

Dabney Lancaster Community College

Full-time Faculty Development and Evaluation Plan

Approved by DSLCC faculty vote -----September 5, 2013

Approved by DSLCC President-----September 5, 2013

Approved by Chancellor-----December 12, 2013

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DSLCC'S FULL-TIME FACULTY DEVELOPMENT AND EVALUATION PLAN

Preamble

Dabney Lancaster Community College is invested in the professional growth, development, and performance of each faculty member. Faculty are expected to pursue high standards, challenging goals, and teaching excellence. They can expect to be provided with guidance, support, encouragement, due recognition, and a fair assessment of their efforts.

Guiding Principles

The following are guiding principles that are inherent to our system:

- A culture of high performance and a shared commitment to our mission.
- Focus on student success.
- Faculty efforts should include effective performance in teaching, scholarly and creative engagement, institutional responsibility, and service.
- Faculty should take ownership of their performance and professional development as an ongoing job responsibility.
- Professional development, evaluation, and recognition should be mutually reinforcing.
- Achievement should be recognized.
- Exemplary performance should be rewarded.
- Peer involvement and collaboration should be encouraged.

Introduction

The DSLCC Full-time Teaching Faculty Development and Evaluation Plan represents the highest aspirations of the DSLCC faculty and integrates expert opinion from award-winning VCCS faculty and other internal and external experts on teaching and faculty evaluation. The DSLCC Faculty Development and Evaluation Plan conforms to the philosophy, policy, and technical requirements of the VCCS Faculty Development and Evaluation System.

Implementation

The DSLCC Full-time Faculty Development and Evaluation Plan will take effect in the Spring 2014 semester for faculty hired to teach full-time in that semester. The DSLCC Full-time Faculty Development and Evaluation Plan will take effect in the calendar year beginning January 2014 for all other faculty covered by the DSLCC Full-time Faculty Development and Evaluation Plan. DSLCC will follow a calendar year cycle for evaluating faculty (see *Appendices A & B*).

Review Process

At least once every two years, the DSLCC Full-time Faculty Development and Evaluation Plan shall be reviewed by the college. The review process shall provide the opportunity for involvement of all full-time teaching faculty. Recommendations for change shall be approved by a majority of the faculty who participate in the vote, either in person or by absentee ballot, and shall be submitted to the president

for approval. If the recommended changes are not approved, the president must submit recommended modifications for further consideration and re-submission. The new plan must also be certified by the Chancellor as adhering to the philosophy, policy, and technical 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 vote of the faculty, approved by the college president, and certified by the Chancellor.

EVALUATION SYSTEM

Evaluation Schedule

The evaluation cycles for faculty on different appointments (first-year, second/third-year, and senior faculty appointments) are delineated below. A calendar of annual evaluation activities can be found in *Appendix A*. In *Appendix B* a plan for transitioning colleges and faculty from the previous faculty evaluation system to the new Faculty Development and Evaluation System can be found.

- 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-year or third-year appointment will receive summative ratings by March 15th for work performed during the previous calendar year (January-December).
- Senior faculty members (those beyond the first three continuous appointment years, whether on one-year or multi-year appointments) will receive their summative ratings by December 15th of the last year of the appointment. Evaluations will encompass all work performed during each of the calendar years (January-December) of the appointment.
- For all years, including the final year of a multi-year appointment, the faculty member will work with the dean/supervisor to develop individual Annual Performance and Professional Development Objectives.
- During the intervening years of a multi-year appointment, 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 college Reward and Recognition plan—unless they overtly fail to maintain acceptable college standards, including satisfactory performance on Annual Performance and Professional Development Objectives, as documented by the dean/supervisor.

Evaluation Ratings

Teaching faculty members will receive a summative evaluation rating of either “Meets Expectations” or “Does Not Meet Expectations” at the conclusion of the evaluation cycle appropriate to their appointment term as described in the Evaluation Schedule above and in *Appendix A*.

Evaluation Domains and Weights:

In order to receive a summative evaluative rating of “Meets Expectations,” each teaching faculty member is expected to demonstrate mastery of a significant majority of the individual criteria and satisfactory progress toward mastery of those criteria where improvement is needed for each of the four evaluation domains: Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service (see Tables 1.1 and 1.2). The evaluation will include all aspects of the teaching faculty job description as well as temporary assigned administrative/professional duties, whether or not release time was granted. While percentages are given in Table 1 for the weighting of each of the four domains, the DSLCC Full-time Faculty Development and Evaluation Plan uses a holistic, qualitative approach to

evaluation. Therefore, the weights express the relative importance of each domain; they do not represent a numerical approach to evaluation.

All faculty will be held to the minimum weights described below, except in cases where the faculty member is reassigned for more than 50% of their teaching load to other administrative/professional duties for a time period not to exceed two years.

Faculty with more than 50% of normal teaching load reassigned to other administrative/professional duties will consult with their dean/supervisor to adjust the relative domain weights as necessary with the following stipulations: (1) teaching should always comprise the maximum percentage weighting allowed by the reduction in teaching duties (i.e. if the faculty member is teaching 40% of a regular load, teaching must be weighted at 40%), and (2) the supervisor will make the final determination of the domain weights and the expectations in each domain that the faculty member will be held to.

Table 1.1
Domain weightings based on faculty member's appointment

DOMAIN	1st Year Faculty	2nd/3rd-Year Faculty	Senior Faculty
Teaching	70%	70%	70%
Scholarly and Creative Engagement	10%	10%	10%
Service	10%	10%	10%
Institutional Responsibility	10%	10%	10%

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

DOMAIN	DOMAIN DEFINITION
Teaching	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.
Scholarly & Creative Engagement	Activities specifically associated with the faculty member's formally recognized area of expertise.
Service	Quality participation and commitment to students, 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:

	<p>1) College Representation: Service activities involve a <i>direct</i> connection between the employee who engages in the specific activity, and their position at the college.</p> <p>2) College Citizenship: Service refers to activities that are in support of college or VCCS initiatives wherein the participant is not in a leadership role for the activity. and</p> <p>3) Community Citizenship: Service refers to activities that are <i>indirect</i> wherein the employee is acting as a community resident who also happens to be a college employee.</p>
Institutional Responsibility	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.

DATA SOURCES: The three required data source categories of self-evaluation, student ratings, and supervisor evaluation will be utilized to contribute to the summative rating for each domain, as shown in Table 2. The burden of providing documentation to support a summative rating of “Meets Expectations” rests on the faculty member. The supervisor will utilize all available data and evidence to prepare a narrative 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.

DOMAIN	DATA SOURCE
Teaching	Self-Evaluation Student Ratings Supervisor Evaluation
Scholarly & Creative Engagement	Self-Evaluation Supervisor Evaluation
Service	Self-Evaluation Supervisor Evaluation
Institutional Responsibility	Self-Evaluation Supervisor Evaluation

Self-evaluation – Faculty members shall prepare and submit a written narrative that includes a personal assessment of their performance in each of the required domain categories from Table 1 (including student outcomes and/or written statements provided to the faculty member that are pertinent to the faculty member’s teaching self-rating). This narrative should align with the expectations detailed in the Faculty Evaluation Form and should also include:

- a professional and college activities report 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, service, and institutional responsibility),
- a discussion of goals met/unmet from each Annual Performance and Professional Development objective (below) pertinent to the current evaluation cycle (i.e. since the last full evaluation process), and
- any other factors as appropriate (e.g. reassigned time worked, temporary duties, or additional administrative or professional duties).

Student ratings – Student input from the following data sources will be collected and summarized by the supervisor in a narrative report, with attachments as necessary to support the narrative.

- Student course survey responses from all students for all courses taught by the faculty member each semester (*Appendix F*).

When available and pertinent to the faculty member’s performance, written statements provided to the faculty member and/or the supervisor should also be included in the faculty member’s self-evaluation and/or the supervisor’s evaluation as appropriate.

Supervisor Evaluation - The supervisor will use available evidence from the faculty member’s self-evaluation, student data, and the supervisor’s assessment of the faculty member’s performance to evaluate each individual domain rating used in the determination of the summative rating of “Meets Expectations” or “Does Not Meet Expectations” on the appropriate Faculty Evaluation Form (*Appendices C, D, E, as appropriate to the faculty member’s appointment status*). This includes all aspects of the job description, including temporarily assigned administrative or professional duties. In addition to the data sources detailed above, the supervisor 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 Objectives pertinent to the current evaluation cycle (i.e. since the last full evaluation process).
- Notes from class observations, periodic meetings, and/or other evidence of the faculty member’s classroom performance (other than Student Survey of Instruction responses). Supervisors will conduct class observations (and complete a Class Observation Assessment Form, *Appendix G*) with the following minimum frequency:
 - Each semester for faculty under a one-semester or under a probationary, first-year appointment
 - Once per year for faculty under any other one-year (non-probationary) appointment
 - Once within the final three (3) semesters of a multi-year appointment.
- An independent 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. reassigned time, temporary duties, or additional administrative or professional duties).

Supervisor's Summative Evaluation Rating

The dean/supervisor 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 demonstrate mastery of a significant majority of the individual criteria and satisfactory progress toward mastery of those criteria where improvement is needed for each of the four evaluation domains. The faculty member must achieve a "Meets Expectations" rating in each of the four domains to receive a summative rating of "Meets Expectations."

The Faculty – Supervisor Evaluation Conference

Following completion of the summative evaluation process, the supervisor 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 will be scheduled in advance of the March 15th deadline for non-reappointment.
- For faculty members who were given a one-year appointment following one or more multi-year appointments, the meeting deadline must be in advance of the January 15th non-reappointment deadline.

Implications for "Meets/Does not Meet Expectations" Summative Ratings

Faculty members who "Meet Expectations" 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. The Annual Performance and Professional Development Plan will outline specific projects, goals, and anticipated outcomes/deliverables within the four domains of teaching, scholarly & creative engagement, service, and institutional responsibility.

Faculty members who meet all of the other eligibility requirements (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 process (below). However, probationary faculty members in a one-semester or first one-year appointment are only eligible to participate in the recognition process – 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 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 (those beyond the first three continuous appointment years, whether they are on a multi-year appointment or on a one-year appointment by choice or by action of the president based, in part, on a previous "Does Not Meet Expectations" rating) 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 president will consider the input of the dean/supervisor, 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 and are reappointed will participate in the setting and assessment of Performance and Professional Development Objectives during each semester of the appointment. The supervisor will take primary responsibility for setting these objectives, which should focus on areas of deficiency in the faculty member’s performance.

Evaluation Appeals

Teaching faculty may appeal their evaluation through the Faculty Grievance Procedure; however, appeals reaching Level III of the Faculty Grievance Procedure must be heard by peers through an Ad Hoc Hearing Committee. Throughout the appeals process, it will be incumbent upon the dean/supervisor to provide documentary evidence for the evaluation given to the faculty member.

Dabney Lancaster Community College

Annual Performance and Professional Development Objectives

The Annual Performance and Professional Objectives component of the 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/supervisor, identifying resources, establishing timelines, and assessing achievement are key elements of Annual Performance and Professional Development Objectives.

Setting Annual Performance and Professional Development Objectives

At the beginning of the calendar year, each full-time teaching faculty member will meet with the dean/supervisor to establish Performance and Professional Development Objectives for the remainder of the calendar year, set a completion date for each objective, 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. Performance and Professional Development Objectives are to be documented on the Annual Performance and Professional Development Objectives—Faculty/Supervisor Agreement Form (*Appendix H*), which is then signed by the faculty member and the supervisor.

Performance and Professional Development Objectives 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 may be included related to specific professional interests of the faculty member. Faculty should also include objectives which address any areas of performance in

need of improvement as noted in the previous year's assessment of Annual Performance and Professional Development Objectives and/or as noted in the faculty member's most recently completed comprehensive evaluation.

Technology Professional Development Objective for Non-Probationary Faculty

All faculty members, except probationary first-year faculty, who teach or plan to teach hybrid and/or online classes and who have not completed TOP, IDOL, MODEL, TOTAL, Quality™ or equivalent coursework or certification in online instruction should establish a professional development objective to complete such coursework or earn such certification in the initial set of their Annual Performance and Professional Development Objectives 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 coursework or earn certification in online instruction no later than one year after beginning to teach in hybrid and/or online formats. 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 that contribute to continuous improvement in teaching with technology on an as-needed or as-desired basis. The dean/supervisor will have final approval on what coursework or certification meets this professional development objective. Faculty members who teach only on-campus classes are encouraged to set Objectives for professional development in teaching with technology.

Resolving Differences between Objectives Proposed by the Faculty Member and the Supervisor

On occasion the faculty member and the dean/supervisor may identify differing priorities for the faculty member's Performance and Professional Development Objectives. The faculty member and supervisor 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 C-E*); to the assessment of the faculty member's most recent Performance and Professional Development Objectives and/or most recent 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. The supervisor will make the final decision about which Annual Performance and Professional Development Objectives to authorize.

College Support for Annual Performance and Professional Development Objectives

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 from a variety of sources, 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 Objectives. In particular, as a component of this funding support, the college will allocate a specified dollar amount per faculty member, within budgetary constraints, to subsidize 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 objectives must be documented on the Annual Performance and Professional Development Objectives—Faculty/Supervisor Agreement Form (*Appendix H*). By signature, the faculty member and the dean/supervisor 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.

Revision and Assessment of Annual Performance and Professional Development Objectives

Throughout the year, at the request of either party, the faculty member and dean/supervisor may meet to discuss progress toward attainment of the faculty member's objectives. In addition, within reasonable and ethical constraints of time, the faculty member's Performance and Professional Development Objectives may be renegotiated during the evaluation cycle at the request of the faculty member or supervisor. Moreover, since faculty members are encouraged to establish objectives that are challenging, ambitious, innovative, and/or long-term in nature, it is expected and acceptable that some objectives 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 Objectives—Faculty/Supervisor Agreement Form (*Appendix H*).

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

First-Year Faculty Performance and Professional Development Objectives

Performance and Professional Development Objectives for newly hired faculty are pre-established for the first year of employment (*Appendix I*). At the beginning of the first semester of employment, the newly hired faculty member will meet with the dean/supervisor to review these Performance and Professional Development Objectives and the methodology for assessing the achievement of each objective. 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.

At the end of the first semester of full-time employment, the faculty member and supervisor will meet in conference to assess and document attainment of established Performance and Professional Development Objectives, noting objectives met, objectives not met, objectives partially met, and any circumstances or information that provides relevant context for the assessment of the objectives. Assessment findings are to be documented on the Annual Performance and Professional Development Objectives—Faculty/Supervisor Agreement Form (*Appendix H*) and will serve to inform the first of two required comprehensive evaluations of the faculty member’s performance during the first year of employment. Before the second semester of full-time employment or with two weeks of the start of that semester, the faculty member and the supervisor will review the pre-established, second-semester Performance and Professional Development Objectives for first-year faculty (*Appendix I*) and reach agreement on any modifications to those objectives where appropriate.

Prior to the end of the second semester of full-time employment, the faculty member, in consultation with the supervisor, will meet to reassess and document the status of established Performance and Professional Development Objectives. These updated assessment findings are to be documented on the Annual Performance and Professional Development Objectives—Faculty/Supervisor Agreement Form (*Appendix H*) and will serve to inform the second of two required comprehensive evaluations of the faculty member’s performance during the first year of employment.

If as a result of the second-semester assessment of Performance and Professional Development Objectives and the second-semester comprehensive evaluation the faculty member “Meets Expectations,” the faculty member will establish Performance and Professional Development Objectives by following the process described in the subsection of the Model Plan titled “Setting Annual Performance and Professional Development Objectives.” In the third and subsequent semesters, objectives are set through the end of the calendar year. All other relevant policies and procedures covered in the Annual Performance and Professional Development Objectives section of the Model Plan will apply to the faculty member in proposing, consulting with the supervisor about, and assessing Performance and Professional Development Objectives.

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

Senior faculty who receive a “Does Not Meet Expectations” rating and are reappointed will participate in the setting and assessment of Performance and Professional Development Objectives during each semester of the appointment. The supervisor will take primary responsibility for setting these objectives, which should focus on areas of deficiency in the faculty member’s performance.

DABNEY LANCASTER COMMUNITY COLLEGE

REWARD AND RECOGNITION PLAN FOR

FULL TIME TEACHING FACULTY

Part I – Introduction

Purpose and Philosophy

The Reward and Recognition Program is intended to honor fulltime 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 performance domains: Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and College and Community Service.

All fulltime teaching faculty in the Virginia Community College System (VCCS) are expected to meet high standards of performance expectations as prescribed by VCCS Faculty Development and Evaluation policy. 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 promote exceptional 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 fulltime teaching faculty, staff, or administrators and it therefore provides opportunity for any member of the college community to nominate faculty for reward or recognition consideration. In addition, the Reward and Recognition Program offers sufficient flexibility to honor a variety of extraordinary accomplishments, contributions, and activities that are relevant to the faculty endeavor.

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 in the activity(ies) for which he/she is being recognized.

The Faculty Reward and Recognition Committee

At the beginning of each academic year, the president of the college will appoint members of the Faculty Reward and Recognition Committee. Fulltime teaching faculty members shall constitute a majority of the membership of the committee. The committee membership will also include at least

one academic dean or higher-level academic administrator, and at least one Human Resources representative as a non-voting member.

The term of appointments to the Faculty Reward and Recognition Committee shall extend to the end of the academic year for which members were appointed. Members may be reappointed to multiple and/or successive terms of service on the Faculty Reward and Recognition Committee.

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

The Faculty Reward and Recognition Committee will meet as necessary to properly administer the Reward and Recognition Plan.

Part II – The Faculty Recognition Program

The Faculty Recognition Program consists of two awards systems: The Learning Environment Awards Program and the Annual Faculty Recognition Awards Program.

The Faculty Reward and Recognition Committee will review nominations for Learning Environment Awards in a timely manner, determine if the activity or contribution described is consistent with the intent and standards of the Learning Environment Awards Program, and will notify the nominee if he/she is to receive a Recognition award. The committee shall also make reward recipients aware of any further steps necessary to take delivery of the award.

The Learning Environment Awards Program

The college is committed to providing an invigorating learning environment for its students, faculty, and staff. To this end, the college has established the Learning Environment Awards Program as a means of recognizing, on an ongoing basis, extraordinary and exemplary contributions to the learning environment by fulltime teaching faculty in one or more of the following areas: Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service to the college or the community.

In order to acknowledge such behaviors and contributions by fulltime teaching faculty, the Learning Environment Awards Program provides continuous opportunities for fellow faculty members, administrators, staff, students, and members of the community to identify fulltime teaching faculty who should be considered for a Learning Environment Award.

An individual or group of individuals who wish(es) to recommend a faculty member for a Learning Environment Award may do so at any time by submitting a completed Learning Environment Award Form to the Faculty Reward and Recognition Committee.

The Learning Environment Award Form includes the name of the faculty member who is being recommended for the award, the teaching discipline or academic school with which the faculty member is associated, a brief description of the behavior or contribution being recognized, and the approximate date(s) that the behavior or contribution was observed, the name of the individual submitting the form, and the date of submission.

The nature and value of Learning Environment Awards will vary and are to be determined by the Faculty Reward and Recognition Committee. In general, however, Learning Environment Awards are to be of non-monetary or *de minimis* value. Specific information regarding *de minimis* fringe benefits can be found at:

<http://www.irs.gov/Government-Entities/Federal,-State-&-Local-Governments/De-Minimis-Fringe-Benefits>

The Annual Faculty Recognition Awards Program

Each year, the college presents a series of Faculty Recognition Awards to fulltime teaching faculty who have been nominated and selected for exemplary achievements, contributions or activities in the areas of Teaching, Scholarly and Creative engagement, Institutional Responsibility, and/or Service. Each Faculty Recognition Award is associated with a specific area of faculty responsibility as indicated by the title of the award and the criteria for selection of recipients.

Eligibility

In order to be eligible to receive a Faculty Award for Professional Excellence, an individual must:

- Be a member of the fulltime teaching faculty, including first year probationary faculty, serving as fulltime teaching faculty at the college;
- Have received an evaluative rating of “Meets Expectations” as of the most recently completed comprehensive faculty evaluation;
- Be current in the establishment and assessment of his/her Annual Performance and Professional Development Objectives.

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

The **Faculty Teaching Effectiveness Award** is awarded to a member of the fulltime teaching faculty whose performance in the classroom or other instructional environment best exemplifies effectiveness in promoting student achievement, including:

- conducting extraordinary or innovative learning activities to the benefit of students
- designing instructional materials to improve student learning
- developing delivery modalities that expand student access
- demonstrating exceptional achievement of student learning outcomes

The **Faculty Scholarly and Creative Engagement Award** is awarded to a member of the fulltime teaching faculty who has achieved a significant academic scholarly accomplishment through research, publishing, and/or professional presentations, or who has achieved a significant creative works accomplishment, including:

- research in the teaching discipline, instructional pedagogy, or instructional technology
- publication in newspapers, magazines, scholarly journals, or other recognized media
- production or public exposition of creative works in visual arts, performing arts, musical arts, literary arts, or other fine arts
- presentation and/or major speech at professional organizations or events
- honors, awards, or recognition from professional organizations

The **Faculty Institutional Responsibility Award** is awarded to a member of the fulltime teaching faculty who has achieved a major accomplishment of significant or world-class quality that furthers the college's achievement of its strategic priorities, including:

- providing leadership for a major strategic initiative
- chairing a committee or task force that leads to a significant improvement in student success, business processes, or instructional quality
- singly or jointly achieving a major accomplishment of significant or world-class quality that supports the college's strategic plan or the VCCS Achieve 2015 goals

The **Faculty Community Impact Award** is awarded to a member of the fulltime teaching faculty who has greatly impacted the college's image through community service and/or involvement, including:

- involvement in a community event such as charity fund raisers, events to foster diversity awareness, or other events designed to benefit the local community
- volunteerism at a local community agency, school, or church
- service on the board of a local community service agency

The **Faculty Multicultural Enrichment Award** is awarded to a member of the fulltime teaching faculty who demonstrates a high level of enthusiasm and commitment to helping our college celebrate the richness of different cultures and diversity, including:

- displaying an enthusiasm for the different cultures represented throughout our college campuses
- striving to create enthusiasm and a positive attitude in others towards celebrating differences in culture
- conducting activities or events that are designed to enrich multiculturalism and diversity at our college

The **Faculty Leadership Award** is awarded annually to a member of the fulltime teaching faculty who demonstrates leadership and commitment to the college, including:

- leadership and commitment to a strategic initiative
- leadership and commitment to a special project
- leadership and commitment to an organization unit

- leadership and commitment to a college committee

On or about March 1 of each year, the Faculty Reward and Recognition Committee will solicit formal nominations for each of the Annual Faculty Recognition Awards. A faculty member may be self-nominated for an Annual Faculty Recognition Award, or may be nominated by his/her immediate supervisor, by a fulltime teaching faculty colleague at the college, by any fulltime professional or administrative faculty member at the college, by any other fulltime or part-time college employee, by a student or group of students, or by a member of the community.

An individual or group of individuals who wish(es) to nominate a faculty member for an Annual Faculty Recognition Award may do so at any time by completing and submitting the Faculty Recognition Award Nomination Form corresponding to the specific award for which the nominee is being recommended. The completed form shall be submitted to the Faculty Reward and Recognition Committee.

Each Faculty Recognition Award Nomination Form includes the name of the faculty member being nominated, the teaching discipline or academic school with which the faculty member is associated, a brief narrative summary of the rationale for the nomination, the name of and contact information for the individual submitting the nomination, and the date of submission.

The Office of Human Resources will forward all nominations for the Annual Faculty Recognition Awards to the Faculty Reward and Recognition Committee by no later than March 15 each year. By May 1, the committee will complete its review and evaluation of all nominations and will select those nominees who are to receive a Faculty Recognition Award. Recipients of Annual Faculty Recognition Awards are recognized at the year-end Employee Recognition and Awards Ceremony.

The nature and value of Annual Faculty Recognition Awards may vary and are to be determined by the Faculty Reward and Recognition Committee. In general, however, recipients of a Faculty Recognition Award should be more frequent and numerous than awards distributed through the Faculty Reward Program. The Faculty Reward and Recognition Committee should give due consideration to the potential for tax implications associated with certain types of awards. Recipients of Faculty Recognition Rewards are responsible for tax liabilities associated with the acceptance of these rewards. Recipients of an Annual Faculty Recognition Reward receive a certificate of recognition, recognition in the college newsletter and on the college Web site, a commemorative keepsake, and a certificate that allows the faculty member to receive a specific item of personal property that is minimal in value. Specific information regarding de minimis benefits can be found at:

<http://www.irs.gov/Government-Entities/Federal,-State-&-Local-Governments/De-Minimis-Fringe-Benefits>

Part III – The Faculty Reward Program

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

Eligibility

In order to be eligible to receive a Faculty Award for Professional Excellence, an individual must:

- Be a member of the fulltime teaching faculty who is not in the first year of fulltime employment as fulltime teaching faculty at the college;
- Have received an evaluative rating of "Meets Expectations" as of the most recently completed comprehensive faculty evaluation;
- Be current in the establishment and assessment of his/her Annual Performance and Professional Development Objectives.

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

Nomination Process

An eligible faculty member may be self-nominated for a Faculty Award for Professional Excellence, or may be nominated by his/her immediate supervisor, by a fulltime teaching faculty colleague at the college, or by any fulltime professional or administrative faculty member at the college.

Nominations are to be submitted by completing the Faculty Award for Professional Excellence Nomination Form to the Office of Human Resources by March 15 each year. The Faculty Award for Professional Excellence Nomination Form includes the name of the faculty member who is being nominated, the teaching discipline or academic school with which the faculty member is associated, a brief description of the extraordinary 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 Faculty Award for Professional Excellence Nomination Form, the Office of Human Resources will notify the nominee and provide guidance to the nominee regarding the required supporting documentation and submission deadlines.

The Application Portfolio

The Faculty Award for Professional Excellence is presented to fulltime teaching faculty who are able to demonstrate exceptional performance in one or more areas of faculty endeavor: Teaching, Scholarly and Creative Engagement, Institutional Responsibility, or College and Community Service. A nominee must submit an application portfolio 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 in each of the corresponding area(s). 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, impactful, and supportive of the college's mission, vision, and values.

An application portfolio to support exceptional performance in the area of Teaching should contain clear and compelling evidence of extraordinary accomplishment in (1) instructional methodology, (2) student achievement and success, (3) student engagement, (4) learning outcomes assessment, and/or (5) new delivery modalities.

An application portfolio to support exceptional performance in the area of Scholarly and Creative Engagement should contain clear and compelling evidence of extraordinary accomplishment in (1) continuing education, academic coursework, or degree attainment, (2) publications, presentations, or creative works, (3) activity in professional organizations, and/or (4) scholarly research.

An application portfolio to support exceptional performance in the area of Institutional Responsibility should contain clear and compelling evidence of extraordinary accomplishment in (1) special projects, (2) student advising, (3) administrative responsibilities, and/or (4) other non-teaching duties.

An application portfolio to support exceptional performance in the area of College and Community Service should contain clear and compelling evidence of extraordinary accomplishment in (1) service to the institution, (2) service to the community, and/or (3) service to the profession.

The application portfolio, including the narrative summary and all supporting documentation should not exceed ten (10) one-sided pages in length. The application portfolio must be submitted to the Office of Human Resources by the prescribed deadline.

Review and Selection by the Faculty Reward and Recognition Committee

The Office of Human Resources will forward all nominations for the Faculty Award for Professional Excellence, along with the corresponding application portfolios, to the Faculty Reward and Recognition Committee by no later than March 31 each year. All nominations and portfolios will be reviewed and evaluated by the committee in accordance with the rubric specifically designed for this purpose. The committee will not review application portfolios that are incomplete or that do not conform to prescribed guidelines. Incomplete or non-conforming application portfolios may be returned to the nominee by the Office of Human Resources or by the Faculty Reward and Recognition

Committee, but will be considered by the committee only if corrected, resubmitted, and received by the committee by the March 31 deadline.

By May 1, the Faculty Reward and Recognition Committee will select those nominees who are to receive a Faculty Award for Professional Excellence and will coordinate communications with the Office of Human Resources and other units as the college, as needed, for the purpose of notifying recipients and bestowing the awards.

Nature and Value of the Faculty Award for Professional Excellence

The nature and value of the Faculty Award for Professional Excellence may vary from year to year and are to be determined by the Faculty Reward and Recognition Committee. In general, however, the Faculty Award for Professional Excellence is to be of significant monetary value and is expected to be offered in the form of a bonus or in the form of professional development support, at the discretion of the recipient.

The Faculty Reward and Recognition Committee should give due consideration to the potential for tax implications associated with the Faculty Award for Professional Excellence. Recipients of the Faculty Award for Professional Excellence are responsible for any tax liabilities associated with acceptance of this award.

All awards presented in a given fiscal year will be of equal monetary value. The monetary value of the award each year will be no less than \$400 and no more than \$1000.

Timeline

March 15	Nominations for Faculty Award for Professional Excellence due to the Office of Human Resources. Application portfolios in support of nominations may be submitted after this date but must be received prior to March 31
March 31	Nominations and application portfolios forwarded from the Office of Human Resources to the Faculty Reward and Recognition Committee
May 1	Recipients of Faculty Awards for Professional Excellence selected by Faculty Reward and Recognition Committee
May 15	Faculty Awards for Professional Excellence presented

Part IV - Funding the Reward and Recognition Plan

The college’s Reward and Recognition Plan will be funded on a fiscal-year basis. For each fiscal year, the college will provide funding equivalent to \$150 per fulltime teaching faculty position, including

both filled and vacant positions, to support the Reward and Recognition Plan. Sources for the required funding are to be determined by the college president and the chief financial officer of the college in compliance with budgetary regulations of the Commonwealth of Virginia and the Virginia Community College System; however, the Reward and Recognition may not be funded from state funded salary increases.

Funding the Recognition Component

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 of non-monetary or *de minimis* value, in a variety of forms throughout the fiscal year, to individual faculty members who are selected to receive such awards in accordance with the methodology prescribed in Part II above.

The number of faculty who may receive a recognition award and the number of times an individual may receive a recognition award in a given fiscal year are limited only by the funds available to support the Recognition component of the Reward and Recognition Plan. However, faculty recognition awards should be more frequent and numerous than rewards.

Funding the Reward Component:

Sixty-seven percent (67%) of the funds provided for the Reward and Recognition Plan, the equivalent of \$100 per fulltime teaching faculty position, including both filled and vacant positions, will be allocated to the Reward component of Reward and Recognition Plan. These funds are specifically intended to support annual awards of significant monetary value (at least \$400 but no more than \$1000), in the form of a bonus or in the form of professional development support, to individual faculty members who are selected to receive such an award in accordance with the methodology prescribed in Part III above. Each faculty member selected to receive such an award may choose to receive the award in the form of a bonus or in the form of professional development support. Bonuses shall be disbursed on or about May 15 of each year. Rewards in the form of professional development funds may be awarded in the immediately subsequent fiscal year in order to optimize opportunities for their intended use.

Each year, it is anticipated that 10% to 25% of the fulltime teaching faculty at the college will receive an award in accordance with the Reward component of the Reward and Recognition Plan. If the number of fulltime teaching faculty selected to receive an award in a given fiscal year is equivalent to or less than 10% of the fulltime teaching faculty positions, both filled and vacant, that served as the basis for funding the Reward component, the monetary value of each award shall be \$1000. If the number of fulltime faculty selected to receive an award in a given year is greater than 10% of the fulltime teaching faculty positions, both filled and vacant, that served as the basis for funding the Reward component, available funds will be divided equally among reward recipients. The chart below provides examples for various potential distributions of awards and the corresponding monetary values.

Percent of Faculty Receiving Awards	Monetary Value Per Award
25%	\$400
20%	\$500
15%	\$650

12.5%	\$800
10%	\$1000

To ensure a minimum award of \$400 per recipient of the Faculty Award for Professional Excellence, the Reward and Recognition Committee is not permitted to grant awards to more than 25% of the full-time teaching faculty positions, both filled and vacant, that served as the basis for funding the Reward component unless the college allocates additional funding to the Faculty Reward Program. In no case shall the Faculty Award for Professional Excellence be less than \$400.

Reallocation of Unexpended Reward and Recognition Funds

In the event that all funds allocated to support the Recognition component of the Reward and Recognition Plan are not utilized for the prescribed purpose, remaining funds may be reallocated to other operational areas of the college as needed or returned to the original funding source if appropriate, in a timely manner and in accordance with budgetary regulations of the Commonwealth of Virginia and the Virginia Community College System.

Part V - Assessment of Program Effectiveness

On a biannual basis, the Faculty Reward and Recognition Committee will conduct an assessment of the effectiveness of the Reward and Recognition Program. The assessment may include, but not be limited to, a survey of the fulltime teaching faculty. The survey will be designed to measure faculty opinion of how well all aspects of the program are understood by the faculty, how well procedural requirements and deadlines are communicated, how effectively the program is administered, how extensively and equitably rewards and recognition are distributed, how effectively the program encourages faculty to exceed performance expectations and to strive for professional excellence, and how effectively the program supports the mission of the college.

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 completes evaluations for current calendar 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. Dean/supervisor completes evaluations for current calendar 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 coming year. In last year of multi-year appointment, evaluation completed for all cycle years.

Date	Probationary First-Year Faculty	Second- and Third-Year Faculty	Senior One-Year Faculty (Beyond First Three Years)	Multi-Year Faculty
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. Ad Hoc Appointment Advisory Committee meets to review documents of faculty, if applicable.	Dean/supervisor communicates evaluation criteria for next calendar year/evaluation cycle, as appropriate. Ad Hoc Appointment Advisory Committee meets to review documents of faculty.	Dean/supervisor communicates evaluation criteria for next calendar year/evaluation cycle, as appropriate. 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. Dean/supervisor communicates to faculty second semester evaluation criteria and Performance & Professional Development Objectives.	Faculty and dean/supervisor receive student evaluation results from Fall semester.	Faculty and dean/supervisor receive student evaluation results from Fall semester. Faculty notified of non-reappointment decisions when applicable.	Faculty and dean/supervisor receive student evaluation results from Fall semester. Faculty notified of non-reappointment decisions when applicable.
By March 1	Dean/supervisor completes second semester (Spring) evaluations.			

Date	Probationary First-Year Faculty	Second- and Third-Year Faculty	Senior One-Year Faculty (Beyond First Three Years)	Multi-Year Faculty
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.

APPENDIX B
PLAN FOR TRANSITIONING TO THE NEW EVALUATION SYSTEM

- 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 March 15.
- Continuing faculty will establish Annual Performance and Professional Development Objectives by December 15, 2013 in accordance with new faculty evaluation plan.
- 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 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 Faculty Development and Evaluation System.

Appendix C

Dabney Lancaster Community College Faculty Development and Evaluation Plan

FACULTY EVALUATION FORM: FIRST-YEAR APPOINTMENT (Probationary)

Introduction

On this form are listed criteria supervisors will use when evaluating whether expectations have been met in each of the first two semesters of a teaching 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.

- First-year appointment faculty must demonstrate mastery of a significant majority of the individual criteria in each domain and demonstrate satisfactory progress towards mastery of those criteria where improvement is needed.
- While first-year appointment faculty may not necessarily achieve mastery of every single criteria listed below, the faculty member must demonstrate that expectations have been substantially met in every one of the four domains of teaching, scholarly and creative engagement, institutional responsibility, and service.

Instructions

1. The dean/supervisor will disclose the expectations for first-year faculty during the initial two weeks of the first semester of the first-year appointment (an in-person conference is recommended).
2. The dean/supervisor will explain to the first-year faculty member the evaluation process, including evaluation criteria, first-year performance and professional development objectives, 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

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

Part 2 – Evaluator

<input type="checkbox"/> Supervisor	<input type="checkbox"/> Self	Printed Name of Evaluator
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Part 3 – Performance Evaluation

Expectations	Comments
<p>TEACHING DOMAIN (Note: 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 towards mastery of those criteria where improvement is needed.</u>)</p> <p><i>Instructional Design</i></p> <ul style="list-style-type: none"> • 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 by the last day of the drop/add period for each course in the fall semester, and distribute the syllabus to students on or before the start date for each course in the spring semester. • Design learning activities and materials that facilitate student engagement, active learning, critical thinking, and achievement of prescribed course outcomes. • Design assessment strategies that effectively measure student achievement of prescribed course outcomes. • 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. • 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. • 	
<p><i>Instructional Delivery</i></p> <ul style="list-style-type: none"> • Align course activities with target learning outcomes. • Employ activities that foster faculty-student interaction. • Employ activities that foster cooperative learning among students. • Employ methods that facilitate active learning. • Employ methods that develop students’ high order cognitive skills, such as analyzing, evaluating, and creating. • Employ required texts and other resources, including resources designated as required by the department or division, to achieve instructional objectives. 	

Expectations	Comments
<ul style="list-style-type: none"> • Employ technology and other supporting materials to achieve instructional objectives. • Respond constructively and respectfully to student comments and questions. • Respond promptly to student phone, email, or other communications. • Foster appropriate communication with students outside of class meeting times. • Provide students with meaningful and prompt 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. • 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. 	
<p><i>Instructional Effectiveness</i></p> <ul style="list-style-type: none"> • Conduct meaningful and timely assessments of student learning. • Deliver effective instruction as measured by student performance on learning outcomes assessments. • 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. • 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. 	
<p><i>Instructional Expertise</i></p> <ul style="list-style-type: none"> • Demonstrate currency in academic discipline. • Demonstrate currency in methods of teaching and learning. • Demonstrate currency in instructional technology. 	

Expectations	Comments
<ul style="list-style-type: none"> 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. 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. 	
<p>TEACHING DOMAIN EVALUATION</p> <p><input type="checkbox"/> Expectations Met <input type="checkbox"/> Expectations <u>Not</u> Met</p>	
<p>SCHOLARLY AND CREATIVE ENGAGEMENT</p> <ul style="list-style-type: none"> Engage in and document 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. 	
<p>SCHOLARLY AND CREATIVE ENGAGEMENT DOMAIN EVALUATION</p> <p><input type="checkbox"/> Expectations Met <input type="checkbox"/> Expectations <u>Not</u> Met</p>	
<p>INSTITUTIONAL RESPONSIBILITY (Note: The faculty member must demonstrate <u>mastery of a majority of the bulleted criteria</u> and <u>satisfactory progress towards mastery of those criteria where improvement is needed.</u>)</p> <ul style="list-style-type: none"> Satisfactorily participate in the development and execution of Annual Performance and Professional Development Objectives. Demonstrate satisfactory progress in developing the knowledge, skills, abilities, and behaviors representative of teaching faculty excellence at the college and in the VCCS. 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. 	

Expectations	Comments
<ul style="list-style-type: none"> • Submit accurate and punctual attendance reports, grade reports, and other required department, division, and college documentation. • Satisfactorily perform assigned administrative, supervisory, leadership, or other non-teaching duties. • Demonstrate knowledge of and adherence to college and VCCS policies. • Actively contribute to one's peer teaching community at the college. • Establish collegial working relationships with faculty, staff, and administrators. 	
<p style="text-align: center;">INSTITUTIONAL RESPONSIBILITY DOMAIN EVALUATION</p> <p style="text-align: center;"> <input type="checkbox"/> Expectations Met <input type="checkbox"/> Expectations <u>Not</u> Met </p>	
<p>SERVICE</p> <ul style="list-style-type: none"> • 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. 	
<p style="text-align: center;">SERVICE DOMAIN EVALUATION</p> <p style="text-align: center;"> <input type="checkbox"/> Expectations Met <input type="checkbox"/> Expectations <u>Not</u> Met </p>	

Overall Evaluation of Performance

While first-year appointment faculty may not necessarily achieve mastery of every single criteria listed in each domain, the faculty member must demonstrate that expectations have been substantially met in every one 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



Expectations	Comments
<p>ANNUAL PERFORMANCE AND PROFESSIONAL DEVELOPMENT OBJECTIVES</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 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">• Document satisfactory attention to and progress on performance and professional development objectives established by the college.• For second-semester faculty only: In collaboration with the supervising dean, establish specific, measureable, attainable, and relevant performance and professional development objectives for the following semester/calendar year evaluation.	

Evaluator Signature

Date

Appendix D

Dabney Lancaster Community College Faculty Development and Evaluation Plan

FACULTY EVALUATION FORM: 2ND and 3rd One-Year Appointment

Introduction

On this form are listed criteria supervisors will use when evaluating whether expectations have been met in a teaching faculty 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 and third one-year appointment faculty must demonstrate a mastery of the majority of the individual criteria in each domain and demonstrate satisfactory progress towards mastery of those criteria where improvement is needed.
- While 2nd year faculty and beyond may not necessarily achieve mastery of every single criteria listed in each domain, the faculty member must demonstrate that expectations have been substantially met in every one 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.

Instructions

1. Do not use this form for first-year faculty; instead use the evaluation form for first-year appointment faculty.
2. The dean/supervisor will disclose the expectations for second and third one-year appointment faculty during the first two weeks of the first semester of the evaluation cycle (an in-person conference is recommended).
3. The dean/supervisor will explain to the faculty member the evaluation process, including annual performance and professional development objectives, 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

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

Part 2 – Evaluator

<input type="checkbox"/> Supervisor	<input type="checkbox"/> Self	Printed Name of Evaluator
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Part 3 – Performance Evaluation

Expectations	Comments
<p>TEACHING DOMAIN (Note: For each component of the teaching domain (instructional design, instructional delivery, instructional effectiveness, and instructional expertise) the faculty member must demonstrate mastery of a significant <u>majority of the bulleted criteria</u> and <u>satisfactory progress towards mastery of those criteria where improvement is needed.</u>)</p> <p><i>Instructional Design</i></p> <ul style="list-style-type: none"> • 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 and materials that facilitate student engagement, active learning, critical thinking, and achievement of prescribed course outcomes. • Design assessment strategies that effectively measure student achievement of prescribed course outcomes. • 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. • 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. 	
<p><i>Instructional Delivery</i></p> <ul style="list-style-type: none"> • Align course activities with target learning outcomes. • Employ activities that foster faculty-student interaction. • Employ activities that foster cooperative learning among students. • Employ methods that facilitate active learning. • Employ methods that develop students’ high order cognitive skills, such as analyzing, evaluating, and creating. • Employ required texts and other resources, including resources designated as required by the department or division, to achieve instructional objectives. 	

Expectations	Comments
<ul style="list-style-type: none"> • Employ technology and other supporting materials to achieve instructional objectives. • Respond constructively and respectfully to student comments and questions. • Respond promptly to student phone, email, or other communications. • Foster appropriate communication with students outside of class meeting times. • Provide students with meaningful and prompt feedback (usually within one week) on activities and assignments. • 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. • 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. • 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. 	
<p><i>Instructional Effectiveness</i></p> <ul style="list-style-type: none"> • Conduct meaningful and timely assessments of student learning. • Deliver effective instruction as measured by student performance on learning outcomes assessments. • Deliver instruction effectively to foster student success as measured by student performance in related subsequent coursework and/or external tests or certifications (if applicable). • Solicit and analyze ongoing student feedback about the instructional effectiveness, identify areas for improvement, and prepare an action plan to accomplish that improvement. • 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. • 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. 	

Expectations	Comments
<p><i>Instructional Expertise</i></p> <ul style="list-style-type: none"> • Demonstrate currency in academic discipline. • Demonstrate currency in methods of teaching and learning. • Demonstrate currency in instructional technology. • 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. • 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. 	
<p>TEACHING DOMAIN EVALUATION</p> <p><input type="checkbox"/> Expectations Met <input type="checkbox"/> Expectations <u>Not</u> Met</p>	
<p>SCHOLARLY AND CREATIVE ENGAGEMENT</p> <ul style="list-style-type: none"> • Engage in and document one or more scholarly and/or creative activities. Activities may include, but are not limited to, conference attendance, participation in professional organizations, conference presentations, academic coursework, scholarly research, publications, and grant activity. 	
<p>SCHOLARLY AND CREATIVE ENGAGEMENT DOMAIN EVALUATION</p> <p><input type="checkbox"/> Expectations Met <input type="checkbox"/> Expectations <u>Not</u> Met</p>	
<p>INSTITUTIONAL RESPONSIBILITY</p> <p>(Note: The faculty member must demonstrate a <u>majority</u> of the bulleted criteria and <u>satisfactory progress towards mastery of those criteria where improvement is needed.</u>)</p> <ul style="list-style-type: none"> • Satisfactorily participate in the development and execution of Annual Performance and Professional Development Objectives. • 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. • 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). 	

Expectations	Comments
<ul style="list-style-type: none"> • Satisfactorily participate in required department, division, campus, committee, and college meetings. • Submit accurate and punctual attendance reports, grade reports, and other required department, division, and college documentation. • Satisfactorily perform assigned administrative, supervisory, leadership, or other non-teaching duties. • Demonstrate knowledge of and adherence to college and VCCS policies. • Actively contribute to one’s peer teaching community at the college. • Maintain collegial working relationships with faculty, staff, and administrators. • 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 one-year/three-year contracts. Activities may include, but are not limited to <ul style="list-style-type: none"> ○ 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. 	
<p>INSTITUTIONAL RESPONSIBILITY DOMAIN EVALUATION</p> <p> <input type="checkbox"/> Expectations Met <input type="checkbox"/> Expectations <u>Not</u> Met </p>	
<p>SERVICE</p> <ul style="list-style-type: none"> • 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. Activities may include, but are not limited to, student clubs/activities, 	

Expectations	Comments
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.	
<p>SERVICE DOMAIN EVALUATION</p> <p><input type="checkbox"/> Expectations Met <input type="checkbox"/> Expectations <u>Not</u> Met</p>	

Overall Evaluation of Performance

While 2nd year faculty and beyond may not necessarily achieve mastery of every single criteria listed in each domain, the faculty member must demonstrate that expectations have been substantially met in every one 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

Expectations	Comments
<p>ANNUAL PERFORMANCE AND PROFESSIONAL DEVELOPMENT OBJECTIVES</p> <p>Note: Each semester the faculty member, in consultation with the dean supervisor, will meet with the dean/supervisor to review previous and upcoming performance and professional development objectives; the dean/supervisor will then approve the 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"> • 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, establish specific, measureable, attainable, and relevant performance and professional development objectives for the following semester/calendar year evaluation. 	

Evaluator Signature

Date

Appendix E

Dabney Lancaster Community College Faculty Development and Evaluation Plan

FACULTY EVALUATION FORM: Senior Faculty Appointment

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.

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

1. 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).
2. 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.

Part 1: Faculty Member

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

Part 2: Evaluator

<input type="checkbox"/> Supervisor	<input type="checkbox"/> Self	Printed Name of Evaluator
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Part 3: Performance Evaluation

Expectations	Comments
<p>TEACHING DOMAIN <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).</p> <p><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>.</p> <p><i>Instructional Design</i></p> <ul style="list-style-type: none"> • 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 and materials that facilitate student engagement, active learning, critical thinking, and achievement of prescribed course outcomes. • Design assessment strategies that effectively measure student achievement of prescribed course outcomes. • 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. • 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. • 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. 	

Expectations	Comments
<p><i>Instructional Delivery</i></p> <ul style="list-style-type: none"> • Align course activities with target learning outcomes. • Employ activities that foster faculty-student interaction. • Employ activities that foster cooperative learning among students. • Employ methods that facilitate active learning. • Employ methods that develop students' high order cognitive skills, such as analyzing, evaluating, and creating. • Employ required texts and other resources, including resources designated as required by the department or division, to achieve instructional objectives. • Employ technology and other supporting materials to achieve instructional objectives. • Respond constructively and respectfully to student comments and questions. • Respond promptly (usually by the end of the next business day) to student phone, email, or other communications. • Foster communication with students outside of class meeting times. • Provide students with prompt 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. • 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. • 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. 	
<p><i>Instructional Effectiveness</i></p> <ul style="list-style-type: none"> • Conduct timely assessments of student learning, including at least one assessment within the first three weeks of class. • Deliver effective instruction as measured by student performance on learning outcomes assessments. • Deliver instruction effectively to foster student success as measured by student performance in related subsequent 	

Expectations	Comments
<p>coursework and/or external tests or certifications (if applicable).</p> <ul style="list-style-type: none"> • 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. • 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. • 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. 	
<p><i>Instructional Expertise</i></p> <ul style="list-style-type: none"> • Demonstrate currency in academic discipline. • Demonstrate currency in methods of teaching and learning. • Demonstrate currency in instructional technology. • 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. • 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. • 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. 	
<p>TEACHING DOMAIN EVALUATION</p> <p> <input type="checkbox"/> Expectations Met <input type="checkbox"/> Expectations <u>Not</u> Met </p>	

Expectations	Comments
<p>SCHOLARLY AND CREATIVE ENGAGEMENT</p> <p><i>Definition:</i> Activities specifically associated with the faculty member's formally recognized area of expertise.</p> <p><i>Standard:</i> In at least 2 years of the appointment term the faculty member must meet the criterion below.</p> <ul style="list-style-type: none"> • Engage in and document one or more scholarly and/or creative activities consonant with the high standards of senior faculty. Activities may include, but are not limited to <ul style="list-style-type: none"> ○ Publish in peer-reviewed forums in one's academic discipline or the general area of college teaching. ○ Present creative works in forums for which admittance/acceptance is competitive. ○ Participate in activities of professional organizations. ○ Present at professional conferences. ○ Attend a professional conference ○ 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, receive, or review job-related grants. 	
<p align="center">SCHOLARLY AND CREATIVE ENGAGEMENT DOMAIN EVALUATION</p> <p> <input type="checkbox"/> Expectations Met <input type="checkbox"/> Expectations <u>Not</u> Met </p>	
<p>INSTITUTIONAL RESPONSIBILITY</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</u> and <u>satisfactory progress toward mastery of those criteria where improvement is needed.</u></p>	

Expectations	Comments
<ul style="list-style-type: none"> • Satisfactorily participate in the development and execution of Annual Performance and Professional Development Objectives. • 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. • 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. • Submit accurate and punctual attendance reports, grade reports, and other required department, division, and college documentation. • 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. • Demonstrate knowledge of and adherence to college and VCCS policies. • Contribute to one's peer teaching community at the college. • Maintain collegial working relationships with faculty, staff, and administrators. • 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"> ○ 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. ○ Participate in campus student events 	

Expectations	Comments
<p>INSTITUTIONAL RESPONSIBILITY DOMAIN EVALUATION</p> <p> <input type="checkbox"/> Expectations Met <input type="checkbox"/> Expectations <u>Not</u> Met </p>	
<p>SERVICE</p> <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"> • 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. <p><i>Standard:</i> In at least 2 years of the appointment term the faculty member must meet the criterion below.</p> <ul style="list-style-type: none"> • 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"> ○ 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 voluntary. ○ 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. 	
<p>SERVICE DOMAIN EVALUATION</p> <p> <input type="checkbox"/> Expectations Met <input type="checkbox"/> Expectations <u>Not</u> Met </p>	

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

Expectations	Comments
<p>ANNUAL PERFORMANCE AND PROFESSIONAL DEVELOPMENT OBJECTIVES</p> <p>Note: Each semester the faculty member, in consultation with the dean supervisor, will meet with the dean/supervisor to review previous and upcoming performance and professional development objectives; the dean/supervisor will then approve the 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">• Document satisfactory attention to, progress on, assessment of, and reflection on Annual Performance and Professional Development Objectives established by the college.• In collaboration with the supervisor, establish specific, measureable, attainable, and relevant Annual Performance and Professional Development Objectives for the following calendar year.	

Evaluator Signature

Date

APPENDIX F

DSLCC INSTRUCTOR EVALUATION

Evaluation of instruction is a necessary function of any educational institution. A series of evaluative statements for assessing teaching performance has been developed to give you, the student, an opportunity to express exactly what impact the instructor has had upon you. In rating your instructor, be as objective as possible.

Instructions: Please answer all the questions on this form. The written answers will be typed before they are returned to your instructor so your anonymity is guaranteed.

Semester: _____ Course: _____ Instructor: _____

1. What are some of the things that this instructor has done especially well?

2. Did the instructor encourage participation, discussion and interaction among students in class?

3. Did the instructor demonstrate thorough knowledge of the subject matter and communicate it clearly? Explain.

4. Did the instructor conduct this class in accordance with the course outline and syllabus? Explain.

5. Did you have any difficulties meeting or contacting your instructor outside of class?

6. Did the instructor use fair and appropriate evaluation methods and were these evaluation methods explained to you? Explain.

7. Did the instructor show careful class preparation as evidenced by organized learning activities, required course materials and assignments for this class? Explain.

8. Did the teaching methods used by this instructor help you to learn? Explain.

9. What would you tell another student who asked you about this instructor?

10. What suggestions can you offer that would improve the instruction of this class? Explain.

Additional Comments:

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.

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?

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
Comments:		
9. The stated learning outcomes were achieved.		
<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> 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 type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> 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:		

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

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.

- 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).

Objective Setting Instrument

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
Supervisor and Faculty Member Assessment of Objective:	

II. 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
Supervisor and Faculty Member Assessment of Objective:	

III. 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
Supervisor and Faculty Member Assessment of Objective :	

IV. 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
Supervisor and Faculty Member Assessment of Objective :	

V. 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
Supervisor and Faculty Member Assessment of Objective:	

Faculty _____ Date _____	Dean/Supervisor _____ Date _____
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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.

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.

Note: Faculty who have already completed relevant coursework or certification in teaching with technology are exempt from the Technology Performance and Professional Development Objectives, 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 Technology Performance and Professional Development Objectives.

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.

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).

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: _____

Title: _____

Office Telephone #: _____ E-Mail: _____

Signature: _____ Date: _____

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 <input type="checkbox"/> | Faculty Community Impact Award <input type="checkbox"/> |
| Faculty Scholarly and Creative Engagement Award <input type="checkbox"/> | Faculty Multicultural Enrichment <input type="checkbox"/> |
| Faculty Institutional Responsibility Award <input type="checkbox"/> | Faculty Leadership Award <input type="checkbox"/> |

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: _____

Office Telephone #: _____ E-Mail: _____

Signature: _____ Date: _____

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.

**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.

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.

**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.

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.

**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.

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.

**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.

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.