Tidewater Community College

Full-time Teaching Faculty

Development and Evaluation Plan

(Effective January 2017)
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INTRODUCTION

Preamble

The Tidewater Community College Faculty Development and Evaluation Plan has been crafted encompassing the spirit and intent of the Virginia Community College System and Tidewater Community College missions, the diligent work of the Ad-Hoc Faculty Development and Evaluation Committee (reporting to the TCC Faculty Senate) with guidance from premises put forward in the TCC Faculty Responsibilities paper, and the approval of a majority of the full-time teaching faculty participating in the vote. The Plan has been reviewed and revised by the Ad-Hoc Committee for Revision of the FDEP (reporting to the TCC Faculty Senate) in Spring 2015.

TCC faculty are committed to high standards, challenging goals, teaching excellence, and student success. Faculty must remain current in their fields, staying abreast of changes in their discipline, making instructional changes to meet the needs of today’s students, or simply making changes in pedagogy to reflect appropriate learning theories. By doing so, TCC faculty continue a life of scholarly and creative engagement, modeling lifelong learning for our students. Faculty members must support and develop educational environments that stimulate inquiry and learning by presenting and accepting a reasonable range of opinions on controversial issues, protecting academic freedom, and providing reasonable accommodations for students with disabilities. Faculty members should respect students and act as their intellectual guides. They must encourage self-motivation and honesty and protect a student’s right to learn.

Faculty engaged in institutional responsibility play an active role in the decision-making and the collegial governance processes of TCC and their individual departments. Under a system of shared governance, faculty members have the right and responsibility to be involved in the process of developing, evaluating, and revising college policies and procedures. As a community, we honor those who serve, who share their passion and commitment for learning with others at the college and in the community, and who lead the way by demonstrating their beliefs through continuous learning and improvement.

The TCC Faculty Development and Evaluation Plan provides a mechanism for evaluating the professional growth, development, and performance of each full-time teaching faculty member. Based on the results of the appraisal of faculty performance, individualized Performance and Professional Development Plans will be developed through a collaborative effort between each faculty member and his/her academic dean/director (hereinafter referred to as dean/director). In addition, it is expected that the dean/director will provide guidance, support, encouragement, due recognition, and a fair assessment of the faculty’s contributions to the college’s mission.

Guiding Principles

One of the ten “Big Ideas” put forward by the VCCS Reengineering Task Force is to “Foster a Culture of High Performance,” in part by developing “systems that fully utilize the talent and potential of our people.” To create an environment for teaching faculty which promotes high performance and continuous improvement resulting in world-class faculty and increased student success, the following TCC Faculty Development and Evaluation Plan has been developed using the following guiding principles:

• The administration, faculty, and staff of TCC strive to foster a culture of high performance and a
shared commitment to the mission of the VCCS, to the mission and values of TCC, and to the success of our students in achieving their educational goals.

- A commitment to excellence and continuous improvement shall guide us in all that we do.
- Faculty efforts shall encompass effective performance in Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service.
- Faculty members take ownership of their performance and professional development as an ongoing responsibility.
- Professional Development, Evaluation, and Recognition are purposeful, reinforce each other, and rely on a culture of evidence to inform all decisions.
- Achievement shall be recognized and exemplary performance shall be rewarded.

Overview of the Full-time Faculty Development and Evaluation Plan

The new TCC Faculty Development and Evaluation Plan includes three components; Annual Performance and Professional Development Plans, Evaluation, and Reward and Recognition, each of which focuses on four domains of full-time teaching faculty activity: Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service.

1) Annual Performance and Professional Development Plan: Within the annual plan, each full-time teaching faculty member will create three to five annual objectives for continuous professional improvement that are aligned with one or more of the four domains. These objectives will be developed in consultation with and approved by the dean/director. If agreement cannot be reached, the conflict shall be resolved with the assistance of the Faculty Senate FDEP/APPDP Committee; however the dean/director will make the final decision regarding APPDPs.

2) Evaluation: The TCC Faculty Development and Evaluation Plan focuses on high performance and continuous improvement in each of the four domains of faculty activity. Full-time teaching faculty members at Tidewater Community College will receive a summative evaluation rating of either “Meet Expectations” or “Does Not Meet Expectations” at the conclusion of the evaluation period.

3) Reward and Recognition: The College shall implement a plan to provide reward and recognition of outstanding service for faculty members whose performance exemplifies the highest standards of educational excellence in one or more of the four domains of faculty activity. Faculty members who receive evaluations of “Meets Expectations” are eligible to participate in the college’s Reward and Recognition Program except for first-year faculty who are only eligible for an Award of Recognition.

Plan Implementation

In Spring 2016 an Ad-hoc Committee of the Faculty Senate revised the FDEP as reflected in this document. Once approved, this version of the plan will go into effect with the evaluation cycle beginning January 2017.

Academic Freedom

Faculty evaluation shall not be used to restrain faculty members in their exercise of constitutional rights or academic freedom as set forth in the Statement of Academic Freedom and Responsibility adopted by the State Board for Community Colleges.
Part I: Annual Performance and Professional Development Plan

The Annual Performance and Professional Plan component of the TCC Faculty Development and Evaluation System focuses on faculty development. The goal is to provide structural and institutional support for the continuous improvement and professional growth of full-time teaching faculty. Setting objectives, conferring with the dean/director, identifying resources, establishing timelines, and assessing achievement are key elements of Annual Performance and Professional Development Plans.

Establishing Annual Performance and Professional Development Plans
All full time faculty will meet with the dean/director to establish Annual Performance and Professional Development Plans for the next calendar year, set a completion date for each objective in the plan, identify supporting resources needed to meet each objective, and agree upon measures for assessing achievement of the established objectives. The faculty member should formulate approximately three to five objectives in one or more of the four domains of faculty activity established by VCCS Policy: (1) Teaching, (2) Scholarly and Creative Engagement, (3) Institutional Responsibility, and (4) Service. Annual Performance and Professional Development Plans are to be documented on the Annual Performance and Professional Development Plan: Faculty and Dean/Director Agreement Form (Appendix B), which is then signed by the faculty member and the dean/director. All four domains are not required each year, but it is expected that each one will appear at least once over a multi-year appointment period. The APPDP objectives will be established by December 1 for faculty in a summative evaluation year and January 31 for all other full-time faculty.

Annual Performance and Professional Development Plans should be consistent with the professional goals of the faculty member as well as the strategic goals of the faculty member’s department, program, division, college, and the VCCS. Objectives within the Plan that are related to specific professional interests of the faculty member may be included. Faculty also should include objectives which address any areas of performance in need of improvement as noted in the previous year’s assessment of the Annual Performance and Professional Development Plan and/or as noted in the faculty member’s most recent comprehensive summative evaluation.

Technology Professional Development Objective for Non-Probationary Faculty
All faculty members who plan to teach hybrid and/or online classes and who have not completed TOP and Quality Matters™ should establish a professional development objective to complete such certification in the initial Annual Performance and Professional Development Plan for the calendar year which begins January 1, 2014. Faculty who begin teaching hybrid and/or online courses in subsequent years should establish a professional development objective to complete TCC’s established online teaching requirements prior to teaching online. Faculty who have already completed such coursework or certifications are exempt from the Technology Performance and Professional Development Plan requirement, although they are encouraged to set objectives that contribute to continuous improvement in teaching with technology on an as-needed or as-desired basis. The dean/director will have final approval on what coursework or certification meets this professional development plan based on established TCC requirements. Faculty members who teach only on-campus classes shall set objectives for professional development in teaching with technology, within the first three semesters of the initiation of this Plan.

Resolving Differences between Objectives Proposed by the Faculty Member and the Dean/Director
On occasion the faculty member and the dean/director may identify differing priorities for the faculty member’s Annual Performance and Professional Development Plan. The faculty member and dean/director should identify those priorities, whatever differences exist, and the reasons for those differences. They should negotiate to resolve those differences, referring especially to the individual
evaluation criteria in the domains of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service (Appendices C1, C2, or C3); to the assessment of the faculty member’s most recent Annual Performance and Professional Development Plan and/or most recent summative performance evaluation; to the faculty member’s areas of interest and/or identified need; to division, college, and/or VCCS strategic goals; and to other information that has a bearing on faculty performance and institutional priorities. If agreement cannot be reached, the conflict shall be resolved with the assistance of the Faculty Senate FDEP/APPDP Committee. The dean/director will make the final decision about which objectives to authorize for the faculty member’s Annual Performance and Professional Development Plan.

**College Support for Annual Performance and Professional Development Plans**

The college is committed to supporting the professional growth and development of its full-time teaching faculty. Each year, as a part of its budget development process, the college will provide funding in compliance with budgetary regulations of the Commonwealth of Virginia and the Virginia Community College System, to assist faculty in the pursuit of Annual Performance and Professional Development Plans. In particular, as a component of this funding support, the college will allocate a specified dollar amount per faculty member, within budgetary constraints, to contribute to the professional development of its faculty. These funds will be pooled and may be accessed by faculty upon request and approval in accordance with college policy and procedures.

The college, and the VCCS more broadly, also demonstrates its support for the professional growth and development of its full-time teaching faculty by providing free training opportunities, reassigned time, grant-writing assistance, sabbatical leave, educational leave, and other assistance which advances the college mission, its strategic plan, and the success of its students.

Financial or other college resources needed to accomplish a faculty member’s annual plan must be documented on the Annual Performance and Professional Development Plan: Faculty and Dean/Director Agreement Form (Appendix B). By signature, the faculty member and the dean/director acknowledge that provision of resources thus identified is expected, and that in the event this support is not available, it may not be possible for the faculty member to achieve the objective in the agreed-upon plan.

**Revision and Assessment of Annual Performance and Professional Development Plans**

Throughout the year, at the request of either party, the faculty member and dean/director may meet to discuss progress toward attainment of the faculty member’s objectives within the Plan. In addition, within reasonable and ethical constraints of time, the faculty member’s Annual Performance and Professional Development Plan may be renegotiated during the evaluation cycle at the request of the faculty member or dean/director. Moreover, since faculty members are encouraged to establish objectives and plans that are challenging, ambitious, innovative, and/or long-term in nature, it is expected and acceptable that some objectives within a plan may not be achieved, in all or in part, due to changes in personal or institutional priorities, changes in faculty duties and responsibilities, availability of resources, or other circumstances which affect or impede achievement of one or more objectives. Any revisions to objectives necessitated by factors such as those described above must be documented on an updated Annual Performance and Professional Development Plan: Faculty and Dean/Director Agreement Form (Appendix B).

At the APPDP meeting, the faculty member and dean/supervisor will meet in conference to assess and document attainment of the established Annual Performance and Professional Development Plan, noting objectives met, objectives not met, objectives partially met, and any circumstances or information that provides relevant context for the assessment of the Plan. Assessment findings are to be documented on the Annual Performance and Professional Development Plan: Faculty and Dean/Director Agreement Form (Appendix B) and are included in the Evaluation component when assessing the Annual Performance and Professional Development criterion in the Institutional Responsibility domain. During
this conference, the faculty member will propose an Annual Performance and Professional Development Plan for the following calendar year. The objectives within that plan should give due consideration to any objectives not met during the current calendar year. The dean/director has final approval over the setting of the Annual Performance and Professional Development Plan and may set one or more specific objectives for the faculty member, particularly in circumstances where the dean/director judges that improvement is needed in one or more of the four performance domains. The dean’s/director’s judgment should be based upon the assessment of the faculty member’s achievement of the current Annual Performance and Professional Development Plan and/or other documented information available to the dean/director.

**First-Year Faculty Annual Performance and Professional Development Plans**

Annual Performance and Professional Development Plans for newly hired faculty are pre-established for the first year of employment (Appendix C1). The following Annual Performance and Professional Development Plan will be used by all probationary teaching faculty in their first year of employment with the college. The plan is designed as a developmental process to acculturate new faculty to teaching at the college and in the VCCS. The objectives within the plan reflect the commitment of TCC faculty to high standards of performance and to continuous improvement. Annual Performance and Professional Development Plans for the third and later semesters of teaching will be developed by the faculty member in consultation with the dean/supervisor.

**New Faculty Hired for Fall Semester**

**First Semester**

The supervising dean/director will provide and review with new faculty the established goals and objectives for their first year of employment. The following outlines the specific objectives for each domain.

**Teaching**

- By way of faculty’s required participation in the TCC New Faculty Academy and Mentoring Program, the college will provide the goals and strategies for first-year faculty to develop their understanding of student engagement, student learning outcomes, assessment, and the practice of active learning (See Appendix C1).
- First-year faculty will conduct a mid-semester informal student evaluation and review the results with the assigned mentor.
- First-year faculty will have all of their classes evaluated by the students and those evaluations reviewed by the dean/director (in January following the fall semester and in May following the spring semester). The faculty member will develop appropriate action plan (done in consultation with and approved by the dean) to address any identified problem areas. In addition, the dean/director will conduct summative evaluations in both the fall and spring semesters of the first year that the probationary faculty are employed at the college.

**Scholarly and Creative Engagement**

- First-year faculty will attend and complete the TCC New Faculty Academy.

**Institutional Responsibility**

- Working with the assigned mentor through the TCC New Faculty Academy and through participation in the workshops of the TCC New Faculty Academy, the first-year faculty will demonstrate an understanding of the college’s curricula and the role of student advising for student success.
Service
- Through completion of the TCC New Faculty Academy, the first-year faculty will satisfy the service criteria at TCC.

Second Semester
Teaching
- In consultation with the assigned mentor and as part of the TCC New Faculty Academy, first-year faculty will reflect on the first semester of teaching to identify from within the general areas of instructional design, instructional delivery, instructional effectiveness, or instructional expertise one specific target for improvement. Develop, implement, and document a strategy to address the target for improvement.

Scholarly and Creative Engagement
- First-year faculty will attend and complete the TCC New Faculty Academy.
- First-year faculty will attend the VCCS New Faculty Seminar

Institutional Responsibility
- First-year faculty anticipated to teach at least one online or hybrid course will earn certification or course credit through TOP and Quality Matters or other education in online instruction as defined by the college.
- Working with the assigned mentor through the TCC New Faculty Academy and through participation in the workshops of the TCC New Faculty Academy, the first-year faculty will demonstrate an understanding of the college’s curricula and the role of student advising for student success.

Service
- Through completion of the TCC New Faculty Academy, the first-year faculty shall satisfy the service criteria at TCC.

Annual Performance and Professional Development Plan for Faculty Members beyond the First Year Appointment
As part of the evaluation process for faculty beyond the probationary first-year appointment, the faculty member will develop a total of 3 to 5 objectives depending on appointment term in the Annual Performance and Professional Development Plan in one or more of the four domains of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service. The Plan will be developed in consultation with and approved by the dean/director (Appendices B, C2, or C3). If a faculty member does not agree with the dean’s final decision, the conflict shall be resolved with the assistance of the Faculty Senate FDEP/APPDP Committee; however the dean/director will make the final decision.
Faculty members who anticipate teaching a hybrid and/or online class who have not completed the TOP and Quality Matters™ programs will establish an Annual Performance and Professional Development Plan to complete these programs prior to the semester in which they plan to teach online. This will be one of the 3 to 5 objectives in the Annual Performance and Professional Development Plan. All full-time teaching faculty will set technology objectives within their APPDP within the first three semesters of the initiation of this Plan.

**Objectives for Senior Faculty Who Receive a “Does Not Meet Expectations” Rating**

Senior faculty who receive a “Does Not Meet Expectations” summative rating and are reappointed on a one-year appointment will participate in the setting and assessment of Annual Performance and Professional Development Plans during each semester of the appointment. The dean/director will take primary responsibility for setting the objectives within the Plan, which should focus on areas of deficiency in the faculty member’s performance. If a faculty member does not agree with the dean’s decision regarding the objectives, the conflict shall be resolved with the assistance of the Faculty Senate FDEP/APPDP Committee; however the dean/director will make the final decision.
Part II: Development and Evaluation Plan

Evaluation Schedule
TCC full-time teaching faculty will receive a summative evaluation rating of either “Meets Expectations” or “Does Not Meet Expectations” at the conclusion of the calendar year for each year that the faculty member is to be evaluated.

- The summative evaluation rating of full-time teaching faculty members will be based on a calendar year, not an academic calendar model.
- Probationary faculty members will be evaluated in both the fall and spring semesters of their first one-year appointment. For probationary teaching faculty members who are in their first one-year appointment, the summative rating will be assigned each semester, the second semester evaluation to be assigned by March 15th of their first year of employment.
- Individuals working under their second or third one-year appointment will also receive their summative rating by March 15th for work performed during the previous calendar year (January - December).
- Senior faculty members (those working beyond the first three continuous appointment years, whether on a one-year or multi-year appointments) will receive their summative ratings by December 15th of the last year of the appointment. Multi-year evaluations will encompass all work performed during each of the calendar years (January – December) of the three- or five-year appointment.
- For all years, including the final year of a multi-year appointment, faculty members will work with their dean/director to develop individual Annual Performance and Professional Development Plans with agreed upon objectives that address one or more of the four domains.
- During the intervening years of a multi-year appointment, senior faculty members will be deemed to have met expectations if their previous rating was “Meets Expectations.” Therefore, they will be eligible to participate in the TCC Reward and Recognition Program, unless they overtly fail to maintain acceptable college standards as documented by their dean/director. To be eligible to participate in the TCC Reward and Recognition Program, senior faculty must be current in their Annual Performance and Professional Development Plan.

Evaluation Domains
In order to receive a summative evaluative rating of “Meets Expectations,” each full-time teaching faculty member is expected to achieve or exceed the MINIMUM standards for each of the four evaluation domains and definitions of those domains as listed in Tables 1 and 1.1 (see below). The evaluation will include all aspects of the teaching faculty member’s position as well as temporarily assigned administrative/professional duties whether or not release time was granted. Faculty members are expected to be well-rounded professionals and demonstrate participation in all domains.

Weightings are listed for each domain in Table 1. While percentages are given in Table 1 for each of the four domains, this plan represents a holistic rating system, which expresses the relative importance of each domain and is, therefore, not a numerical rating system nor a score for the summative evaluation.

Faculty with more than 50% of normal teaching load reassigned to other administrative/professional duties will consult with their dean/director to adjust the relative domain expectations as necessary.
Table 1: Approximate domain weight ranges over the course of the appointment period.

<table>
<thead>
<tr>
<th>DOMAIN</th>
<th>1st YEAR FACULTY</th>
<th>2nd or 3rd YEAR FACULTY</th>
<th>SENIOR FACULTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>70%</td>
<td>60-70%</td>
<td>50-70%</td>
</tr>
<tr>
<td>Scholarly &amp; Creative Engagement</td>
<td>10%</td>
<td>10-20%</td>
<td>10-30%</td>
</tr>
<tr>
<td>Service</td>
<td>10%</td>
<td>10-20%</td>
<td>10-30%</td>
</tr>
<tr>
<td>Institutional Responsibility</td>
<td>10%</td>
<td>10-20%</td>
<td>10-30%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

*First year weighting is prescribed

Table 1.1 – Domain definitions used for establishing college standard criteria.

<table>
<thead>
<tr>
<th>DOMAIN</th>
<th>DOMAIN DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>Creating a learning environment that facilitates students’ acquisition of knowledge and skills in a subject. Teaching encompasses four components: instructional design, instructional delivery, instructional effectiveness, and instructional expertise.</td>
</tr>
<tr>
<td>Scholarly &amp; Creative Engagement</td>
<td>Activities specifically associated with the faculty member’s formally recognized area of expertise.</td>
</tr>
<tr>
<td>Institutional Responsibility</td>
<td>Performing assigned or presumed duties according to one's role at the college. These activities support and advance both the mission of the VCCS and the college to enhance the effective functioning of the college – including the business processes. If an activity does not otherwise fit into Teaching, Scholarly and Creative Engagement, or Service, and the activity is job-related, then it should be counted in the Institutional Responsibility domain.</td>
</tr>
<tr>
<td>Service</td>
<td>Quality participation and commitment to students, the college and/or community organizations. Participation in these activities is not done for extra pay but is an expectation of one’s activities as a professional educator. Service activities may be divided into three categories: 1) College Representation: Service activities involve a direct connection between the employee who engages in the specific activity and his/her position at the college. 2) College Citizenship: Service refers to activities that are in support of college or VCCS initiatives wherein the participant is...</td>
</tr>
</tbody>
</table>
3) Community Citizenship: Service refers to activities that are indirect wherein the employee is acting as a community resident who also happens to be a college employee.

Criteria for Achieving the “Meets Expectations” Standard

The criteria used for determining the rating of “Meets Expectations” for each domain component are included in the Faculty Evaluation Forms - Appendices C1 (Probationary First-Year Faculty Performance and Professional Development Plan), C2 (Second/Third One-Year Appointment), and C3 (Senior Faculty Appointment).

Data Sources

Evaluation data will come from student, supervisor and self-evaluation sources. Evaluation content will include the four performance domains, progress on the Annual Performance and Professional Development Plans from previous years, elements in the faculty member’s job description, and other applicable factors such as release time work, temporary duties, and/or additional administrative or professional duties. The dean/director will utilize all available data and evidence to prepare a report that supports his/her assignment of each individual domain rating used in the determination of the summative rating of “Meets Expectations” or “Does Not Meet Expectations.”

Table 2 – Required data sources that contribute to domain summative ratings.

<table>
<thead>
<tr>
<th>DOMAIN</th>
<th>DATA SOURCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>Holistic Narrative</td>
</tr>
<tr>
<td></td>
<td>Dean/Director Evaluation</td>
</tr>
<tr>
<td></td>
<td>Annual Performance and Professional Development Plan Form (Appendices C1, C2, C3)</td>
</tr>
<tr>
<td>Scholarly &amp; Creative Engagement</td>
<td>Annual Performance and Professional Development Plan Form (Appendices C1, C2, C3)</td>
</tr>
<tr>
<td></td>
<td>Self-Evaluation*</td>
</tr>
<tr>
<td>Institutional Responsibility</td>
<td>Annual Performance and Professional Development Plan Form (Appendices C1, C2, C3)</td>
</tr>
<tr>
<td></td>
<td>Dean/Director Evaluation</td>
</tr>
<tr>
<td></td>
<td>Self-Evaluation*</td>
</tr>
<tr>
<td>Service</td>
<td>Annual Performance and Professional Development Plan Form (Appendices C1, C2, C3)</td>
</tr>
<tr>
<td></td>
<td>Dean/Director Evaluation</td>
</tr>
<tr>
<td></td>
<td>Self-Evaluation*</td>
</tr>
</tbody>
</table>

*Only required if APPDPs are insufficient to satisfy the domain
**Self-Evaluation**
Faculty members shall prepare and submit a written narrative with supporting documentation if needed. The self-evaluation will consist of a holistic narrative that addresses the teaching domain and its four subheadings. The teaching domain is the most important and has the highest weight of the four evaluation domains. The other three domains should be satisfied over the evaluation period through the APPDPs documented annually. Other items may be included in the self-evaluation if the APPDPs are not sufficient to satisfy the remaining three domains. Basic duties and items already documented in APPDPs do not need to be included in the holistic narrative and require no further documentation.

The self-evaluation should include a personal assessment of performance in each of the required domain categories from Table 1 (including student outcomes and/or written statements provided to the faculty member if pertinent to the faculty member’s teaching self-rating). This self-evaluation should align with the expectations detailed in the Faculty Evaluation Form (Appendices C1, C2 or C3) as appropriate to the faculty member’s appointment status and should also include:

- a holistic narrative that addresses the teaching domain and its four subheadings
- professional and college activity information that is detailed enough to support the self-assignment of individual ratings of either “Meets Expectations” or “Does Not Meet Expectations” for each of the four domains (Teaching, Scholarly & Creative Engagement, Institutional Responsibility, and Service); (this should be satisfied by the APPDPs)
- a review and discussion of goals met/unmet from each Annual Performance and Professional Development Plan pertinent to the current evaluation cycle (i.e., since the last full evaluation process); and
- any other factors as appropriate (e.g., includes all aspects of the teaching faculty job description as well as temporary assigned administrative/professional duties, whether or not release time was granted).

**Classroom Observation**
The supervising dean/director will oversee classroom observations of all full-time teaching faculty members as appropriate to the faculty member’s appointment status. For first-year faculty, classroom observations will be conducted at least once in each semester of the first year of employment (fall and spring). For other faculty on a one-year appointment, classroom observations will be conducted at least once per year. For senior faculty on a multi-year appointment, classroom observations will be conducted at least once during the final three (3) semesters of the multi-year appointment. For faculty who teach both face-to-face and online classes, the dean/director shall conduct observations in at least one class of each type.

The dean/director will request that the instructor (whose class is to be observed) identify possible course(s) and section(s) for the class observation. At least 10 workdays prior to the classroom observation, the dean/director shall notify the faculty member about which class and section will be observed and will schedule a pre-observation meeting (see below).

Each classroom observation event occurs in three phases: (1) a pre-observation meeting, (2) observation in the classroom, and (3) a post-observation conference.

**The Pre-Observation Meeting**
At least one workday prior to the classroom observation, the dean/director will meet with the instructor to discuss the plan for the class. During this meeting, the dean/director will review with the instructor the classroom observation process. The dean/director and the instructor will collaborate to complete the Classroom Observation Planning Form (Appendix E1).
Observation in the Classroom
The dean/director will visit the instructor’s class as scheduled. The dean/director is expected to arrive prior to the start of the class session and will be introduced to the students by the instructor. The dean/director is expected to be a silent observer. The dean/director should observe for approximately 50 minutes and should remain until the instructor has covered the material discussed in the pre-observation meeting. If necessary, the dean/director should stay for the entire class (this applies only to classes that meet more than 50 minutes). The dean/director will record his/her observations on the Classroom Observation Form (Appendix E2) immediately upon conclusion of the observation. These recordings may be modified upon further reflection, but it is essential to record observations promptly to avoid loss of important information.

“Classroom” Observation for Online Course
To conduct “classroom” observation for online course sections, the dean/director will be added to the list of “Users” for the course as a “Guest” or “Observer.” The dean/director will conduct the “Observation” by completing the Classroom Observation Form for Online Classes (Appendix E3). For online classes this form takes the place of the Classroom Observation Form (Appendix E2). The dean/director shall schedule a Post-Observation Conference with the online instructor (see below).

Post-Observation Conference
The instructor and dean/director will meet in person no more than 10 workdays after the classroom observation to discuss the class session, the assessment, and the instructor’s response. The dean/director will send the instructor a copy of the Classroom Observation Form with the dean’s/director’s comments at least 5 workdays prior to the conference so that the instructor may record his/her comments. The instructor and dean/director observer will meet in conference and identify both areas of excellence and areas of potential improvement in the instructor’s practice. The instructor and dean/director observer will identify specific strategies for addressing areas of potential improvement and shall sign and date the Classroom Observation Form.

Dean/Director Summative Evaluation Rating
The dean/director will use the faculty member’s self-evaluation, student data, and the dean’s/director’s assessment of the faculty member’s performance to evaluate each individual domain rating used in the determination of the summative rating on the appropriate Faculty Evaluation Form (C1, C2 or C3). In addition to the data sources detailed above, the dean/director will also incorporate the following information:

- An assessment of the faculty member’s progress in meeting goals set in the Annual Performance and Professional Development Plan(s) pertinent to the current evaluation cycle (i.e., since the last full summative evaluation process).
- Notes from classroom observations, periodic meetings, and/or other evidence of the faculty member’s classroom performance (other than standard student ratings).
- An assessment of the faculty member’s adherence to college policies.
- Sources of evidence related to the faculty member’s performance of any other assigned duties as appropriate (e.g., includes all aspects of the teaching faculty job description as well as temporary assigned administrative/professional duties, whether or not release time was granted).

The dean/director will determine each faculty member’s summative rating of “Meets Expectations” or “Does Not Meet Expectations” utilizing a preponderance of evidence from all of the above data sources. In order to receive a summative evaluative rating of “Meets Expectations,” each teaching faculty member is expected to achieve proficiency in or satisfactory progress toward proficiency in areas where improvement is needed in each of the four evaluation domains. The faculty member must achieve a “Meets Expectations” rating in each of the four domains over the course of the faculty member’s appointment period to receive a summative rating of “Meets Expectations.”
Faculty and Dean/Director Evaluation Conference

Following completion of the summative evaluation process, the dean/director will schedule a meeting with each faculty member to discuss the summative rating and the implications for continued employment as specified in VCCS Policy 3.6.

- Evaluation summary meetings for one-year appointment faculty members who are in the first three appointment years will be scheduled in advance of the March 15th deadline for non-reappointment.
- Evaluation summary meetings for senior faculty members (those beyond the first three continuous appointment years, whether on one-year or multi-year appointments) will be scheduled in advance of the January 15th deadline for non-reappointment.

Implications for “Meets/Does Not Meet Expectations” Summative Ratings

Faculty members who receive a “Meets Expectations” summative rating will be eligible to receive a one-year or multi-year appointment, subject to other provisions of the appointment process as defined in VCCS Policy sections 3.4 and 3.6 respectively. Reappointed faculty will work with the dean/director to develop Annual Performance and Professional Development Plans. These Plans will include specific projects, goals/objectives, and anticipated outcomes/deliverables within one or more of the four domains of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service. Faculty members who meet all of the other eligibility requirements of VCCS Policy 3.7 must receive a “Meets Expectations” rating to be considered for promotion. Faculty members who achieve a “Meets Expectations” rating are also eligible to participate in the college’s Reward and Recognition programs. However, probationary first-year faculty members are only eligible to participate in the Recognition Program—they are not eligible to receive a Reward.

Depending on a faculty member’s appointment status, a rating of “Does Not Meet Expectations” has differing implications as detailed in VCCS Policy 3.6.

- First-year faculty who receive a “Does Not Meet Expectations” rating in either semester will not be reappointed for the following year. They shall continue to teach or be reassigned at the discretion of the college President for the spring semester but must be notified by March 15th that they will not be reappointed for the following academic year.
- Second and third-year faculty who receive a “Does Not Meet Expectations” rating will not be reappointed for the following year and must be notified of that fact by March 15th.
- Senior faculty on a multi-year appointment who receive a “Does Not Meet Expectations” rating will have their evaluation documents further reviewed by the Ad Hoc Appointment Advisory Committee, consistent with policy 3.4.0.4. The college President will consider the input of the dean/director, the input of the supervising vice president, and the recommendation of the Ad Hoc Appointment Advisory Committee when determining whether to grant a one-year or a multi-year appointment.
- Senior faculty on a one-year appointment who receive a “Does Not Meet Expectations” rating will have their evaluation documents further reviewed by the Ad Hoc Appointment Advisory Committee, consistent with policy 3.4.0.4. The college President will consider the input of the dean/director, the input of the supervising vice president, and the recommendation of the Ad Hoc Appointment Advisory Committee when determining whether to non-reappoint or to grant a one-year or a multi-year appointment.
- Senior faculty who receive a “Does Not Meet Expectations” rating will participate in the setting and assessment of the Annual Performance and Professional Development Plans during each semester of the appointment. The dean/director will take primary responsibility for setting these objectives, which should focus on areas of deficiency in the faculty member’s performance. If a
faculty member does not agree with the dean’s recommended objectives, the faculty member may appeal for arbitration from the Faculty Senate FDEP/APPPD Committee; however the dean/director makes the final decision.

- For those senior faculty members who revert to a one-year appointment due to a “Does Not Meet Expectations” summative evaluation by the dean/director, the College Faculty Senate will offer assistance in the form of a mentor to work with the faculty member during the one-year appointment. Use of the mentor is optional at the discretion of the faculty member. The mentors will consist of senior faculty members who have received a “Meets Expectation” as of their last summative evaluation, are in a five-year appointment, complete mentor training and are current in their Annual Performance and Professional Development Plan. At the beginning of the fall semester, each campus Faculty Senate will call for volunteers to serve in this capacity for a period of two years. If requested, mentors will provide guidance and support to assist the faculty member in developing and designing a draft of his/her goals to be reviewed by the respective dean/director during the course of the one-year appointment. The academic dean/director will be responsible for informing the senior faculty member who has received a one-year appointment of the mentor option and informing the faculty member of the names of the mentors available on campus. The mentor’s responsibilities will be to (1) identify him/herself as a Faculty Senate mentor to each academic dean on the appropriate campus; (2) meet with the faculty member as requested by the faculty member; (3) help the faculty member draft goals/objectives for the Annual Performance and Professional Development Plan based on items identified by the dean/director in the summative evaluation (this may include possible dates for completion of objectives), resources needed to meet the objectives, and possible measures for assessing the objectives; and (4) meet periodically with the faculty member during the year to discuss progress on achieving the goals and offer suggestions. It is the responsibility of the faculty member to meet with the academic dean/director to develop the goals/objectives for the one-year appointment and to assess those as the dean/director and faculty member agree.

Evaluation Appeals Process
Teaching faculty may appeal their evaluation through the TCC Faculty Grievance Procedure; however, appeals reaching Level III of the Faculty Grievance Procedure must be heard by peers through an Ad Hoc Hearing Committee made up of faculty. Throughout the appeals process, it will be incumbent upon the dean/director to provide documented evidence for the evaluation given to the faculty member.
Part III: TCC Reward and Recognition Program

Introduction
Purpose
The TCC Reward and Recognition Program is intended to honor full-time teaching faculty whose exceptional professional accomplishments, contributions, and activities support the mission of the college, promote a vigorous learning environment, and demonstrate extraordinary talent and potential in one or more of the performance domains: Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service.

All TCC full-time teaching faculty are expected to meet high standards of performance as prescribed by the VCCS Faculty Development and Evaluation Policy (VCCS Policy 3.6). However, for faculty who substantially exceed those expectations in one or more domains of faculty responsibility, the college has designed this Reward and Recognition Program to provide sincere, meaningful, and timely recognition of professional excellence.

The Reward and Recognition Program is designed to celebrate faculty accomplishments, contributions, and activities that support the mission of the college. Moreover, it is designed to acknowledge that professional excellence among faculty may be observed by students, adjunct faculty, fellow full-time teaching faculty, staff, or administrators. Nominations for Recognition may come from the faculty member or his/her dean/director or any other stakeholder. Nominations for Reward will come from any faculty member (including him/herself), dean/director, or other employees of the college or VCCS.

The Reward and Recognition Program adheres to a culture of evidence, in the belief that a faculty member’s documentary record of exceptional performance should be sufficient to establish the nature and extent of the faculty member’s participation, effectiveness, and achievement for which the reward or recognition is bestowed.

The Ad Hoc Faculty Reward and Recognition Committee Overview
At the beginning of the fall semester, the College Faculty Senate will call for full-time teaching faculty to serve on an Ad Hoc Faculty Reward and Recognition Committee. The Committee’s responsibilities include reviewing the nominations for all categories of the Faculty Rewards for Professional Excellence and the Faculty Achievement Awards of Recognition in a timely manner, determining if the activity or contribution described is consistent with the intent and standards of the Faculty Reward and Recognition Program, and determining which Reward and/or Award of Recognition best matches the application. The Committee will recommend to the college President (or designee) the names of the Reward/Award nominees for action. The Committee will meet as often as required to properly administer the TCC Reward and Recognition Program. At the end of the academic year, the Committee will assess the effectiveness of the Reward and Recognition Program and make recommendations for change to the College Faculty Senate as needed.

Membership
The Ad Hoc Faculty Reward and Recognition Committee will consist of a majority of full-time teaching faculty. The Committee will include two full-time teaching faculty members from each
campus and one additional member from the TCC Faculty Senate. Members of the Committee may serve no more than one successive term of service beyond the initial one-year of service.

A faculty representative on the Faculty Reward and Recognition Committee is eligible to be nominated to receive a Reward and/or Award of Recognition pursuant to the Reward and Recognition Program during the member’s term of service on the committee. In the event that a member of the Committee is nominated for a Reward or an Award of Recognition during his/her term of service on the Committee, the member must recuse himself/herself from any deliberations associated with that award/reward.

The Faculty Achievement Awards of Recognition Program

The nature and number of Achievement Awards of Recognition may vary from year to year. The Ad Hoc Faculty Reward and Recognition Committee shall oversee the award process of the Faculty Reward and Recognition Program. In general, Achievement Awards of Recognition are to be of non-monetary or de minimis value. Recipients of Achievement Awards will receive a commemorative keepsake along with recognition in the college newsletter and/or on the college website.

Recipients of faculty recognition awards are responsible for any tax liabilities associated with acceptance of these awards. Specific information regarding de minimis benefits can be found in the DE Minimis Fringe Benefits section of the IRS website at http:www.irs.gov/Govermment-Entities/Federal,-State-&-Local-Governments/De-Minimis-Fringe-Benefits

The number, nature, and value of the Achievement Awards may vary and are to be determined by the Ad Hoc Faculty Reward and Recognition Committee. In general, it is expected that the Faculty Achievement Awards of Recognition are to be more numerous than the Faculty Rewards for Professional Excellence. The college’s Faculty Recognition Program consists of the annual Achievement Awards of Recognition that are awarded each year to those faculty members who substantially and demonstrably exceed performance expectations in one or more of the following domains: Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service. In order to be considered for an Achievement Award of Recognition, an eligible faculty member must be nominated for the Award; be a full-time teaching faculty; have received an overall summative evaluation rating of “Meets Expectations” as of the most recently completed faculty summative evaluation; and be current in the establishment, assessment, and satisfactory progress on the APPDP. In order to receive an Achievement Award of Recognition, an eligible faculty member who has been nominated and for whom the necessary supporting documentation has been provided must be selected by the Ad Hoc Faculty Reward and Recognition Committee to receive the Award.

Categories of Faculty Achievement Awards of Recognition

Each Award of Recognition is associated with a specific area of faculty responsibility as indicated by the title of the Award and the criteria for selection of recipients. The following are the college’s Achievement Awards of Recognition:

1) Faculty Teaching Achievement Award
Awarded to members of the full-time teaching faculty whose performance in the classroom or other instructional environment best exemplifies effectiveness in promoting student achievement.
2) Faculty Scholarly and Creative Engagement Award
Awarded to members of the full-time teaching faculty who achieve a significant academic scholarly accomplishment through research, publishing and/or professional presentations, grant activity, or creative works.

3) Faculty Community Impact Award
Awarded to members of the full-time teaching faculty who greatly impact the college's image through community service and/or involvement.

4) Faculty Leadership Award
Awarded annually to members of the full-time teaching faculty who demonstrate exemplary leadership and commitment to the college.

The Faculty Reward Program
Reward Programs and Opportunities
The monetary value of the Faculty Reward for Professional Excellence may vary from year to year. The Ad Hoc Faculty Reward and Recognition Committee shall oversee the Faculty Reward process of the Faculty Reward and Recognition Program. Recipients of a Faculty Reward may receive a significant monetary reward (see below), certificate of recognition, and/or recognition on the college web site.

The college’s Faculty Reward Program consists of the Faculty Rewards for Professional Excellence. Faculty Rewards are awarded each year to those faculty members who substantially and demonstrably exceed performance expectations in one or more of the following domains: Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service. In order to be considered for a Faculty Reward, an eligible faculty member must be nominated for the Reward and must submit the necessary documentation to support that nomination, in accordance with the guidelines prescribed below. In order to receive a Faculty Reward, an eligible faculty member who has been nominated and has completed the supporting documentation must be nominated by the Faculty Reward and Recognition Subcommittee to receive the Reward.

The Faculty Reward and Recognition Committee shall give due consideration to the potential for tax implications associated with the Faculty Rewards for Professional Excellence. Recipients of the Faculty Rewards for Professional Excellence are responsible for any tax liabilities associated with acceptance of this reward. Specific information regarding de minimis benefits can be found in the De Minimis Fringe Benefits section of the IRS website at http://www.irs.gov/Government-Entities/Federal,-State-&Local-Governments/De-Minimis-Fringe-Benefits.

Categories of Faculty Rewards for Professional Excellence
Each of the following Faculty Rewards is associated with a specific area of faculty responsibility as indicated by the title of the award and the criteria for selection of recipients.

1) Professional Excellence in Teaching Award
Awarded to faculty members who demonstrate professional excellence in instructional methodology, student achievement and success, student engagement, learning outcomes assessment, and/or new delivery modalities.

2) Professional Excellence in Scholarly and Creative Engagement Award
Awarded to faculty members who demonstrate professional excellence in: continuing education, academic coursework or degree attainment, publications, presentations, or creative works, activity in professional organizations, and/or scholarly research.

3) Professional Excellence in Institutional Responsibility Award
Awarded to faculty members who has demonstrate professional excellence in: special projects, student advising, administrative responsibilities, and/or other non-teaching duties.

4) Professional Excellence in Service Award
Awarded to faculty members who demonstrate professional excellence in: service to the institution, service to the community, and/or service to the profession.

Reward and Recognition Program: Eligibility & Nomination Process
Eligibility
In order to be eligible to receive a Faculty Achievement Award and/or a Faculty Reward for Professional Excellence, an individual must:
• Be nominated by a faculty member, the dean/director, or any other stakeholder;
• Be a member of the full-time teaching faculty who is not in the probationary first year of full-time employment as a teaching faculty member at the college (this applies to the Reward section only as probationary first year faculty are eligible for Achievement Awards);
  o Completion of the first year of full time employment is determined as of January 1 of the subsequent calendar year. If a faculty member has completed a year of service as a full time faculty member by January 1, they are no longer considered probationary faculty, regardless of the funding source, for the purpose of reward and recognition.
• Have received an overall summative evaluative rating of “Meets Expectations” as of the most recently completed comprehensive faculty evaluation;
• Be current in the establishment, assessment, and satisfactory progress on his/her Annual Performance and Professional Development Plan.

Note: A faculty member may receive no more than one (1) Faculty Reward for Professional Excellence per fiscal year.

Nomination Process
An eligible full-time teaching faculty member may be nominated for a Faculty Achievement Award by the supervising dean/director, by a full-time teaching faculty colleague at the college, by any full-time professional or administrative faculty member at the college, by an adjunct faculty member, by a student, or by the faculty member him/herself.

An eligible full-time teaching faculty member may be nominated for a Faculty Reward for Professional Excellence by the supervising dean/director, by a full-time teaching colleague at the
college, by an adjunct faculty member, by him/herself, or by any other full-time employee at the college or the VCCS.

Nominations are to be submitted by completing the Faculty Reward for Professional Excellence or Faculty Achievement Award of Recognition Nomination Form (see Appendix F or G) and forwarding it to the Ad Hoc Faculty Reward and Recognition Committee by the first of February each year for activities completed in the previous calendar year. The Nomination Form includes the name of the faculty member who is being nominated, the teaching discipline and campus with which the faculty member is associated, a description of the accomplishment, contribution, or activity for which the faculty member is being nominated, the name and signature of the individual submitting the form, the position held by the individual submitting the form, and the date of submission. Upon receipt of a completed form (Appendix F or G), the Ad Hoc Faculty Reward and Recognition Committee will notify the nominee and provide guidance to the nominee regarding the required supporting documentation (Appendix H) and/or submission deadlines.

The Application Package
The Faculty Reward for Professional Excellence is presented to full-time teaching faculty who are able to demonstrate exceptional performance in one of the evaluation domains: Teaching, Scholarly and Creative Engagement, Institutional Responsibility, or Service.

- A nominee must submit an application package that includes a narrative summary of the accomplishment(s), contribution(s), or activity(ies) for which he/she was nominated and documentary evidence of exceptional performance.
- Evidence provided in the application portfolio should be sufficient to establish that the accomplishment(s), contribution(s), or activity(ies) was (were) innovative or otherwise distinctive and supportive of the college’s mission, vision, and values.
- The application package (Appendix H) must be submitted to the Ad Hoc Faculty Reward and Recognition Committee by the prescribed deadline (see below).

Reward and Recognition Timeline

<table>
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<th>First Week of Fall Semester</th>
<th>The College Faculty Senate calls for volunteers to serve on the Ad Hoc Faculty Reward and Recognition Committee and selects the appropriate faculty based on established membership guidelines</th>
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<td>End of September</td>
<td>The Committee meets elects a Chair, reviews the awards and rewards processes and timeline, and submits calls for nominations for all categories of the Faculty Reward for Professional Excellence and Exemplary Achievement Awards.</td>
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Beginning of February
Nominations are due to Ad Hoc Faculty Reward and Recognition Committee

End of February
Application packages in support of nominations for Rewards must be submitted to the Committee

March
The Committee reviews all nominations and portfolios and evaluates in accordance with reward criteria. (The subcommittee will not review application portfolios that are incomplete or that do not conform to prescribed guidelines.)

Second Week in April
Nominees for the Faculty Reward for Professional Excellence and Achievement Awards will be submitted by the Committee to the college President (or designee) for action. The Committee will send the results to the Chief Academic Officer for the purpose of notifying recipients and scheduling the awards ceremony

Funding the Reward and Recognition Program
The college’s Reward and Recognition Program will be funded on a fiscal-year basis. Sources for the required funding are to be determined by the college president and the chief financial officer of the college in compliance with the budgetary regulations of the Commonwealth of Virginia and the Virginia Community College System; however, the Reward and Recognition Program may not be funded from state funded salary increases.

Thirty-three percent (33%) of the funds provided for the Reward and Recognition Plan, the equivalent of $50 per full-time teaching faculty position, including both filled and vacant positions, will be allocated to the Recognition component of the Reward and Recognition Plan. These funds are specifically intended to support awards on non-monetary or de minimis value, in a variety of forms to individual faculty members who are selected to receive such awards according to the college’s guidelines and procedures. A faculty member may receive multiple recognition awards and these awards shall be more numerous than the rewards given in any one year.

Sixty-seven percent (67%) of the funds provided for the Reward and Recognition Plan, the equivalent of $100 per full-time teaching faculty position, including both filled and vacant positions, will be allocated to the Reward component of the Reward and Recognition Plan. These funds are specifically intended to support annual rewards of significant monetary value to individual faculty members who are selected to receive a reward.
Each year it is expected that 10% to 25% of the full-time teaching faculty at the college will receive a monetary reward in accordance with the college’s Reward and Recognition Program. Given the number of submitted Faculty Reward for Professional Excellence and Achievement Award for Recognition applications and available funding, the Ad Hoc Faculty Reward and Recognition Committee may recommend rewarding faculty in greater numbers. Reward for Professional Excellence applications not selected to receive a Reward will automatically be eligible to qualify for an Achievement Award category.

In the event that all funds allocated to support the Reward component of the Faculty Reward and Recognition Program are not utilized for the prescribed purpose, remaining funds may be reallocated to other operational areas of the college in accordance with budgetary regulations of the Commonwealth of Virginia, the Virginia Community College System, and policies and procedures of TCC.
Part IV: Review and Assessment of the Faculty Development and Evaluation Plan

TCC will review the TCC Faculty Development and Evaluation Plan annually. The review process shall provide the opportunity for involvement of all full-time teaching faculty members. The review process will determine if the development and evaluation plan is well understood by the faculty, how well procedural requirements and deadlines are communicated, how effectively the rewards and recognition program is administered, that rewards and recognition are distributed appropriately and in sufficient quantity, how the plan encourages high performance expectations and professional excellence, and how effectively the plan supports the mission of the college. The assessments may include, but will not be limited to, surveys of the full-time teaching faculty as well as separate surveys of college administrators.

Revisions to the TCC Faculty Development and Evaluation Plan

Any proposed changes to the TCC Faculty Development and Evaluation plan shall be approved by a majority of the full-time teaching faculty who participate in the vote, either in person or by absentee ballot, and shall be submitted to the college President for approval. If the recommended changes are not approved, the President must submit recommended modifications for further consideration by the full-time teaching faculty and re-submission to the President. Once the revised plan is approved by the President, it must also be certified by the Chancellor as adhering to the philosophy, policy, and requirements of the VCCS Faculty Development and Evaluation System. The college’s existing plan will remain in effect unless or until a revised plan is approved by a majority of full-time teaching faculty who vote, approved by the college president, and certified by the Chancellor.
Appendices

Appendix A: TCC Transition Plan
Appendix B: Annual Performance and Professional Development Plan: Faculty and Dean/Director Agreement Form
Appendix C1: Faculty Evaluation Form: Probationary First-Year Faculty Performance and Professional Development Plan
Appendix C2: Faculty Evaluation Form: Second/Third One-Year Appointment
Appendix C3: Faculty Evaluation Form: Senior Faculty Appointment
Appendix D: Removed pending development of TCC policy
Appendix E1: Classroom Observation Planning Form
Appendix E2: Classroom Observation Form
Appendix E3: Classroom Observation Form for Online Classes
Appendix F: Award of Recognition for Exemplary Achievement: Nomination Form
Appendix G: Reward for Professional Excellence: Nomination Form
Appendix H: Reward for Professional Excellence: Application Form
Appendix I: TCC Yearly Calendar of Events
Appendix J: Definitions and System Descriptions
Appendix A
TCC Transition Plan

- Evaluations for Academic Year 2012-13 will be completed in accordance with previously existing TCC plan and previously established TCC deadlines.
- First-semester performance of new faculty hired in Spring 2013 is conducted in accordance with the previously existing plan.
- Faculty first hired to teach full-time in Spring 2013 enter the probationary first-year evaluation cycle in the Fall 2013 semester; such faculty participate in the Faculty Development and Evaluation system in accordance with the first semester requirements of the new faculty evaluation plan for Fall 2013 semester hires; said evaluations are to be completed in a timely manner in order to comply with non-reappointment notification deadline of March 15.
- Continuing faculty will conduct student evaluations during Fall 2013 and establish an Annual Performance and Professional Development Plan in accordance with the new faculty evaluation plan by December 15, 2013.
- First-semester performance evaluation of faculty hired in Fall 2013 is to be conducted in accordance with the new faculty evaluation plan; said evaluations are to be completed by December 15.
- Faculty contracts/appointment proposals for 2014-15 are to be issued in Spring 2014 pursuant to results of the 2012-13 evaluations completed, as noted above, by deadlines established under previously existing plan.
- Full implementation of new faculty evaluation plan, applicable to all full-time teaching faculty, commences in Spring 2014.
- Unless otherwise stipulated, faculty in the midst of a multi-year appointment as of January 2014 are deemed to carry a summative rating of “Meets Expectations” until the final year of the current multi-year appointment, whereupon they will participate in a comprehensive evaluation in accordance with the new faculty evaluation plan. In the meantime, they will participate in the Annual Performance and Professional Development and the Reward and Recognition components of the TCC Faculty Development and Evaluation Plan.
Appendix B

Annual Performance and Professional Development Plan:
Faculty and Dean/Director Agreement Form

Guidelines and Instructions

Purpose: To promote high performance and continuous improvement in the areas of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service with the goal of enhancing student success.

- Annual Performance and Professional Development Plans are integrated with Evaluation and with Reward and Recognition programs. They each provide input into the other.
- These Plans are established each year for all faculty members regardless of the length of their appointment.
- Each faculty member should establish three to five objectives within his/her plan in one or more of the four performance domains: Teaching, Scholarly and Creative Engagement, Institutional Responsibility, or Service in consultation with their dean/director.
- The supervisor may add, cut, or modify objectives within the Plan for the faculty member. In instances where the faculty member and supervisor disagree, they should work to resolve that disagreement. If a faculty member and dean cannot come to agreement, the conflict shall be resolved with the assistance of the Faculty Senate FDEP/APPDP Committee; however the supervisor will make the final determination about which objectives/goals will be part of the Plan assigned to the faculty member for the semester/calendar year.
- All four performance domain areas are not required each year, but it is expected that each one will appear at least once over a multi-year appointment period.
- All objectives within the Plan should be clearly stated in one or two sentences.
- All objectives within the Plan should specify a specific outcome. Plan statements should also include a list of appropriate activities that support the achievement of the objective as well as those activities that can be used to measure its progress or completion (e.g. Objective = Redesign X Course; supporting activities include review the literature on information literacy, evaluate instructional software, redesign syllabi, etc.).
- Objectives within the Plans fall into two separate categories: Performance or Development
  - Performance Objective: produce an outcome, product, or successful completion of a service activity, etc. during the year.
  - Development Objective: acquire knowledge, skill, or ability in a targeted area with a specific learning objective in mind as well as a description of how that objective will contribute to better performance.
- All faculty are expected to set technology objectives within their Plan within the first three semesters as needed (refer to the technology objectives section of the College evaluation plan for more information).
## ANNUAL PERFORMANCE AND PROFESSIONAL DEVELOPMENT PLAN:
### FACULTY AND DEAN/DIRECTOR AGREEMENT FORM

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<td>Dean/Director Name</td>
<td>Position Title</td>
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**Period Covered by These Objectives (semester/year):**

I. Objective Statement:

**Domain:** ___Teaching   ___Service   ___Scholarly & Creative Engagement   ___Institutional Responsibility

**Completion Date:** ___ Fall Semester   ___ Spring Semester   ___ Other:

**Supporting Activities, Resources Required, & Target Dates:**

**Measures of Success:**

**Approval:** ___ Yes ___ No  _____ Revise  Schedule meeting to discuss this goal: ___ Yes ___ No

**Dean/Director Comments:**

**Interim Assessment/Revision of Objective (if applicable):**

**Final Assessment**

**Faculty Member’s Assessment:**

**Dean’s/Director’s Assessment:**
### Plan Approval Signatures

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### Interim Assessment/Plan Revision Signatures (if applicable)

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### Final Assessment Signatures

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### II. Objective Statement:

**Domain:**  
- Teaching  
- Service  
- Scholarly and Creative Engagement  
- Institutional Responsibility

**Completion Date:**  
- Fall Semester  
- Spring Semester  
- Other:  
- Other:  

### Supporting Activities, Resources Required, & Target Dates:

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**Revise**

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| Dean’s/Director’s Assessment: |
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**Supporting Activities, Resources Required, & Target Dates:**

**Measures of Success:**

**Approval:** Yes | No | Revise

**Schedule meeting to discuss goal:** Yes | No

**Dean/Director Comments:**

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**Supporting Activities, Resources Required, & Target Dates:**

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Dean/Director Comments:

Interim Assessment/Revision of Objective (if applicable):

Final Assessment

Faculty Member’s Assessment:

Dean’s/Director’s Assessment:

Plan Approval Signatures

Faculty 

Date 

Dean/Director 

Date 

Interim Assessment/Plan Revision Signatures (if applicable)

Faculty 

Date
**Dean/Director**

Date

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<th>Final Assessment Signatures</th>
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**Faculty**

Date

**Dean/Director**

Date
Appendix C1

FACULTY EVALUATION FORM: PROBATIONARY FIRST-YEAR FACULTY PERFORMANCE AND PROFESSIONAL DEVELOPMENT PLAN

Introduction
Tidewater Community College has developed and implemented a New Faculty Academy and Mentoring Program that shall serve as the Performance and Professional Development Plan for all full-time teaching faculty members in their first full year of employment at TCC (Probationary), to include the transitioning for the new faculty hired in the Spring Semester. This program is a two-semester (fall and spring) faculty professional development program that addresses the four domains identified by the VCCS: (1) Teaching, (2) Scholarly and Creative Engagement, (3) Institutional Responsibility, and (4) Service. In addition, each new full-time teaching faculty member is assigned a mentor to work with them during the first year of employment at TCC. Through teaching their assigned full teaching loads each semester, and through successful completion of the TCC New Faculty Academy and Mentoring Program, all first-year full-time teaching faculty will have met the requirements for their “Probationary First-Year Faculty Performance and Professional Development Plan.” In addition to the student evaluations, the self-evaluation, and the dean’s/director’s evaluation, the New Faculty Academy requires work products by the participants that address each domain, with the end product being the development of a Teaching Portfolio that addresses each of the four domains.

As mutually agreed upon, the teaching faculty member and the academic dean/director may agree to modify the prescribed objectives to meet the specific teaching responsibilities of the individual faculty member. Prior to the start of his or her third semester at TCC (normally before the end of the spring semester), the faculty member and the supervising dean/director will develop an Annual Performance and Professional Development Plan for the faculty member’s second year at the college.

New Faculty Academy and Mentoring Program*

Instructions
1. The dean/director will disclose the expectations for first-year faculty during the initial two weeks of the first semester of the first-year appointment through an in-person conference.
2. The dean/director will explain to the first-year faculty member the evaluation process, including evaluation criteria, first-year performance and professional development plan, data sources for the evaluation, how a summative rating is determined, and the implications of summative ratings of “Meets Expectations” and “Does Not Meet Expectations.”

Teaching
• Participants will develop, implement and document in one of their courses at least one strategy for student engagement; demonstrate an understanding of student learning outcomes by reviewing and modifying as needed the student learning outcomes for one of the courses they teach; demonstrate an understanding of assessment by implementing and documenting an assessment activity to measure the learning outcome in the courses they teach; and develop and implement an active learning strategy in their course.

Scholarly and Creative Engagement
• First-year faculty will attend the VCCS New Faculty Seminar and successfully complete the two-semester New Faculty Academy and Mentoring Program at TCC.

Institutional Responsibility

For Review 6/14/13
• Working with the assigned mentor through the New Faculty Academy and Mentoring Program and through participation in the workshops of the New Faculty Academy, the first-year faculty will demonstrate an understanding of the college’s curricula and the role of student advising for student success.
• First-year faculty will participate in the TCC Commencement Ceremonies in the fall and spring semesters

Service
• Through completion of the New Faculty Academy and Mentoring Program, the first-year faculty shall satisfy the service criteria at TCC.

*NOTE: See below for an outline of the topics that constitute the TCC New Faculty Academy and Mentoring Program.

Third Semester
As part of the evaluation process with the supervising dean/director, the full-time teaching faculty member shall develop at least three to five objectives in the Annual Performance and Professional Development Plan in one or more of the four domains of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service for the second year of employment at the college. This special project will be done in collaboration with the supervising academic dean/director and the Office of Academic Services. In the spring semester of the second year of employment, the faculty member will work with the supervising dean/director and the Office of Academic Services to begin to develop the packet required for the first Three-year Appointment at the college.

TCC New Faculty Academy and Mentoring Program Topics

I. TCC New Employee Orientation (includes general introduction to Blackboard, email, and classroom technology available to teaching faculty for instruction)

II. Teaching Domain
   1. Instructional Design Overview
      • Tyranny of Content: What to Include
      • Alignment: course outcomes, curricular outcomes, general education outcomes, VCCS and college mission
      • How to write effective course learning outcomes
      • Designing Your Syllabus: TCC’s i-INCURR
      • How People Learn
      • Teaching Online and/or hybrid courses
      • Know your students

   2. Instructional Delivery
      • To lecture or not
      • Student Engagement Strategies (active learning, CATs, group work, peer review, creating and inclusive classroom environment, critical thinking)
      • Learning styles and instructional delivery
      • Classroom technology
      • Effective Pedagogy in the classroom
• Promoting civility in the classroom
• Responding to student questions
• Academic integrity

3. Instructional Effectiveness
   • Assessment: Class/course/curriculum
   • AAHE’s Nine Principles of Good Practice for Assessing Student Learning
   • Early student feedback in your course
   • Assessing Teaching: Data sources (students, colleagues, self, dean/director)
   • Documenting Teaching Effectiveness
   • Student Evaluations: What do they mean and how to use them

4. Instructional Expertise
   • Understanding Pedagogy
   • Coursework, workshops, certifications
   • Documentation: The Teaching Portfolio
   • Promotion and the career path

III. Scholarly and Creative Engagement Domain
   • Scholarship of Teaching and Learning
   • Scholarly Societies/Publications/Presentations/Exhibits
   • Grant Writing

IV. Institutional Responsibilities Domain
   • Student Success Strategies
   • Students Outside the Classroom: Clubs and Student Activities
   • Technology Requirements: Classroom and/or Online
   • Interaction with Students: Effective Office Hours and Advising
   • Collegial Governance
   • New Faculty Screening and Interview Committees

V. Service Domain
   • College Ad-Hoc Committees
   • VCCS Peer Groups
   • Campus and divisional committees
   • Community Service: College representative and/or member of the community

VI. Mentoring Program
   • Roles and Responsibilities of the Mentor and the Mentee
   • Goals and Evaluation
Part 1 – Faculty Member

FACULTY NAME: [Name]

EMPLOYEE ID #: [ID]

CAMPUS/DIVISION: [Campus/Division]

PERIOD COVERED BY THIS EVALUATION: [Period]

Part 2 – Evaluator

☐ Dean/Director  ☐ Self

Printed Name of Evaluator: [Name]

Part 3 – Performance Evaluation

Expectations

TEACHING DOMAIN

Definition: Creating a learning environment that facilitates students’ acquisition of knowledge and skills in a subject (i.e. instructional design, instructional delivery, instructional effectiveness, instructional expertise).

Standard: For each component of the teaching domain (instructional design, instructional delivery, instructional effectiveness, and instructional expertise). The faculty member must demonstrate proficiency in or satisfactory progress toward proficiency in those areas where improvement is needed. Items in bold do not require documentation or inclusion in the narrative. Other items should be addressed in the narrative and may require documentation.

Instructional Design

- For each course section taught, develop and/or utilize a course syllabus (course policies and course calendar) that is complete, accurate, and compliant with college standards.
- Distribute the syllabus to students on or before the start date for each course.
- Follow college policies and procedures for administering and encouraging participation in student surveys of instruction in all course sections taught for the purpose of receiving summative and formative feedback to inform revisions to instructional design.
- Use required texts and other resources, including resources designated as required by the department or division, to achieve instructional objectives.
- Respond constructively and respectfully to student comments and questions.
- Respond promptly (usually within one business day) to student phone, email, or other communications.
- Foster appropriate communication with students outside of class meeting times.
- Provide students with meaningful and prompt (usually within one week) feedback on activities and assignments.
- Follow college policies and procedures for administering and encouraging participation in student surveys of instruction in all course sections taught for the purpose of receiving summative and formative feedback to inform revisions to instructional delivery.
- Design/use learning activities, assessment strategies, and materials that facilitate achievement of...
prescribed course outcomes.
  • For second-semester faculty only: Analyze the previous semester’s student ratings of instruction and other student feedback about instructional design, identify areas for improvement, and implement an action plan to accomplish that improvement.

Instructional Delivery
  • Align course activities with targeted learning outcomes.
  • Use activities that foster faculty-student interaction.
  • Employ activities that foster cooperative learning among students.
  • Employ technology and other supporting materials to achieve instructional objectives.

Instructional Effectiveness
  • Conduct meaningful and timely assessments of student learning.
  • Deliver instruction effectively to foster student success as measured by student performance in related subsequent coursework and/or external tests or certifications (if applicable)
  • Follow college policies and procedures for administering and encouraging participation in student surveys of instruction in all course sections taught for the purpose of receiving summative and formative feedback to inform revisions to instructional effectiveness.
  • Deliver effective instruction focused on outcomes assessments.

Instructional Expertise
  • Demonstrate currency in academic discipline.
  • Demonstrate currency in methods of teaching and learning.
  • Demonstrate expanded knowledge in instructional technology.

TEACHING DOMAIN EVALUATION

☐ Expectations Met ☐ Expectations Not Met

COMMENTS

SCHOLARLY AND CREATIVE ENGAGEMENT DOMAIN

Definition: Activities specifically associated with the faculty member’s formally recognized area of expertise.

Standard: The faculty member must document participation in at least one scholarly and/or creative activity. Activities may include, but are not limited to, conference attendance, membership in professional organizations, conference presentations, academic coursework, scholarly research, publications, and grant activity.
INSTITUTIONAL RESPONSIBILITY DOMAIN

**Definition:** Performing assigned or presumed duties according to one’s role at the college. These activities support and advance both the mission of the VCCS and the college to enhance the effective functioning of the college - including the business processes (i.e. advising students, adherence to college and VCCS policy, collegiality, administrative duties, departmental supervision or assigned college community leadership duties, additional duties as assigned). If an activity does not otherwise fit into Teaching, Scholarly and Creative Engagement, or Service, and the activity is job related, then it should be counted in the Institutional Responsibility domain.

**Standard:** The faculty member must demonstrate proficiency in or satisfactory progress toward proficiency in those areas where improvement is needed. **Items in bold do not require documentation.**

- Publish and adhere to posted office hours.
- Fulfill responsibilities as an academic advisor to students (if applicable).
- Participate in required department, division, campus, committee, and college meetings.
- Submit accurate and punctual required department, division, and college documentation.
- Satisfactorily perform assigned non-teaching duties.
- Demonstrate knowledge of and adherence to college and VCCS policies.
- Demonstrate behavior consistent with establishing collegial working relationships with faculty, staff, and administrators.
- Demonstrate progress in developing the knowledge, skills, abilities, and behaviors representative of teaching faculty excellence at the college and in the VCCS.
- College Representation—Service activities that involve a direct connection between the faculty member who engages in the specific activity, and his/her position at the college
- College Citizenship—Service activities that are in support of college or VCCS initiatives in which the participant is not in a leadership role for the activity.
- Community Citizenship—Service activities that are indirect in which the employee is acting as a community resident who also happens to be a college employee.

*Standard:* The faculty member must engage in one or more service activities, such as participation in student clubs/activities, attendance at college activities where participation is voluntary, service to professional organizations related to teaching or the instructor’s discipline, or service to a community organization.

**SERVICE DOMAIN EVALUATION**

☐ Expectations Met    ☐ Expectations Not Met

**COMMENTS**

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**Overall Evaluation of Performance**

While first-year appointment faculty may not necessarily achieve proficiency in every single criteria listed in each domain, the faculty member must demonstrate satisfactory progress towards meeting those criteria where improvement is needed; demonstrate, through proficiency and satisfactory progress as noted before, that expectations have been met in each of the four domains of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service.

Based upon the above findings, the faculty member’s performance for the current evaluation cycle

☐ Meets Expectations    ☐ Does Not Meet Expectations

**COMMENTS**

---
# ANNUAL PERFORMANCE AND PROFESSIONAL DEVELOPMENT PLAN

Note: Each semester the faculty member will meet with the dean/director to review previous and upcoming performance and professional development objectives established by the college for first-year faculty. Information from those discussions will provide data points to inform evaluations in the four domains of teaching, scholarly and creative engagement, institutional responsibility, and service.

- Document satisfactory attention to and progress on performance and professional development objectives established by the college (i.e., TCC’s New Faculty Academy and Mentoring Program).
- For second-semester faculty only: In collaboration with the supervising dean/director, establish specific, measurable, attainable, and relevant performance and professional development objectives for the following semester/calendar year.

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<table>
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Faculty Comments, if any: (add attachments if necessary)
Appendix C2

FACULTY EVALUATION FORM: SECOND/THIRD ONE-YEAR APPOINTMENT

Introduction
This form lists the criteria deans/directors will use to evaluate whether expectations have been met in a teaching faculty member’s second-year or third-year appointment beyond the faculty member’s first-year appointment. The expectations establish a demonstration and growth baseline for faculty performance that represents high standards and that especially focuses on performance in the teaching domain. Second-year and third-year appointment faculty must demonstrate proficiency in or satisfactory progress toward proficiency in those areas where improvement is needed. **Items in bold do not require documentation or inclusion in the narrative.** Other items should be addressed in the narrative and may require documentation.

- While second/third-year appointment faculty may not necessarily achieve proficiency in every single criteria listed below, the faculty member must demonstrate that expectations have been substantially met in each of the four domains of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service.

Instructions:
1. Do not use this form for first-year full-time teaching faculty; instead use the evaluation form for first-year appointment faculty (Appendix C1).
2. The dean/director will disclose the expectations for second-year and third-year appointment faculty during the first two weeks of the first semester of the first calendar year of the evaluation cycle in an in-person conference.
3. The dean/director will explain to the faculty member the evaluation process, including the Annual Performance and Professional Development Plan, identify the relative weightings of each domain based on the faculty member’s APPDP and/or previous summative evaluation results, data sources for the evaluation, how a summative rating is determined, and the implications of summative ratings of “Meets Expectations” and “Does Not Meet Expectations.”

Part 1 – Faculty Member

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Part 2 – Evaluator

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<th>Self</th>
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Part 3 – Performance Evaluation

Expectations
Expectations

TEACHING DOMAIN

Definition: Creating a learning environment that facilitates students’ acquisition of knowledge and skills in a subject (i.e. instructional design, instructional delivery, instructional effectiveness, instructional expertise).

Standard: For each component of the teaching domain (instructional design, instructional delivery, instructional effectiveness, and instructional expertise) the faculty member must demonstrate proficiency in or satisfactory progress toward proficiency in areas where improvement is needed. **Items in bold do not require documentation or inclusion in the narrative.** Other items should be addressed in the narrative and may require documentation.

Instructional Design

- For each course section taught, develop and/or utilize a course syllabus (course policies and course calendar) that is complete, accurate, and compliant with college standards.
- Distribute the syllabus to students on or before the start date for each course.
- Select high-quality learning resources, such as textbooks, bearing in mind appropriateness, necessity, accessibility, and cost.
- Design learning activities, assessment strategies, and materials that facilitate achievement of prescribed course outcomes.
- Analyze previous semesters’ student ratings of instruction and other student feedback about instructional design, identify areas for improvement, and implement an action plan to accomplish that improvement.

Instructional Delivery

- Employ texts and other resources to achieve instructional objectives.
- Respond constructively and respectfully to student comments and questions.
- Respond in a timely manner to student phone, email, or other communications (usually within one business day).
- Provide students with meaningful and prompt (usually within one week) feedback on activities and assignments.
- Follow college policies and procedures for administering and encouraging participation in student surveys of instruction in all course sections taught for the purpose of receiving summative and formative feedback to inform revisions to instructional effectiveness.
- Align course activities with target learning outcomes.
- Employ activities that foster student learning such as faculty-student interaction, cooperative learning, or active learning.
- Employ methods that develop students’ abilities to analyze, evaluate, or create.
- Employ technology and supporting materials in pursuit of instructional objectives.

Instructional Effectiveness

- Conduct meaningful and timely assessments of student learning including
- Deliver effective instruction as measured by student performance in related subsequent coursework and/or external tests or certifications (if applicable)
- Follow college policies and procedures for administering and encouraging participation in student surveys of instruction in all course sections taught for the purpose of receiving summative and formative feedback to inform revisions to instructional effectiveness.
- Deliver instruction effectively so as to align with stated learning outcomes.
### Expectations

#### Instructional Expertise

- Demonstrate currency in academic discipline, methods of teaching, learning, and/or instructional technology.

### TEACHING DOMAIN EVALUATION

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**COMMENTS**

### SCHOLARLY AND CREATIVE ENGAGEMENT DOMAIN

**Definition:** Activities specifically associated with the faculty member’s formally recognized area of expertise.

**Standard:** The faculty member must engage in and document two or more scholarly and/or creative activities consonant with the high standards of 2nd or 3rd year faculty. Activities may include, but are not limited to, conference attendance, participation in professional organizations, conference presentations, academic coursework, scholarly research, publications, and grant activity.

### SCHOLARLY AND CREATIVE ENGAGEMENT DOMAIN EVALUATION

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**COMMENTS**

### INSTITUTIONAL RESPONSIBILITY DOMAIN

**Definition:** Performing assigned or presumed duties according to one's role at the college. These activities support and advance both the mission of the VCCS and the college to enhance the effective functioning of the college - including the business processes (i.e. advising students, adherence to college and VCCS policy, collegiality, administrative duties, departmental supervision or assigned college community leadership duties, additional duties as assigned). If an activity does not otherwise fit into Teaching, Scholarly and Creative Engagement, or Service, and the activity is job related, then it should be counted in the Institutional Responsibility domain.

**Standard:** The faculty member must demonstrate proficiency in or satisfactory progress toward
proficiency in areas where improvement is needed. **Items in bold do not require documentation.**

- Satisfactorily participate in the development and execution of Annual Performance and Professional Development Objectives.
- Publish office hours and make oneself available for consultation with students and advisees during those published hours throughout the semester.
- Fulfill responsibilities as an academic advisor to students (if applicable).
- Satisfactorily participate in required department, division, campus, committee, and college meetings.
- Keep accurate attendance reports, if applicable
- Submit grade reports in a timely manner
- Satisfactorily perform assigned administrative, supervisory, leadership, or other non-teaching duties to include program review and assessment as required by SACS, other program accreditation bodies, and/or on-going best institutional practice.
- Demonstrate knowledge of and adherence to college and VCCS policies.
- Maintain collegial working relationships with faculty, staff, and administrators.
- Actively collaborate with other faculty at the college.
- Engage in and document two or more institutional responsibility activities consonant with the number of years of experience teaching in the VCCS, and with the high standards of performance demonstrated by other faculty on one-year/three-year contracts. Activities may include, but are not limited to
  - Implement and facilitate the adoption by others of an innovative advising best practice.
  - Take a leadership role in one’s academic discipline or academic department/division at the college to include chairing a committee or leading a special project.
  - Actively participate on ad hoc college or VCCS committees / projects.
  - Take a leadership role in an activity or initiative that reaches out to staff, administrators, or faculty outside one’s department/division to advance a cross-functional area approach to student service/success.
  - Mentor a new full-time or new or returning part-time faculty member in one’s department/division.
  - Engage activities that strengthen relationships with K-12 or four-year school partners.
  - Support the delivery of quality instruction in dual enrollment classes in the faculty member’s discipline through activities such as mentoring of dual enrollment faculty, course content review, assessment activities, and classroom observation.

**INSTITUTIONAL RESPONSIBILITY DOMAIN EVALUATION**

☐ Expectations Met ☐ Expectations Not Met

**COMMENTS:**

**SERVICE DOMAIN**

*Definition:* Service is the quality participation and commitment to students, college and/or community organizations. Participation in these activities is not done for extra compensation, but is an expectation of one’s activities as a professional educator. Activities in this domain are differentiated as follows:

- College Representation—Service activities that involve a direct connection between the faculty member who engages in the specific activity, and his/her position at the college
• College Citizenship—Service activities that are in support of college or VCCS initiatives in which the participant is not in a leadership role for the activity.

• Community Citizenship—Service activities that are indirect in which the employee is acting as a community resident who also happens to be a college employee.

Standard: The faculty member must meet the criterion below.

- Provide evidence of significant and meaningful engagement in service activities consonant with the number of years of teaching experience, with the number of years of experience teaching in the VCCS, and with the high standards of performance demonstrated by other faculty on two/three year contracts. Activities may include, but are not limited to, student clubs/activities, attendance at college activities where participation is voluntary, service to professional organizations related to teaching or the instructor’s discipline, or service to a community organization.

<table>
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<th>SERVICE DOMAIN EVALUATION</th>
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<tr>
<td>❑ Expectations Not Met</td>
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COMMENTS

Overall Evaluation of Performance
While second and third-year faculty in a one-year appointment may not necessarily achieve mastery of every single criteria listed in each domain, the faculty member must demonstrate that expectations have been met in each of the four domains of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service during the evaluation cycle. Based upon the above findings, the faculty member’s performance for the current evaluation cycle

❑ Meets Expectations

❑ Does Not Meet Expectations

COMMENTS

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<th>Comments</th>
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<td>ANNUAL PERFORMANCE AND PROFESSIONAL DEVELOPMENT OBJECTIVES</td>
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<td>Note: Each semester the faculty member will meet with the dean/</td>
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director to review previous and upcoming performance and professional development plans. Information from those discussions will provide data points to inform evaluations in the four domains of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service.

- Document satisfactory attention to and progress on, assessment of, and reflection on performance and professional development objectives established by the college.
- In collaboration with the supervising dean/director, establish specific, measureable, attainable, and relevant performance and professional development objectives for the following semester/calendar year.

Dean/Director Signature ______________________ Date ____________
Faculty Signature ______________________ Date ____________

Faculty Comments, if any: (add attachments if necessary)
Appendix C3

FACULTY EVALUATION FORM: SENIOR FACULTY APPOINTMENTS

Introduction
On this form are listed criteria deans/directors will use when evaluating whether expectations have been met in a teaching faculty member’s appointment term (one, three, or five years as appropriate). The expectations establish a demonstration and growth baseline for faculty performance that represents high standards and that especially focuses on performance in the teaching domain.
The senior faculty must demonstrate proficiency in each of the four domains of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service over the course of the summative evaluation period. Faculty are not expected to document basic duties. If a faculty member does not comply with these tasks, the Dean may document by exception.

Instructions
1. The dean/director will disclose the expectations for senior faculty near the start of the first semester of the evaluation cycle through an in-person conference.
2. The dean/director will explain to the faculty member the evaluation process, including annual performance and professional development plans, identify the relative weightings of the four domains based on the faculty member’s APPDP and/or previous summative evaluation, data sources for the evaluation, how a summative rating is determined, and the implications of summative ratings of “Meets Expectations” and “Does Not Meet Expectations,” including potential impact on continued employment.

Part 1 – Faculty Member

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<tbody>
<tr>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>CAMPUS/DIVISION:</th>
<th>PERIOD COVERED BY THIS EVALUATION:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part 2 – Evaluator

- Dean/Director
- Self

Printed Name of Evaluator

Part 3 – Performance Evaluation

Expectations

TEACHING DOMAIN
Definition: Creating a learning environment that facilitates students’ acquisition of knowledge and skills in a subject (i.e. instructional design, instructional delivery, instructional effectiveness, instructional expertise).

Standard: For each component of the teaching domain (instructional design, instructional delivery, instructional effectiveness, and instructional expertise) Over the course of the
### Expectations

In the appointment period, the faculty member must demonstrate proficiency in or satisfactory progress toward proficiency in areas where improvement is needed. **Items in bold do not require documentation or inclusion in the narrative.** Other items should be addressed in the narrative and may require documentation.

### Instructional Design

- For each course section taught, develop and/or utilize a course syllabus (course policies and course calendar) that is complete, accurate, and compliant with college standards.
- Distribute the syllabus to students on or before the start date for each course.
- Select high-quality learning resources, such as textbooks, bearing in mind appropriateness, necessity, accessibility, and cost.
- Design learning activities, assessment strategies, and materials that facilitate achievement of prescribed course outcomes.
- Choose appropriate pedagogical methods for classes.
- Engage in and document instructional design activities consonant with the high standards of senior faculty for continuous improvement, such as revising course materials (e.g. Blackboard, PowerPoint, Outlines, Websites, etc.) or adding new course materials or technologies.
- Analyze previous semesters’ student ratings of instruction and other student feedback about instructional design, identify areas for improvement, and implement an action plan to accomplish that improvement.
## Expectations

### Instructional Delivery
- Employ texts and other resources to achieve instructional objectives.
- Respond constructively and respectfully to student comments and questions.
- Respond in a timely manner to student phone, email, or other communications (usually by the end of the next business day)
- Foster appropriate communication with students outside of class meeting times.
- Provide students with meaningful and timely feedback (usually within one week) on activities and assignments.
- Follow college policies and procedures for administering and encouraging participation in student surveys of instruction in all course sections taught for the purpose of receiving summative and formative feedback to inform revisions to instructional delivery.
- Align course activities with target learning outcomes.
- Employ activities that foster student learning, which may include faculty-student interaction, cooperative learning, or active learning.
- Employ methods that develop students’ abilities to analyze, evaluate, or create.
- Employ technology and supporting materials in pursuit of instructional objectives.
- Engage in instructional delivery activities consonant with the high standards of senior faculty, alter a major test, written assignment or other assignment; alter activities or introduce new activities that are different from previous activities in one or more courses; or implement a substantially different pedagogy in one or more courses.
- Solicit and analyze ongoing student feedback about the effectiveness of instructional delivery, identify areas for improvement, and prepare an action plan to accomplish that improvement.

### Instructional Effectiveness
- Conduct meaningful and timely assessments of student learning.
- Deliver instruction effectively to foster student success as measured by student performance in related subsequent coursework and/or external tests or certifications (if applicable).
- Follow college policies and procedures for administering and encouraging participation in student surveys of instruction in all course sections taught for the purpose of receiving summative and formative feedback to inform revisions to instructional effectiveness.
- Deliver instruction effectively so as to align with stated learning outcomes.
- Engage in instructional effectiveness activity consonant with the high standards of senior faculty, such as implement a new activity to assess instructional effectiveness in a course and demonstrate modifications to instructional design and delivery based on the results of the assessment.

### Instructional Expertise
- Demonstrate currency in academic discipline, in methods of teaching, learning, and/or instructional technology.
- Engage in and document instructional expertise activities consonant with the high standards of senior faculty, such as activities to advance one’s instructional expertise in the instructor’s academic discipline and activities in the area of teaching effectiveness. (e.g. attending conferences, seminars, workshops, webinars, reading literature in one’s discipline, etc.)
### SCHOLARLY AND CREATIVE ENGAGEMENT DOMAIN

**Definition:** Activities specifically associated with the faculty member’s formally recognized area of expertise.

**Standard:** Over the course of the evaluation period the faculty member must engage in scholarly and/or creative activities consonant with the high standards of senior faculty as informed by the weighted percentages and APPDPs. Activities may include, but are not limited to:

- Publish in peer-reviewed forums in one’s academic discipline or the general area of college teaching.
- Present creative works in forums for which admission/acceptance is competitive.
- Participate in professional organizations.
- Present at professional conferences.
- Organize or lead workshops, seminars, or other training activities for one’s peers.
- Earn graduate credits or a degree.
- Earn a professional or industry certification.
- Conduct scholarly research.
- Write, win, or review job-related grants.
- Attend conferences related to teaching discipline.
- Attend training webinars related to teaching discipline.
- Attend workshops related to teaching discipline.
- Working as a consultant in the area of academic expertise.

### SCHOLARLY AND CREATIVE ENGAGEMENT DOMAIN EVALUATION

<table>
<thead>
<tr>
<th>Expectations Met</th>
<th>Expectations Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**COMMENTS**
INSTITUTIONAL RESPONSIBILITY DOMAIN

*Definition:* Performing assigned or presumed duties according to one's role at the college. These activities support and advance both the mission of the VCCS and the college to enhance the effective functioning of the college - including the business processes (i.e. advising students, adherence to college and VCCS policy, collegiality, administrative duties, departmental supervision or assigned college community leadership duties, additional duties as assigned). If an activity does not otherwise fit into Teaching, Scholarly and Creative Engagement, or Service, and the activity is job related, then it should be counted in the Institutional Responsibility domain.

*Standard:* Over the course of the appointment period, the faculty member must demonstrate proficiency in or satisfactory progress toward proficiency in areas where improvement is needed. **Items in bold do not require documentation.**

- Satisfactorily participate in the development and execution of Annual Performance and Professional Development Plans.
- Publish office hours and make oneself available for consultation with students and advisees during those published hours throughout the semester.
- Fulfill responsibilities as an academic advisor to students (if applicable).
- Satisfactorily participate in required department, division, campus, committee, and college meetings.
- Keep accurate attendance reports, if applicable.
- Submit grade reports in a timely fashion according to established college guidelines/calendars.
- Satisfactorily perform assigned administrative, supervisory, leadership, or other non-teaching duties to include program review and assessment as required by SACS, other program accreditation agencies and/or ongoing best institutional practice.
- Demonstrate knowledge of and adherence to college and VCCS policies.
- Maintain collegial working relationships with faculty, staff, and administrators.
- Actively collaborate with other faculty in enhancing instructional effectiveness and student success at the college.
- Engage in and document one or more institutional responsibility activities consonant with the high standards of senior faculty. Activities may include, but are not limited to:
  - Implement and facilitate the adoption by others of an innovative advising best practice.
  - Take a leadership role in one’s academic discipline or academic department/division at the college to include chairing a committee or leading a special project.
  - Actively participate on ad hoc college or VCCS committees/projects.
  - Take a leadership role in an activity or initiative that reaches out to staff, administrators, or faculty outside one’s department/division to advance a cross-functional area approach to student service/success.
  - Mentor a new full-time or new or returning part-time faculty member in one’s department/division.
  - Engage activities that strengthen relationships with K-12 or four-year school partners.
  - Support the delivery of quality instruction in dual enrollment classes in the faculty member’s discipline through activities such as mentoring of dual enrollment faculty, course content review, assessment activities, and classroom
INSTITUTIONAL RESPONSIBILITY DOMAIN EVALUATION

☐ Expectations Met  ☐ Expectations Not Met

COMMENTS

SERVICE DOMAINS

**Definition:** Service is the quality participation and commitment to students, college and/or community organizations. Participation in these activities is not done for extra compensation, but is an expectation of one’s activities as a professional educator. Activities in this domain are differentiated as follows:

- **College Representation**—Service activities that involve a direct connection between the faculty member who engages in the specific activity, and his/her position at the college.
- **College Citizenship**—Service activities that are in support of college or VCCS initiatives in which the participant is not in a leadership role for the activity.
- **Community Citizenship**—Service activities that are indirect in which the employee is acting as a community resident who also happens to be a college employee.

**Standard:** Over the course of the evaluation period the faculty member must engage in Service activities consonant with the high standards of senior faculty as informed by the weighted percentages and APPDPs.

- Activities may include, but are not limited to
  - Take the (co)sponsor role in a student organization.
  - Take a leadership role in a college or VCCS Foundation activity or participate in activities sponsored by the college or VCCS Foundation.
  - Attend college activities for which participation is not mandatory. (e.g., attend a college play, performance, art show, competition, etc.)
  - Take a leadership or service role in one or more professional organizations.
  - Take a leadership role or active participant role in one or more community organizations.
  - Serve as a judge/juror for a community activity.
  - Attend conferences as a college representative
  - Participate in college governance
  - Serving on college standing or ad hoc committees
  - Participate in community service

SERVICE DOMAIN EVALUATION

☐ Expectations Met  ☐ Expectations Not Met

COMMENTS
Overall Evaluation of Performance
The faculty member must demonstrate that expectations have been met in every one of the four domains of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service during the evaluation cycle. Based upon the above findings, the faculty member’s performance for the current evaluation cycle

☐ Meets Expectations
☐ Does Not Meet Expectations

COMMENTS

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ANNUAL PERFORMANCE AND PROFESSIONAL DEVELOPMENT OBJECTIVES</strong></td>
<td></td>
</tr>
<tr>
<td>Note: Each year the faculty member will meet with the dean/director to review previous and upcoming performance and professional development plans. Information from those discussions will provide data points to inform evaluations in the four domains of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service.</td>
<td></td>
</tr>
<tr>
<td>• Document satisfactory attention to, progress on, assessment of, and reflection on performance and professional development objectives established by the college.</td>
<td></td>
</tr>
<tr>
<td>• In collaboration with the supervising dean/director, establish specific, measureable, attainable, and relevant performance and professional development plans for the following semester/calendar year.</td>
<td></td>
</tr>
</tbody>
</table>

Dean/Director Signature ______________ Date ______________

Faculty Signature ______________ Date ______________

Faculty Comments, if any: (add attachments if necessary)
Appendix E1

CLASSROOM OBSERVATION PLANNING FORM

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Position Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean/Director Name</td>
<td>Position Title</td>
</tr>
<tr>
<td>Course/Section Number of Observed Class</td>
<td>Course Title</td>
</tr>
<tr>
<td>Date and Start/End Times of Observation</td>
<td>Location</td>
</tr>
</tbody>
</table>

1. What are the student learning objectives for this class session?

2. What instructional methods will be used in this class session?

3. What strategies will be used in this class session to foster student engagement?

4. What instructional materials (handouts, media, technology, etc.) will be used in this class session?

5. What assessment strategies will be employed to measure what students have learned in this class session?

6. Are there other specific aspects of this class session on which the instructor would like to receive feedback?

7. Other information:
Appendix E2

CLASSROOM OBSERVATION FORM

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Position Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean/Director Name</td>
<td>Position Title</td>
</tr>
<tr>
<td>Course/Section Number of Class</td>
<td>Course Title</td>
</tr>
<tr>
<td>Date and Start/End Times of Observation</td>
<td>Location</td>
</tr>
</tbody>
</table>

1. The instructor was prepared for the class session.
   - Yes: ____________________________
   - No: ____________________________
   - Partially: ______________________
   - Comments: ______________________

2. The instructor described the learning objectives to the students at the start of the class session.
   - Yes: ____________________________
   - No: ____________________________
   - Partially: ______________________
   - Comments: ______________________

3. The instructor spoke clearly and audibly.
   - Yes: ____________________________
   - No: ____________________________
   - Partially: ______________________
   - Comments: ______________________

4. The Instructor encouraged questions and student participation.
   - Yes: ____________________________
   - No: ____________________________
   - Partially: ______________________
   - Comments: ______________________

5. The instructor employed instructional strategies that sustained the students’ attention.
   - Yes: ____________________________
   - No: ____________________________
   - Partially: ______________________
   - Comments: ______________________

6. The instructor provided activities to assess students’ grasp of the content of course unit(s).
   - Yes: ____________________________
   - No: ____________________________
   - Partially: ______________________
   - Comments: ______________________

7. The instructor effectively used supplemental instructional materials.
   - Yes: ____________________________
   - No: ____________________________
   - Partially: ______________________
   - N/A: ____________________________
   - Comments: ______________________

8. The instructor effectively used instructional technology and/or media.
   - Yes: ____________________________
   - No: ____________________________
   - Partially: ______________________
   - Comments: ______________________
9. The objectives of the class session were achieved

<table>
<thead>
<tr>
<th>Yes:</th>
<th>No:</th>
<th>Partially:</th>
</tr>
</thead>
</table>

Comments:

10. Within the categories of (1) instructional design, (2) instructional delivery, (3) instructional effectiveness, and (4) instructional expertise, identify specific instances where the instructor excelled during the class session.

Comments:

11. Within the categories of (1) instructional design, (2) instructional delivery, (3) instructional effectiveness, and (4) instructional expertise, identify specific instances where the instructor could improve upon.

Comments:

Instructor comments after Post-Observation with Dean/Director:

______________________________   ______________________________
Instructor Signature     Date

______________________________   ______________________________
Dean/Director Signature    Date
Appendix E3
Classroom Observation Form for Online Classes

Instructions: TCC uses the Quality Matters review process as a key component of the observation of online courses. This requires that:

1. The dean/director will meet with the faculty member who is up for an observation three months prior to the observation period to plan for the review and observation.
2. The faculty member shall complete the required forms requesting that the Center for eLearning schedule a review of the course to be observed.
3. The review team will do the review and provide the information to both the faculty member and the dean/director at least 10 workdays prior to the scheduled observation.
4. The dean/director will schedule a meeting with the faculty member at least 5 workdays prior to the scheduled observation to discuss the observation and the things the dean will look for, such as actual delivery of the course, response times to student questions/comments, student engagement in the course, and any specific issues that may have come to the dean’s/director’s attention.
5. The dean/director will “enroll” in the course for the observation process.
6. Using the information provided by the review team and that gathered by the dean’s/director’s “observation,” the dean/director will complete the form below.
7. Within 10 workdays of the observation, the dean/director will schedule a post observation meeting with the faculty member and they will review the form. The faculty member will have opportunity to respond to the evaluation.
8. A copy of the review team’s report using the Quality Matters process will be attached to the form.
9. Both the faculty member and the dean/director will sign and date the form.

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Position Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean/Director Name</td>
<td>Position Title</td>
</tr>
<tr>
<td>Course/Section Number of Class</td>
<td>Course Title</td>
</tr>
<tr>
<td>Date and Start/End Times of Observation</td>
<td>Location</td>
</tr>
</tbody>
</table>

1. The instructor prepared and organized the course for ease of navigation.

<table>
<thead>
<tr>
<th>Yes:</th>
<th>No:</th>
<th>Partially:</th>
</tr>
</thead>
</table>

Comments:

2. The instructor provided a description of the learning objectives for each unit of the course.

<table>
<thead>
<tr>
<th>Yes:</th>
<th>No:</th>
<th>Partially:</th>
</tr>
</thead>
</table>

Comments:

3. The instructor provided clear explanations of student expectations and activities.

<table>
<thead>
<tr>
<th>Yes:</th>
<th>No:</th>
<th>Partially:</th>
</tr>
</thead>
</table>

Comments:

4. The Instructor provided ample opportunity for student questions and instructor response.

<table>
<thead>
<tr>
<th>Yes:</th>
<th>No:</th>
<th>Partially:</th>
</tr>
</thead>
</table>


5. The instructor’s instructional design engaged the student and sustained the students’ attention.
   - Yes:  
   - No:  
   - Partially:  
   Comments:

6. The instructor provided activities to assess students’ grasp of the content of course units.
   - Yes:  
   - No:  
   - Partially:  
   Comments:

7. The instructor provided ready access to supplemental instructional materials.
   - Yes:  
   - No:  
   - Partially:  
   Comments:

8. The instructor effectively used instructional technology and/or media.
   - Yes:  
   - No:  
   - Partially:  
   Comments:

9. The objectives of each course unit were adequately addressed.
   - Yes:  
   - No:  
   - Partially:  
   Comments:

10. The learning outcomes for the course were clearly explained and easily accessible for the students.
    - Yes:  
    - No:  
    - Partially:  
    Comments:

11. Within the categories of (1) instructional design, (2) instructional delivery, (3) instructional effectiveness, and (4) instructional expertise, identify specific instances where the instructor excelled in this course.
    Comments:

12. Within the categories of (1) instructional design, (2) instructional delivery, (3) instructional effectiveness, and (4) instructional expertise, identify specific instances where the instructor could improve in this course.
    Comments:

Instructor comments after Post-Observation with Dean/Director:
<table>
<thead>
<tr>
<th>Instructor Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean/Director Signature</td>
<td>Date</td>
</tr>
</tbody>
</table>
Appendix F
Achievement Award of Recognition: Nomination Form

Name of Faculty Member Being Nominated:

First Name: _____________________________ Last Name: ____________________________

Campus/Division/Teaching Discipline: _____________________________________________

Category of Award – Please Select One Category:
☐ Faculty Teaching Achievement Award
Awarded to members of the full-time teaching faculty whose performance in the classroom or other instructional environment best exemplifies effectiveness in promoting student achievement.

☐ Faculty Scholarly and Creative Engagement Award
Awarded to members of the full-time teaching faculty who achieve a significant academic scholarly accomplishment through research, publishing and/or professional presentations, grant activity, or creative works.

☐ Faculty Community Impact Award.
Awarded to members of the full-time teaching faculty who greatly impact the college's image through community service and/or involvement.

☐ Faculty Leadership Award.
Awarded to members of the full-time teaching faculty who demonstrate leadership and commitment to the college.

Rationale for Nomination: (Please provide a narrative describing the activity, behavior, or contribution for which the nominee is being nominated. Attach additional sheets as necessary.)

Name of Person Submitting the Nomination:

First Name: _____________________________ Last Name: ____________________________

Title: ________________________________________________________________________

Office Telephone #: __________________________ E-Mail: ____________________________

Signature: __________________________ Date: ____________________________________
Appendix G

Reward for Professional Excellence: Nomination Form

Name of Faculty Member Being Nominated:

First Name: _____________________________ Last Name: _____________________________

Campus/Division/Teaching Discipline: _____________________________________________

Category of Reward – Please Select One Category:

☐ Professional Excellence in Teaching Reward
Contains evidence of professional excellence in: Instructional methodology, student achievement and success, student engagement, learning outcomes assessment, and/or new delivery modalities.

☐ Professional Excellence in Scholarly and Creative Engagement Reward
Contains evidence of professional excellence in: Continuing education, academic coursework, or degree attainment, publications, presentations, or creative works, activity in professional organizations, and/or scholarly research.

☐ Professional Excellence in Institutional Responsibility Reward
Contains evidence of professional excellence in: Special projects, student advising, administrative responsibilities, and/or other non-teaching duties.

☐ Professional Excellence in College and Community Service Reward
Contains evidence of professional excellence in: Service to the institution, service to the community, and/or service to the profession.

Rationale for Nomination: (Please provide a narrative describing the activity, behavior, or contribution for which the nominee is being nominated. Attach additional sheets as necessary.)

Name of Person Submitting the Nomination:

First Name: _____________________________ Last Name: _____________________________

Title: ________________________________________________________________________

College (or VCCS): ________________________________________________________________________

Office Telephone #: __________________________ E-Mail: ___________________________

Signature: ____________________________________ Date: ___________________________
Appendix H

Reward for Professional Excellence: Application Form

To be completed by Award Nominee

First Name: __________________________  Last Name: _______________________________

Title: __________________________________________________________________________

Office Telephone #: ____________________  E-Mail: __________________________________

Signature: ______________________________  Date: __________________________________

Category of Reward – Please Select One Category:
☐ Faculty Reward for Professional Excellence in Teaching
  Provide evidence of professional excellence in: Instructional methodology, student achievement and success, student engagement, learning outcomes assessment, and/or new delivery modalities.

In the space provided below, please provide a brief summary explaining the accomplishment, contribution, or activity for which you have been nominated to receive this award. Please identify which area(s) from among the following are most closely associated with your accomplishment, contribution, or activity. Choose all that apply.

☐ Instructional methodology
☐ Student achievement and success
☐ Student engagement
☐ Learning outcomes assessment
☐ Innovative use of instructional technology
☐ Offering a course in a new delivery modality (e.g. online) VCCS Faculty Evaluation Model Plan
☐ Excellence in Teaching Award 68

☐ Faculty Reward for Professional Excellence in Scholarly and Creative Engagement
  Provide evidence of professional excellence in: Continuing education, academic coursework, or degree attainment, publications, presentations, or creative works, activity in professional organizations, and/or scholarly research.

In the space provided below, please provide a brief summary of the accomplishment, contribution, or activity for which you have been nominated to receive this award. Please identify which area(s) from among the following are most closely associated with your accomplishment, contribution, or activity: Choose all that apply.
Continuing education, academic coursework, or degree attainment
Publications, presentations, or creative works
Activity in professional organizations
Scholarly research
Grant activity
**Faculty Reward for Professional Excellence in Institutional Responsibility**
Provide evidence of professional excellence in: Special projects, student advising, administrative responsibilities, and/or other non-teaching duties.

In the space provided below, please provide a brief summary of the accomplishment, contribution, or activity for which you have been nominated to receive this award. **Please identify which area(s) from among the following are most closely associated with your accomplishment, contribution, or activity:** Choose all that apply.

- Special projects
- Student advising
- Administrative responsibilities
- Leadership in one’s academic discipline, department, or division
- Other non-teaching duties

**Faculty Reward for Professional Excellence in College and Community Service**
Provide evidence of professional excellence in: Service to the institution, service to the community, and/or service to the profession.

In the space provided below, please provide a brief summary of the accomplishment, contribution, or activity for which you have been nominated to receive this award. **Please identify which area(s) from among the following are most closely associated with your accomplishment, contribution, or activity:** Choose all that apply.

- Service to the institution
- Service to the community
- Service to the profession

**Rationale for Reward**
1) Summary of the accomplishment, contribution, or activity.

2) If self-nominated, please describe and provide appropriate documentation, how the accomplishment, contribution, or activity for which you have been nominated to receive this award was innovative, distinctive, or impactful.
3) Please describe and how the accomplishment, contribution, or activity for which you have been nominated to receive this reward was supportive of the college mission.

4) Please describe how the accomplishment, contribution, or activity for which you have been nominated to receive this reward was supportive of the strategic goals of the college and/or the Virginia Community College System.

The Reward and Recognition may request additional documentation in support of your nomination.

Submit completed form and any supporting documentation to the Ad Hoc Faculty Reward and Recognition Committee no later than the end of February.

The committee suggests separating the nomination and application for the Rewards for Professional excellence and then sending (linking) the nomination to the candidate with the blank reward application.
# Appendix I

## TCC CALENDAR OF EVENTS FOR FACULTY IN SUMMATIVE EVALUATION YEAR

<table>
<thead>
<tr>
<th>Date</th>
<th>Probationary First-Year Faculty</th>
<th>Second- and Third-Year Faculty</th>
<th>Senior One-Year Faculty (Beyond First Three Years)</th>
<th>Senior Multi-Year Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>By September 1</td>
<td>Dean/Director communicates first semester evaluation criteria and Performance &amp; Professional Development Plan.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>By November 15</td>
<td>Faculty member completes assessment of Performance and Professional Development Plan and self-evaluation for Fall semester.</td>
<td>Faculty member submits assessment of Annual Performance and Professional Development Plan and self-evaluation for current calendar year.</td>
<td>Faculty member submits assessment of Annual Performance and Professional Development Plan and self-evaluation for current calendar year.</td>
<td>Faculty member submits assessment of Annual Performance and Professional Development Plan and, In last year of multi-year appointment, self-evaluation for all years of the multi-year cycle.</td>
</tr>
<tr>
<td>By December 1</td>
<td>Dean/director completes Fall semester Performance and Professional Development Plan assessment and summative evaluation.</td>
<td>Dean/director and faculty member complete assessment of Annual Performance &amp; Professional Development Plan for present year and complete negotiations on Annual Performance &amp; Professional Development Plan for coming year.</td>
<td>Dean/director and faculty member complete assessment of Annual Performance &amp; Professional Development Plan for present year and complete negotiations on Annual Performance &amp; Professional Development Plan for coming year.</td>
<td>In every year of multi-year appointment, dean/director and faculty member complete assessment of Annual Performance &amp; Professional Development Plan for present year and complete negotiations on Annual Performance &amp; Professional Development Plan for coming year.</td>
</tr>
<tr>
<td></td>
<td>Dean/director completes evaluations for current calendar year.</td>
<td>Dean/director completes evaluations for current calendar year.</td>
<td>Dean/director completes evaluations for current calendar year.</td>
<td>In last year of multi-year appointment, dean/director completes evaluation for all years of the multi-year cycle.</td>
</tr>
<tr>
<td>By December 15</td>
<td>For faculty member who receives a “Meets Expectations” rating, dean/director communicates evaluation criteria for Spring semester.</td>
<td>For faculty member who receives a “Meets Expectations” rating, dean/director communicates evaluation criteria for next calendar year/evaluation cycle, as appropriate.</td>
<td>Dean/director communicates evaluation criteria for next calendar year/evaluation cycle, as appropriate.</td>
<td>Dean/director communicates evaluation criteria for next calendar year/evaluation cycle, as appropriate.</td>
</tr>
</tbody>
</table>

**Note:** Non-summative faculty APPDP meetings and reviews Oct 1 - January 31
<table>
<thead>
<tr>
<th>Date</th>
<th>Probationary First-Year Faculty</th>
<th>Second- and Third-Year Faculty</th>
<th>Senior One-Year Faculty (Beyond First Three Years)</th>
<th>Senior Multi-Year Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>By January 15</td>
<td>Faculty and dean/director receive student evaluation results from Fall semester.</td>
<td>Faculty and dean/director receive student evaluation results from Fall semester.</td>
<td>Faculty and dean/director receive student evaluation results from Fall semester.</td>
<td>Faculty and dean/director receive student evaluation results from Fall semester.</td>
</tr>
<tr>
<td></td>
<td>Dean/director communicates to faculty second semester evaluation criteria and Performance &amp; Professional Development Plan.</td>
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<tr>
<td>By March 1</td>
<td>Dean/director completes second semester (Spring) evaluations.</td>
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<td>By March 15</td>
<td>Faculty member who receives a “Does Not Meet Expectations” rating notified of non-reappointment decision.</td>
<td>Faculty member notified of non-reappointment decisions (when applicable).</td>
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<tr>
<td>By June 1</td>
<td>Faculty member and dean/director receive student evaluation results from Spring semester.</td>
<td>Faculty member and dean/director receive student evaluation results from Spring semester.</td>
<td>Faculty member and dean/director receive student evaluation results from Spring semester.</td>
<td>Faculty member and dean/director receive student evaluation results from Spring semester.</td>
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<tr>
<td>By June 30</td>
<td>Faculty member receives contract for the next academic year (if eligible).</td>
<td>Faculty member receives contract for the next academic year (if eligible) and notification of one-year or multi-year appointment term as appropriate.</td>
<td>Faculty member receives contract for the next academic year (if eligible) and notification of one-year or multi-year appointment term as appropriate.</td>
<td>Faculty member receives contract for the next academic year and notification of one-year or multi-year appointment term as appropriate.</td>
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Appendix J
Definitions & System Descriptions

- **Annual Performance and Professional Development Plan (APPDP):** The annual goals (objectives) that is required of all full-time teaching faculty members regardless of their contract length.

- **College Citizenship:** Service activities that are in support of college or VCCS initiatives in which the participant is not in a leadership role for the activity.

- **College Plan:** A set of policies, procedures, and practices that operationalize the VCCS Faculty Development and Evaluation System at the college. The college plan must be approved by a majority of full-time, nine-month teaching faculty who vote on the question, approved by the college president, and certified by the Chancellor as embodying the philosophy, matching the high standards, adhering to VCCS policy, and addressing the technical requirements of the VCCS Faculty Development and Evaluation System.

- **College Representation:** Service activities that involve a direct connection between the faculty member who engages in the specific activity, and his/her position at the college.

- **Community Citizenship:** Service activities that are indirect in which the employee is acting as a community resident who also happens to be a college employee.

- **Data Sources:** Information generated and used for evaluative purposes from Self-Evaluation, Supervisor Evaluation and Annual Performance and Professional Development Plan Form.

- **De Minimis:** A non-monetary small gift or token of appreciation—such rewards are not taxable under IRS regulation due to their small or minimal nature. The amount of a de minimis gift for the VCCS has been established as $75 or under in value.

- **Development:** Structured or formal learning experiences designed to help the individual perform better or learn new knowledge and skills.

- **Domains (or Performance Domains):** Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service.

- **Evaluation:** The periodic assessment of performance that is facilitated by the dean/director.

- **Evaluation Cycle:** The evaluation cycle for all teaching faculty within the VCCS is the calendar year, January through December.

- **Faculty/Faculty Member/Full-time Faculty/Teaching Faculty:** For the purposes of the Faculty Development and Evaluation System and associated Model Plan, “faculty,” “faculty member,” “full-time faculty,” and “teaching faculty” refer to nine-month, full-time teaching faculty, except for those in the associate instructor category of employment.

- **Faculty Senate FDEP/APPDP Committee:** Committee of faculty members to review and monitor the content and implementation of the Faculty Development and Evaluation Plan and the APPDP in collaboration with the Deans.

- **Forms/Instruments/Devices:** The actual documents or templates used to conduct an evaluation session, to set goals and objectives, to nominate a faculty member for an award, or otherwise to execute the development and evaluation plan.

- **Goals:** See Annual Performance and Professional Development Plan.

- **Institutional Responsibility:** Performing assigned or presumed duties in accordance with applicable laws, policies, and procedures. This includes, but is not limited to, adherence to college and VCCS policy, collegiality, student advising, administrative duties, departmental supervision or other college community leadership duties, and additional duties as assigned. Activities that do not otherwise fit into Teaching,
Scholarly and Creative Engagement, or Service, but which are job related, should be counted in the Institutional Responsibility domain.

- **Performance Improvement Plan**: A plan of action with specific activities and target dates that prescribe a course of action to be taken when a full-time teaching faculty member earns a “Does Not Meet Expectations” rating.
- **Plan**: Colleges’ operational documents that describe the specific rules and practices that govern the development and evaluation plan at the college. The plans are developed consistent with VCCS Policy 3.6.
- **Policy**: VCCS Policy 3.6: Provides the principles and guidelines that outline the development and evaluation system.
- **Probationary Faculty**: Faculty that are in their first fall/spring appointment year.
- **Recognition**: Recognition is defined as non-monetary or *de minimis* awards such as certificates, commemorative gifts, or preferred parking spaces for a semester, etc.
- **Reward**: Rewards are defined as significant annual monetary awards—bonus, percentage pay increase, or professional development stipend—that are available on a competitive basis to a limited percentage of full-time teaching faculty each year.
- **Scholarly and Creative Engagement**: Publications, research, artistic, intellectual, or other presentation and sharing activities that are specifically associated with the faculty member’s formally recognized area of expertise.
- **Senior Faculty**: Those faculty members beyond the first three continuous appointment years, whether on one-year or multi-year appointments.
- **Service**: The quality participation and commitment to students, college and/or community organizations (See: college representation, college citizenship, and community citizenship).
- **Teaching**: Creating a learning environment that facilitates students’ acquisition of knowledge and skills in a subject (i.e. instructional design, instructional delivery, instructional effectiveness, and instructional expertise).
- **Weighting**: The percentages listed in Table 1 for each of the four domains. This is NOT a numerical rating system nor a score for the summative evaluation.