



1000 Viking Drive • Hillsboro, Missouri 63050-2441

(314) 797-3000/789-3000/942-3000 • FAX (314) 789-4012 • TDD (314) 789-5772

STATEMENT OF UNDERSTANDINGS


between the

JUNIOR COLLEGE DISTRICT OF JEFFERSON COUNTY

and the

JEFFERSON COLLEGE FACULTY ASSOCIATION-NATIONAL EDUCATION ASSOCIATION


June 11, 1998



Ronald J. Fundis
Board/Administration Team

6-10-98

Date



Jim McCain
Faculty Association Team

Approved:



Don Hicks
Board of Trustees

6-13-98

Date



Sharon Armstrong, Secretary
Board of Trustees

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Statement of Understanding

It is the mutual belief of the Trustees, the Administration and the Association that good faith discussion is a sound means to express a joint desire to continue to provide quality education, to maintain high standards of academic excellence, and to insure accountability, while giving legitimate expression and effect to proper concerns of the faculty.

It shall be the policy of the Board of Trustees that the Jefferson College National Education Association (hereinafter referred to as the Association) be recognized as the bargaining representative for full-time faculty on matters of salaries, terms, and conditions of employment to the extent permitted by Missouri statutes.

Further, the Board of Trustees directs that the President of the College or his/her designee shall cause to be developed a process, in consultation with members of the Association, Administration and Trustees, that shall result in a Statement of Understandings in a style format consistent with current Board policies and procedures.

Composition of Teams

The Board of Trustees/Administration team (hereinafter referred to as the Board team) shall be chosen by the Board of Trustees and shall be comprised of four (4) voting members, two (2) of which may be trustees, and one (1) non-voting advisor of their choice. The Board shall appoint the chair of its negotiations team.

The Association team shall be chosen by the recognized representative (president or designee) and shall be comprised of four (4) full-time faculty voting members, and one (1) non-voting Association advisor. The president of the faculty association shall appoint the members of the negotiations team and its chair.

The Board negotiations team and the Association negotiations team shall mutually agree on calling meetings, times of those meetings, and places for such meetings.

Recognition of Representative

Since it is the desire of the Board of Trustees to maintain channels of communication with members of the full-time faculty, the Board of Trustees recognizes the Association for the purpose of being the bargaining representative for the full-time faculty in negotiations. The Association shall certify its continued majority status by October 1 of each year either by membership or election to the Board of Trustees.

The practice of conducting these discussions with the bargaining representative does not preclude the right of faculty members to be heard during regular sessions of the Board of Trustees.

In order to change the bargaining representative for the full-time faculty, any group of full-time teaching faculty may present to the Board of Trustees or their designees during the month of September, petitions representing at least 30% of the defined unit requesting that an election be held by the college to determine the bargaining representative.

The college shall then advertise and conduct an unbiased election which shall be held prior to October 15. The ballot shall reflect the following as choices: the current bargaining representative, the group to be named by the petitioners, and none or neither. The ballot choice which receives the majority will be recognized as the bargaining representative of the full-time faculty.

Scope of Negotiations

The recognized representative for the full-time faculty will meet with the appointed Board team to negotiate and arrive at agreement on matters concerning the salaries, fringe benefits, terms and conditions of employment.

Pre-negotiations Meeting

Prior to December 1 of each year, a meeting shall be held to exchange issues/proposals (limited to 10) for negotiations for the current year. Clarification and questions will be part of this meeting. The schedule for beginning actual negotiations will be set so that the first meeting will take place as soon as possible after the 2nd semester begins and not later than February 1. Meeting site, date and time for this and all other meetings must be mutually agreed to by both teams. Other guidelines and ground rules will be discussed and mutually agreed to at this preliminary meeting. It shall be agreed that both parties have the right to have closed meetings with their constituencies in preparation for negotiations. Documents and materials exchanged at pre-negotiations meetings shall be rendered as non-confidential, subject to any limitations of federal or state laws, and shall be made available in the office of the Secretary of the Board.

Negotiations Sessions

At the first actual negotiations session which will be scheduled at the pre-negotiations meeting, other sessions shall be scheduled as needed for resolution of issues with no less than one (1) meeting each month. These meetings shall be open to the constituencies of both teams and their consultants.

Tentative Agreement

It is intended that a Statement of Understandings (and in subsequent years, the revisions) tentatively agreed to by both teams shall be finalized as soon as possible with an approximate target date of April 15 of each year. Both parties recognize that a comprehensive Statement of Understandings agreeable to both parties cannot be completed by April 15, 1997; however, good faith efforts shall be undertaken to have ratified such a comprehensive Statement of Understandings by April 15, 1998 to become effective upon adoption by the Board of Trustees for the 1998-99 contract year.

Ratification

The tentatively-agreed Statement of Understandings (and in subsequent years, the revisions) shall be presented first to the faculty for ratification. Opportunities shall be afforded all constituent groups to review the final draft of the Statement of Understandings and to submit written comments to the Board through the President of the College. The President of the College shall forward these written comments to the members of the Board and the Association negotiations team chairs. The chair of the Board team is responsible for conveying the final draft of the Statement of Understandings to the President of the College with the signature of both team chairs bearing the date of such signatures. The draft of the Statement of Understandings and the written comments will then be forwarded to the Board of Trustees for consideration.

The President of the College shall, as chief executive officer, review the draft of the Statement of Understandings during the same time frame as the constituent groups and make advisory recommendations on its provisions to the Board of Trustees no later than the first reading of the draft Statement of Understandings during a meeting of the Board of Trustees.

Upon adoption of the Statement of Understandings, as ratified by the full-time faculty and the Board of Trustees, each policy and procedure shall be deemed as continuing or replacing existing Board policies and procedures pertaining to full-time faculty. Copies of the ratified policies and procedures pertaining to full-time faculty shall be made available to all interested parties in the Office of the Secretary of the Board and shall be titled "Statement of Understandings between the Board of Trustees of the Junior College District of Jefferson County and the Association (NEA)."

Impasse Procedure

If the Statement of Understandings revisions cannot be tentatively agreed to by both teams by May 1, an impasse may be declared by either team by presenting the declaration to the other team in writing, or the teams may jointly agree to seek mediation assistance from the Federal Mediation and Conciliation Service. A declaration of impasse must set forth the issues on which the teams cannot agree. If impasse is declared, then each team shall pick one outside representative. These two representatives shall mutually agree on a third representative who will chair the impasse team. This impasse team shall conduct meetings and hearings to investigate and render proposed resolutions concerning the matters at impasse. The proposed resolutions shall be presented by the impasse team in an open meeting with the Board of Trustees to be used for decision-making. The impasse procedure should be completed within 45 days of the declaration of impasse.

Any and all costs of this procedure will be shared equally between the Association and the Board. An impasse may be declared at an earlier date by mutual written agreement between the Association and the Board team.

The Association shall maintain the right to forego the impasse procedure in exchange for the opportunity to present the unresolved contract issues directly to the Board of Trustees at a regularly

scheduled Board meeting.

On-going Negotiations

If there is a question about an item that has been negotiated and agreed to by both parties, the resolution of the question of interpretation will occur in meetings held by mutual agreement between the Board and Association teams. To facilitate this process, items for interpretation clarification shall be identified within sixty (60) days of Statement of Understandings ratification. Once identified, mutually agreed upon meetings shall be called within thirty (30) days to seek resolution. In the event that both parties cannot agree on the interpretation of a negotiated item, the interpretation of the Board of Trustees shall prevail.

Association Constitution and By-Laws

The president of the Faculty Association (NEA) shall make available to the President of the College and the Board of Trustees copies of its constitution and by-laws.

Ground Rules for the Meet-and-Confer Process at Jefferson College

Overriding Principles

1. Consistent with the language adopted by the Board of Trustees pursuant to the recognition of the Faculty Association, both parties agree to establish teams charged to engage in good faith dialogue and negotiations for the express purpose of developing a Statement of Understandings on all policy and procedure matters pertaining to the full-time faculty.
2. Each respective team shall by the party it represents be empowered to develop proposals, counter-proposals, and to reach tentative agreements which ultimately shall be presented to the Faculty Association (NEA membership) and to the full-time faculty at-large for ratification, and then forwarded to the Board of Trustees for its consideration and ratification. Upon final ratification, signatures from both teams shall sign and date the agreement. Original signed and dated documents shall be made available to both parties.
3. Reasonable requests for information/data from one team shall be honored by the other to the extent possible. In the event that difficulties may arise in producing requested information, the team chair shall communicate to the requesting team chair the specific nature of the problem as well as a proposed remedy. All requests for information shall be forwarded through team chairs.
4. New or modified Board policies and procedures must be in Board of Trustees policy/procedure style format as per policy. Negotiated items must be so identified in Board of Trustees Policy and Procedure Manuals. All negotiated items shall remain in effect until they are re-submitted to the meet-and-confer process for modification.

Recommended guidelines consistent with Board policy and procedure or widely accepted negotiation standards

1. The parties shall meet at reasonable and mutually agreed upon times (for starting and ending) and locations with preliminary agenda agreed to by both team chairs. The preliminary agenda and proposed ending times may be amended by mutual agreement.
2. Sessions shall be taped, initialed and dated by both team chairs or their designees, and archived with the Secretary of the Board.
3. Tentative agreements shall be reduced to writing, produced in duplicate, and signed and dated by both team chairs prior to session adjournment. These agreements should also include the proposed agenda for the next scheduled session. It is further recommended that areas of disagreement be identified, where additional information is needed and the potential source(s) of said information. To facilitate each team's need to keep their constituents informed, the team captains shall sign the "cleaned-up draft" to avoid miscommunication; however, these drafts shall not be made widely available for public circulation until formally approved at the next negotiating session.
4. Off-the-record sessions: either team chair may request an off-the-record session limited to team members and any consultant relevant to the topic(s) to be discussed which must be unanimously agreed to by the team members present. No recordings or notes shall be taken during such a session.
5. Caucus: either team chair may request a team caucus at any time during a session. The request shall include an estimated time limit as a courtesy to the other team.
6. Executive sessions: either team chair may request an executive session which must be unanimously agreed to by all team members present. No recording or notes shall be taken during such a session. **RSMO 610.021.9 Preparation**, including any discussions or work product, on behalf of a public governmental body or its representatives for negotiations with employee groups. (Verified by college attorney.)
7. Role of consultants or experts: either party may access expertise for advice or for presentation/analysis of data/information. The party utilizing the consultant shall bear any and all expenses incurred. Consistent with the principle of good faith, it is understood that the proposed agenda will clearly state the appearance of a consultant/expert.
8. Recommended Methodology: negotiate each item and attach estimated fiscal notes where appropriate. As budget numbers become more certain, each item's fiscal impact may need to be revisited and/or priorities may need to be revisited. Agreements on single items shall be regarded as tentative pending full agreement and ratification of all items.

9. Statement of Understandings: the team chairs shall propose a recommended format for the Statement of Understandings which shall include at a minimum the following:
- style
 - content
 - existing policies, procedures and practices (?)
 - new negotiated items
 - spaces for appropriate signatures and dates
 - evidence of legal review
 - disclaimer (in the event of discrepancy between the Statement of Understandings and Board Policy or Procedure Manuals, the latter shall obtain)
- Goal is to produce language precise and concise enough to be grievance-proof in terms of interpretation of intent and meaning (as opposed to application).
10. Target date to conclude meet-and-confer process. To encourage timely negotiations, it is recommended that a target date be established for completing negotiations. Recommended target date is April 20, 1998. This will permit ratification processes to be initiated prior to the regularly scheduled May meeting of the Board of Trustees (and for first readings of any potential new or modified policies and procedures).
11. Impasse: in the event the parties are unable to reach agreement on the items under discussion, either party may declare an impasse and the Board procedure regarding impasse shall be initiated.]

Contract for Full-Time Faculty

All full-time college faculty members appointed for the academic year shall be on 166 day contracts, wherein 150 days are for instruction, 5 days of orientation prior to the fall semester, 8 days of final exams, 1 day for commencement, and 2 days for staff development (no more than one per semester) and content should be mutually developed by faculty and administration. For full-time faculty in the Area Vocational School, the appointment for the academic year shall be on 181 day contracts, wherein 175 days are for instruction, 5 days of orientation prior to the fall semester, and 1 day for commencement.

Weekly Work Load for Full-time Faculty

The full-time faculty at Jefferson College generally have a work week of 35-40 hours of which 15 hours are scheduled for instruction, and 10 hours are scheduled for office hours. Given the diversity of faculty schedules (clinicals, laboratories, rehearsals, studios, etc.) which require additional contact hours, and the variety of institutional commitments beyond the 25 scheduled hours, it is clearly understood by all parties that faculty work activities exceed the scheduled hours, and that some of these additional hours are performed both on and off campus. In addition, all parties recognize that a flexible five day work week (5 of 7 days) expectation is reasonable. Modification to the five-day work week for faculty with unusual regular day and night class schedules will require written

administrative approval.

Committee Participation Expectation for Full-Time Faculty

Faculty are expected to perform other duties on campus in addition to the 25-hour instruction/office hour components. Each faculty member is required to serve on one committee (institutional, ad hoc, designated subcommittee, etc.) annually. Voluntary service on additional committees and position of leadership (i.e., chair) may be applied toward the professional development system. Mutual cooperation in recording of faculty members' committee participation is agreed to.

Summer Session Pay Schedule

Effective June 1998, the summer session pay schedule for full-time faculty is as follows:

\$589.00 per credit hour	LEVEL I
622.00 per credit hour	LEVEL II
659.00 per credit hour	LEVEL III
723.00 per credit hour	LEVEL IV

All summer compensation will be at the summer hour rate effective for the 1998 summer session.

ADJUNCT ASSIGNMENTS, EXTRA EMPLOYMENT (OVERLOAD), AREA VOCATIONAL SCHOOL, AND INSTRUCTIONAL TELEVISION PAY SCHEDULES

Adjunct Assignments

Adjunct teaching assignments shall not exceed six (6) hours per semester. Adjunct faculty assignments for the school year are as follows:

\$ 485.00 per credit hour	First Term Adjunct Faculty
540.00 per credit hour	Returning Adjunct Faculty

Extra Employment (Overload)

Full-time faculty members have the right to decline an overload assignment. Extra opportunity employment assignments for full-time faculty members effective with the fall 1998 semester are as follows:

\$540.00 per credit hour	LEVEL I
560.00 per credit hour	LEVEL II
590.00 per credit hour	LEVEL III
640.00 per credit hour	LEVEL IV

Area Vocational School Assignments

Effective with the fall 1998 semester for full-time faculty with extra employment assignments in the Area Vocational School program, overload per one-half day session shall be 1.5 credit hours; for full day sessions, 3 credit hours.

Interactive Television Assignments

A faculty member who develops a 3 hour credit course to be offered via interactive television shall be compensated for 3 hours at the overload rate or receive 3 hours of release time.

A faculty member who offers a 3 credit hour course via interactive television shall receive 4 hours credit for load purposes, with the extra 1 hour at the overload rate.

A faculty member who develops and maintains a dynamic web page to accompany the interactive television course shall be compensated for one hour at the overload rate.

The same class size enrollment limitations that pertain to non-electronic delivery shall apply to courses offered via interactive television.

New courses developed and offered for interactive television delivery shall follow all existing College policies and procedures for approval.

Full-Time Faculty Salary Schedule

At the May, 1998, meeting of the Board of Trustees, approval was granted for an 8% increase in salary for all full-time faculty members, returning and new, for the 1998-99 academic year.

LEVEL I (*Instructor*)

Range: \$28,608 - \$34,258 / \$36,313* / \$38,368**

Increments: 3%

LEVEL II (*Assistant Professor*)

Range: \$31,197 - \$37,749 / \$40,014* / \$42,280**

Increments: 3%

LEVEL III (*Associate Professor*)

Range: \$33,713- \$41,800 / \$44,308 / \$46,816**

Increments: 3%

LEVEL IV (*Professor*)

Range: \$37,919 - \$56,675/\$60,075*/\$63,476**

Increments: 3%

Any faculty member receiving an earned doctorate shall be advanced one full step (3%) on the salary schedule for the next contract period.

The maximum scheduled salary shall be extended by two increments() for persons holding the specialist certificate in their field of assignment and by four increments(**) for those holding the doctorate in their field of assignment.

The academic requirement for appointment and/or promotion to any level of the salary schedule shall be the master's degree or equivalent preparation in a specialized field.

For specified teaching assignments not requiring the master's degree, appointment, advancement, and/or promotion shall be based on the same criteria and procedures developed for instructors with the master's degree or its equivalent, except that initial appointment shall be \$500 less than the base.

Interim Committee for 1999-2000 Faculty Salary Schedule

The Board/Administration Team (BAT) and the Faculty Association Team (FAT) agree to the creation of an interim committee that will follow the working paper guidelines and complete its work by November 16, 1998.

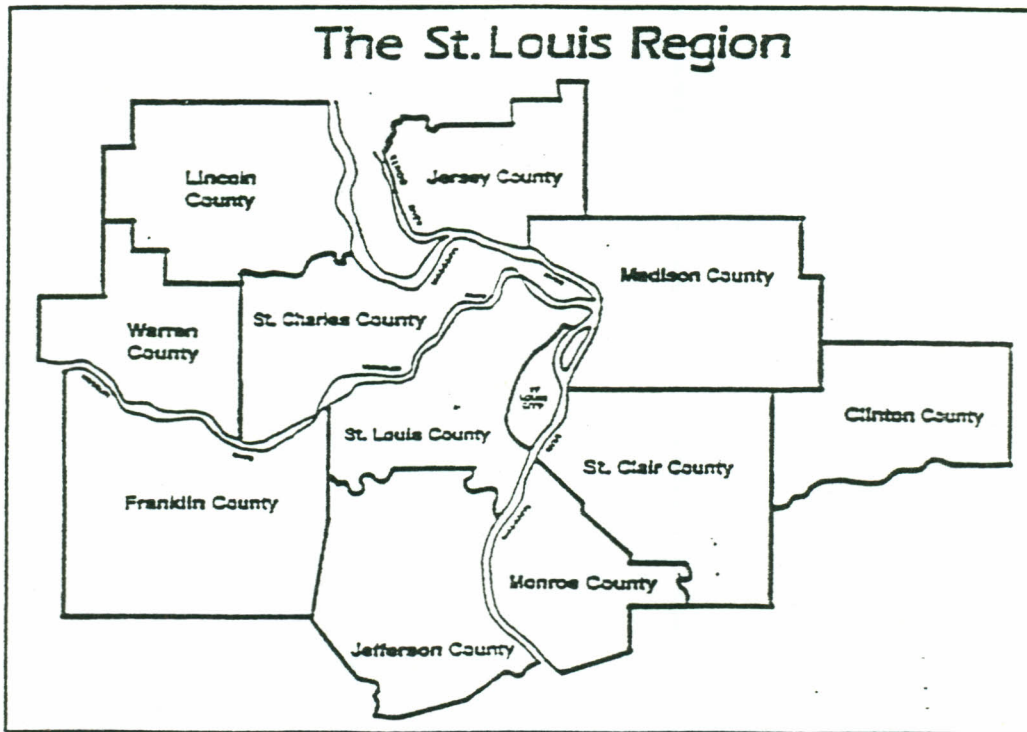
Compensation Issues Working Paper

1. We agree on the goal that the levels of compensation for Jefferson College faculty should be based upon compensation data for faculty of public community colleges within the St. Louis SMSA.
2. We agree that a new salary schedule for the faculty, along with appropriate policies and procedures, is warranted.
3. We agree that there is insufficient time to develop and implement a new system for FY 1998-99.
4. We agree that the development of a new system will be a mutual effort of BAT and FAT representatives. We further agree that this effort should be the work of a subcommittee of BAT and FAT representatives (three each) and that the work of this subcommittee should commence as soon as practical and that a recommended system be completed not later than November 16, 1998.
5. We agree that the new system will be developed in consideration of the following:
 - a. A goal of a new system would be a structured salary schedule similar in concept to the existing classified/certified salary schedule which would include sufficient flexibility to provide for differing credentials, work experience, and market

conditions in initial placement.

- b. A goal of a new salary schedule will be that the top of the salary schedule will be approximately twice that of the bottom.
 - c. A goal of a new system will be that entry level faculty would be able to reach the top of the salary schedule in 20-25 years if they pursue the professional development system aggressively.
 - d. A goal of a new system would be to correct inequities that may exist based on time in grade differential.
 - e. A goal of a new system would provide an additional monetary reward for employed faculty who obtain an earned doctorate.
 - f. Placement on a new salary schedule will not result in the reduction of the salary of any faculty member.
6. We agree that no adjustment will be made in the adjunct faculty rate for FY 1998-99.
 7. We agree with the BAT goal for summer session compensation. This will be effective this summer.
 8. We agree with the BAT goal for overload compensation. This will be effective for the fall semester 1998.
 9. We agree on a goal to increase AVS faculty compensation for the extra work days.

ST. LOUIS STANDARD METROPOLITAN STATISTICAL AREA



COMMUNITY COLLEGES

Belleville Area College
East Central College
Jefferson College
Lewis & Clark Community College
St. Charles Community College

St. Louis Community College
St. Louis Community College at Flo Valley
St. Louis Community College at Forest Park
St. Louis Community College at Meramec
State Community College

Interim Committee for Area Vocational School Compensation, Rank, Promotion and other Issues for 1999-2000

The Board/Administrative Team (BAT) and the Faculty Association Team (FAT) have agreed in principle to 181 contract days which is subject to change pending the recommendations of the Interim Committee.

The interim committee shall address the charges contained in the BAT: AVS Compensation and Contract and complete its work by November 19, 1998.

BAT: AVS Compensation and Contract

If the rate for overload compensation increases, AVS faculty (high school and dual enrollment college) will experience increases.

BAT is increasingly concerned that the complexity of AVS compensation merits special attention. Further, it seems that a separate contract for AVS may be needed to assure equity. Consequently, BAT proposes that a smaller committee, with representatives of BAT and FAT or their designees, work directly with Dean Thoendel and Joe White to bring forward a proposal for both teams to discuss and evaluate.

The charge to this subcommittee would be to address at least the following issues:

1. Similarities/differences of work week expectation of AVS and College faculty, i.e., differentials in duties, intensity of work, hours committed to instruction, other required hours, extra days, challenges of dealing with at-risk students, etc.
2. Are current overload awards appropriate? If not, what specific adjustments are recommended and what is the basis of the recommendations?
3. Compensation for shifts and extra calendar days (the latter would include College faculty as well).
4. Outline proposal for a separate AVS contract with days specified, work day specified, compensation recommendation (hold harmless provision applies here), duties, etc. Current criteria might be applied to establish a base salary schedule which then might be separated from overload complications.
5. Recommendations regarding rank and PDS for AVS faculty.
6. Other issues that may emerge as subcommittee deliberates.

BAT desires to address the AVS situation as a part of the overall contract and compensation

recommendations this year. As the committee proceeds with its work, if it is determined that the change cannot be completed this year, the compensation for AVS faculty will increase due to the change in overload per half day session from 1 to 1.5 credit hours, and for full day sessions from 2 to 3 credit hours at the new overload rates tiered by academic rank (see page 7).

Advancement on Full-Time Faculty Salary Schedule and Promotion in Academic Rank

Advancement within each level shall be independent of promotion from level to level.

a. Increments

If a faculty member's performance is satisfactory in all areas of his/her assignment, increments within each level shall be automatic.

b. Promotions in Academic Rank

Promotions from level to level shall not be automatic but shall be made in recognition of outstanding service. Criteria and procedures for recognition of outstanding service have been developed by the faculty and staff. (See the Jefferson College Professional Development System, Revised as approved by the Board of Trustees, June 6, 1990.)

The 1990 Professional Development System shall remain in effect for all full-time faculty hired prior to July 1, 1998, i.e., all current faculty shall be "grandfathered" subject to the conditions stipulated in the Transition System.

Transition System (Expires July 1, 2002)

1. Level IV teachers will not be directly involved.
2. Level III teachers will progress to Level IV under the 1990 system.
3. Level II teachers with one full year in that level and/or tenure will progress to Level III under the 1990 system and then will progress under the transition system. (The transition system includes all parts of the new system except the graduate credit hour requirement will be six hours per promotion.)
4. Level I teachers and Level II teachers without one full year in that level or tenure will pursue promotion under the new system.

Effective July 1, 1998, all new full-time faculty shall pursue promotion under the 1998 system which follows.

Faculty Professional Development and Service System (Purpose and Method)

Professional development and service is the evolutionary growth of a faculty member toward greater proficiency in his/her field, his/her profession, and his/her job. This development will benefit the student, the College, and the individual.

The purposes of the Jefferson College Professional Development and Service System are to encourage professional growth, to encourage outstanding service to students, and to recognize the accomplishments and contributions of faculty members.

Activities considered to be part of professional development and service should be many and varied, allowing for individual choice and departmental need. Activities deemed academic should be emphasized. All should be compatible with what is expected for tenure. To be tenured, faculty member must have demonstrated satisfactory progress toward completion of an approved plan for promotion in rank.

The system for recognizing the professional development and service of the individual must be easily administered, equitable, and rewarding, both professionally and monetarily. The PDS system will combine professional growth and service, graduate credit, related work experience, and time in grade as the criteria for movement on the salary schedule and rank designation.

Satisfactory faculty evaluations and fulfillment of promotion criteria, in addition to a letter of application, can be used as supporting evidence for the granting of tenure.

This system applies only to full-time instructional faculty whose major assignment is in the classroom.

Development and Service System

This professional development and service system will enable the faculty member to achieve professional progress through continuing coordination with his/her Division Chair. When combined with the teacher's annual review of job performance and the required number of graduate hours, it will lead to monetary advancement.

Each level of the system will be accompanied by monetary advancement and will be designated by the title below:

- Level I - Instructor
- Level II - Assistant Professor
- Level III - Associate Professor
- Level IV - Professor

Growth Plan

Near the end of the academic year, but no later than April 15, the faculty member will meet with his/her Division Chair to develop a professional growth plan for the coming year. They will consider the growth needs of the teacher and the department. Emphasis will be placed on the needs of both. Specific activities to be undertaken during the ensuing year will be described in writing along with general goals allowing for modification of the plan.

Activities undertaken will fall within four broad areas encompassing numerous possible activities deemed worthwhile. (See "Criteria")

Upon mutual agreement between the Chair and the teacher, both will sign the written agreement. It will then pass to the appropriate Dean and subsequently to the Vice President of Academic Affairs for approval. If the plan is not acceptable to either, the teacher must be so informed within ten working days. If this does not occur, the plan is accepted.

If either Dean or Vice President chooses to disapprove the plan, it will be done in writing and will include the specific reasons for the action. The teacher will then meet with his/her Chair to make advised revisions after which the process will be repeated.

If disagreement still exists after that repetition, the teacher may appeal the decision of the Chair, Dean, or Vice President of Academic Affairs through the Grievance Procedure.

Evaluation

At the end of the academic year, but before the next planning session, the teacher will prepare, in writing, a description of the activities that were accomplished and their results, a list of those activities not accomplished with an explanation, and a description of unanticipated activities that fall within the criteria and their result. The teacher and the Chair will meet to assess the accomplishments and evaluate the teacher's annual review of job performance. (Proposed instruments for the formative and summative evaluation of faculty performance are at the end of this section.)

The results of these evaluations will be forwarded to the appropriate Dean and subsequently the Vice President of Academic Affairs. If written notification is not presented to the teacher in ten working days, the evaluation is valid and he/she is credited with a year's progress toward promotion. If he/she is notified of not being credited, the teacher may appeal the decision of the Chair, Dean, or Vice President of Academic Affairs through the Grievance Procedure.

Promotion

When the faculty member has been credited with four years of "progress toward promotion" and met the educational requirements for the next level, he/she is eligible for promotion. The faculty member will file an application for promotion with his/her Division Chair by February 1 and attach to it a report

of his/her professional development and service covering the period since his/her last promotion and including an estimate for the rest of that year. Emphasis should be on quality and result, not on time spent or number of activities. Included will be explanation showing that the proper division of activities has been followed and credit for the proper number of graduate hours has been received. (See "Criteria") Since these activities have been certified annually, nothing else is needed.

The Chair is responsible for insuring that the application is processed through the system and presented to the Board of Trustees for action. In the event that the application for promotion is denied, the faculty member may use the Grievance Procedure.

To be tenured, the faculty member must have demonstrated satisfactory progress toward completion of an approved plan for promotion in rank.

Advanced Degree

Any faculty member receiving an earned doctorate will be advanced one full step on the salary schedule for the next contract year. This will establish his/her new base.

FACULTY EMPLOYMENT EXPECTATIONS AND PROMOTION

BASE CONTRACTUAL OBLIGATION

Meet and document all certification requirements

Successfully complete yearly teaching assignment

Meet classes at and for the time scheduled

Schedule a minimum of 10 hrs./week in office:

preparation

academic advising

student consultation

class completion, etc.

Commit time and be available for:

collegial consultation

outcomes assessment

institutional planning

institutionally sanctioned meetings, etc.

Complete all other duties and responsibilities as listed in job description

Successfully complete all base contractual obligations

Demonstrate level of teaching performance that documents increasing value to the College through annual performance review

MINIMUM QUALIFICATIONS FOR PROMOTION AND ACADEMIC RANK

Promotion in level and rank is a product of outstanding service to the College and the community it serves, additional study, additional work-related experience, and continued professional development and service including but not limited to participation in well-defined professional organizations, such as MCCA, MVA, NISOD, MENC, SME, NEA, etc., completion of clearly defined programs of self-directed study, development of new courses or new instructional materials, and community service. While time in grade serves as a component of the promotion process, promotion is not attained solely through acquisition of additional degrees, graduate level credit or time in grade. Promotion is granted following application and upon recommendation by the appropriate Division Chair, the administration, and the College President, and the approval of the Board of Trustees. Documentation of professional growth and outstanding service will exist in the annual performance review, and each faculty member will be required to summarize his/her activities for the promotional review period and make the summary available upon application for promotion.

INSTRUCTOR (Level 1)

Master's degree in primary discipline or

Master's degree with at least thirty graduate hours in primary discipline and related fields, or

For Vocational/Technical Career Fields

1. Bachelor's degree with major in career field and two years' full-time college teaching experience and one year of related full-time work experience, or
2. Bachelor's degree with major in career field and four years' full-time related work experience, and
3. State vocational education teaching certificate.

ASSISTANT PROFESSOR (Level 2)

Thirty-six graduate semester hours in the primary discipline and related fields, including a Master's degree and four years' full-time college teaching experience with successful professional growth and service, or

Thirty-six graduate semester hours in the primary discipline and related fields, including a Master's degree and six years' full-time related work experience,* or

An earned doctorate or other recognized terminal degree such as the MFA in the subject field and two years' full-time college teaching experience with successful professional growth and service, or

For Vocational/Technical Career Fields:

1. Bachelor's degree with major in career field and two years' related full-time work experience* and nine approved graduate semester hours in the subject field and four years' full-time college teaching experience with successful professional growth and service, or
2. Bachelor's degree with major in subject field and four years' full-time related work experience* and four years' full-time college teaching experience with successful professional growth and service, or
3. Bachelor's degree with major in subject field and ten years' related full-time work experience*, and
4. State vocational education teaching certificate.

ASSOCIATE PROFESSOR (Level 3)

Forty-eight graduate semester hours in the primary discipline and related fields, including a Master's degree and eight years' full-time college teaching experience with successful professional growth and service, or

Forty-eight semester hours in the primary discipline and related fields, including a master's degree, an earned doctorate, or other recognized terminal degree such as the MFA, in the subject field and six years' full-time college teaching experience, and ten years' full-time related work experience* with successful professional growth and service, or

For Vocational/Technical Career Fields:

1. Eighteen graduate hours in the subject field and two years' related full-time work experience*, and eight years' full-time college teaching experience with successful professional growth and service, or
2. Ten graduate hours in the subject or related field, four years' related full-time work experience, and eight years' full-time college teaching experience with successful professional growth and development, or
3. Bachelor's degree with major in career field and ten years' full-time related work experience*, and six years' full-time college teaching experience with successful professional growth and service, and
4. State vocational education teaching certificate.

Professor (Level 4)

1. Sixty graduate semester hours in the subject and related fields, including a Master's degree and twelve years' full-time college teaching experience with successful professional growth and service, or
2. An earned doctorate, or other recognized terminal degree such as the MFA, in the subject or related fields and ten years' full-time college teaching experience with successful professional growth and service, or

For Vocational/Technical Career Fields:

1. Thirty graduate hours in career or related field and three years' full-time related work experience*, and twelve years' full-time college teaching experience with successful professional growth and service, or
2. Thirty graduate hours in career or related field and five years' full-time related work experience* and ten years' full-time college teaching experience with successful professional growth and service, or
3. Bachelor's degree with major in career field and eighteen graduate semester hours in the career and related fields and ten years' related work experience* and ten years' full-time college teaching experience with successful professional growth and service, and
4. State vocational education teaching certificate.

Level 4 professorial faculty are expected to provide active participation and leadership in shared governance, mentoring newer faculty, professional organizations, departmental work, community and civic work, etc. Evidence of such work should appear on his/her formative and summative evaluations.

Prior experience for rank assignment placement shall be defined as follows:

* One year of this experience may be earned in service through an approved part-time or summer activity equivalent.

College teaching experience includes experience from Jefferson College and other colleges on a one-for-one basis; other teaching experience on a one-for-three basis; and part-time equivalency on a one-for-thirty credit hour basis exclusive of experience as a teaching assistant. Not more than one year of college teaching experience may be credited for any 12-month period.

(Current Board of Trustees Policy)

Faculty without prior teaching or equivalent job-related experience shall not be placed beyond Level I. Faculty with prior teaching or equivalent job-related experience may receive salary credit for up to ten years of such full-time teaching or job-related experience but shall not be placed above Level II without special action by the Board of Trustees. Work experience counted as a part of the certification requirement may not be counted for both certification credit and salary credit.

Criteria for Professional Growth and Service

The broadly based activities considered part of professional development and service fall into four general areas of endeavor: academic activities, institutional service, scholarly endeavors, and community service. The faculty member is expected to play several roles, and successful activity in any of these areas will constitute professional growth or service and enhance the College community, included but not limited to:

- A. Academic Activities are those that directly provide the faculty member with new or updated information or methods for the classroom or with skills that enhance the faculty member's ability to help students learn.
1. Informal Education: Intense learning experiences beyond the teacher's current degree that do not result in formal credit but that provide the same kind of experiences that under other circumstances would be awarded credit. Among these are seminars, symposia, and workshops sponsored by national, state, or local government; colleges and universities; national, state, regional, or local professional organizations, and nationally recognized endowment or funding agencies.
 2. Certificate Classes: Learning experiences required of the faculty member for certification as a teacher.
 3. Work Experience: Experiences that enhance the teacher's academic activities. Among them are corporate, industry, or business positions, teaching senior college classes and faculty exchange programs, or conducting specialized training for industry.
 4. Voluntary Certification: Work undertaken to achieve non-required certification that will enhance student ability, student employability, or College reputation.
 5. Professional Memberships: Memberships in professional organizations in the teacher area, a related area, or in education.
 6. Professional Organizations: An active role in professional organizations including leadership roles, committee service, session presentations, etc.
 7. Conferences: Attendance and active pursuit of knowledge at conferences held by professional organizations, governmental agencies, corporations, colleges, etc.
 8. Formal Education: Graduate hours earned during the promotion period by teachers who have met the graduate hour requirements for promotion.
- B. Institutional Service encompasses those tasks necessary to the College that are not directly related to teaching and the classroom. In addition, it usually requires learning and experience that meet the requirements for professional development and service.

1. **Committee Work:** Serving on committees that exist within the institution, attending meetings, preparing, etc., which are necessary to successfully fulfilling a committee responsibility.
2. **Institutional Leadership:** Accepting and fulfilling a leadership role in College activities. This would include committee officers, organization sponsors, project directors, etc.
3. **Student Advising:** Academic advisement of students both formally and informally.
4. **Advisory Committees:** Serving on or facilitating advisory committees that are institutionally established.
5. **Recruiting:** Participating in efforts designed to acquaint prospective students with College opportunities and assure that they attend Jefferson.
6. **Mentoring:** Providing support and guidance in his/her area of expertise to both colleagues and students.
7. **Curriculum/Instruction Development:** Developing curriculum or instruction that is beyond the teacher's normal duties, any experimental or research project, or any institution-wide project.
8. **Program Duties:** Assisting with scheduling, budget, and personnel that are not required of all program members--tasks that would be the job of department heads if we had them.

C. Scholarly Endeavors are any creative endeavors that contribute to the faculty member's ability to teach or serve the College or bring scholarly prestige to the College.

1. **Publications:** Any creation of the teacher that is published for educational or non-educational consumption that deserves scholarly recognition.
2. **Creative Projects:** Creations not published, such as art shows, poetry readings, patented inventions, films, etc.
3. **Self-Instruction:** Any organized plan of individualized learning with specific criteria and goals that is agreed to by the teacher and Chair as beneficial to the teacher and College.
4. **Travel:** Any travel or tour or portions of travel or tour that are directly or indirectly related to the teacher's field and will be beneficial to the student or the College.
5. **Specialized training conducted for industry:** Includes designing and teaching college credit classes, seminars, or training sessions for employees of an outside organization. Training may take place at College or on company site and could include training on software, specialized equipment, or specific topics requested by

company.

6. Tour of plant, building, facility, or business in teaching field: Incorporated in travel.
7. Evaluation and Review: Any work under the direction of government, accrediting agency, or university where evaluation, review, criteria, etc., of the teacher field is required. Included would be serving on NCA accrediting teams, state competencies committees, etc.

D. Community Service is service to the community served by the College that is not done primarily for compensation.

1. Contributions to the community in the area of the teacher's expertise.
2. Leadership in community groups including officer, board member, and/or committee work.
3. Honors, awards, or special recognition received from a community group.
4. Activities that bring good will to the College.

It is obvious that all the preceding activities do not carry the same weight in establishing the teacher's professional growth nor will desirable professional growth be the same at each stage of the teacher's growth. Belonging to a professional organization does not equate with three hours graduate credit. A first year teacher would find his/her time better spent in teaching related activities or student advisement than in writing a text or chairing a committee. These are, in many cases, things to be worked out between the teacher and the Chair. However, some general guidelines are necessary.

Major emphasis shall be placed on academic activities and institutional service. Over any four-year promotion period, from 75% to 90% should be found in the Academic Activities and Institutional Service sections. A minimum of 25% from each of these is required. A minimum of 10% but not more than 25% will come from Scholarly Activities and Community Service categories combined.

PROFESSIONAL DEVELOPMENT AND SERVICE OVERVIEW
Four-year Summary

Name _____

Level _____

Discipline _____

Years in Level _____

Date _____

Promotion to Level _____

	Year	Year	Year	Year
Academic Activities				
Institutional Service				
Scholarly Endeavors				
Community/ Civic Service				

PROFESSIONAL DEVELOPMENT AND SERVICE

Yearly Summary Worksheet

FALL 19__ - SPRING 19__

Name _____

Level _____

Discipline _____

Years in Level _____

Date _____

Promotion to Level _____

A. Academic Activities	B. Institutional Service
C. Scholarly Endeavors	D. Community/Civic Service

EVALUATION OF FACULTY PERFORMANCE - FORMATIVE

NAME _____ POSITION _____

EVALUATION PERIOD (From - to) _____

EVALUATED BY _____ DATE OF EVALUATION _____

Directions: To be completed annually in the years not requiring summative evaluation; one copy completed by instructor for discussion; second, final copy completed by division chair in consultation with instructor and signed by both.

Ratings: 1 - Satisfactory * 2 - Needs Improvement

* Please explain reason for marking.

I. Performance of Position Responsibilities (to be filled out by division chair and teacher)

Each full-time faculty member shall:

- _____ 1. be responsible to the division chair or program director and the appropriate academic dean;
- _____ 2. carry out the policies developed by the Board of Trustees as interpreted and executed by the administration;
- _____ 3. teach classes assigned by the appropriate dean and division chair or program director;
- _____ 4. prepare and file with the division chair or program director course outlines for new and revised courses and follow, within reason, such guides for courses already established;
- _____ 5. prepare and file with the division chair or program director a list showing the author, title, publisher, date of publication, and list price, if known, of all textbooks, required readings, workbooks, or manuals which students must purchase for their courses;
- _____ 6. prepare and file with the division chair or program director a bibliography of library books required for use in each course;
- _____ 7. prepare requests for instructional materials, such as books, maps, audio visual aids, and supplies, and submit them to the division chair or program director for the

purpose of budget planning;

- _____ 8. keep accurate records of class attendance and grades of students and submit them to the Registrar;
- _____ 9. attend faculty meetings and Commencement;
- _____ 10. develop an office hour schedule appropriate to the attendance hours of students taught and maintain regular office hours for the convenience of students who desire advice or consultation;
- _____ 11. be available at appropriate times to advise students;
- _____ 12. secure approval of the dean for the office hour schedule and provide a copy of the schedule for the dean and the division chair;
- _____ 13. serve as directed on such faculty committees as may be established;
- _____ 14. promote student participation in extracurricular activities;
- _____ 15. be responsible for meeting and maintaining all teacher certification requirements as may be applicable and required by the State;
- _____ 16. continue professional improvement through reading and study and by participation in the activities of professional organizations;
- _____ 17. assist in keeping the public well informed as to the progress and development of the College;
- _____ 18. utilize available test scores and records as needed to become familiar with the problems and capabilities of students;
- _____ 19. cooperate with the administration in conducting research;
- _____ 20. assume responsibility for enforcing College rules and regulations as related to student conduct; and
- _____ 21. perform other duties as may be assigned by the division chair, the program director and the appropriate dean.

II. Achievement of Annual and Long-Range Goals

III. Goals for Upcoming Year

IV. List Professional Development Activities

V. General Comments/Recommendations

VI. Employee Comments

Employee Signature

Supervisor Signature

Date

FACULTY EVALUATION - SUMMATIVE

NAME _____ DATE _____

POSITION _____ DIVISION _____

EVALUATED BY _____

The areas indicated below have been identified as the major components of the position of faculty member and thus serve as the basis for evaluation. This form is to be completed by the faculty member as a self-evaluation and submitted to the division chair by the specified date. The division chair will review all materials, complete this evaluation form, discuss it with the faculty member and forward it to the appropriate dean. Support materials should be appended to the form.

- I. Summary of goals and evaluations of the entire five-year period.

- II. Presentation of student evaluations and any changes they brought about.

- III. Summation of committee work and the teacher's contributions to the committees.

- IV. Summation of professional growth including activities undertaken, the growth that occurred and its relationship to the teacher's effectiveness as a College employee.

- V. Summation of developments, changes, innovations, etc. made in the classroom and their effectiveness.

- VI. A statement of teaching philosophy noting any changes over the last five years.

- VII. Peer evaluation (to be included at the teacher's discretion).

VIII. Summation of community service and its impact on Jefferson College.

IX. Other relevant information not included above. (Should include any special recognition, honors, etc.)

Recommendations of Division Chair:

Comments of Faculty Member:

Signature of Faculty Member

Signature of Division Chair

Date _____

Date _____

Recommendation of Dean:

I have reviewed the evaluation of the faculty member and chairperson and have made my own recommendation. I met with the _____ teacher, _____ chair, _____ neither.

Signature of Dean

Maintaining Student Evaluations

It is mutually agreed that faculty should keep student evaluations for at least three years. During performance review a faculty member may be asked to produce student evaluations only if there appears to be a pattern of complaints.

Outcomes-based Evaluation of Faculty Performance

It is mutually agreed to in principle that an outcomes-based evaluation process should be developed to further assess faculty performance. It is further agreed that this project should be accomplished after the upcoming NCA accreditation site visit scheduled for March of 1999.

Recognition of Faculty Association Participation

Current Board of Trustees policy prohibits faculty association committee work to be countered as institutional service or toward promotion. Now that the faculty association (NEA) is a Board recognized organization; the request from the faculty association is that current Board policy be changed to include faculty association activity as institutional service. It is mutually agreed that this request shall be forwarded to the trustees for their consideration.