March 9, 2012

Policy and Procedures for Summative and Formative Evaluations
of Faculty on Continuing Contract

Summative Evaluation

The summative evaluation process follows the principles agreed to in the Recommendations from the Joint Faculty Association and Administration Task Force on Faculty Evaluation. Throughout the document, the word faculty refers to all members represented by the FA: teaching faculty, counseling faculty, and librarian faculty.

The summative evaluation is intended to confirm the faculty member’s fulfillment of the conditions for fulltime status based on the faculty member’s job description and the Master Agreement.

Formative Evaluation

The formative evaluation process follows the principles agreed to in the Recommendations from the Joint Faculty Association and Administration Task Force on Faculty Evaluation. Throughout the document, the word faculty refers to all members represented by the FA: teaching faculty, counseling faculty, and librarian faculty. The formative evaluation program is a five-year process that provides a faculty member on continuing contract the time and space to focus on areas of professional self-improvement resulting in his or her becoming a better teacher, counselor, or librarian.

1. Following the principles agreed to in the Recommendations from the Joint Faculty Association and Administration Task Force on Faculty Evaluation, the key elements involve reflection, planning, documentation, and collaboration. At least once each year during the five-year cycle, the faculty member will meet with his or her supervisor to discuss progress on the formative plan.
   a. This annual meeting should be substantive allowing time for meaningful discussion on what the faculty member is doing. The supervisor should make sure that he or she is providing appropriate support for faculty improvement.
   b. The faculty member should provide a brief document of progress on the formative plan (perhaps one page) and discuss his or her continued plans for the project of self-improvement.
   c. The brief report should be signed by both faculty member and supervisor and filed to demonstrate participation in the formative process.

2. During the five-year cycle, at least one teaching or instructional activity will be observed during the fourth year of the formative process. Teaching faculty should gather student rating of instruction for all classes in the fourth year and include them as part of the faculty member’s final portfolio. The faculty member should also provide a written reflection on the students’ fourth-year evaluations in the final portfolio. The portfolio must be presented before April 15 of the fifth year.

3. The formative process and the summative process are different. When a faculty member needs to improve areas of his or her job performance identified in the summative evaluation, it is expected that will be addressed with more immediacy than the formative activities.
   a. If the needed improvements identified in the summative review can be handled with some ease, in conference with the supervisor it may be decided to work on both the summative and formative processes at the same time.
   b. If the summative evaluation identifies more serious matters, the formative process may be temporarily suspended until the concerns are resolved.
   c. If the summative evaluation moves the faculty into progressive counseling with HR, the formative process will be suspended until the faculty member fully addresses the identified issues.
<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
<th>By April 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>• Faculty reflects on professional experiences over the past several years and then sets goals for the new evaluation cycle. By April 15 the faculty schedules a meeting with supervisor to discuss his or her reflection and goals and begins developing formative plans.</td>
<td>• Students evaluate one class</td>
<td>• Summative Decision</td>
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<td></td>
<td>• Students evaluate one class</td>
<td>• Students evaluate one class</td>
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<tr>
<td>2</td>
<td>• Faculty schedules a meeting with the supervisor to discuss and confirm formative plans by the end of the fall semester.</td>
<td>• Faculty works on the formative plan</td>
<td>• Summative Decision</td>
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<td>• Students evaluate one class</td>
<td>• Students evaluate one class</td>
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</tr>
<tr>
<td>3</td>
<td>• Faculty schedules meeting with supervisor to review progress on formative plans by April 15.</td>
<td>• Students evaluate one class</td>
<td>• Summative Decision</td>
</tr>
<tr>
<td></td>
<td>• Students evaluate one class</td>
<td>• Students evaluate one class</td>
<td></td>
</tr>
</tbody>
</table>
| 4    | • Faculty schedules meeting with supervisor to review progress on formative plan by April 15.  
• Supervisor observes one class or instructional activity for evaluation. | • Students evaluate all classes.            | • Summative Decision                  |
|      | • Students evaluate all classes.                                     | • Students evaluate all classes.            |                                      |
| 5    | • Supervisor and faculty meet to review final portfolio, to discuss what has been accomplished, and to explore goals for next evaluation period. | • Students evaluate one class               | • Summative Decision                  |
|      | • Students evaluate one class.                                       | • Students evaluate one class               |                                      |
Summative Evaluation Procedure

1. The summative evaluation is completed annually to “reset the clock” freeing the faculty from the three-year time constraint of the previous Performance Review process.

2. The summative process requires the following:
   a. Primarily, the supervisor must yearly evaluate each faculty member’s satisfactory fulfillment of the job description and check one of two boxes on the Summative Performance Review Form: the first indicating satisfactory fulfillment of the faculty job description; the second indicating a need for improvement.
   b. Checking the first box simply resets the clock.
   c. Prior to checking the second box:
      i. Clear communication of documented areas for improvement in the faculty member’s performance should have been discussed with the faculty member prior to the recorded “need for improvement” evaluation. However, if an egregious violation of college policy is documented, that should be noted immediately and the faculty member put on notice.
      ii. Faculty should have the opportunity to address concerns prior to a recorded “need for improvement” evaluation.
   d. After the second box is checked:
      i. A check in the second box indicates that there are job performance areas the faculty needs to focus on improving. Such a check would not lead to progressive counseling with HR unless it was for an egregious violation of college policy or unless the faculty member refused to address the items of concern.
      ii. The areas of the faculty member’s performance that require improvement should be clearly indicated on the form. The means by which the concerns can be remedied along with a reasonable time frame provided for improvement should also be recorded.
      iii. The faculty member may attach any comments or challenges to the evaluation form for placement in the permanent file.
      iv. If there is a clear disagreement between the faculty member and the supervisor, they should take the disagreement to the Exec. Vice President of Academic Affairs.
   e. The summative process requires open and honest and documented behavior from both the supervisor and the faculty member.

3. The summative process and the formative process are different. When a faculty member needs to improve areas of his or her job performance identified in the summative evaluation, it is expected that will be addressed with more immediacy than the formative activities.
   a. If the needed improvements identified in the summative review can be handled with some ease, in conference with the supervisor it may be decided to work on both the summative and formative processes at the same time.
   b. If the summative evaluation identifies more serious matters, the formative process may be temporarily suspended until the concerns are resolved.
   c. If the summative evaluation moves the faculty into progressive counseling with HR, the formative process will be suspended until the faculty member fully addresses the identified issues.
Formative Evaluation Procedure

Year 1: Self-assessment: Reflection and Setting Goals

Please refer to the “Categories of Faculty Engagement” (see attached) as you begin the portfolio process. The goal of the formative portfolio process is to identify areas of engagement in which you wish to improve and to develop a plan that supports your goals over the five-year portfolio process. The portfolio process also requires you to gather evidence that demonstrates your efforts and to reflect on the effectiveness of your work.

There is no specific number of items or categories you need to select. You do not need to choose at least one thing from each engagement category. You are encouraged to select areas you are interested in improving, to develop a plan for improvement, and to gather data or artifacts that illustrate your efforts.

It is understood that circumstances may come into play during the next few years that might cause you to make changes to these categories. Your first year is to focus primarily on reflection and goal setting. A brief review the self-assessment year (no more than one page) should be submitted to the supervisor by April 15.

Reflection

As you complete this section, please use your last self-evaluation along with feedback from at least one other source: students, administration, colleagues, or community members. Use that feedback to answer the following questions:

1. What were your primary sources of feedback for this reflection?
2. What have been the most significant things affecting you during the past three years? These can be projects, activities, issues, etc.
3. What are your most important accomplishments during the past 3 years? (If you have more than 5, please list only the top 5.)
4. What impact have these 5 things had on your professional career or job performance? Please include no more than a paragraph on each.
5. Are you involved with professional activities you wish you weren’t? Are there professional activities you are not involved with that you wish you were?

Goal Setting

As you complete this section, please use your self-reflection.

1. In general terms, what activities do you want to engage in over the next few years? What activities do you want to do less of in the next few years?
2. How will each activity you wish to do more of contribute to your profession, to the college, or to your job performance? Please include no more than a paragraph for each goal.
3. If appropriate, have you included recommendations supporting your goals from students, colleagues, administrators, community, or students?
4. What evidence would you like to collect to document progress toward your goals? How will you collect it?

Year 2, Semester 1: Planning

As you complete this section please refer to the Reflection and Goal Setting documents. This section should be completed by the end of the first semester of the second year of the cycle.
Based on your reflection and goal setting, develop a plan of action to guide the next three years of your portfolio process. You need to have the plan in place by the end of the first semester of the second year. This plan must include a rubric or criteria for judging the execution and effectiveness of your plan. The following questions need to be answered in your final plan for self-improvement:

1. What specific activities (drawn from the Categories of Faculty Engagement) do you want to undertake in the next three years?
2. How will you document the outcomes of these activities?
3. How will working on your goals help you in your college profession?
4. Have you identified needed resources (e.g. ETC, CTL) and gained any necessary approvals for achieving your goals?
5. Have you included an appropriate rubric or criteria for judging the effectiveness or success of your plan?

The goal of the second through the fourth years is to put your plan into action, to gather data and artifacts relevant to the plan, and to assess the effectiveness of the plan for students, the department or division, the college or community, or the discipline. Your plan should be ready for implementing by the end of the first semester of year two in the cycle.

**Year 2, Semester 2 through Year 4: Implementation of Plan**

Through the second, third, and fourth years, you should focus on implementing your plan for self-improvement. Attention should be given throughout the process to gathering evidence and artifacts and reflecting on what you are learning from the project. This material will be presented in the portfolio in the fifth year.

You will share a brief review of progress (no more than 1 page) with the supervisor by April 15 of each year’s work in years two through four.

**Year 5: Portfolio Presentation**

By April 15 of the fifth year, you should have met with your supervisor, presented the portfolio and explored goals for the next portfolio cycle.

The presented portfolio should include the following:

1. A reflective, self-assessment document that serves as the basis for the portfolio project. This document should present the first-year stage of the process: identify the “areas of engagement” you selected and what led you to select those areas for improvement.
2. A description of the goals and a plan or rubric for assessing the fulfillment of those goals. (If the project changes some during the five years, those changes should be described and reflected in modifications to the rubric.)
3. An evaluation of the five-year cycle that identifies what was accomplished and that discusses how the five-year plan’s activities have benefited you.
4. Examples of work done during the five-year period with some reflection on what went well and what went less well.
5. The supervisor’s classroom observation report done in the fourth year.
6. A reflection on your Student Ratings of Instruction. Consider especially what might be learned from the fourth-year Student Ratings of Instruction. Librarians and Counselors should include appropriate ratings of their performance in their portfolios and a reflection on those ratings.
7. A final statement identifying future areas of growth or potential improvement. In the final statement, the faculty should reflect on possible objectives for the next five-year formative cycle.
Appendix

1. Faculty on Continuing Contract Summative Performance Review Form
2. Categories of Faculty Engagement
3. Counselor-Faculty Position Description
4. Library-Faculty Position Description
5. Full-Time Teaching Faculty Position Description
Faculty on Continuing Contract Summative Performance Review

| ☐ | The faculty member’s job performance/contribution to the College has been consistent with what is expected of a continuing contract (tenured) faculty member. |
| ☐ | The faculty member’s job performance/contribution to the College has not been consistent with what is expected of a continuing contract (tenured) faculty member. A more intensive evaluation is needed. |

List the non-performance issue(s) and the recommended process for addressing any concerns.

<table>
<thead>
<tr>
<th>Signature of Reporting Supervisor</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature of Faculty Member</td>
<td>Date</td>
</tr>
<tr>
<td>☐ I have attached a statement. ☐ I have no statement.</td>
<td></td>
</tr>
<tr>
<td>Signature of Dean</td>
<td>Date</td>
</tr>
</tbody>
</table>
Categories of Faculty Engagement

All faculty members are expected to perform all aspects of the job as defined in the Master Agreement (see section IX.1 Workload). As long as a pattern of evidence of non-performance does not exist, faculty members will be evaluated using the formative evaluation process as defined in the faculty evaluation system. In the event that a pattern of evidence of non-performance does exist, those non-performance issues will form the basis of any summative evaluation discussion. That discussion will be repeated at least once every six months until such time as those non-performance issues are documented to have been resolved. Once those issues are resolved the faculty member will be re-directed into the formative evaluation system.

Faculty members can and are expected to choose areas of engagement, which may include one or more of the following:

1. **Student Engagement**
   - Designs classroom, laboratory, clinical, or other off-campus activities which provide additional opportunities for peer interaction
   - Provides additional help for students to reach their educational goals
     - Counsels and advises students (above and beyond the required)
     - Serves as an Honors mentor
     - Manages clinical sites and other off-campus learning spaces
     - Provides additional student mentoring or tutoring in addition to the faculty member’s required office time
     - Creates alternative delivery strategies for students (such as learning communities or on-line/self-paced courses)
     - Coordinates student awards or scholarships
   - Provides opportunities for lifelong success
     - Provides assistance for placement in internships
     - Provides assistance in transferring to 4-year institutions
     - Writes letters of recommendation
     - Establishes ties with community organizations for the benefit of students
     - Assists and advises students in the preparation of portfolios for awards/recognition
   - Creates additional opportunities for student engagement
     - Coordinates discipline-related student competitions
     - Coordinates student trips
     - Provides leadership for student activities and events
     - Coordinates opportunities for service learning
     - Sponsors student clubs
     - Provides international opportunities
2. **Departmental Engagement**
   - Provides leadership in the area of Curriculum
     - Serves as the leader of courses in the department
     - Continually updates courses and course materials
     - Designs new programs or courses
     - Leads program modification or course modification efforts
     - Leads efforts in materials/book selections
     - Leads course outline/syllabus modification efforts
     - Designs departmental/program assessment strategies
   - Provides leadership in Organizational Planning
     - Assists with program recruitment
     - Assists with program promotion (such as display cases, for example)
     - Assists with technology planning
     - Assists with budget planning
     - Assists with program evaluations
     - Chairs or serves on departmental hiring committees
     - Provides assistance for adjuncts in the department
     - Assists with tutor facilitation
     - Assists with faculty/staff scheduling
     - Assists with departmental orientation and mentoring
     - Assists with advisory committee work
     - Assists with program articulation
     - Assists with the management of multiple sections of courses
   - Provides leadership in creating or sharing new instructional methodologies and deliveries
     - Devises and shares new methods of delivering content
     - Devises, shares, or implements new technologies
     - Presents or facilitates CTL sessions dealing with teaching and learning
     - Coordinates departmental colloquia or speakers
     - Applies for educational grants; administers grants
     - Manages supplies for clinical settings or laboratories
   - Awards and recognition
     - Completes a portfolio for reflective purposes
     - Completes applications for awards
     - Receives awards for outstanding teaching or service

3. **Divisional/College Engagement**
   - Curriculum Revision and Creation
     - Represents the department or division in areas of curriculum (such as division curriculum or educational affairs)
     - Serves as a curriculum coach
     - Represents the department or division in areas of outcomes assessment
• Represents the department as liaison with other departments
• Represents the college as liaison with other schools

• College planning and leadership
  o Serves as a mentor or peer reviewer
  o Serves on college steering committees
  o Represents the department or division in areas of staff development
  o Serves as an associate for the CTL
  o Assists others in the preparation of portfolios for awards and recognition

• College Beyond the Campus
  o Provides leadership with College Now
  o Provides leadership with Tech Prep
  o Forms Community Partnerships

• Instructional Methodology
  o Participates in or leads CTL teaching and learning activities
  o Gives presentations at teaching and learning conferences
  o Submits articles for publication to teaching and learning journals
  o Performs classroom research; presents findings in journals or at symposiums or conferences

4. Discipline/Interdisciplinary Engagement

• Curriculum
  o Authors textbooks or ancillary materials
  o Submits material for publication to discipline-specific refereed journals
  o Gives presentations at discipline-specific conferences
  o Works toward additional degrees or certificates
  o Attends workshops/colloquia related to the field

• Discipline planning and leadership
  o Assumes a leadership position in local, regional, or national professional organizations
  o Provides leadership to discipline-related advisory and governing boards
  o Provides leadership in discipline-related business and industry connections
  o Provides leadership in other discipline-related activities in the community

• Interdisciplinary planning and leadership
  o Creates a learning community or other interdisciplinary course
  o Teaches in a learning community

• Research, Awards and Recognition
  o Performs discipline-specific research
  o Applies for research grants
  o Administers grants
  o Presents research in publications or at symposiums or conferences
5. Institutional Initiatives Engagement

- Diversity
  - Serve as a Diversity Fellow
  - Participate in ODEI diversity, equity, or inclusion initiatives such as Safe Space Training or other workshop/training opportunities
  - Propose curriculum that meets JCCC’s diversity guidelines
- Learning Communities **
  - Propose a learning community
  - Teach a learning community course
- Sustainability
  - Participate/lead initiatives to green the JCCC campus
  - Introduce technologies or design elements to reduce JCCC’s environmental impact
  - Propose curriculum that focuses on environmental issues
  - Plan programming or activities that incorporate an awareness of environmental issues
- Service Learning **
  - Design a service learning opportunity
  - Coordinate implementation of a service learning opportunity
- International Education
  - Participate in an international exchange with a partner college
  - Host visiting faculty
  - Work with efforts of East West Center or Muslim Studies or other international group
  - Lead faculty and/or student groups on international educational travel programs
- Shared Governance
- Institutional Advancement
- Brain Research
JOHNSON COUNTY COMMUNITY COLLEGE
JOB DESCRIPTION

I. Position Title: Counselor

II. Reports To: Director, Student Development

III. Supervises: None

IV. Position Status: FTR – Full-Time Regular

V. Position Description:

Counselors serve students individually through walk-in sessions, appointments, advising desk, telephone calls, e-mail and other distance-advising tools. As members of a collaborative college community, counselors are active on college committees, serve as departmental liaisons, and are fully integrated with the Student Services team. Counselors function as academic advisors, teachers, mental health counselors, career counselors, consultants, student advocates and leaders on campus.

VI. Major Position Responsibilities:

- Provides counseling and advising to students using a developmental approach which includes educational, career, support and personal counseling.
- Participates in teaching and training to students by sharing their knowledge, ideas and information. These are gained through participation in training, teaching and facilitating workshops, group information sessions, support groups, small group counseling/advising and classroom instruction.
- Develops and manages information in order to serve students in the most effective, efficient and comprehensive manner. The counselor utilizes various technologies in order to share knowledge and expertise with students and colleagues throughout the larger JCCC community.
- Performs the role of an integrated member of the Student Services team and functions as a part of a collaborative Success Center model.
- Involved in planning and programming for students. This occurs as an ongoing response to the needs and challenges of various student populations.
- Participates in the processes and decision-making of JCCC and the surrounding community by providing resources and sharing expertise. Counselors represent the student as well as the student development philosophy in campus processes and decision-making.
- Maintains commitment to continued individual growth as a professional.

VII. Position Requirements:

- Master’s degree in counseling or related field required.
- Two or more years of Counseling experience required
- Knowledge of student development as it relates to a comprehensive community college.
- One to two years of education or career counseling experience preferred.
- Community college experience in Student Services preferred.

Revised 2/8/05
Position Title: Librarian

Reports to: Library Director

Position Description:

Provides reference and other library services required to support the instructional programs of the college and individual needs of our students, staff and county residents.

Major position responsibilities:

A. Professional

1. Provides Reference services as scheduled.
2. Conducts library orientation and training sessions as required.
3. Assists instructors in the development and presentation of library-centered instruction.
4. Contributes to the total selection and collection development program.
5. Pursues professional development opportunities to keep abreast of recent library science resources, practice, and innovation.

B. Program

1. Actively assists in the planning, development, and promotions of ways and means to improve library services.
2. Assists in developing goals and objectives to meet the more broadly stated goals of the Academic Support branch.
3. Works with the director to assure that library programming complies with existing state and college regulations.
4. Assures confidentiality of student and patron information.

C. Budget

1. Exercises prudent stewardship of college facilities and materials.
2. Evaluates program needs and recommends purchase of materials and equipment necessary to fulfilling approved goals.

D. Other

1. Fulfills all appropriate requirements as set forth in the Master Agreement
2. Serves on college, division, and program committees as assigned or elected.
3. Attends meetings and events as required by college administration
4. Participates in professional activities which contribute to the educational goals of the college and its constituents.
5. Coordinates research and grant activities as required.
6. Monitors copyright and clearance of copyright materials used within the program.

Position Requirements:
1. Masters Degree in Library Science from an ALA accredited institution.
2. Experience searching electronic databases.
3. Experience using automated library systems
4. Ability and willingness to work independently with established policies and procedures.
5. Good interpersonal and communication skills.
6. Ability to work effectively with diverse college and community populations.

revised 6/17/08
JOHNSON COUNTY COMMUNITY COLLEGE
FULL-TIME TEACHING FACULTY POSITION DESCRIPTION

Position Title
Full-time Teaching Faculty Member

Reports to
Assistant Dean of Appropriate Program

Supervises

Position Description

Johnson County Community College is a comprehensive educational institution that values outstanding instruction. Faculty members are expected to demonstrate competence in each of the following areas throughout their employment at the college:

Mastery of Subject Matter
- Thorough and accurate knowledge of a specialty field or discipline
- Ability to interpret, evaluate and apply content in a field or discipline

Professional Development
- Currency in their discipline or content area
- Participation in professional development activities

Teaching Performance
- Planning and organization of instruction to enhance student learning
- Application of appropriate teaching and learning strategies
- Modification of instructional methods and strategies to meet diverse student needs
- Utilization of available instructional technology, as appropriate
- Creation of appropriate assignments that encourage student learning, the development of communication skills, and higher order thinking
- Clear communication of subject matter to students
- Selection and development of instructional materials

Evaluation of Student Learning
- Creation and application of course competencies
- Accurate evaluation of student progress
- Return of course work to students in a timely manner
- Maintenance and confidential storage of accurate student records
• Submission of final grades and gradebooks each semester according to established procedures and deadlines
• Responsiveness to student grade questions and/or appeals

**Participation in College, Division, and Program Activities**
• Service on college, division, and program committees
• Attendance and participation in scheduled meetings
• Timely submission of information or materials requested by college administrators and peers
• Support for both adjunct and full-time colleagues
• Development of curriculum

**Support of College Policies and Procedures**
• Fulfillment of all requirements as stated in the Master Agreement and college policies and procedures
• Use of the final exam schedule according to procedures established by the Ed Affairs Committee
• Posting and maintaining conference hours convenient for students
• Preparation, distribution, and submission of syllabi in accordance with division procedures and Educational Affairs Committee guidelines
• Stewardship in the use of college facilities and materials

**Contributions to the Growth and Enhancement of College Mission and Programs**
• Participation in instructional area and college planning
• Performance of professional responsibilities in accordance with goals, missions, and plans of the college, divisions, and programs
• Assistance in the recruitment and retention of students, faculty, and staff