a Capstone Portfolio in your fourth year.

Successful portfolios are required for achieving Continuing-Contract status.

Why Create a Teaching Portfolio?

(from the [Michael V. Drake Institute 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 connect with the College in a meaningful way
- To generate ideas for future teaching/course development
- To identify, interrogate, and justify 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 and document the implementation of evidence-based instructional strategies and their effectiveness

Integrity and Authenticity

Because the portfolio is designed to document your unique "state of becoming" as an educator, the use of generative AI is strongly discouraged for both the Initial Portfolio (2nd year) and Capstone Portfolio (4th year). Any form of plagiarism is strictly prohibited. A successful portfolio must demonstrate individual professional wisdom and thoughtful consideration of your specific growth within your department and the wider College community. Utilizing AI-generated text or external content as a substitute for your own reflective analysis contradicts the core evaluation criteria, which require meaningful connections between philosophy and practice that only you can provide.

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 to allow time for thoughtful revisions and so that due dates are met.
- Subscribe to a "write your own draft first, then later look at examples from others to guide revisions" mentality, especially in regard to writing the Teaching Philosophy section.
- If your Portfolio has been fully vetted by your mentoring team, you may submit a draft to your Supervising Dean by January 15 if you would like a pre-deadline review.

Initial Portfolio Guidelines:

The Initial Portfolio is submitted electronically to the Supervising Dean during the second year of the annual contract. The content for the majority of the sections will focus on **one primary course** that you teach **often** (if possible), with respect to your developing thinking about its curricular content, instructional design, assessment, feedback, and evaluation. The portfolio must be in an electronic format such as a Canvas course or website. **A successful Initial portfolio is required for achieving Continuing-Contract status.**

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, 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 Initial 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.

Teaching Philosophy Evaluation Criteria: In this section, faculty should demonstrate:

- Clear connections between beliefs about teaching, choice of methods and strategies, and student learning outcomes
- Ample evidence of reflection on professional wisdom from relevant, outside sources about effective teaching and learning in the content area
- Relationship between chosen teaching practices and the needs of Jackson College students
- Professional development and ongoing self-evaluation and improvement

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. **Course Analysis:** Data for the different sections can be collected by the instructor and/or retrieved from the Institutional Research Department.
 - a. **What**
 - i. Description of course and its content

- ii. Relationship with other required/elective/sequenced courses
- iii. Relationship of course to overall department and/or program structure

b. Who

- i. Student demographics (e.g., age, gender, ethnicity, etc.)
- ii. Student status: (e.g., career paths, dual-enrolled, non-traditional, incarcerated, etc.)
- iii. Community Served (e.g., local employers, health care professionals)

c. When

- i. Semester and year the course was taught
- ii. When instruction occurs (e.g., 9-11am, 6-8pm, asynchronously, etc.)
- 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. Communities where instruction takes place (e.g., school district, region of state, etc.)

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.

f. Student Achievement

- i. Course success rates (final grades, withdrawal rates, achievement gaps between groups, etc.)
- ii. Retention and Persistence (from semester to semester, year to year, etc.)
- iii. Completion Rates (ultimate graduation and/or certification rates)

2. Reflection on the Course Analysis:

- a. Reflect on the course analysis and how the items there impact the teaching and learning in the course.
- b. How does your instructional approach represent your teaching philosophy? What gaps are there between your instruction and your teaching philosophy and how do you hope to close them?
- c. How do your improvements and innovations relate to your teaching philosophy?

Teaching Responsibilities Evaluation Criteria: In this section, faculty should demonstrate:

- A robust analysis of the chosen course, including course description, modalities and logistics, student population, student achievement, context of course within the college and the broader community
- Thoughtful analysis of teaching and commitment to continuous improvement
- An appropriate level of reflection demonstrating meaningful connections between philosophy and practice

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 included should be accompanied by a reflective statement*

- **Course Artifacts:**
 - Course syllabus
 - Lesson plans
 - Course materials
 - Instructional Activities
 - Assessments
- **Student Artifacts:** Examples of low-, medium-, and high-quality materials from students
- **Instructor Feedback** to students
- **Multimedia Recording** of teaching

Representative Instructional Materials Evaluation Criteria: In this section, faculty should demonstrate:

- Course Artifacts that align with and lead to intended course learning outcomes
- Course Artifacts that are expressive of the instructor's teaching philosophy
- Student artifacts that are representative of a diverse range of students
- Instructor feedback, that is clear, helpful, and supportive of student achievement
- Appropriate level of reflection demonstrating connections between philosophy and practice

Section 4: Teaching Feedback and Classroom Observations

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

1. **Student Feedback:**
 - a. Student feedback gathered informally, if any, along with a discussion of planned revisions based on that feedback
 - b. Summary of Student Feedback Survey results during the first year of teaching, along with a discussion of planned revisions based on that feedback.
2. **Classroom Observations:** Every observation (both of you and by you) should contain two main pieces: a report of what was observed (see Classroom Observation Templates) and a reflective analysis. That analysis should include what was discussed afterward, what you learned, and how the observation could or will impact your teaching practice.
 - a. **Mentoring Team – Reciprocal Classroom Visits:** Formal teaching observations of you and by you with two (2) members of your mentoring team. This will mean there are two pairs of observations included (4 in total). Each pair consists of an observation by you and your mentor and an observation of you by that same mentor.

- b. **Colleagues:** Each pair Classroom Observations from different colleagues not on your Mentoring Team.
 - i. These are separate from the reciprocal classroom visits.
 - ii. These may be done by any full-time employee of the College
 - c. **Administrator:** Classroom Observation from your Supervising Dean
3. **Other (if possible):** Unsolicited feedback, observations by adjunct faculty, or letters from students, administrators, colleagues/peers

Teaching Feedback and Classroom Observations Evaluation Criteria: In this section, faculty should demonstrate:

- An appropriate level of reflection and action taken based on:
 - Student Feedback Surveys and other student feedback
 - Mentoring Team Reciprocal Classroom Visits
 - Colleague Observations
 - Supervising Dean's Classroom Observation
- Evidence the instructor is actively working to align their teaching practices with their stated teaching philosophy

Section 5: Draft of Professional Project Proposal

Submit a draft of your Professional Project Proposal. Your Professional Project will be your Annual Goal for the coming year, by May 15.

The Formal Project Proposal should include the following parts, including relevant data or research as appropriate.

1. **Purpose Statement:** Clearly define the issue or opportunity being addressed and how it pertains to the College's Strategic Agenda.
2. **Project Description:** Explain your proposed solution or initiative.
3. **Desired Outcomes:** Identify short-term and long-term results you hope to achieve.
4. **Impact on Students or Institution:** Describe expected effects on student success, retention, completion, learning, and/or College operations.
5. **Resources Needed:** Identify people, departments, funding, technology, or materials required.
6. **Potential Challenges:** Note anticipated barriers and how they may be addressed.
7. **Timeline:** Include milestones and target completion dates.
8. **Budget Considerations:** Include estimated costs, if any, and potential funding sources.

Important Note: It is understood that this proposal is at the DRAFT stage only and not all items above will be finished, nor will they include all relevant data and research at this point. It is expected that items 1-4 will be more fully developed and have more written than items 5-8. All items will need additional work before submitting the Final Professional Project Proposal in May, but this section provides a springboard for the Annual Faculty Member to discuss their Professional Project with their Supervising Dean and mentoring team.

Draft of Professional Project Proposal Evaluation Criteria: In this section, faculty should demonstrate:

- Well-defined problem statement and project description
- Thoughtful consideration of desired outcome and potential impact
- Considerations for resources, challenges, timeline, and/or budget

Initial Portfolio Evaluation Rubric

Faculty Member:	Department:
Supervising Dean:	Date:

Section:	Rating:	Supervising Dean's Comments:
1. Teaching Philosophy	☐ Exceeds Expectations ☐ Meets Expectations ☐ Needs Improvement	
2. Teaching Responsibilities	☐ Exceeds Expectations ☐ Meets Expectations ☐ Needs Improvement	
3. Representative Instructional Materials	☐ Exceeds Expectations ☐ Meets Expectations ☐ Needs Improvement	
4. Teaching Feedback and Classroom Observations	☐ Exceeds Expectations ☐ Meets Expectations ☐ Needs Improvement	
5. Draft of Professional Project Proposal	☐ Exceeds Expectations ☐ Meets Expectations ☐ Needs Improvement	
6. Overall	☐ Exceeds Expectations ☐ Meets Expectations ☐ Needs Improvement	

The Professional Project Guidelines

Purpose of the Professional Project

Beginning during Year 2 and continuing through Year 4, faculty members will complete a Professional Project focused on identifying a significant need and leading an initiative to address it.

The project should align with the College's Strategic Agenda and contribute to priorities such as:

- Student success
- Retention and completion
- Teaching and learning improvement
- Institutional effectiveness
- Service to the wider community

The Professional Project is intended to facilitate your growth as a leader, innovator, colleague and change agent within the college community. A project does not need to fully solve the identified issue to be successful. Projects that demonstrate thoughtful planning, meaningful effort, leadership, collaboration, learning, and measurable growth may still be considered highly successful.

Upon completion, faculty members will:

- Share project results with an appropriate audience
- Reflect on lessons learned, professional growth, and future efforts
- Include final documentation in the Year 4 Capstone Portfolio

Year 2 – Planning Phase

Faculty members will begin developing project ideas in consultation with their Supervising Dean and mentoring team.

During Year 2, faculty will:

- Identify a problem, gap, or opportunity
- Review available data or evidence
- Explore potential solutions
- Meet with stakeholders as needed
- Meet with 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.
- Draft and finalize Professional Project Proposal
- Discuss proposals, share progress, and receive feedback during the Annual Faculty and Mentoring Professional Development Sessions

Draft Project Proposal Due Date – February 1 (within Initial Portfolio)

Finalized Professional Project Proposal Due Date – May 15 (with annual goals process)

Examples of Professional Projects

- Improve course and/or program retention
- Redesign curriculum (e.g., project-based, inquiry-based, competency-based education, etc.)
- Create employer partnership pipeline
- Develop adjunct onboarding model
- Launch student mentoring initiative
- Improve course engagement strategies in different teaching modalities (e.g., online, CEP, Hybrid, etc.)
- Build simulation-based learning experiences
- Streamline advising, scheduling or academic support processes

Professional Project Proposal Requirements

The Professional Project Proposal is submitted to the Supervising Dean as an attachment to the **Annual Goals Template** in this Faculty Manual.

Your Formal Project Proposal should include the following parts, including relevant data or research as appropriate:

1. **Purpose Statement**
Clearly define the issue or opportunity being addressed and how it pertains to the College's Strategic Agenda.
2. **Project Description**
Explain your proposed solution or initiative.
3. **Desired Outcomes**
Identify short-term and long-term results you hope to achieve.
4. **Impact on Students or Institution**
Describe expected effects on student success, retention, completion, learning, or operations.
5. **Resources Needed**
Identify people, departments, funding, technology, or materials required.
6. **Potential Challenges**
Note anticipated barriers and how they may be addressed.
7. **Timeline**
Include milestones and target completion dates.
8. **Budget Considerations**
Include estimated costs if applicable.

Approval Due Date: July 31 of Year 2 by Supervising Dean

Year 3 – Implementation Phase

Faculty members will carry out the approved project.

During Year 3, faculty will:

- Implement project activities
- Maintain progress notes or activity log
- Collect outcomes data
- Adjust approach as needed
- Participate in progress check-ins with mentoring team, colleagues, and Supervising Dean.

Professional Project Progress Update Due Date: February 1

Professional Project Progress Update Guidelines

The February 1 Mid-Year Progress Update should address:

- **Overall Progress:** Work completed and current status
- **Initial Interpretation:** Early outcomes and/or data
- **Adjustments Made:** Barriers encountered and strategies employed
- **Remaining Work:** Anticipated obstacles and remaining tasks
- **Presentation Plans:** Arrangements made to present to appropriate audience and gather feedback.

Professional Project Progress Update Evaluation Rubric

Faculty Member:	Department:
Supervising Dean:	Date:

Section:	Rating:	Supervising Dean's Comments:
1. Work Completed	☐ Exceeds Expectations ☐ Meets Expectations ☐ Needs Improvement	
2. Initial Interpretation	☐ Exceeds Expectations ☐ Meets Expectations ☐ Needs Improvement	
3. Adjustments Made	☐ Exceeds Expectations ☐ Meets Expectations ☐ Needs Improvement	
4. Remaining Work	☐ Exceeds Expectations ☐ Meets Expectations ☐ Needs Improvement	
5. Presentation Plans	☐ Exceeds Expectations ☐ Meets Expectations ☐ Needs Improvement	
6. Overall	☐ Exceeds Expectations ☐ Meets Expectations ☐ Needs Improvement	

Year 4 – Reflection and Presentation Phase

Faculty members will complete and present the project.

During Year 4, faculty will:

- Wrap up project, if applicable
- Present findings to an appropriate audience and gather presentation feedback by January 15
- Reflect on lessons learned and professional growth
- Submit Final Professional Project Report including corresponding reflections and artifacts within the Capstone Portfolio

Professional Project Final Report Submission Due Date: February 1 (within Capstone Portfolio)

Presentation Options

Faculty may present the results of their Project in an appropriate professional setting, such as:

- Convocation
- Faculty Professional Development Session
- Department meetings
- Committees
- Conference
- Community presentation

Professional Project Final Report Requirements

The Professional Project Final Report is a document that is part of the Capstone Portfolio. It should summarize:

- Original Issue or Opportunity
- Actions Taken
- Outcomes Achieved (if any)
- Evidence of Impact (if any)
- Reflective Analysis of Professional Project
 - Lessons Learned
 - Professional Growth
 - Future Recommendations
- Presentation Report
- Reflective Analysis of Project Presentation

Capstone Portfolio Guidelines

The Capstone Portfolio is submitted to the Supervising Dean 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 the Professional Project Final Report.

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 Final Report

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.

Teaching Philosophy Evaluation Criteria: In this section, faculty should demonstrate:

- Clear connections between beliefs about teaching, choice of methods and strategies, and student learning outcomes
- Ample evidence of reflection on professional wisdom from relevant, outside sources about effective teaching and learning in the content area
- Relationship between chosen teaching practices and the needs of Jackson College students
- Professional development and ongoing self-evaluation and improvement

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. **Course Analysis:** Data for the different sections can be collected by the instructor and/or retrieved from the Institutional Research Department.
 - a. **What**
 - i. Description of course and its content
 - ii. Relationship with other required/elective/sequenced courses

iii. Relationship of course to overall department and/or program structure

b. Who

- i. Student demographics (e.g., age, gender, ethnicity, etc.)
- ii. Student status: (e.g., career paths, dual- enrolled, non-traditional, incarcerated, etc.)
- iii. Community Served (e.g., local employers, health care professionals)

c. When

- i. Semester and year the course was taught
- ii. When instruction occurs (e.g., 9-11am, 6-8pm, asynchronously, etc.)
- 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. Communities where instruction takes place (e.g., school district, region of state, etc.)

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.

f. Student Achievement

- i. Course success rates (final grades, withdrawal rates, achievement gaps between groups, etc.)
- ii. Retention and Persistence (from semester to semester, year to year, etc.)
- iii. Completion Rates (ultimate graduation and/or certification rates)

2. Reflection on the Course Analysis:

- a. Reflect on the course analysis and how the items there impact the teaching and learning in the course.
- b. How does your instructional approach represent your teaching philosophy? What gaps are there between your instruction and your teaching philosophy and how do you hope to close them?
- c. How do your improvements and innovations relate to your teaching philosophy?

Teaching Responsibilities Evaluation Criteria: In this section, faculty should demonstrate:

- A robust analysis of the chosen course, including course description, modalities and logistics, student population, student achievement, context of course within the college and the broader community
- Thoughtful analysis of teaching and commitment to continuous improvement
- An appropriate level of reflection demonstrating meaningful connections between philosophy and practice

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 Artifacts:**
 - Course syllabus
 - Lesson plans
 - Course materials
 - Instructional Activities
 - Assessments
- **Student Artifacts:** Examples of low-, medium-, and high-quality materials from students
- **Instructor Feedback** to students
- **Multimedia Recording** of teaching

Representative Instructional Materials Evaluation Criteria: In this section, faculty should demonstrate:

- Course Artifacts that align with and lead to intended course learning outcomes
- Course Artifacts that are expressive of the instructor's teaching philosophy
- Student artifacts that are representative of a diverse range of students
- Instructor feedback, that is clear, helpful, and supportive of student achievement
- Appropriate level of reflection demonstrating connections between philosophy and practice

Section 4: Teaching Feedback and Classroom Observations

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

1. **Student Feedback:**
 - a. Student feedback gathered informally, if any, along with a discussion of planned revisions based on that feedback
 - b. Summary of Student Feedback Survey results for each semester since the Initial Portfolio, along with a discussion of revisions taken and planned for the future based on that feedback
2. **Classroom Observations:** Every observation (both of you and by you) should contain two main pieces: a report of what was observed (see Classroom Observation Templates) and a reflective analysis. That analysis should include what was discussed afterward, what you learned, and how the observation could or will impact your teaching practice.
 - a. **Reciprocal Classroom Visit:** Formal teaching observations of you and by you with one Continuing-Contract faculty member other than those who completed Reciprocal Classroom Visits for the Initial Portfolio. This will mean there is one pair of

- observations included (2 in total). This pair consists of an observation by you of the faculty member and an observation of you by that same faculty member.
- b. **Colleagues:** At least two (2) Classroom Observations from different colleagues than those who completed Classroom Observations in the Initial Portfolio.
 - i. These are separate from the reciprocal classroom visits.
 - ii. These may be done by any full-time employee of the College
 - c. **Administrator:** Additional Classroom Observation(s) from your Supervising Dean
3. **Colleague Recommendation Letters:** Include letters from your Lead Mentor and another Continuing-Contract faculty member recommending you for continuing contract status. Note: This section should NOT include reflections.
4. **Other (if possible):** Unsolicited feedback, observations by adjunct faculty, or letters from students, administrators, colleagues/peers

Teaching Feedback and Classroom Observations Evaluation Criteria: In this section, faculty should demonstrate:

- An appropriate level of reflection and action taken based on:
 - Student Feedback Surveys and other student feedback
 - Mentoring Team Reciprocal Classroom Visit
 - Colleague Observations
 - Supervising Dean's Classroom Observation
- Evidence the instructor is actively working to align their teaching practices with their stated teaching philosophy
- Evidence the instructor brings value to the classroom and is an asset to the College

Section 5: Professional Development and Networking

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

1. Reflect on your overall mentoring team experience, including any changes to the team makeup.
 - a. What do you feel worked well with the mentoring process?
 - b. Where do you see areas for improvement within the mentoring process?
 - c. Would you want to be a Lead Mentor in the future? Explain.
2. Select three of the most meaningful Professional Developments you attended during your first years at the College and write a reflection on each of them.
 - a. Why were they meaningful?
 - b. What changes did you make based on what you learned?
 - c. What further growth do you hope to gain in this area?
3. Reflect on your overall growth and improvement as an instructor
 - a. How have the past 3 years helped you grow within your practice and the College?
 - b. What continued professional growth plans and ideas do you have?

Professional Development Evaluation Criteria: In this section, faculty should demonstrate:

- How professional development was integrated into teaching practices with examples
- Appropriate level of reflection regarding past professional development and ways to improve in the future

Section 6: Institutional Integration

Give evidence of thoughtful consideration of the academic and oversight committees of the College. Also document service to the department, College, and community.

1. Committees:

- a. **College Academic Committee Observations:** Observe, *and provide reflection upon*, each of the College Academic Committees, using the official Academic Committee Observation Form.
- b. **Board of Trustees Observation:** Observe, *and provide reflection upon*, a Jackson College Board of Trustees Meeting using the official Board of Trustees Observation Form.
- c. **Committee Service:** Annual Faculty are expected to begin serving on a committee after they have received Continuing-Contract Status (i.e., in their fifth year at the College). Which specific committee would you like to serve on next year? Provide a reflective analysis explaining why this committee is the best fit for your professional growth, how your unique skills will contribute to its mission, and how this service aligns with your department's goals.

Note:

- **College Academic Committees:** All of these are Instructional Quality Committees except Academic Council which oversees the others
 - Academic Council
 - Assessment Committee
 - Curriculum Committee
 - Program and Pathway Committee
 - Learner Success and Achievement Committee
 - Faculty Professional Development Committee
- Selection of the committee should be made in consultation with the mentoring team, the department, and the Supervising Dean.
- The Committee can be one of the Instructional Quality Committees or a different committee as agreed to by the faculty member and their Supervising Dean
- Final approval must be received from the Supervising Dean.

2. Department Service: Include, *and provide reflection upon*, each of the following:

- a. Evidence of your integration into the department as a colleague
- b. Artifacts of departmental contributions and/or support of departmental initiatives
- c. Documentation of shared governance activities (if any)

3. **College Service:** Include, and provide reflection upon, each of the following:
 - a. Evidence of your integration into the Jackson College community as a colleague
 - b. Artifacts of contributions to the College outside the department and/or support of college initiatives
4. **Community service (if any):** Include, *and provide reflection upon*, activities in which you were acting as a representative of Jackson College. They may include:
 - Outreach activities to schools, civic organizations, etc.
 - Memberships in local, regional, national organizations
 - Speaking assignments
 - Other service to communities JC serves

Service Evaluation Criteria: In this section, faculty should demonstrate:

- Required committee and JC Board observations, with appropriate reflections on each
- Appropriate level of contribution to the department
- Appropriate level of contribution to the College
- Appropriate level of contribution to the community
- Overall, the reflections suggest a thoughtful consideration of how the instructor will participate and grow within their department, the College, and the wider community

Section 7: Professional Project Report

Document your work on the Professional Project.

1. **Professional Project Proposal** (submitted May 15, Year 2)
2. **Professional Project Progress Update** (submitted Feb 1, Year 3)
3. **Professional Project Final Report:** Provide a comprehensive summary of your Professional Project including:
 - a. **Original Issue or Opportunity:** Brief summary
 - b. **Actions Taken:** Brief summary
 - c. **Outcomes Achieved** (if any) with supporting data and analysis
 - d. **Evidence of Impact** (if any) with supporting data and analysis
 - e. **Reflective Analysis of Professional Project:**
 - i. **Lessons Learned:** Explain lessons learned throughout the project, including how you navigated anticipated or unanticipated challenges
 - ii. **Professional Growth:** Describe how this project facilitated your growth as a leader, innovator, colleague and change agent
 - iii. **Future Recommendations:** Explain whether the project should be continued in its current form, expanded upon, or sunsetted.
 - f. **Presentation Report:**
 - i. Presentation materials

- ii. Survey given to presentation attendees

g. Reflective Analysis of Project Presentation:

- i. Discuss the presentation experience, documenting what was learned through the act of sharing your work
- ii. Summary of audience survey results and lessons learned from the feedback received

Professional Project Report Evaluation Criteria: In this section, faculty should demonstrate:

- Inclusion of Proposal, Progress Update and a complete and thorough Final Report
- Appropriate evidence and analysis of outcomes and impact
- Thoughtful reflection on lessons learned, professional growth, and future recommendations
- Appropriate reflection on the presentation as a whole and the feedback received

Capstone Portfolio Evaluation Rubric

Faculty Member:	Department:
Supervising Dean:	Date:

Section:	Rating:	Supervising Dean's Comments:
1. Teaching Philosophy	☐ Exceeds Expectations ☐ Meets Expectations ☐ Needs Improvement	
2. Teaching Responsibilities	☐ Exceeds Expectations ☐ Meets Expectations ☐ Needs Improvement	
3. Representative Instructional Materials	☐ Exceeds Expectations ☐ Meets Expectations ☐ Needs Improvement	
4. Teaching Feedback and Classroom Observations	☐ Exceeds Expectations ☐ Meets Expectations ☐ Needs Improvement	
5. Professional Development and Networking	☐ Exceeds Expectations ☐ Meets Expectations ☐ Needs Improvement	
6. Institutional Integration	☐ Exceeds Expectations ☐ Meets Expectations ☐ Needs Improvement	
7. Professional Project Report	☐ Exceeds Expectations ☐ Meets Expectations ☐ Needs Improvement	
8. Overall	☐ Exceeds Expectations ☐ Meets Expectations ☐ Needs Improvement	

Observation Form Templates

Classroom Observation Templates (3 of them): The following 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 Employee Central). 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.

Academic Committee Observation Form: This tool is designed to facilitate institutional engagement by guiding faculty through their required visits to the College's Academic Committees. The form is divided into three stages:

1. **Researching** the committee's purpose and institutional alignment **before the meeting**
2. **Documenting** key decisions and governance processes **during the meeting**
3. Performing a deep **reflective analysis afterward**

It is hoped that this work will help faculty bridge the gap between high-level administrative work and their daily classroom practice by examining how committee decisions directly impact student success. Furthermore, it helps faculty identify where their unique strengths align with institutional needs as they prepare to transition from mere observers to active committee members in their fifth year

Board of Trustees Observation Form: This tool is designed to guide faculty through their required attendance at a Jackson College Board of Trustees meeting. The goal of this form and observation is to facilitate a deeper understanding of the College's high-level governance and strategic direction, helping faculty see how the Board's work ensures the institution fulfills its mission to the community. There are three stages to this observation and form, similar to the Academic Committee Observation Form. Ultimately, this process demonstrates a faculty member's thoughtful consideration of their growth within the wider College community and clarifies how the Board's work supports teaching, learning, and student success.

Classroom Observation Template #1

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

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

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:	Location:	Time:

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?

--

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?

--

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?

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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?

--

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?

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Additional Thoughts, Comments, or Questions

Academic Committee Observation Form:

Committee Title:		Co-Chairs:	
Members Present:		Other Guests Present:	
Date:	Time:	Location:	

1. **Before the Meeting:** Read the current Committee Charter and contact Co-Chairs to learn about this Committee. **Note:** From the Co-Chairs, you must also obtain permission to attend the meeting, meeting information, and materials access to prepare for the observation.
 - a. **Purpose:** Describe the purpose of this committee and its role in supporting instructional quality and student success.
 - b. **Institutional Alignment:** Discuss how this committee's work aligns with institutional priorities (e.g., student success, accreditation, workforce development, curriculum quality, etc.)

2. **During the meeting:** Observe and take notes using descriptive language
 - a. **Key Topics and Decisions:**
 - i. List the major agenda items
 - ii. List the key actions, decisions and/or recommendations
 - b. **Committee Process:**
 - i. **Participation:** What is the process for contributing to the discussion? What is the role of the Co-Chairs during the meeting?
 - ii. **Decision-Making:** If voting takes place, how does the process work? Are any decisions or recommendations made that do not require votes?
 - iii. **Role of Data:** What forms of evidence or documentation are introduced or used?

3. **After the meeting:** Reflect on what you saw and heard
 - a. **Academic Impact:** In what ways do you see the work of this Committee supporting and directing the academic work of the College?
 - b. **Faculty Relevance:** What key takeaways did you have from this committee to influence your teaching, curriculum design, or other work?
 - c. **Department Relevance:** Why is it important for your department to have representation on this Committee?
 - d. **Future involvement:** What strengths do you have that could make you a valuable member of this Committee? In what ways might being a member of this Committee challenge you to grow as a professional educator?
 - e. **Remaining Questions:** What are some questions you still have about this Committee?

Board of Trustees Observation Form:

Board Chair:	Trustees Present:	
Date:	Time:	Location:

1. **Before the Meeting:** Read over some of the Board Policies, By-Laws, the College's Strategic Agenda and, if possible, the Meeting Agenda. **Note:** These meetings are open to the public with meeting info on the College's website. The meeting agendas are usually made public two to three days before the meeting.
 - a. **Institutional Purpose:** Describe the Board's role in providing governance and strategic direction to ensure the College fulfills its mission to the community.
 - b. **Alignment:** Discuss how the scheduled agenda aligns with institutional priorities (e.g., student success, accreditation, workforce development, curriculum quality, etc.)

2. **During the meeting:** Observe and take notes using descriptive language
 - a. **Key Topics and Decisions:**
 - i. List the major agenda items
 - ii. List the key actions, decisions and/or recommendations
 - b. **Governance Process:**
 - i. **Participation:** What is the process for contributing to the discussion? What specific role does the Board Chair play in facilitating the meeting?
 - ii. **Decision Making:** If voting takes place, how does the process work? Are any decisions or recommendations made that do not require votes?
 - iii. **Role of Data:** What forms of evidence or documentation (e.g., transparency reporting, financial aid stats, or academic innovation reports) are introduced or used?

3. **After the meeting:** Reflect on the intersection of high-level governance and the academic work of the College
 - a. **Policy vs. Practice:** Compare what you observed in the meeting with the Board Policies and By-laws.
 - b. **Academic Impact:** In what ways does the Board's work support teaching, learning, and student success?
 - c. **Department Relevance:** Why is it important for academic departments to understand the Board's Strategic Agenda?
 - d. **Remaining Questions:** What are some questions you still have about the Board of Trustees?

Contractual Timeline for Continuing Contract Faculty

Contractual Item	Due Date
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	Oct 1 - Feb 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. Note: The Virtual Professional Development Attendance Form is contained within the APRP for Continuing-Contract Faculty.	May 15
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 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. The Supervising Dean will also notify the faculty member whether they received Performance Pay for the year.	Jul 31
Faculty Assignment Notification: The College will issue a Notice of Faculty Assignment, which will reflect an increase in base pay, if warranted	Aug 15
Performance Pay Received: Those faculty members who are eligible and satisfied the Performance Pay Criteria will receive performance pay	Aug 31

Important Notes:

- **Notification of Retirement:** Instructors contemplating retirement shall give notice of their intentions four (4) months before the effective date. Such notification shall be binding on both parties (*See Article VIII (Faculty Benefits) of the Faculty Labor Agreement*).
- **Notification of Resignation:** An instructor who wishes to be released from continuing contract for a subsequent academic year shall give notice in writing no later than May 15 of the previous academic year. (*See Article XII (Professional Compensation) of the Faculty Labor Agreement*.)
- **Faculty with a Date of Retirement On or After 8/31:**
 - **For the APRP:** Fill out and reflect on completion of goals and other items for the year. For parts discussing future plans, write "Not applicable".
 - **For the Annual Goals:** Do NOT submit an Annual Goals sheet for the subsequent year.
 - **For the Summer Dean Meeting:** Do meet with your Dean during the summer to discuss this past year, receive approval for your Performance Pay, etc.

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-of-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

This form should be completed by the faculty member and submitted to their dean by **May 15** – see Article X.

Faculty Member:	Department:
Supervising Dean:	Date:

Executive Summary: Faculty fill out this section briefly

Section	Self-Evaluation	Page Reference
I. Reflection on Previous Academic Year		
II. Efforts that Support Teaching/Learning	☐ Exceeds Expectations ☐ Meets Expectations ☐ Needs Improvement	
III. Student Success, Completion, and Engagement	☐ Exceeds Expectations ☐ Meets Expectations ☐ Needs Improvement	
IV. Professional Development	☐ Exceeds Expectations ☐ Meets Expectations ☐ Needs Improvement	
V. Service to the Department and the College	☐ Exceeds Expectations ☐ Meets Expectations ☐ Needs Improvement	
VI. Service to the Community	☐ Exceeds Expectations ☐ Meets Expectations ☐ Needs Improvement	
VII. Student Feedback Surveys	☐ Exceeds Expectations ☐ Meets Expectations ☐ Needs Improvement	
VIII. Use of Professional Responsibility Days	☐ Exceeds Expectations ☐ Meets Expectations ☐ Needs Improvement	
IX. Use of Release Hours and Stipends	☐ Exceeds Expectations ☐ Meets Expectations ☐ Needs Improvement	

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

A. Contractual Obligations:

- 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

- For all faculty: Have you utilized the software (currently Ally) to address ADA accessibility violations in the Course Shell?

☐ Yes ☐ No

B. Reflect on your efforts in teaching/learning. Examples: course design, pedagogical methods, technology use, classroom environment, accessibility compliance, evidence-based teaching practices, maintain and update source course shells, ensure relevance of course materials, etc.

- List area(s) of success with supporting data if possible. Discuss what you are doing to ensure those successes are maintained.
- List area(s) for improvement with supporting data if possible. Discuss what efforts you are making or changes you are working on to see progress in these areas.

III. Student Success, Completion and Engagement

Individualized success and completion data will be provided by the Dean’s Office and/or Institutional Research Department by April 1 to each faculty member to use in this section. Faculty may also use their own data and records.

A. Reflect on student success and completion data for your course(s) and/or program(s). Examples of relevant data for this section may include, but are not limited to: student persistence rates, success rates, completion rates, etc.

- Describe your efforts to improve student success and completion.
- Discuss, with supporting data, if possible, the outcomes of your efforts.
- Describe your plans for incorporating these results into your future practice.

B. Reflect on your student engagement efforts. Examples of relevant data for this section may include, but are not limited to: timely and meaningful feedback, Dropout Detective alerts, contacting students whose grade falls below 2.0, referring students to the Center for Student Success or other supports, providing mentoring, advising, and follow-up to encourage persistence, etc.

- Describe your efforts to support student retention, persistence, and completion.
- Discuss, with supporting data, if possible, the outcomes of your efforts.
- Describe your plans for incorporating these results into your future practice.

IV. 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:
Mentoring:
Service Learning:
Technical Training:
Other (specify):

V. 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):

VI. 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):

VII. Student Feedback Surveys

Summarize your conclusions about the student feedback surveys.

- Comment on Student Survey Trends
- Discuss planned revisions based on Student Feedback

VIII. 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.

IX. Use of Release Hours and/or Stipends: Please describe your release hours and/or stipend work during this academic year. In your response, identify the specific leadership or service role supported—such as a Department Chair, Program Director, or role funded by the Shared Release Hours Pool—and the key objectives achieved

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 formats 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, using the appropriate college technology system.
- 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, it shall be referred to the appropriate administrator. Any faculty member named in a non-academic complaint shall be entitled to full due process before any disciplinary action is taken.
- 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

Note: This form is submitted by all faculty to their Supervising Dean by May 15 along with their annual goals. For continuing contract faculty, this is part of the APRP and is included within that document. For annual contract faculty this form is submitted on its own.

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:

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	

Signatures:

Supervising Dean:	Faculty Member:
Date:	Date:

Mid-Year Performance Review

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 and February 28th).

Please Note: Process, progress, and/or achievement shall be discussed between the faculty member and their Supervising Dean throughout the year, as needed, so it is possible that more than one mid-year meeting will take place. Both parties will sign the document at the conclusion of the meeting, after which both parties will be given a copy of the filled-out form. *See Article XII (Professional Compensation) and Appendix D (Performance Pay Recognition) of the Faculty Labor Agreement.*

Faculty Member:	Department:
Supervising Dean:	Date:

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

<u>Adjustments to Annual Goals:</u>	
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 Labor Agreement)

Adjustments:	Dean's Comments and Suggestions for Improvement
☐ Satisfactory	
☐ Unsatisfactory	

Signatures:

Supervising Dean:	Faculty Member:
Date:	Date:

End-Year Performance Review – Annual Faculty

This form will be completed by the Supervising Dean, then given to the annual 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 resubmit 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. *See Article XII (Professional Compensation) and Appendix D (Performance Pay Recognition) of the Faculty Labor Agreement.*

Faculty Member:	Department:
Supervising Dean:	Date:

Performance Pay for Past Academic Year: The faculty member has met the qualifications and satisfied the criteria for receiving Performance Pay as listed in Appendix D of the Faculty Labor 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:

Signatures:

Supervising Dean:	Faculty Member:
Date:	Date:

Continuing Contract Faculty Evaluation

This form is to be completed by the Supervising Dean. It will be given to the continuing contract faculty member and discussed during the End-Year Performance Meeting (which will occur between June 1st and July 31st), where performance and annual goals will also be reviewed and discussed. *See Article XII (Professional Compensation) and Appendix D (Performance Pay Recognition) of the Faculty Labor Agreement.*

Faculty Member:	Department:
Supervising Dean:	Date:

Section 1: APRP Review

Section	Supervising Dean Comments:
I. Reflection on Previous Academic Year	
II. Efforts that Support Teaching/Learning	
III. Student Success, Completion, and Engagement	
IV. Professional Development	
V. Service to the Department and the College	
VI. Service to the Community	
VII. Student Feedback Surveys	
VIII. Use of Professional Responsibility Days	
IX. Use of Release Hours and Stipends	

Supervising Dean's Comments to APRP Overall: (optional)

Supervising Dean's Evaluation:

- ☐ Exceeds Expectations
- ☐ Meets Expectations
- ☐ Needs Improvement

Section 2: Classroom Observation

Supervising Dean may insert classroom observation(s) here. Note there are Classroom Observation Forms in Appendix F: Faculty Manual.

Section 3: Annual Goals Evaluation

Goal:	Supervising Dean Comments:	Supervising Dean's Evaluation:
A.		☐ Goal Surpassed ☐ Goal Achieved ☐ Goal Not Achieved
B.		☐ Goal Surpassed ☐ Goal Achieved ☐ Goal Not Achieved
C.		☐ Goal Surpassed ☐ Goal Achieved ☐ Goal Not Achieved

Section 4: Performance Pay Criteria Besides Annual Goals

Faculty satisfying criteria listed in Appendix D: Professional behavior, load requirements, office hours, syllabi, grade submission, assessment participation, etc.

Supervising Dean's Comments:

Supervising Dean's Evaluation:

- ☐ Exceeds Expectations
- ☐ Meets Expectations
- ☐ Needs Improvement

Section 5: Summary and Performance Pay Recommendations:

Other Comments from Supervising Dean: Supervising Dean may discuss overall performance and progress for this faculty member, including areas of success as well as those for growth and improvement.

Performance Pay for Academic Year:		
☐ Yes	☐ No	If no, list Performance Pay Criteria not achieved:

Overall Evaluation:		
☐ Exceeds Expectations	☐ Meets Expectations	☐ Needs Improvement

Signatures:

Supervising Dean:	Faculty Member:
Date:	Date:

Department Chair Self-Evaluation

Purpose

This self-evaluation is designed to support a thoughtful, evidence-based review of Department Chair performance. The form should help the Chair assess progress on core responsibilities, identify opportunities for growth, and provide the Supervising Dean with clear information for annual evaluation and coaching.

Instructions

- ☐ Complete and submit this self-evaluation by May 15 of each year.
- ☐ Use specific examples, data, and outcomes whenever possible.
- ☐ For each performance area, provide a self-rating and brief evidence to support that rating.

Department Chair:	Department:
Supervising Dean:	Academic Year:

Part 1: Performance Self-Rating and Evidence

Rate your performance in each area using the rubric below and provide concise evidence or examples to support your rating. These ratings will not be used for quantitative analysis (e.g., calculating an overall average rating), but they will be used to identify strengths, priorities, and professional development needs for the coming year.

Rating	Rating Descriptor
4	Exceeds Expectations: Performance consistently goes beyond expectations and demonstrates strong leadership, initiative, and measurable impact.
3	Meets Expectations: Performance is reliable, effective, and fully meets the core expectations of the role.
2	Partially Meets Expectations: Performance is uneven or incomplete in one or more important areas and requires improvement.
1	Does Not Meet Expectations: Performance does not meet the expected standard and requires immediate attention and improvement.

For each of the seven Department Chair Performance Areas (**see Appendix H of the Faculty Labor Agreement**), assign yourself a **self-rating from 1 to 4** based on the rating descriptors above. Accompany each rating with **evidence, specific examples, or data** that illustrate your progress and performance.

Contractual Performance Area	Self-Rating (1-4)	Evidence/Examples of Performance
Academic Leadership and Department Goals		
Department Shared Leadership Plan		

Scheduling		
Student Complaint Process		
Faculty Support and Communication		
Budget Management		
Representation of the Department		

Part 2: Overall Reflection and Support Needed

Write a brief reflection for each of the following:

1. What do you believe your strongest contributions have been as Department Chair over the last year?
2. What obstacles or barriers, if any, have limited your effectiveness this year as Department Chair?
3. What specific support, training, staffing, or resources would help you overcome the obstacles and/or strengthen your leadership as Department Chair?