

Central Virginia Community College Policies  
V – Academic Administration and Responsibilities  
Full-time Teaching Faculty Development and Evaluation System Model Plan



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Responsible Dept.:	Academic and Student Affairs
Other Policy References:	NA

**Full-time Teaching Faculty Development and Evaluation System Model Plan Appendices A - K**

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**Appendix A: Yearly Calendar of Events**

Date	Probationary First-Year Faculty	Second- and Third-Year Faculty	Senior One-Year Faculty (Beyond First Three Years)	Multi-Year Faculty
By Sep. 1	Dean/supervisor communicates first semester evaluation criteria and Performance & Professional Development Objectives.			
By Nov. 15	Faculty member completes assessment of Performance and Professional Development Objectives and self-evaluation for Fall semester.	Faculty member submits assessment of Annual Performance and Professional Development Objectives and self-evaluation for current calendar year.	Faculty member submits assessment of Annual Performance and Professional Development Objectives and self-evaluation for current calendar year.	Faculty member submits assessment of Annual Performance and Professional Development Objectives and In last year of multi-year appointment self-evaluation for all years of the multi-year cycle.
By Dec. 1	Dean/supervisor completes Fall semester Performance and Professional Development Objectives assessment and summative evaluation.	Dean/supervisor and faculty member complete assessment of Annual Performance & Professional Development Objectives for present calendar year and complete negotiations on Annual Performance & Professional Development Objectives for coming year.	Dean/supervisor and faculty member complete assessment of Annual Performance & Professional Development Objectives for present calendar year and complete negotiations on Annual Performance & Professional Development Objectives for coming year.	In every year of multi-year appointment, dean/supervisor and faculty member complete assessment of Annual Performance & Professional Development Objectives for present calendar year and complete negotiations on Annual Performance & Professional Development Objectives for

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				coming year.
		Dean/supervisor completes evaluations for current calendar year.	Dean/supervisor completes evaluations for current calendar year.	In last year of multi-year appointment, dean/supervisor completes evaluation for all years of the multi-year cycle.
By Dec. 15	For faculty member who receives a “Meets Expectations” rating, dean/supervisor communicates evaluation criteria for Spring semester.	For faculty member who receives a “Meets Expectations” rating, dean/supervisor communicates evaluation criteria for next calendar year/evaluation cycle, as appropriate.	Dean/supervisor communicates evaluation criteria for next calendar year/evaluation cycle, as appropriate.	Dean/supervisor communicates evaluation criteria for next calendar year/evaluation cycle, as appropriate.
		Ad Hoc Appointment Advisory Committee meets to review documents of faculty, if applicable.	Ad Hoc Appointment Advisory Committee meets to review documents of faculty.	Ad Hoc Appointment Advisory Committee meets to review documents of faculty.
By Jan. 15	Faculty and dean/supervisor receive student evaluation results from Fall semester.	Faculty and dean/supervisor receive student evaluation results from Fall semester.	Faculty and dean/supervisor receive student evaluation results from Fall semester.	Faculty and dean/supervisor receive student evaluation results from Fall semester.
	Dean/supervisor communicates to faculty second semester evaluation criteria and Performance & Professional Development Objectives.		Faculty notified of non-reappointment decisions when applicable.	Faculty notified of non-reappointment decisions when applicable.

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By March 1	Dean/supervisor completes second semester (Spring) evaluations.			
By Mar. 15	Faculty member who receives a “Does Not Meet Expectations” rating notified of non-reappointment decision.	Faculty member notified of non-reappointment decisions (when applicable).		
By June 1	Faculty member and dean/supervisor receive student evaluation results from Spring semester.	Faculty member and dean/supervisor receive student evaluation results from Spring semester.	Faculty member and dean/supervisor receive student evaluation results from Spring semester.	Faculty member and dean/supervisor receive student evaluation results from Spring semester.
By June 30	Faculty member receives contract for the next academic year (if eligible).	Faculty member receives contract for the next academic year (if eligible) and notification of one-year or multi-year appointment term as appropriate.	Faculty member receives contract for the next academic year (if eligible) and notification of one-year or multi-year appointment term as appropriate.	Faculty member receives contract for the next academic year and notification of one-year or multi-year appointment term as appropriate.

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**Appendix B: Plan for Transitioning to the New Evaluation System**

For colleges currently evaluating full-time teaching faculty on an academic/fiscal year cycle:

- Evaluations for Academic Year 2012-13 or Fiscal Year 2012-13 should be completed in accordance with previously existing plan and previously established deadlines.
- Spring-semester performance of new faculty hired in Spring 2013 is conducted in accordance with 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 the following March 15.
- Continuing faculty will conduct student evaluations during Fall 2013.
- Continuing faculty will establish Annual Performance and Professional Development Objectives in accordance with the new faculty evaluation plan by December 1, 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 On January 1, 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 Faculty Development and Evaluation System.

For colleges currently evaluating full-time teaching faculty on a calendar year cycle:

- Evaluations of continuing faculty for Calendar Year 2013 should be completed in accordance with previously existing plan and previously existing deadlines.
- 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 the following March 15.
- Continuing faculty will establish Annual Performance and Professional Development Objectives by December 1, 2013 in accordance with new faculty evaluation plan.

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- First-semester performance evaluation of new 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, 2013.
- Faculty contracts/appointment proposals for 2014-15 are to be issued in Spring 2014 pursuant to results of Calendar Year 2013 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 On January 1, 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 Faculty Development and Evaluation System

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**Appendix C: Faculty Evaluation Form—Probationary First-Year Appointment**

### **Introduction**

This form lists criteria dean/supervisors will use to evaluate whether or not expectations have been met in each of the first two semesters of a teaching faculty member’s probationary first-year appointment. The expectations establish a demonstration and growth baseline for faculty performance that represents high standards with particular emphasis on performance in the teaching domain.

During the evaluation cycle, probationary first-year appointment faculty must

- Demonstrate mastery of a significant majority of the individual criteria in each domain
- Demonstrate satisfactory progress toward mastery of those criteria where improvement is needed
- Demonstrate, through mastery and satisfactory progress as noted above, that expectations have been met in every one of the four domains of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service.

### **Instructions**

- The dean/supervisor will communicate the expectations for probationary first-year faculty during the initial two weeks of the first semester of the first-year appointment (an in-person conference is recommended).
- The dean/supervisor will explain to the probationary first-year faculty member the evaluation process, including the evaluation criteria, the first-and second-semester Performance and Professional Development Objectives, the 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.

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**Appendix C: Faculty Evaluation Form—Probationary First-Year Appointment**

**Part 1: Faculty Member**

FACULTY NAME:	EMPLOYEE ID #:
DEPARTMENT/DIVISION:	PERIOD COVERED BY THIS EVALUATION:

**Part 2: Evaluator**

<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; height: 20px;"></td> <td style="width: 50%; height: 20px;"></td> </tr> <tr> <td style="width: 50%; height: 20px;"></td> <td style="width: 50%; height: 20px;"></td> </tr> <tr> <td style="text-align: center; padding: 2px;">Supervisor</td> <td style="text-align: center; padding: 2px;">Self</td> </tr> </table>					Supervisor	Self	Printed Name of Evaluator
Supervisor	Self						

**Part 3: Performance Evaluation**

Expectations	Comments
<p><b>TEACHING DOMAIN</b>  <i>Definition:</i> 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).  <i>Standard:</i> For each component of the teaching domain (instructional design, instructional delivery, instructional effectiveness, and instructional expertise) the faculty member must demonstrate <u>mastery of a significant majority of the bulleted criteria and satisfactory progress toward mastery of those criteria where improvement is needed.</u>  <i>Instructional Design</i></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Distribute the syllabus to students by the last day of the drop/add period for each course in the first semester of employment, and distribute the syllabus to students on or before the start date for each course in the second semester of employment.</li> <li>• Design learning activities and materials that facilitate student engagement, active learning, critical thinking, and achievement of prescribed course outcomes.</li> <li>• Design assessment strategies that effectively measure student achievement of prescribed course outcomes.</li> <li>• Follow college policies and procedures for administering and encouraging participation in student surveys of instruction in</li> </ul>	



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<p>all course sections taught for the purpose of receiving summative and formative feedback to inform revisions to instructional design.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	
<p><i>Instructional Delivery</i></p> <ul style="list-style-type: none"> <li>• Align course activities with target learning outcomes.</li> <li>• Employ activities that foster faculty-student interaction.</li> <li>• Employ activities that foster cooperative learning among students.</li> <li>• Employ methods that facilitate active learning.</li> <li>• Employ methods that develop students’ high order cognitive skills, such as analyzing, evaluating, and creating.</li> <li>• Employ required texts and other resources, including resources designated as required by the department or division, to achieve instructional objectives.</li> <li>• Employ technology and other supporting materials to achieve instructional objectives.</li> <li>• Respond constructively and respectfully to student comments and questions.</li> <li>• Respond promptly (usually by the end of the next business day) to student phone, email, or other communications.</li> <li>• Foster communication with students outside of class meeting times.</li> <li>• Provide students with prompt feedback (usually within one week) on activities and assignments.</li> <li>• 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.</li> <li>• For second-semester faculty only: Analyze the previous semester’s student ratings of instruction and other student feedback about instructional delivery, identify areas for improvement, and implement an action plan to accomplish that improvement.</li> </ul>	
<p><i>Instructional Effectiveness</i></p> <ul style="list-style-type: none"> <li>• Conduct timely assessments of student learning, including at least one assessment within the first two weeks of class.</li> <li>• Deliver effective instruction as measured by student performance on learning outcomes assessments.</li> </ul>	

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<ul style="list-style-type: none"> <li>• Deliver instruction effectively to foster student success as measured by student performance in related subsequent coursework and/or external tests or certifications (if applicable).</li> <li>• 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.</li> <li>• For second-semester faculty only: Analyze the previous semester’s student ratings of instruction and other student feedback about instructional effectiveness, identify areas for improvement, and implement an action plan to accomplish that improvement.</li> </ul>	
<p><i>Instructional Expertise</i></p> <ul style="list-style-type: none"> <li>• Demonstrate currency in academic discipline.</li> <li>• Demonstrate currency in methods of teaching and learning.</li> <li>• Demonstrate currency in instructional technology.</li> <li>• 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 expertise.</li> <li>• For second-semester faculty only: Analyze the previous semester’s student ratings of instruction and other student feedback about instructional expertise, identify areas for improvement and implement an action plan to accomplish that improvement.</li> </ul>	
<hr/> <hr/>	
<p style="text-align: center;"><b>TEACHING DOMAIN EVALUATION</b></p> <p style="text-align: center;"><b>Expectations Met</b> <span style="margin-left: 200px;"><b>Expectations <u>Not</u> Met</b></span></p>	
<p><b>SCHOLARLY AND CREATIVE ENGAGEMENT</b></p> <p><i>Definition:</i> Activities specifically associated with the faculty member’s formally recognized area of expertise.</p> <p><i>Standard:</i> The faculty member must meet the criterion below.</p> <ul style="list-style-type: none"> <li>• Engage in and document at least one scholarly and/or creative activity. Activities may include, but are not limited to, conference attendance, participation in professional organizations, conference presentations, academic</li> </ul>	

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coursework, scholarly research, publications, and grant activity.			
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<b>SCHOLARLY AND CREATIVE ENGAGEMENT DOMAIN EVALUATION</b>			
<b>Expectations Met</b>	<b>Expectations <u>Not</u> Met</b>		

<p><b>INSTITUTIONAL RESPONSIBILITY</b></p> <p><i>Definition:</i> 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.</p> <p><i>Standard:</i> The faculty member must demonstrate <u>mastery of a significant majority of the bulleted criteria</u> and <u>satisfactory progress toward mastery of those criteria where improvement is needed.</u></p> <ul style="list-style-type: none"> <li>• Satisfactorily participate in the development and execution of Annual Performance and Professional Development Objectives.</li> <li>• Demonstrate satisfactory progress in developing the knowledge, skills, abilities, and behaviors representative of teaching faculty excellence at the college and in the VCCS.</li> <li>• Publish office hours and make oneself available for consultation with students and advisees during those published hours throughout the semester.</li> <li>• Fulfill responsibilities as an academic advisor to students (if applicable).</li> <li>• Satisfactorily participate in required department, division, campus, committee, and college meetings.</li> <li>• Submit accurate and punctual attendance reports, grade reports, and other required department, division, and college documentation.</li> <li>• Satisfactorily perform assigned administrative, supervisory, leadership, or other non-teaching duties to include program</li> </ul>	
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review and assessment as required by SACS, other regulatory agencies, and/or ongoing best institutional practice. <ul style="list-style-type: none"> <li>• Demonstrate knowledge of and adherence to college and VCCS policies.</li> <li>• Contribute to one’s peer teaching community at the college.</li> <li>• Establish collegial working relationships with faculty, staff, and administrators.</li> </ul>	
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<b>INSTITUTIONAL RESPONSIBILITY DOMAIN EVALUATION</b>	
<b>Expectations Met</b>	<b>Expectations <u>Not</u> Met</b>

<b>SERVICE</b> <i>Definition:</i> 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: <ul style="list-style-type: none"> <li>• 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</li> <li>• 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.</li> <li>• 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.</li> </ul> <i>Standard:</i> The faculty member must meet the criterion below. <ul style="list-style-type: none"> <li>• Engage in one or more service activities. Activities may include, but are not limited to, 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.</li> </ul>	
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<div style="border: 1px solid black; height: 20px; width: 100%;"></div>	
<b>SERVICE DOMAIN EVALUATION</b>	
<b>Expectations Met</b>	<b>Expectations <u>Not</u> Met</b>

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**Overall Evaluation of Performance**  
 During the evaluation cycle the faculty member must

- Demonstrate mastery of a significant majority of the individual criteria in each domain
- Demonstrate satisfactory progress toward mastery of those criteria where improvement is needed
- Demonstrate, through mastery and satisfactory progress as noted above, that expectations have been met in every one of the four domains of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service.

**Meets Expectations**  
**Does Not Meet Expectations**

<b>Expectations</b>	<b>Comments</b>
<p><b>ANNUAL PERFORMANCE AND PROFESSIONAL DEVELOPMENT OBJECTIVES</b></p> <p>Note: Each semester the faculty member will meet with the dean/supervisor to review previous and upcoming Performance and Professional Development Objectives established by the college for probationary 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.</p> <ul style="list-style-type: none"> <li>• Document satisfactory attention to, progress on, assessment of, and reflection on Performance and Professional Development Objectives established by the college.</li> <li>• For second-semester faculty only: In collaboration with the supervisor, establish specific, measureable, attainable, and relevant Performance and Professional Development Objectives for the following semester/calendar year evaluation.</li> </ul>	

Evaluator Signature

Date

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**Appendix D: Faculty Evaluation Form—SECOND/THIRD-Year Appointment**

**Introduction**

This form lists criteria dean/supervisors will use to evaluate whether or not expectations have been met in the second-year or third-year of a faculty member’s initial appointment at the college. The expectations establish a demonstration and growth baseline for faculty performance that represents high standards with particular emphasis on performance in the teaching domain.

During the evaluation cycle, second/third-year appointment faculty must

- Demonstrate mastery of a significant majority of the individual criteria in each domain
- Demonstrate satisfactory progress toward mastery of those criteria where improvement is needed
- Demonstrate, through mastery and satisfactory progress as noted above, that expectations have been met in every one of the four domains of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service.

**Instructions**

- Do not use this form for first-year faculty; instead use the evaluation form for probationary first-year appointment faculty.
- The dean/supervisor will communicate the expectations for second/third-year appointment faculty during the first two weeks of the first semester of the evaluation cycle (an in-person conference is recommended).
- The dean/supervisor will explain to the faculty member the evaluation process, including the evaluation criteria, the 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.

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**Part 1: Faculty Member**

FACULTY NAME:	EMPLOYEE ID #:
DEPARTMENT/DIVISION:	PERIOD COVERED BY THIS EVALUATION:

**Part 2: Evaluator**

<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; height: 20px;"></td> <td style="width: 50%; height: 20px;"></td> </tr> <tr> <td style="width: 50%; text-align: center;">Supervisor</td> <td style="width: 50%; text-align: center;">Self</td> </tr> </table>			Supervisor	Self	Printed Name of Evaluator
Supervisor	Self				

**Part 3: Performance Evaluation**

Expectations	Comments
<p><b>TEACHING DOMAIN</b>  <i>Definition:</i> 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).  <i>Standard:</i> For each component of the teaching domain (instructional design, instructional delivery, instructional effectiveness, and instructional expertise) the faculty member must demonstrate <u>mastery of a significant majority of the bulleted criteria and satisfactory progress toward mastery of those criteria where improvement is needed.</u>  <i>Instructional Design</i></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Distribute the syllabus to students on or before the start date for each course.</li> <li>• Select high-quality learning resources, such as textbooks, bearing in mind appropriateness, necessity, accessibility, and cost.</li> <li>• Design learning activities and materials that facilitate student engagement, active learning, critical thinking, and achievement of prescribed course outcomes.</li> <li>• Design assessment strategies that effectively measure student achievement of prescribed course outcomes.</li> <li>• Follow college policies and procedures for administering and encouraging participation in student surveys of instruction in</li> </ul>	

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<p>all course sections taught for the purpose of receiving summative and formative feedback to inform revisions to instructional design.</p> <ul style="list-style-type: none"> <li>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.</li> </ul>	
<p><i>Instructional Delivery</i></p> <ul style="list-style-type: none"> <li>Align course activities with target learning outcomes.</li> <li>Employ activities that foster faculty-student interaction.</li> <li>Employ activities that foster cooperative learning among students.</li> <li>Employ methods that facilitate active learning.</li> <li>Employ methods that develop students’ high order cognitive skills, such as analyzing, evaluating, and creating.</li> <li>Employ required texts and other resources, including resources designated as required by the department or division, to achieve instructional objectives.</li> <li>Employ technology and other supporting materials to achieve instructional objectives.</li> <li>Respond constructively and respectfully to student comments and questions.</li> <li>Respond promptly (usually by the end of the next business day) to student phone, email, or other communications.</li> <li>Foster communication with students outside of class meeting times.</li> <li>Provide students with prompt feedback (usually within one week) on activities and assignments.</li> <li>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.</li> <li>Analyze previous semesters’ student ratings of instruction and other student feedback about instructional delivery, identify areas for improvement, and implement an action plan to accomplish that improvement.</li> </ul>	
<p><i>Instructional Effectiveness</i></p> <ul style="list-style-type: none"> <li>Conduct timely assessments of student learning, including at least one assessment within the first two weeks of class.</li> <li>Deliver effective instruction as measured by student performance on learning outcomes assessments.</li> <li>Deliver instruction effectively to foster student success as measured by student performance in related subsequent</li> </ul>	



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<p>coursework and/or external tests or certifications (if applicable).</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Analyze previous semesters’ student ratings of instruction and other student feedback about instructional effectiveness, identify areas for improvement, and implement an action plan to accomplish that improvement.</li> </ul>			
<p><i>Instructional Expertise</i></p> <ul style="list-style-type: none"> <li>• Demonstrate currency in academic discipline.</li> <li>• Demonstrate currency in methods of teaching and learning.</li> <li>• Demonstrate currency in instructional technology.</li> <li>• 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 expertise.</li> <li>• Analyze previous semesters’ student ratings of instruction and other student feedback about instructional expertise, identify areas for improvement, and implement an action plan to accomplish that improvement.</li> </ul>			
<div style="border: 1px solid black; height: 35px; width: 100%;"></div>			
<p style="text-align: center;"><b>TEACHING DOMAIN EVALUATION</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; text-align: center; border: none;"><b>Expectations Met</b></td> <td style="width: 50%; text-align: center; border: none;"><b>Expectations <u>Not</u> Met</b></td> </tr> </table>		<b>Expectations Met</b>	<b>Expectations <u>Not</u> Met</b>
<b>Expectations Met</b>	<b>Expectations <u>Not</u> Met</b>		
<p><b>SCHOLARLY AND CREATIVE ENGAGEMENT</b></p> <p><i>Definition:</i> Activities specifically associated with the faculty member’s formally recognized area of expertise.</p> <p><i>Standard:</i> The faculty member must meet the criterion below.</p> <ul style="list-style-type: none"> <li>• Engage in and document one or more scholarly and/or creative 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 second/third-year appointments. Activities may include, but are not limited to:       <ul style="list-style-type: none"> <li>○ Publish in peer-reviewed forums in one’s academic discipline or the general area of college teaching.</li> <li>○ Present creative works in forums for which admission/acceptance is competitive.</li> </ul> </li> </ul>			

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<ul style="list-style-type: none"> <li>○ Participate in multiple activities of professional organizations.</li> <li>○ Present at professional conferences.</li> <li>○ Organize or lead workshops, seminars, or other training activities for one’s peers.</li> <li>○ Earn graduate credits or a degree.</li> <li>○ Earn a professional or industry certification.</li> <li>○ Conduct scholarly research.</li> <li>○ Write, receive, or review job-related grants.</li> </ul>	
<b>SCHOLARLY AND CREATIVE ENGAGEMENT DOMAIN EVALUATION</b>	
<b>Expectations Met</b>	<b>Expectations <u>Not</u> Met</b>
<p><b>INSTITUTIONAL RESPONSIBILITY</b>          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.  <i>Standard:</i> The faculty member must demonstrate <u>mastery of a significant majority of the bulleted criteria</u> and <u>satisfactory progress toward mastery of those criteria where improvement is needed.</u></p> <ul style="list-style-type: none"> <li>● Satisfactorily participate in the development and execution of Annual Performance and Professional Development Objectives.</li> <li>● Demonstrate the knowledge, skills, abilities, and behaviors representative of teaching faculty excellence at the college and in the VCCS congruent with the performance of one/three-year appointment faculty.</li> <li>● Publish office hours and make oneself available for consultation with students and advisees during those published hours throughout the semester.</li> <li>● Fulfill responsibilities as an academic advisor to students (if applicable).</li> <li>● Satisfactorily participate in required department, division, campus, committee, and college meetings.</li> <li>● Submit accurate and punctual attendance reports, grade reports, and other required department, division, and college documentation.</li> </ul>	

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<ul style="list-style-type: none"> <li>• Satisfactorily perform assigned administrative, supervisory, leadership, or other non-teaching duties to include program review and assessment as required by SACS, other regulatory agencies, and/or ongoing best institutional practice.</li> <li>• Demonstrate knowledge of and adherence to college and VCCS policies.</li> <li>• Contribute to one’s peer teaching community at the college.</li> <li>• Maintain collegial working relationships with faculty, staff, and administrators.</li> <li>• Engage in and document one or more institutional responsibility 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 second/third-year appointments. Activities may include, but are not limited to             <ul style="list-style-type: none"> <li>○ Implement and facilitate the adoption by others of an innovative advising best practice.</li> <li>○ 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.</li> <li>○ Actively participate on ad hoc college or VCCS committees/projects.</li> <li>○ 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.</li> <li>○ Mentor a new full-time or new or returning part-time faculty member in one’s department/division.</li> <li>○ Engage in activities that strengthen relationships with K-12 or four-year school partners.</li> <li>○ 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.</li> </ul> </li> </ul>	
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<b>INSTITUTIONAL RESPONSIBILITY DOMAIN EVALUATION</b>	
<b>Expectations Met</b>	<b>Expectations <u>Not</u> Met</b>

<b>SERVICE</b>	
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<p><i>Definition:</i> 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:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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.</li> <li>• 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.</li> </ul> <p><i>Standard:</i> The faculty member must meet the criterion below.</p> <ul style="list-style-type: none"> <li>• Provide evidence of 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 second/third-year appointments. 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.</li> </ul>							
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<b>SERVICE DOMAIN EVALUATION</b>							
<b>Expectations Met</b>	<b>Expectations <u>Not</u> Met</b>						

**Overall Evaluation of Performance**  
 During the evaluation cycle, the faculty member must

- Demonstrate mastery of a significant majority of the individual criteria in each domain
- Demonstrate satisfactory progress toward mastery of those criteria where improvement is needed
- Demonstrate, through mastery and satisfactory progress as noted above, that expectations have been met in every one of the four domains of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service.

**Meets Expectations**

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**Does Not Meet Expectations**

Expectations	Comments
<p><b>ANNUAL PERFORMANCE AND PROFESSIONAL DEVELOPMENT OBJECTIVES</b></p> <p>Note: Each year the faculty member will meet with the dean/supervisor to review previous and upcoming Annual Performance and Professional Development Objectives. 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.</p> <ul style="list-style-type: none"> <li>• Document satisfactory attention to, progress on, assessment of, and reflection on Annual Performance and Professional Development Objectives established by the college.</li> <li>• In collaboration with the supervisor, establish specific, measureable, attainable, and relevant Annual Performance and Professional Development Objectives for the following calendar year.</li> </ul>	

\_\_\_\_\_  
 Evaluator Signature

Date

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**Appendix E: Faculty Evaluation Form—SENIOR FACULTY Appointments<sup>[1]</sup>**

### **Introduction**

This form lists criteria dean/supervisors will use to evaluate whether or not expectations have been met over the entire course of 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 with particular emphasis on performance in the teaching domain.

In every year during the evaluation cycle, the senior faculty member must

- Demonstrate mastery of a significant majority of the individual criteria in each domain
- Demonstrate satisfactory progress toward mastery of those criteria where improvement is needed
- Demonstrate, through mastery and satisfactory progress as noted above, that expectations have been met in every one of the four domains of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service

### **Instructions**

- The dean/supervisor will communicate the expectations for senior faculty near the start of the first semester of the evaluation cycle (an in-person conference is recommended).
- The dean/supervisor will explain to the faculty member the evaluation process, including the evaluation criteria, the 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.

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**Part 1: Faculty Member**

FACULTY NAME:	EMPLOYEE ID #:
DEPARTMENT/DIVISION:	PERIOD COVERED BY THIS EVALUATION:

**Part 2: Evaluator**

<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; height: 20px;"></td> <td style="width: 50%; height: 20px;"></td> </tr> <tr> <td style="width: 50%; height: 20px;"></td> <td style="width: 50%; height: 20px;"></td> </tr> <tr> <td style="text-align: center; padding: 2px;">Supervisor</td> <td style="text-align: center; padding: 2px;">Self</td> </tr> </table>					Supervisor	Self	Printed Name of Evaluator
Supervisor	Self						

**Part 3: Performance Evaluation**

Expectations	Comments
<p><b>TEACHING DOMAIN</b>  <i>Definition:</i> 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).  <i>Standard:</i> For each component of the teaching domain (instructional design, instructional delivery, instructional effectiveness, and instructional expertise) in every year of the appointment term the faculty member must demonstrate <u>mastery of a significant majority of the bulleted criteria</u> and <u>satisfactory progress toward mastery of those criteria where improvement is needed.</u>  <i>Instructional Design</i></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Distribute the syllabus to students on or before the start date for each course.</li> <li>• Select high-quality learning resources, such as textbooks, bearing in mind appropriateness, necessity, accessibility, and cost.</li> <li>• Design learning activities and materials that facilitate student engagement, active learning, critical thinking, and achievement of prescribed course outcomes.</li> <li>• Design assessment strategies that effectively measure student achievement of prescribed course outcomes.</li> <li>• Follow college policies and procedures for administering and encouraging participation in student surveys of instruction in</li> </ul>	

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<p>all course sections taught for the purpose of receiving summative and formative feedback to inform revisions to instructional design.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Engage in instructional design activities consonant with the high standards of senior faculty, such as teach a course not previously offered at the college and/or in the VCCS, teach a course in a new delivery mode (e.g. online) that the instructor has not used to teach the course in the previous three years, teach a course not taught by the instructor in the previous three years, or substantially redesign a course that the instructor has taught in the previous three years.</li> </ul>	
<p><i>Instructional Delivery</i></p> <ul style="list-style-type: none"> <li>• Align course activities with target learning outcomes.</li> <li>• Employ activities that foster faculty-student interaction.</li> <li>• Employ activities that foster cooperative learning among students.</li> <li>• Employ methods that facilitate active learning.</li> <li>• Employ methods that develop students’ high order cognitive skills, such as analyzing, evaluating, and creating.</li> <li>• Employ required texts and other resources, including resources designated as required by the department or division, to achieve instructional objectives.</li> <li>• Employ technology and other supporting materials to achieve instructional objectives.</li> <li>• Respond constructively and respectfully to student comments and questions.</li> <li>• Respond promptly (usually by the end of the next business day) to student phone, email, or other communications.</li> <li>• Foster communication with students outside of class meeting times.</li> <li>• Provide students with prompt feedback (usually within one week) on activities and assignments.</li> <li>• 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.</li> <li>• Analyze previous semesters’ student ratings of instruction and other student feedback about instructional delivery, identify</li> </ul>	



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<p>areas for improvement, and implement an action plan to accomplish that improvement.</p> <ul style="list-style-type: none"> <li>Engage in instructional delivery activities consonant with the high standards of senior faculty, such as adopt a new textbook or other core learning resource for at least one class; substantially alter a major test, written assignment or other assignment; substantially alter activities or introduce new activities that are substantially different from previous activities in one or more courses; or implement a substantially different pedagogy in one or more courses.</li> </ul>	
<p><i>Instructional Effectiveness</i></p> <ul style="list-style-type: none"> <li>Conduct timely assessments of student learning, including at least one assessment within the first two weeks of class.</li> <li>Deliver effective instruction as measured by student performance on learning outcomes assessments.</li> <li>Deliver instruction effectively to foster student success as measured by student performance in related subsequent coursework and/or external tests or certifications (if applicable).</li> <li>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.</li> <li>Analyze previous semesters' student ratings of instruction and other student feedback about instructional effectiveness, identify areas for improvement, and implement an action plan to accomplish that improvement.</li> <li>Engage in instructional effectiveness activities consonant with the high standards of senior faculty, such as implement a new activity to assess instructional effectiveness in a course, implement a new activity to assess instructional effectiveness for students after they exit a course, or utilize an existing assessment of instructional effectiveness in a substantially new way. For any of these activities demonstrate modifications to instructional design and delivery based on the results of the assessment.</li> </ul>	
<p><i>Instructional Expertise</i></p> <ul style="list-style-type: none"> <li>Demonstrate currency in academic discipline.</li> <li>Demonstrate currency in methods of teaching and learning.</li> <li>Demonstrate currency in instructional technology.</li> <li>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</li> </ul>	

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<p>summative and formative feedback to inform revisions to instructional expertise.</p> <ul style="list-style-type: none"> <li>• Analyze previous semesters’ student ratings of instruction and other student feedback about instructional expertise, identify areas for improvement, and implement an action plan to accomplish that improvement.</li> <li>• Engage in 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. Provide evidence for how the instructional expertise activities changed instructional design, instructional delivery, and/or instructional effectiveness.</li> </ul>					
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<p><b>INSTITUTIONAL RESPONSIBILITY</b></p> <p><i>Definition:</i> 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.</p> <p><i>Standard:</i> In every year of the appointment term the faculty member must demonstrate <u>mastery of a significant majority of the bulleted criteria and satisfactory progress toward mastery of those criteria where improvement is needed.</u></p> <ul style="list-style-type: none"> <li>• Satisfactorily participate in the development and execution of Annual Performance and Professional Development Objectives.</li> <li>• Demonstrate the knowledge, skills, abilities, and behaviors representative of teaching faculty excellence at the college and in the VCCS congruent with the performance of five-year appointment faculty.</li> <li>• Publish office hours and make oneself available for consultation with students and advisees during those published hours throughout the semester.</li> <li>• Fulfill responsibilities as an academic advisor to students (if applicable).</li> <li>• Satisfactorily participate in required department, division, campus, committee, and college meetings.</li> <li>• Submit accurate and punctual attendance reports, grade reports, and other required department, division, and college documentation.</li> <li>• Satisfactorily perform assigned administrative, supervisory, leadership, or other non-teaching duties to include program review and assessment as required by SACS, other regulatory agencies, and/or ongoing best institutional practice.</li> <li>• Demonstrate knowledge of and adherence to college and VCCS policies.</li> <li>• Contribute to one's peer teaching community at the college.</li> <li>• Maintain collegial working relationships with faculty, staff, and administrators.</li> </ul>	
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<ul style="list-style-type: none"> <li>• 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           <ul style="list-style-type: none"> <li>○ Implement and facilitate the adoption by others of an innovative advising best practice.</li> <li>○ 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.</li> <li>○ Actively participate on ad hoc college or VCCS committees/projects.</li> <li>○ 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.</li> <li>○ Mentor a new full-time or new or returning part-time faculty member in one’s department/division.</li> <li>○ Engage in activities that strengthen relationships with K-12 or four-year school partners.</li> <li>○ 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.</li> </ul> </li> </ul>	
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<p><i>Standard:</i> In every year of the appointment term the faculty member must meet the criterion below.</p> <ul style="list-style-type: none"> <li>• Engage in and document one or more service activities consonant with the high standards of senior faculty. Activities may include, but are not limited to           <ul style="list-style-type: none"> <li>○ Take the (co)sponsor role in a student organization.</li> <li>○ Take a leadership role in a college or VCCS Foundation activity or participate in activities sponsored by the college or VCCS Foundation.</li> <li>○ Attend college activities for which participation is voluntary.</li> <li>○ Take a leadership or service role in one or more professional organizations.</li> <li>○ Take a leadership role or active participant role in one or more community organizations.</li> <li>○ Serve as a judge/juror for a community activity.</li> </ul> </li> </ul>					
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**Overall Evaluation of Performance**  
 During the evaluation cycle, the faculty member must

- Demonstrate mastery of a significant majority of the individual criteria in each domain
- Demonstrate satisfactory progress toward mastery of those criteria where improvement is needed
- Demonstrate, through mastery and satisfactory progress as noted above, that expectations have been met in every one of the four domains of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service.

**Meets Expectations**  
**Does Not Meet Expectations**

<b>Expectations</b>	<b>Comments</b>
<p><b>ANNUAL PERFORMANCE AND PROFESSIONAL DEVELOPMENT OBJECTIVES</b>            Note: Each year the faculty member will meet with the dean/supervisor to review previous and upcoming Annual Performance and Professional Development Objectives. Information from those discussions will provide data points to inform evaluations</p>	

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**Appendix E: Faculty Evaluation Form—SENIOR FACULTY Appointments<sup>[1]</sup>**

<p>in the four domains of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service.</p> <ul style="list-style-type: none"><li>• Document satisfactory attention to, progress on, assessment of, and reflection on Annual Performance and Professional Development Objectives established by the college.</li><li>• In collaboration with the supervisor, establish specific, measurable, attainable, and relevant Annual Performance and Professional Development Objectives for the following calendar year.</li></ul>	
---	--

\_\_\_\_\_ Evaluator Signature  
Date

<sup>[1]</sup> Senior faculty are those beyond the first three continuous appointment years; senior faculty may be on one-year, three-year, or five-year appointments.

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**Appendix F: Student Survey of Instruction**

**To the Student**

The college and your instructor are committed to continuous improvement. Please assist our efforts by providing ratings for the items below. Please also take a few moments to include additional feedback in the two comment boxes at the end of the survey. Thank you.

1. The instructor consistently showed evidence of careful preparation for this class.	Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree
2. The instructor effectively organized the learning activities, required course materials, and assignments for this class.	Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree
3. The instructor conducted this class in accordance with the course outline and syllabus.	Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree
4. The instructor demonstrated a thorough knowledge of the subject matter.	Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree
5. The instructor communicated the subject matter clearly.	Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree
6. The instructor encouraged participation, discussion, and interaction among students in this class.	Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree
7. The instructor provided helpful answers to my questions.	Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

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8. The instructor fully explained to students the grading system used in this class.	Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree
9. The grading system used by this instructor was fair.	Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree
10. The instructor graded tests and/or other assignments in a reasonable amount of time (usually within one week).	Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree
11. The teaching methods used by this instructor helped me to learn.	Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree
12. The instructor was fair and impartial when dealing with students in this class.	Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree
13. The instructor maintained an environment of encouragement and support for students in this class.	Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree
14. The instructor's enthusiasm for teaching and for the subject matter was evident.	Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree
15. The instructor was usually available to assist me during scheduled office hours.	Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree
16. The instructor responded to my phone, email, and other communications in a timely manner (usually within one business day).	Strongly Agree Agree Neither Agree nor Disagree Disagree



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**Appendix F: Student Survey of Instruction**

	Strongly Disagree
17. Overall, this instructor was an effective teacher.	Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

18. I would recommend this instructor to my fellow students.	Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree
--	--

19. Please use the space below to comment on the most effective aspects of the instruction you received in this class:

20. Please use the space below to suggest ways in which the instruction you received in this class could be improved:

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**Appendix G: Class Observation Assessment Form**

**DIRECTIONS**

1. This form is intended for observations of face-to-face class meetings. For online class observations, the dean/supervisor should use Quality Matters™ or a similar rubric.
2. The dean/supervisor will review with the instructor the class observation process and expectations for the class observation.
3. The instructor should identify possible course(s), section(s), day(s), and time(s) for the class observation. The dean/supervisor will make the final decision about which class will be observed.
4. Part 1: Background Information on this form will be completed by the instructor and forwarded to the dean/supervisor observer at least 24 hours before the class observation.
5. Part 2: Assessment on this form will be completed by the dean/supervisor observer and returned to the instructor no more than one week after the observation.
6. Part 3: Response on this form will be completed by the instructor and returned to the dean/supervisor observer no more than one week after receiving the Part 2 Assessment.
7. The instructor and dean/supervisor observer will meet in person no more than two weeks after the class observation to discuss the class session, the assessment, and the instructor's response. The instructor and supervisor observer will identify both areas of excellence and areas of potential improvement in the instructor's practice. The instructor and supervisor observer will identify specific strategies for addressing areas of potential improvement.

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**Appendix G: Class Observation Assessment Form**

Instructor Name		Position Title	
Supervisor Observer Name		Position Title	
Catalog/Section Number of Observed Class		Course Title	
Date and Start/End Times of Observation		Location	

**PART 1: OBJECTIVES**

(To be completed by the instructor at least 24 hours before the class observation.)

1. What are the <u>student learning outcomes</u> for this class session?
2. What methods will be used to foster <u>instructor-student interaction</u> ?
3. What methods will be used to foster <u>collaborative learning among students</u> ?
4. What methods will be used to facilitate <u>active learning</u> ?
5. What methods will be used to develop students' <u>high order cognitive skills</u> (e.g. analyzing, evaluating, creating)?
6. What methods will be used to meet a <u>diversity of learning styles</u> ?
7. What <u>support materials</u> (technology, media, handouts, etc.) will be used to achieve instructional objectives?

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**Appendix G: Class Observation Assessment Form**

**PART 2: ASSESSMENT**

(To be completed by dean/supervisor observer no more than one week after the class observation.)

1. The instructor was prepared for the class session.		
<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> PARTIALLY
Comments:		
2. The instructor described the learning outcomes to students at the start of the class session.		
<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> PARTIALLY
Comments:		
3. The instructor successfully interacted with students.		
<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> PARTIALLY
Comments:		
4. The instructor facilitated student-to-student interaction to achieve instructional objectives.		
<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> PARTIALLY
Comments:		
5. The instructor employed methods to facilitate active learning.		
<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> PARTIALLY
Comments:		
6. The instructor employed methods to develop students' high order cognitive skills (e.g. analyzing, evaluating, creating).		
<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> PARTIALLY
Comments:		
7. The instructor employed methods to target a variety of student learning styles.		
<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> PARTIALLY
Comments:		
8. The instructor effectively used support materials (e.g., technology, media, handouts, etc.) to achieve instructional objectives.		
<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> PARTIALLY

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**Appendix G: Class Observation Assessment Form**

Comments:		
9. The stated learning outcomes were achieved.		
<input style="width: 95%;" type="text"/> YES	<input style="width: 95%;" type="text"/> NO	<input style="width: 95%;" type="text"/> PARTIALLY
Comments:		
10. The instructor summarized learning outcomes for the class session, explained how they connect to previous and to upcoming learning outcomes, and communicated to students, <u>both verbally and in writing</u> (e.g. through Blackboard, on the chalkboard, in the syllabus), the assignments due for the next class session(s).		
<input style="width: 95%;" type="text"/> YES	<input style="width: 95%;" type="text"/> NO	<input style="width: 95%;" type="text"/> PARTIALLY
Comments:		
11. Within the categories of (1) instructional design, (2) instructional delivery, (3) instructional effectiveness, and (4) instructional expertise, identify a total of 3-5 specific instances where the instructor exceeded expectations. (If the instructor did not exceed expectations in any of the four areas, please note that.)		
Comments:		
12. Within the categories of (1) instructional design, (2) instructional delivery, (3) instructional effectiveness, and (4) instructional expertise, identify a total of 3-5 specific teaching behaviors the instructor could improve upon. (Note: A behavior targeted for improvement does not necessarily indicate subpar performance; instead, it may indicate the potential to further develop an excellence.)		
Comments:		

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**PART 3: RESPONSE**

(To be completed by the instructor no more than one week after reviewing the completed Part 2 above.)

Instructor comments after reviewing Part 2 above or after meeting with the supervisor observer to discuss Part 2 above.
Comments:

\_\_\_\_\_ Instructor Signature  
Date

\_\_\_\_\_ Dean/Supervisor Observer Signature  
Date

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**Appendix H: Annual Performance and Professional Development Objectives Faculty/Supervisor  
Agreement Form**

**Guidelines and Instructions**

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

**Guiding Principles:**

- Annual Performance and Professional Development Objectives (APPDO) are integrated with Evaluation and with Reward and Recognition programs. They each provide inputs into one other.
- APPDOs are established each year for all faculty members regardless of the length of their appointment.
- Each faculty member should establish three to five objectives in one or more of the four performance domains: Teaching, Service, Scholarly and Creative Engagement, and Institutional Responsibility in consultation with their supervisor.
- The supervisor may add, cut, or modify APPDOs for the faculty member. In instances where the faculty member and supervisor disagree, they should work to resolve that disagreement, but the supervisor will make the final determination about which APPDOs will be 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 APPDOs should be clearly stated in one or two sentences.
- All APPDOs should specify a specific outcome, not describe an activity. Examples include “incorporate service learning activities into my instruction” or “complete the redesign of my psychology course,” instead of “attend service learning conference” and “evaluate different ways of designing my course for distance learning.”
- APPDO 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.).
- APPDOs 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 APPDOs within the first three semesters as needed (refer to the technology APPDO section of the College evaluation plan).

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**Annual Performance and Professional Development Objectives Faculty/Supervisor Agreement Form**

<b>Faculty Name</b>		<b>Position Title</b>	
<b>Dean/supervisor Name</b>		<b>Position Title</b>	
<b>Period Covered by These Objectives (semester/year):</b>			

<b>I. Objective Statement:</b>	
<b>Domain:</b> ___ Teaching ___ Service ___ Scholarly and Creative Engagement ___ Institutional Responsibility	
<b>Completion Date:</b> ___ Fall Semester ___ Spring Semester ___ Other: _____	
<b>Supporting Activities, Resources Required, &amp; Target Dates:</b>	
<b>Measures of Success:</b>	
<b>Approval:</b> _____ <b>Yes</b> <b>No</b>	<b>Schedule meeting to discuss goal</b>
<b>Revise</b>	<b>Yes</b> ___ <b>No</b>
<b>Supervisor Comments:</b>	
<b>Interim Assessment/Revision of Objective (if applicable)</b>	
<b>Final Assessment</b>	
<b>Faculty Member's Assessment</b>	
<b>Supervisor's Assessment</b>	



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<b>II. Objective Statement:</b>	
Domain: ___ Teaching ___ Service ___ Scholarly and 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 goal Yes ___ No
Supervisor Comments:	
Interim Assessment/Revision of Objective (if applicable)	
Final Assessment	
Faculty Member's Assessment	
Supervisor's Assessment	

<b>III. Objective Statement:</b>	
Domain: ___ Teaching ___ Service ___ Scholarly and Creative Engagement ___ Institutional Responsibility	
Completion Date: ___ Fall Semester ___ Spring Semester ___ Other: _____	
Supporting Activities, Resources Required, & Target Dates:	

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<b>Measures of Success:</b>	
<b>Approval:</b> _____ <b>Yes</b> No _____ <b>Revise</b>	<b>Schedule meeting to discuss goal</b> Yes ___ No
<b>Supervisor Comments:</b>	
<b>Interim Assessment/Revision of Objective (if applicable)</b>	
<b>Final Assessment</b>	
<b>Faculty Member's Assessment</b>	
<b>Supervisor's Assessment</b>	

<b>IV. Objective Statement:</b>	
<b>Domain:</b> ___ Teaching ___ Service ___ Scholarly and Creative Engagement ___ Institutional Responsibility	
<b>Completion Date:</b> ___ Fall Semester ___ Spring Semester ___ Other: _____	
<b>Supporting Activities, Resources Required, &amp; Target Dates:</b>	
<b>Measures of Success:</b>	
<b>Approval:</b> _____ <b>Yes</b> No _____ <b>Revise</b>	<b>Schedule meeting to discuss goal</b> Yes ___ No
<b>Supervisor Comments:</b>	

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<b>Interim Assessment/Revision of Objective (if applicable)</b>
<b>Final Assessment</b>
<b>Faculty Member's Assessment</b>
<b>Supervisor's Assessment</b>

<b>V. Objective Statement:</b>	
<b>Domain:</b> ___ Teaching ___ Service ___ Scholarly and Creative Engagement ___ Institutional Responsibility	
<b>Completion Date:</b> ___ Fall Semester ___ Spring Semester ___ Other: _____	
<b>Supporting Activities, Resources Required, &amp; Target Dates:</b>	
<b>Measures of Success:</b>	
<b>Approval:</b> _____ Yes No _____ Revise	<b>Schedule meeting to discuss goal</b> Yes ___ No
<b>Supervisor Comments:</b>	
<b>Interim Assessment/Revision of Objective (if applicable)</b>	
<b>Final Assessment</b>	
<b>Faculty Member's Assessment</b>	

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<b>Supervisor's Assessment</b>
--------------------------------

<b>Objective Approval Signatures</b>
<b>Faculty</b> <b>Date</b> <b>Dean/Supervisor</b> <b>Date</b>

<b>Interim Assessment/Objective Revision Signatures (if applicable)</b>
<b>Faculty</b> <b>Date</b> <b>Dean/Supervisor</b> <b>Date</b>

<b>Final Assessment Signatures</b>
<b>Faculty</b> <b>Date</b> <b>Dean/Supervisor</b> <b>Date</b>

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**Appendix I: First-Year Faculty Performance and Professional Development Objectives**

## **INTRODUCTION**

The following Performance and Professional Development Objectives will be used by all teaching faculty in their first two semesters of employment at the college. The objectives are designed as a developmental process to acculturate new faculty to the full-time teaching faculty position at the college and in the Virginia Community College System. The objectives reflect the commitment of VCCS faculty to high standards of performance and to continuous improvement.

The supervisor and the faculty member may agree to modify the prescribed objectives where appropriate; however, all first-year faculty must complete the technology professional development objective by the end of their third semester of full-time teaching. Specifically, for faculty currently teaching or anticipated to teach at least one online or hybrid course: Earn certification or course credit through TOP, IDOL, MODEL, TOTAL, Quality Matters™, or other education in online instruction. For faculty anticipated to teach only on-campus courses: Earn certification or course credit in teaching with technology. Faculty who have already completed such coursework or certification are exempt from the Technology Performance and Professional Development Objective requirement, although they are encouraged to set objectives on an as-needed or as-desired basis that contribute to continuous improvement in teaching with technology. The dean/supervisor will have final approval on what coursework or certification meets this professional development objective.

The Performance and Professional Development Objectives for the third and later semesters of teaching will be developed by the faculty member in consultation with the dean/supervisor.

## **FIRST SEMESTER**

### **Teaching**

- Implement and document at least one strategy for student engagement and learning outcomes. The strategy must include learning objectives, pedagogical approach, faculty-student interaction, one or more student activities, assessment of teaching, assessment of student engagement and learning, and reflections on/revision of the strategy.

### **Scholarly and Creative Engagement**

- Attend the VCCS New Faculty seminar, a VCCS Peer Conference, or another teaching related conference, seminar, workshop, or course approved by the supervisor; or work with a mentor to become acclimated to the college mission, vision, and goals and/or to develop one's instructional effectiveness.

### **Institutional Responsibility**

- Initiate collaboration with one or more colleagues, mentors, and/or counseling staff members to develop and apply knowledge of the college's educational programs and student advising processes.

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**Appendix I: First-Year Faculty Performance and Professional Development Objectives**

**Service**

- Volunteer to participate in a college or community service organization or activity.

**SECOND SEMESTER**

**Teaching**

- 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. The strategy must include objectives, activities, assessments, and reflections on/revision of the strategy.

**Scholarly and Creative Engagement**

- For faculty currently teaching or anticipated to teach at least one online or hybrid course: Earn certification or course credit through TOP, IDOL, MODEL, TOTAL, Quality Matters™, or other education in online instruction approved by the supervisor.
- For faculty anticipated to teach only on-campus courses: Earn certification or course credit approved by the supervisor in teaching with technology.

N.B.: (1) Faculty who have already completed relevant coursework or certification in teaching with technology are exempt from the Technology Performance and Professional Development Objective. The dean/supervisor will have final approval on what coursework or certification meets this Objective. (2) Where deemed appropriate by agreement of the faculty member and the dean the Technology Performance and Professional Development Objective may be moved to the third semester.

**Institutional Responsibility**

- Participate in an activity in support of the strategic goals of the college/VCCS. Documentation of this must specifically identify the strategic goal, the activity, and reflections and plans for further action.

**Service**

- Volunteer to participate in a college or community service organization or activity.

**THIRD SEMESTER**

As part of the evaluation process during the second semester of employment, the faculty member will develop a total of 3-5 Performance and Professional Development Objectives in one or more of the four domains of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service. The objectives will be developed in consultation with and approved by the dean/supervisor.

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**Appendix J: Reward and Recognition Nomination Forms**

The following pages contain nomination forms for the Reward and Recognition Programs:

- Learning Environment Award Nomination Form
- Annual Faculty Recognition Award Nomination Form
- Faculty Award for Professional Excellence Nomination Form (upon review of nominations, the Reward and Recognition Committee will invite selected nominees to complete an application form for this award).

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**Appendix J: Reward and Recognition Nomination Forms**

**LEARNING ENVIRONMENT AWARD**

**NOMINATION FORM**

**Name of Person Being Nominated:**

First Name:

Last Name:

Teaching Discipline/Academic School:

**Rationale for Nomination:** (Please provide a brief narrative describing the activity, behavior, or contribution for which the nominee is being nominated.)

**Name of Person Submitting the Nomination:**

First Name:

Last Name:

Organization (if other than the College):

Title:

Office Telephone #:

E-Mail:

Signature:

Date:



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**Appendix J: Reward and Recognition Nomination Forms**

**ANNUAL FACULTY RECOGNITION AWARD**

**NOMINATION FORM**

**Name of Person Being Nominated:**

First Name:

Last Name:

Teaching Discipline/Academic School:

**Identification of Award for which Faculty Member is being nominated (Please check one):**

Faculty Teaching Effectiveness Award Faculty Community Impact Award Faculty Scholarly and Creative Engagement Award Faculty Multicultural Enrichment Award Faculty Institutional Responsibility Award Faculty Leadership Award
---

**Rationale for Nomination:** (Please provide a brief narrative describing the activity, behavior, or contribution for which the nominee is being nominated.)

**Name of Person Submitting the Nomination:**

First Name:

Last Name:

Organization (if other than the College):

Title:

Office Telephone #:

E-Mail:

Signature:

Date:

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**Appendix J: Reward and Recognition Nomination Forms**

**FACULTY AWARD FOR PROFESSIONAL EXCELLENCE**

**NOMINATION FORM**

**Name of Person Being Nominated:**

First Name:

Last Name:

Teaching Discipline/Academic School:

**Rationale for Nomination:** (Please provide a brief narrative describing the activity, behavior, or contribution for which the nominee is being nominated.)

**Name of Person Submitting the Nomination:**

First Name:

Last Name:

Title:

Organization (if other than the College):

Office Telephone #:

E-Mail:

Signature:

Date:

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**Appendix K: Application Forms for Faculty Awards for Professional Excellence**

The following pages contain application forms for Faculty Awards for Professional Excellence in the four domains of faculty activity:

- Teaching
- Scholarly and Creative Engagement
- Institutional Responsibility
- Service.

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**Appendix K: Application Forms for Faculty Awards for Professional Excellence**

**APPLICATION FOR FACULTY AWARD FOR PROFESSIONAL EXCELLENCE**

**IN TEACHING**

**(To be completed by Award Nominee)**

**Name of Nominee :**

First Name:

Last Name:

Title:

Office Telephone #:

E-Mail:

Signature:

Date:

1. 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:

- 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)

2. In the space provided below, please describe how the accomplishment, contribution, or activity for which you have been nominated to receive this award was innovative, distinctive, or impactful.

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3. In the space provided below, please describe how the accomplishment, contribution, or activity for which you have been nominated to receive this award was supportive of the college mission.

4. In the space provided below, please describe how the accomplishment, contribution, or activity for which you have been nominated to receive this award was supportive of the strategic goals of the college and/or the Virginia Community College System.

5. In the space provided below, please describe how the accomplishment, contribution, or activity for which you have been nominated to receive this award substantially exceeded performance expectations.

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**APPLICATION FOR FACULTY AWARD FOR PROFESSIONAL EXCELLENCE**

**IN SCHOLARLY & CREATIVE ENGAGEMENT**

**(To be completed by Award Nominee)**

**Name of Nominee :**

First Name:

Last Name:

Title:

Office Telephone #:

E-Mail:

Signature:

Date:

1. 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:

- Continuing education, academic coursework, or degree attainment
- Publications, presentations, or creative works
- Activity in professional organizations
- Scholarly research
- Grant activity

2. In the space provided below, please describe how the accomplishment, contribution, or activity for which you have been nominated to receive this award was innovative, distinctive, or impactful.

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3. In the space provided below, please describe how the accomplishment, contribution, or activity for which you have been nominated to receive this award was supportive of the college mission.

4. In the space provided below, please describe how the accomplishment, contribution, or activity for which you have been nominated to receive this award was supportive of the strategic goals of the college and/or the Virginia Community College System.

5. In the space provided below, please describe how the accomplishment, contribution, or activity for which you have been nominated to receive this award substantially exceeded performance expectations.

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**APPLICATION FOR FACULTY AWARD FOR PROFESSIONAL EXCELLENCE**

**IN INSTITUTIONAL RESPONSIBILITY**

**(To be completed by Award Nominee)**

**Name of Nominee :**

First Name:

Last Name:

Title:

Office Telephone #:

E-Mail:

Signature:

Date:

1. 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:

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

2. In the space provided below, please describe how the accomplishment, contribution, or activity for which you have been nominated to receive this award was innovative, distinctive, or impactful.



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**Appendix K: Application Forms for Faculty Awards for Professional Excellence**

3. In the space provided below, please describe how the accomplishment, contribution, or activity for which you have been nominated to receive this award was supportive of the college mission.

4. In the space provided below, please describe how the accomplishment, contribution, or activity for which you have been nominated to receive this award was supportive of the strategic goals of the college and/or the Virginia Community College System.

5. In the space provided below, please describe how the accomplishment, contribution, or activity for which you have been nominated to receive this award substantially exceeded performance expectations.

Central Virginia Community College Policies  
V – Academic Administration and Responsibilities  
Full-time Teaching Faculty Development and Evaluation System Model Plan  
**Appendix K: Application Forms for Faculty Awards for Professional Excellence**

**APPLICATION FOR FACULTY AWARD FOR PROFESSIONAL EXCELLENCE**

**IN SERVICE**

**(To be completed by Award Nominee)**

**Name of Nominee :**

First Name:

Last Name:

Title:

Office Telephone #:

E-Mail:

Signature:

Date:

1. 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:

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

2. In the space provided below, please describe how the accomplishment, contribution, or activity for which you have been nominated to receive this award was innovative, distinctive, or impactful.

Central Virginia Community College Policies  
V – Academic Administration and Responsibilities  
Full-time Teaching Faculty Development and Evaluation System Model Plan  
**Appendix K: Application Forms for Faculty Awards for Professional Excellence**

3. In the space provided below, please describe how the accomplishment, contribution, or activity for which you have been nominated to receive this award was supportive of the college mission.

4. In the space provided below, please describe how the accomplishment, contribution, or activity for which you have been nominated to receive this award was supportive of the strategic goals of the college and/or the Virginia Community College System.

5. In the space provided below, please describe how the accomplishment, contribution, or activity for which you have been nominated to receive this award substantially exceeded performance expectations.