DCC

Danville Community College

Full-Time Teaching

Faculty Development and Evaluation Plan

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I. **Introduction**

The spirit and intent of the Faculty Development and Evaluation Plan for Danville Community College is to provide a mechanism for investing 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 that their dean/supervisor will provide them with guidance, support, encouragement, due recognition, and a fair assessment of their contributions to the college's mission. As a community, DCC honors those who have chosen to serve others, who share their passion and commitment for learning with others, and who lead the way by demonstrating their beliefs through continuous learning and improvement.

II. **General Guidelines**

The following general guidelines, based on the VCCS Model Plan and principles, are intended to encourage a fair evaluation process that will benefit the faculty member, the college, the students, and the extended community.

1. Communication between the participants shall be frequent, open, and candid. Generally, the final result of the end-of-year evaluation should not be a surprise. In the spirit of ongoing improvement, the dean will discuss with the faculty member any opportunities for improvement.

2. Faculty members are encouraged to discuss their strengths and successes as well as plans for improving teaching effectiveness and for developing or modifying their performance. The dean assists the faculty member being evaluated by offering constructive suggestions and encouragement whenever appropriate and possible.

3. The evaluation includes all aspects of the teaching faculty's job description, as well as temporary assigned administrative or professional duties, whether or not release time was assigned.

4. Innovation and creativity sometimes fail. The risk of negative evaluations should not constrain faculty efforts towards classroom innovation.

5. The key component of the Faculty Evaluation Process will involve assessment in four domains:
    - Teaching (in four subdomains)
    - Institutional Responsibility
    - Scholarly Engagement and Creativity
    - Service.

6. Faculty will also be expected to set annual performance objectives in one or more domains annually, seeking to constantly develop their abilities in each area.

III. Timetable

A. Goals

Annual written personal and professional development objectives (goals) are to be agreed upon each year by the faculty member and academic dean. The focus of the goals should be on the professional development of the faculty member. For example, a goal to "serve on a committee" may be better described by an underlying idea such as "to be more fully engaged in the decision making process at DCC."

Individual faculty members will set goals based on his or her discipline and approach to teaching. These goals may be set throughout the year, but the deadlines for setting goals are:
- <u>December 10</u> – Deadline for a draft copy of the DCC-1 (Annual Goals Form) to be submitted to the dean to include a response to the current calendar year's goals as well as the proposed goals for the upcoming calendar year. Faculty are free to submit goals early.
- <u>January 10</u> – Deadline for in-person conference between the faculty member and the dean to review the DCC-1 for the current calendar year

B. Re-Appointment

For faculty members eligible for multi-year reappointment, the faculty evaluation period shall cover the calendar years since their last evaluation was completed. Steps of the evaluation process, including the submission of the class observation(s) of the faculty member by the academic dean (DCC-3), the submission of the faculty member's Self Report form (DCC-4), the completion of the Faculty Evaluation form (DCC-5) by the academic dean, and the holding of required conference(s) between the faculty member and academic dean, should be completed according to the timelines below.

The protocol for faculty members in their **first year of service** will be different as they will not have had time to set goals before the start of their first semester.

During the evaluation cycle, probationary first-year appointment faculty are expected to 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, and demonstrate that expectations have been met in every one of the four domains of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service.

The dean/supervisor will communicate the expectations for probationary first-year faculty during the initial two weeks of the first semester of the first-year

appointment (an in-person conference is recommended).The dean/supervisor will explain to the probationary first-year faculty member the evaluation process, including the evaluation criteria, the first-and second-semester Performance and Professional Development Objectives, the data sources for the evaluation, how a summative rating is determined, and the implications of summative ratings of "Meets Expectations" and "Does Not Meet Expectations," including potential impact on continued employment.

For faculty hired in the fall semester:
- December 1 – Deadline to submit DCC-4 - All calendar-year student evaluations should also be submitted as soon as possible within a week of grades being posted.
- January 10 – Deadline for conference between faculty and the division dean regarding the fall semester DCC-5

For faculty hired in the fall or spring semester:
- March 1 – Deadline to submit DCC-4 - All calendar-year student evaluations should also be submitted as soon as possible within a week of grades being posted.
- March 15 - Deadline for conference between faculty and the division dean regarding the spring semester DCC-5

Evaluations for faculty members in their **second or third year of service** will be conducted in accordance with the following timetable:
- December 1 – Deadline to submit DCC-4 - All calendar-year student evaluations should also be submitted as soon as possible within a week of grades being posted.
- March 15 – Deadline for conference between faculty and the division dean regarding the previous calendar year.

Evaluations for faculty members who previously had a **multiyear contract but who received a Does Not Meet Expectations rating** in their prior year's rating will be conducted in accordance with the following timetable:
- November 1 – Deadline to submit DCC-4
- December 1 – Deadline for conference between faculty and the division dean regarding the fall semester DCC-5 - All calendar-year student evaluations should also be submitted as soon as possible within a week of grades being posted.
- January 15 – Deadline for notification of Non-reappointment if applicable – if approved for reappointment, the faculty member will re-enter the multiyear contract appointment timetable immediately. The status of the new contract (1-year, 3-year, or 5-year appointment) will be determined by the multiyear committee, division deans, and the president of the college.

Multi-year appointment evaluations for all other faculty members will be conducted in accordance with the following timetable:

- December 1 – Deadline to submit DCC-4 - All calendar-year student evaluations should also be submitted as soon as possible within a week of grades being posted.
- December 15- Faculty members will receive their summative ratings and evaluations will encompass all work performed during each of the calendar years of the appointment.
- January 10 – Deadline for conference between faculty and the division dean regarding the DCC-5
- January 15 – Multi-year appointment committee begins application review
- March 1 – Deadline for written notification of the length of appointment to be recommended for non-tenured faculty members who hold one-year appointments or who are in the last year of a multiple-year appointment.

C. Non-Reappointment

If circumstances result in the decision not to re-appoint a faculty member (consistent with the VCCS Policy Manual, Section 3.6.0.4.), the following deadlines will be used for notification:

- January 15 – Deadline for notification of recommendation for non-reappointment of senior faculty members (those beyond the first three continuous appointment years, whether on one-year or multi-year appointments).
- March 15 – Deadline for notification of recommendation for non-reappointment of faculty during the first three years of service
- For grievance procedures, please refer to VCCS policy manual.

Clarifications

- Faculty classroom observations will be completed by the division dean using the DCC-3 form by December 1. These observation results will be communicated to the faculty member on a DCC-3 form and the faculty member will sign and return the form to the dean in a timely manner. Disagreement on the observation should be discussed with the dean in person. If not resolved, the faculty member will provide details of this disagreement in writing. Should disagreement continue, the faculty member may seek to address a grievance through the faculty grievance process. Faculty classroom observations will occur in each year of the first three years of employment and in the final year of multiyear contracts.

- The results of the student end-of-course evaluation (DCC-2) will be shared with the academic dean at the conclusion of each calendar year. First year faculty

members will submit end of course evaluations each semester, and will discuss these and professional development objectives each semester.

- Contract renewal or denial will happen according to the deadlines above.

- Reward and Recognition of Service to the College Community will be based on the Performance Objectives and the achieving of a "Meets Expectations" evaluation in each of the four domains and will be awarded in a faculty meeting at the end of the academic year.

- Full-time Assistant and Associate Instructors will not use this process for evaluation. Instead, the Adjunct Faculty Evaluation process will be employed for the evaluation of Assistant and Associate Instructors.

IV. Elements of the Evaluation Process

A. Annual Performance and Professional Development Objectives (DCC-1)
The primary purpose of annual performance and professional development goals is to encourage faculty members to be proactive in setting goals to improve performance as educators and develop skills that will enhance the faculty members' abilities as professionals.

- Each faculty member is to use the Annual Performance and Professional Development Objectives form (DCC-1) to set three to five goals for the academic year in one or more of the domains (Section V.B.).

- The DCC-1 should be provided to the appropriate dean for review and if the goals are approved, will be placed on file for reference in the following year. If an interim assessment or revision of a particular goal is needed, the faculty member and dean shall meet and agree upon the change if applicable.

- 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 four domains; 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.

B. The Student End-of-Course Evaluation (DCC-2)

The primary purpose of student evaluations is to assist in the improvement of instruction. These evaluations also serve as a source of information for faculty evaluation by academic deans.

- Each faculty member is expected to use the standard form (DCC-2) to survey student opinions and to react to them in a constructive, professional manner.

- DCC views the evaluation process as an open and transparent means for faculty members to examine outcomes of teaching practices and risk-taking in classroom pedagogy. An innovation-friendly culture allows for room to fail, and a well-intentioned classroom experiment can be disappointing. The potential risk of negative evaluations should not constrain faculty efforts towards classroom innovation. Along the same lines, the risk of negative student evaluations should not constrain a faculty member from offering challenging, demanding and academically rigorous assignments and course work. However, negative classroom outcomes due to willful negligence and dishonest, unethical behavior will not be tolerated. Students are given the opportunity to evaluate every course electronically in each semester.

- Student evaluations may be administered either electronically or on paper during class. In order to protect student anonymity and to maintain the integrity of the evaluation process, evaluations administered on paper in the classroom shall be completed by the students at the end of a class period. The instructor will distribute the forms, read the instructions to the class, and then leave the room until all evaluations have been placed in a sealed envelope. The evaluations shall be delivered to the division office by a student volunteer from the class as soon as is practical after the class. Following tabulation of results, faculty members shall take possession of all evaluation materials at the end of each semester's evaluation process, typically within a reasonable period of time after the faculty member has turned in final grades. Similarly, on-line evaluations should be collected in a manner that assures student anonymity and restricts faculty review until letter grades are submitted.

C. Class Observation (DCC-3)

The class observation (DCC-3) delineates the aspects of teaching which the evaluator shall consider. Generally, a faculty member should be observed at least once during each one, three, or five year employment contract period. Probationary, first year faculty members must be observed in each of their first

two semesters. Unless waived by the faculty member, notice should be given prior to the class observation.

Faculty members will be observed annually until their first multi-year appointment is awarded. Depending on the faculty member's course assignments, observation shall include both face-to-face and hybrid/distance learning classes and may require two separate observations during a contract period. In addition, an observation must be conducted if

- the faculty member is under consideration for a multiple year appointment
- a faculty member requests an observation

For probationary, first year faculty, two classroom observations will take place. First, academic deans will observe a class and complete the Classroom Observation Form (DCC-3) in each of the first two semesters, reviewing the results in conference with the faculty member. Probationary, first-year faculty will also be observed once in the first semester by a peer agreed upon by both the faculty member and the dean. The peer reviewer will also complete the DCC-3 and will submit the form to the faculty member's dean. The peer observer should not be a member of that academic year's Ad Hoc Appointment Advisory Committee.

Conferences for discussing the results of an observation may be arranged as desired by either a faculty member or an academic dean or when the DCC-5 is reviewed.

If either party is not satisfied with the results of the observation, a new observation can be requested. Visitations by a person or persons other than the academic dean may be arranged by mutual agreement of the faculty member and the dean. With the agreement of the dean, the faculty member may substitute classroom observation by one more or more peers.

D. Self-Report (DCC-4)

The Self-Report Form is to be a comprehensive overview of the faculty member's professional efforts in and out of the classroom.

All information pertinent to the faculty member's evaluation should be summarized on the Self-Report Form. Faculty members are expected to append any relevant supporting documentation to the report.

Although the intent of the DCC-4 is to report what has transpired since the last Self-Report, faculty members may indicate course work or training which they plan to complete if it will have bearing on the next year's appointment proposal.

The Self-Report will be completed annually by faculty in their first three years of employment with DCC and in the last year of the contract of multiyear faculty or in the year of a promotion application. The Self-Report should summarize all performance objective results as well as a general summary of academic and personal accomplishments of the faculty member inside and outside of the college class.

E. Faculty Evaluation Form (DCC-5)

A conference to review the DCC-5, "Faculty Evaluation Form," may take place between the evaluator and the person being evaluated before the evaluation is filed in the faculty member's personnel file. The Academic Dean must give the faculty member a draft copy of the completed DCC-5 at least two days prior to the conference. Issues concerning the appropriateness, validity, or fairness of individual evaluations should be discussed and resolved during this draft review conference. The time frame for each DCC-5 is the appointment period (1-year, 3-year, 5-year).

F. Professional Development Form (DCC-6)

The college encourages all full-time faculty to submit a professional development plan. If the plan includes substitution of non-teaching work experience or non-credit learning experience in lieu of graduate semester hours, faculty should also submit the Professional Development Plan (DCC-6) for approval prior to their enrollment in these non-credit experiences. This plan is a required component of the college tuition reimbursement policy.

Faculty members who teach or plan to teach hybrid and/or online classes and who have not completed TOP, IDOL, MODEL, TOTAL, Quality Matters™ 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 prior to beginning to teach in hybrid and/or online formats. Faculty who have already completed such coursework or certification are exempt from this 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. Probationary first-year faculty, and any continuing faculty, who only teach face-to-face

classes, should complete a course or certification in teaching with technology.

V. Evaluation Standards and Ratings

A. Rating Definitions

- Two Ratings - All faculty will be rated as either "Meets Expectations" or "Does Not Meet Expectations" in each of the four Domains. This will be a summative rating that covers the entire term of the last appointment.

- Dynamic and Flexible Weighting of each Domain – First Year Faculty evaluation weightings will be set at 70% Teaching, and 10% in each of the other domains for first year faculty, and at a minimum of 60% in the Teaching domain and 10% in the other domains for faculty in their second and third years.   For multiyear appointments, the weighting of the four domains will be negotiated in a conversation between the faculty member and the dean each year according to workload and will be no lower than 50% for teaching, and 10% each for the other domains. Documentation of the goals will be recorded in the DCC-1 form.

  The weighting for the domains is considered to be a qualitative indication of the relative importance of each domain for the faculty member's effort in self-improvement in his or her journey to become an outstanding member of the DCC faculty in all areas of responsibility. The weighting of the individual domains is not meant to be considered as a quantitative indicator or measure of the relative time or effort a faculty member must devote to each domain.

  - A rating of "meets expectations" must be achieved in each of the four domains within the appointment period.

- Within the first three years of employment, failure to achieve a "Meets Expectations" in any of the four domains will result in nonrenewal of a contract.

- For Faculty on multiyear appointments, failure to achieve a "Meets Expectations" in any of the four domains may result in enactment of a one-year contract for multiyear contract renewals.

  - Multi-year faculty who receive a "Does Not Meet Expectations" rating will have their evaluation documents further reviewed by the Ad Hoc Appointment Advisory Committee, consistent with VCCS 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 reappoint, and if so, whether to grant a one year or a multiyear appointment.

- The "Does Not Meet Expectations" rating and resulting contract penalty of being set back to a one-year contract will be seen as a probationary period where the faculty member will be required to work on the problem areas under the tighter supervision of the first year faculty one year appointment conditions.
- The faculty member must concentrate on achieving the four domains with a "Meets Expectations" rating within both semesters of that one-year appointment.
- Upon successfully achieving a rating of "Meets Expectations" in that one-year appointment, the faculty member may be recommended by the dean to re-apply for the multi-year contract they were in when they received the "Does Not Meet Expectations."
- Upon successful recommendation in that following year by the Multi-year Committee and the president, the faculty member could immediately begin a new multi-year contract. The committee and/or the president could recommend a multi-year contract or another 1-year contract.

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.

B. Faculty Evaluation Domain Standards

Faculty must demonstrate mastery of a significant majority of the individual criteria in each of the four domains listed below. As the criteria for expectations and relative weightings of the domains are different between probationary faculty, second/third year faculty, and senior faculty, these are reflected in the faculty evaluation forms for each category of faculty (forms DCC-5a, DCC-5b and DCC-5c respectively).

Teaching Standards

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

Standard: For each component of the teaching domain (**instructional design, instructional delivery, instructional effectiveness, and instructional expertise**) the faculty member must demonstrate mastery of a significant majority of the bulleted criteria and satisfactory progress toward mastery of those criteria where improvement is needed.

Instructional Design
• For each course section taught, develop and/or utilize a course syllabus (course policies and course calendar) that is complete, accurate, and compliant with college standards.
• Distribute the syllabus to students by the last day of the drop/add period for each course in the first semester of employment, and distribute the syllabus to students on or before the start date for each course in the second and subsequent semesters of employment.
• 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 and continuing faculty: Analyze the previous semester's student ratings of instruction and other student feedback about instructional design, identify areas for improvement, and implement an action plan to accomplish that improvement.

Instructional Delivery
• Align course activities with 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.
• For second-semester and continuing faculty: 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.

Instructional Effectiveness
• Conduct timely assessments of student learning, including at least one assessment within the first two 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 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 and continuing faculty: 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.

Instructional Expertise
• 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.
• For second-semester and continuing faculty: 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.

<u>Institutional Responsibilities</u>

Definition: Institutional responsibilities include performing assigned or presumed duties according to one's role at the college. These activities support and advance the mission of DCC to enhance the effective

functioning of the college–including the business processes. Activities may include, but are not limited to:

- Supporting the mission, vision, and values of DCC

- Keeping current on DCC policies and procedures

- Communicating and holding posted office hours

- Complying with administrative deadlines

- Participating in DCC governance, accreditation, development, and assessment activities

- Establishing and maintaining positive working relationships

- Fulfilling responsibilities in advising students effectively

Scholarly Engagement and Creativity

Definition: Scholarly engagement and creativity encompass activities specifically associated with the faculty member's professional development. Activities may include, but are not limited to:

- Participating in professional and civic organizations at the local, state, and/or national levels; participation in a professional organization limited to paying dues is not evidence of professional development.

- Attending and participating at professional conferences, workshops or meetings

- Participating in business or industrial activities related to discipline

- Reviewing or submitting grant proposal

- Presenting to professional audiences and organizations or to the general public appropriate to the discipline

- Publishing or completing research or writing that may lead to publication

- Delivering speeches, artistic exhibits or performances, writing reports, or consulting in discipline

- Revising or developing new curricula or courses

- Furthering education within discipline

Service

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

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

Activities may include, but are not limited to:
- Organizing, facilitating, and participating in student activities, such as competitions, publications, internships, athletics, clubs, etc.

- Attending DCC-sponsored activities such as student competitions, performances, either at DCC or off-site

- Participating in and organizing DCC and VCCS governance and programs such as standing or ad hoc committees.

- Participating in external governance, accreditation, development, and assessment activities

- Participating in local, state, or national organizations where *the employee serves as a designated representative* of the college

- Participating in community activities that are not for personal benefit (not just being a member)

VI. Reward and Recognition of Service

Faculty members are remunerated through an annual salary, and raises to this salary are based on state recommendations. However, the VCCS and DCC seek to acknowledge exceptional performance by individual faculty members through

a reward and recognition program. It is estimated that 10 to 25% of the full-time teaching faculty will receive a significant Reward each year, subject to fund availability.

A. Definition of Reward and Recognition

Reward is defined as a one-time monetary award available once each year to a limited number of faculty members on a competitive basis.

Recognition is defined as a one-time non-monetary award available twice each year to a limited number of faculty members on a competitive basis.

B. Nomination of Faculty

Nominations for Recognition may come from the faculty member or their dean/supervisor or any other stakeholder. Nominations for Reward will come from a faculty member, dean/supervisor, or other employees of the college or VCCS. Reward and Recognition award recipients will be recommended by a committee comprised of a majority of full-time teaching faculty.To be eligible for an award, a faculty member must have met expectations in the four evaluation domains and must provide documented evidence of exemplary performance during the previous calendar year in at least one of these domains. Faculty must also be current with their Annual Performance and Professional Development Objectives. Probationary first-year faculty are only eligible for Recognition, but are not eligible for a Reward.

C. Funding of Reward and Recognition

The college's Reward and Recognition Plan will be funded on a fiscal-year basis. For each fiscal year, contingent upon availability of resources, the college will provide funding equivalent to $150 per full-time teaching faculty position, including both filled and vacant positions(approximately 60 total at present, thus ~ $9000), 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 program may not be funded from state funded salary increases. The amount may be supplemented by funds from the DCC Educational Foundation if funds allow.

D. Outstanding Faculty Awards

The DCC faculty has indicated that singling out a limited number of individuals to receive monetary enhancements to their salary in the form of either bonuses or percentage pay increases would be detrimental to the culture

of DCC.   In a time of shrinking budgets, however, it is often the case that faculty members have a wish list of expenditures that would enhance their effectiveness as educators but have limited sources of funding. To help with this situation, DCC will select approximately 10% to 25% of the full-time teaching faculty members each year (6 to 15 faculty) to receive a monetarily significant stipend called the "Outstanding Faculty Award." This stipend is meant to reward faculty members for outstanding performance in the previous year. It must be used for professionally-related expenditures, such as travel, equipment, software, professional memberships, journals, etc., that will directly benefit the recipient's classroom teaching, mentoring of students, professional development, or related aspects of the college mission.

The total number of awards made each year will depend on the amount of funds available and the number of applicants selected. The available funds will be divided evenly among the awardees subject to a minimum of $400 and to a maximum cap of $1000 per person. The awards must be spent by the end of the next fiscal year, and awardees will be required to submit documentation that these funds were spent on professionally related items.   The process leading to the selection of the award recipient(s) will include the following steps:

- A committee consisting of Outstanding Faculty Award recipients from the last five years will be convened at the beginning of December, and this committee will issue an announcement of the Outstanding Faculty Award program to all full-time faculty members during the January in-service days.

- Faculty must be in at least their second year of full-time teaching at Danville Community College to be eligible for an Outstanding Faculty Award. All nominees will be sent an application which they may complete and return to the committee at their discretion.

- Should any member of the selection committee wish to place their own name into consideration for an Outstanding Faculty Award, they will be replaced by the committee, for the purposes of selecting the Outstanding Faculty recipient(s), with a previous Outstanding Faculty awardee.

- Applicants will be asked to submit a description of their activities from the previous calendar year that they believe to be exemplary along with any relevant documentation. The deadline for submitting completed applications to the committee chair will be March 1st (or the following Monday).

- The announcement of the Outstanding Faculty award winner(s) will be made during the spring awards assembly in May.

- Awardees will not be eligible to apply for Outstanding Faculty awards in the year following the receipt of an Outstanding Faculty Award.

E. Recognition Awards

The committee of Outstanding Faculty Award winners from the previous five years will also be responsible for selecting the recipients of the annual recognition awards. During the fall and spring in-service, they will send out an announcement to the entire college community outlining the definition and criteria for the faculty recognition awards to be made at each of the fall and spring awards assembly. Up to two awards will be given in each of the following categories, with each recipient receiving a certificate of acknowledgement and a gift from the DCC Bookstore:

- *The Faculty Teaching Effectiveness Award* – This award is given to a member of the fulltime teaching faculty whose performance in the classroom or other instructional environment during the previous calendar year best exemplifies effectiveness in promoting student achievement as evidenced by activities such as:
  - conducting extraordinary or innovative learning activities to the benefit of students
  - designing instructional materials to improve student learning
  - developing forms of delivery that expand student access
  - demonstrating exceptional achievement of student learning outcomes

- *Exemplary Service Award* - This award is intended to acknowledge faculty members who have shown exceptional service to the college community beyond the scope of the classroom during the previous calendar year as evidenced by activities such as:
  - demonstrating exceptional contribution to DCC governance, clubs, programs, etc.
  - demonstrating exceptional contribution to the surrounding community above and beyond college responsibilities

- *Scholarship Award* - This award is intended to acknowledge faculty members who have achieved a distinguished record of scholarly achievement during the previous calendar year as evidenced by activities such as:
  - publishing in scholarly journals or other recognized media

- presenting in public forums at academic conferences or other relevant venues
- outstanding production or public exposition of creative works in visual arts, performing arts, or other fine arts performance
- demonstrating innovation in curriculum development
- producing exceptional research in the teaching discipline, pedagogy, or instructional technology

- *Faculty Leadership Award* - This award will be given to a member of the fulltime teaching faculty who has demonstrated leadership and commitment to the college during the previous calendar year as evidenced by activities such as:
  - 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

- *Faculty Cultural Enrichment Award* – This award will be given to a member of the fulltime teaching faculty who has demonstrated a high level of enthusiasm and commitment to helping our college celebrate the richness of different cultures and diversity during the previous calendar year as evidenced by activities such as:
  - 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, inclusiveness, and diversity at our college
  - reaching out to nontraditional or underserved populations

In addition to the annual recognition awards above, DCC also has Learning Environment Awards, recognition awards that are given out more frequently.

Learning Environment Awards. 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 full-time teaching faculty in one or more of the following areas: Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service. In order to acknowledge such behaviors

and contributions by full-time teaching faculty, the Learning Environment Awards Program provides continuous opportunities for fellow faculty members, administrators, staff, students, and members of the community to identify full-time teaching faculty who should be considered for a Learning Environment Award. It is expected that Learning Environment Awards will be announced throughout the year and that these awards will be more numerous than the Annual Recognition Awards or the awards in the Reward program.

Nomination Process). Those who wish to recommend a faculty member for a Learning Environment Award may do so at any time by submitting a completed Learning Environment Award Form (DCC-9) to the Faculty Reward and Recognition Committee. The Learning Environment Award Form includes the name of the faculty member 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, the approximate date(s) that the behavior or contribution was observed, the name of the individual submitting the form, and the date of submission.

Review and Selection. 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 notify nominees if they are to receive a Learning Environment Award. The committee shall also make award recipients aware of any further steps necessary to take delivery of the award. The nature and value of Learning Environment Awards may vary and are to be determined by the Faculty Reward and Recognition Committee. In general, however, recipients of the Learning Environment Awards receive a certificate of recognition, recognition in the college newsletter and/or on the college website, a commemorative keepsake, and a certificate that allows the faculty member to receive a specific item of personal property that is minimal in value.

F. Tax information
Recipients of faculty Reward and Recognition awards are responsible for any tax liabilities associated with acceptance of these awards. Specific information regarding de minimis benefits can be found at: http://www.irs.gov/Government-Entities/Federal,-State-&-Local-Governments/De-Minimis-Fringe-Benefits

G. Nomination Process for Recognition Awards
As part of the announcement regarding the definition and criteria for these awards and soliciting nominees, the selection committee will include the following process:

- The selection committee will distribute a nomination form that members of the college community must use in nominating candidates. This form should include a section requiring a detailing of the accomplishments

achieved by the nominee that would justify his or her selection for the
award.

- Members of the selection committee may also put forth names for
  consideration by using the same nomination form and process but shall
  recuse themselves from discussions related to their nomination or those of
  their competitors for that award.

- All nominations will be discussed and decided upon by the selection
  committee based upon the evidence of the nomination form.

- The deadline for submitting nominations to the committee will be
  September 1st for fall and February 1st for spring or the closest work day.

VII.   Multi-year Appointments

In accordance with the VCCS Policy (3.4.0.4) the president shall annually
establish an Ad Hoc Appointment Advisory Committee to consider all faculty
who are eligible for consideration for multi-year appointment. To assist the
president in making final promotion decisions, this committee will also serve as a
peer review of recommendations relative to application for promotion.

*VCCS Policy (3.4.0.4) Committee Membership -- The distribution of the
membership of this committee shall be determined by the president and shall be
from the various segments of the college faculty (teaching faculty, counselors, and
librarians) and administrators. Where practicable, the faculty membership shall
be in general proportion to the college population of each such faculty segment,
but in no case shall there be less than one representative from each faculty
segment. The various segments of the college faculty shall elect from their
members their representatives on this committee. The president shall appoint
administrators to this committee, but in no case shall administrative
representatives exceed one-third (1/3) of the committee membership.*

Any faculty member whose files will be reviewed by this committee during the
current academic year will be ineligible to serve as a representative on it.

- Committee members will be forwarded pertinent VCCS policy at the start of
  their deliberations.

- To be eligible for multi-year appointment faculty members must achieve a
  "Meets Expectations" evaluation rating in each of the 4 evaluation domains.

- Per VCCS Policy (3.4.0.4.C1), the faculty member eligible for multi-year
  appointment may appear before the committee to present information.

- The Ad Hoc Appointment Advisory Committee will be responsible for making recommendation to the president based upon review of evidence provided in the applicant's personnel file. A one-paragraph explanation of the committee's recommendation will accompany the recommendation for each applicant. The relevant paragraph shall be placed in the faculty member's personnel file and may be viewed by the faculty member, relevant supervisors, and by future Ad Hoc Appointment Advisory Committees.

VIII. Safeguards

The following safeguards apply to the evaluation procedure:

1. Ratification
   The entire development and evaluation plan is subject to acceptance and subsequent revision by the DCC full-time teaching faculty. Any addenda to this plan and subordinate forms and processes must be accepted by majority action. 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 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. In the meantime, the existing plan would remain in effect. This plan will be initially reviewed two years after initial implementation, then every five years thereafter. After faculty ratification/review, the plan must be approved by the president of DCC, and then by the chancellor.

2. Oversight and Review by Vice President of Academic and Student Services. The Vice President of Academic and Student Services meets with the academic deans before the annual review period to discuss the evaluation process, definitions, and procedures. The evaluators discuss their interpretation of standards and their expectations so that evaluation criteria can be applied consistently across divisions. The Vice President of Academic and Student Services may facilitate discussion of any issues concerning the appropriateness, validity, or fairness of individual evaluation ratings which cannot be settled by the academic dean and faculty member in conference.

3. An introductory presentation of the evaluation forms will be a required part of the orientation of all new faculty members. The Vice President of Academic and Student Services and the appropriate academic dean will be responsible for this introductory presentation.

4. Variations to this plan to accommodate faculty members whose primary responsibilities are of a non-teaching nature should be agreed upon and documented by the faculty member and evaluator prior to the start of the review cycle.

5. Access to Records
   Each individual has the right to examine all official records used in the development of his/her evaluation. He/she may then present written responses which become part of the personnel file.

6. Appeal
   If the evaluation process leads to a recommendation to the president for non-reappointment or dismissal or in cases of disagreement with supervisor evaluation, observation, and mandating of annual performance goals, a faculty member may appeal that recommendation through the procedures listed in VCCS Policy 3.6.0.10

7. The "Equal Employment Opportunity Plan" protects faculty from illegal discrimination.

Addenda

- Annual Performance and Professional Development Goals (DCC-1)
- Student End-of-Course Evaluation Form (DCC-2)
- Class Observation Form (DCC-3)
- Self-Report Form (DCC-4)
- Faculty Evaluation Forms (DCC-5)
  Form 5A- Probationary First Year Appointment
  Form 5B- Second/Third Year Appointment
  Form 5C- Senior Faculty Appointment
- Professional Development Plan (DCC-6)
- Outstanding Faculty Award Application (DCC-7)
- Nomination Form for Danville Community College Recognition Awards (DCC-8)
- Learning Environment Award (DCC-9)

ANNUAL PERFORMANCE AND PROFESSIONAL DEVELOPMENT OBJECTIVES FACULTY/SUPERVISOR AGREEMENT FORM

Guidelines and Instructions

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

Guiding Principles:

- Annual Performance and Professional Development Objectives (APPDOs) 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

    o Performance Objective: produce an outcome, product, or successful completion of a service activity, etc. during the year.
    o 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).

Annual Performance and Professional Development Objectives Faculty/Supervisor Agreement Form

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

I. Objective Statement:
Domain: ___Teaching ___Service ___Scholarly and Creative Engagement ___Institutional Responsibility
Completion Date: ___ Fall Semester ___ Spring Semester ___ Other: _____
Supporting Activities, Resources Required, & Target Dates:
Measures of Success:

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

Supervisor Comments:
Interim Assessment/Revision of Objective (if applicable)
Final Assessment
Faculty Member's Assessment
Supervisor's Assessment

II. Objective Statement:
Domain: ___Teaching ___Service ___Scholarly and Creative Engagement ___Institutional Responsibility
Completion Date: ___ Fall Semester ___ Spring Semester ___ Other: _____
Supporting Activities, Resources Required, & Target Dates:
Measures of Success:

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

Supervisor Comments:
Interim Assessment/Revision of Objective (if applicable)
Final Assessment
Faculty Member's Assessment
Supervisor's Assessment

III. Objective Statement:

Domain: ___Teaching ___Service ___Scholarly and Creative Engagement ___Institutional Responsibility

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

Supporting Activities, Resources Required, & Target Dates:

Measures of Success:

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

Supervisor Comments:

Interim Assessment/Revision of Objective (if applicable)

Final Assessment

Faculty Member's Assessment

Supervisor's Assessment

IV. Objective Statement:

Domain: ___Teaching ___Service ___Scholarly and Creative Engagement ___Institutional Responsibility

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

Supporting Activities, Resources Required, & Target Dates:

Measures of Success:

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

Supervisor Comments:

Interim Assessment/Revision of Objective (if applicable)

Final Assessment

Faculty Member's Assessment

Supervisor's Assessment

V. Objective Statement:

Domain: ___Teaching ___Service ___Scholarly and Creative Engagement ___Institutional Responsibility

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

Supporting Activities, Resources Required, & Target Dates:

Measures of Success:

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

Supervisor Comments:

Interim Assessment/Revision of Objective (if applicable)

Final Assessment

Faculty Member's Assessment

Supervisor's Assessment

Objective Approval Signatures	
Faculty _____ **Date** _____	
Dean/Supervisor _____ **Date** _____	

Interim Assessment/Objective Revision Signatures (if applicable)	
Faculty _____ **Date** _____	
Dean/Supervisor _____ **Date** _____	

Final Assessment Signatures	
Faculty _____ **Date** _____	
Dean/Supervisor _____ **Date** _____	

DANVILLE COMMUNITY COLLEGE
STUDENT OPINION SURVEY OF
INSTRUCTION

This survey is designed to obtain your opinions of this course. Your responses will be kept confidential and there will not be an opportunity for your instructor to see the results until your grades have been turned in to the Admissions and Records Office.

Please indicate the extent to which you agree or disagree with the following statements by **PENCILING IN THE APPROPRIATE NUMBER ON THE SCANTRON SHEET**.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. The course syllabus or course outline clearly stated course objectives, grading policy and important dates.	1	2	3	4	5
2. The textbook was appropriate for the course.	1	2	3	4	5
3. The instructor was prepared for the course and the individual class sessions.	1	2	3	4	5
4. The instructor's presentations were enthusiastic and stimulating.	1	2	3	4	5
5. The instructor's lectures and explanations were clear and understandable.	1	2	3	4	5
6. Assignments were beneficial.	1	2	3	4	5
7. The instructor allowed sufficient time for student questions and provided helpful	1	2	3	4	5
8. The instructor showed concern and respect for students as individuals.	1	2	3	4	5
9. The instructor treated students fairly and without favoritism.	1	2	3	4	5
10. The instructor's tests were representative of the assigned material.	1	2	3	4	5
11. The instructor evaluated and returned student work in a reasonable amount of time (within one week).	1	2	3	4	5
12. I have learned a great deal in this course.	1	2	3	4	5
	Poor	Adequate	Good	Very Good	Excellent
13. What is your overall rating of the instructor's performance?	1	2	3	4	5

Please let me know how you feel about your learning experience in this class (facilities, instructor, book, etc…). Write your comments in the "comments" section on the scantron sheet.

DCC-3

<div align="center">

Danville Community College
Report of Class Observation

</div>

Instructor: Semester:

Course: Date:

Observed by:

I. OBSERVATIONS	COMMENTS
A. The instructor was prepared for class as evidenced by one or more of the following. • Instructor was on time for class. • *Instructor creates an environment that both encourages and supports student learning.* • *Instructor ensures stated objectives are addressed within the course.* • The activities and presentations were related to those scheduled on the course outline for the session and support the objectives. • Instructor had sufficient material to cover the time allotted. • Materials for students were presented in a timely matter.	
B. The content was presented clearly and was at the appropriate level as evidenced by one or more of the following. • Answered questions thoroughly. • Gave more than one example of major concepts. • Emphasized ways to solve problems (process) and not just the solution. • Showed application and relationship of theory to practice. • Used "real world" examples that students easily related to.	
C. The instructor employed appropriate teaching strategies, (for seated, hybrid or online classes) as evidenced by one or more of the following.	

• Created an environment that both encouraged and supported student learning • Established and maintained respect between self and students. • Established a classroom climate that promotes individual achievement. • Provided time for, and encouraged questions	
D. The instructor followed established policies, procedures, and regulations as stated in the course syllabus, DCC and VCCS policy manual.	

II.   REMARKS AND SUGGESTIONS

RATING FOR CLASSROOM OBSERVATION

Meets Expectations   Does Not Meet Expectations

Copy provided instructor on _____ (date)

Signatures:

Instructor:

Observer:

Title:

Date:

DCC-4 DANVILLE COMMUNITY COLLEGE SELF-REPORT FORM

NAME:

DATE:

Faculty Evaluation Domain Standards
Faculty must demonstrate mastery of a significant majority of the individual criteria in each of the four domains listed below. First Year Faculty evaluation weightings will be set at 70% Teaching, and 10% in each of the other domains for first year faculty, and at a minimum of 60% in the Teaching domain and 10% in the other domains for faculty in their second and third years. For multiyear appointments, the weighting of the four domains will have been negotiated in a conversation between the faculty member and the dean each year according to workload and will be no lower than 50% for teaching, and 10% each for the other domains.

Faculty are responsible for providing documentation that is supportive of a "Meets Expectations" rating. Faculty should include references to having met or not met APPDO goals and how each goal was supportive of one or more of the four domains. Please refer to the appropriate DCC-5 form in the Faculty Development and Evaluation Plan for the differences in expectations between probationary, second/third year, and senior faculty.

A) Teaching

Please discuss your teaching effectiveness during the previous appointment period **in each** of the four subdomains below. Refer to the DCC Teaching Faculty Evaluation Plan Section V, Article B and DCC-5 form for examples of each .

(i) Instructional design

(ii) Instructional delivery

(iii) Instructional effectiveness

(iv) Instructional expertise

I believe that I have (please circle one)

MET EXPECTATIONS   DID NOT MEET EXPECTATIONS

B) <u>Scholarly and Creative Engagement, Institutional Responsibility and Service.</u> Refer to the DCC Teaching Faculty Development and Evaluation Plan Section V, Article B and the DCC-5 form for examples of the types of activities that may demonstrate significant faculty involvement in each of the domains or subdomains (for Service) during the previous appointment period.

Use the table below to list your contributions and indicate which standard it meets (one activity may meet more than one standard).

Contribution	Scholarly and Creative Engagement	Institutional Responsibility	Service

Briefly summarize your contributions by Domain.

<u>Scholarly and Creative Engagement</u>

I believe that I have (please circle one)

MET EXPECTATIONS   DID NOT MEET EXPECTATIONS

<u>Institutional Responsibility</u>

I believe that I have (please circle one)

MET EXPECTATIONS   DID NOT MEET EXPECTATIONS

<u>Service</u>.

       (i) <u>College representation</u>

(ii) <u>College citizenship</u>

(iii) <u>Community citizenship</u>

I believe that I have (please circle one)

MET EXPECTATIONS   DID NOT MEET EXPECTATIONS

C.   <u>Supporting Documentation</u>
        As a supplement to the lists above, add a narrative which highlights any activities that
        have contributed to your performance as a faculty or staff member during the last
        appointment period.

DCC-5A: FACULTY EVALUATION FORM—<u>PROBATIONARY FIRST-YEAR APPOINTMENT</u>

Introduction

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

    During the evaluation cycle, probationary first-year appointment faculty must
- Demonstrate mastery of a significant majority of the individual criteria in each domain
- Demonstrate satisfactory progress toward mastery of those criteria where improvement is needed
- Demonstrate, through mastery and satisfactory progress as noted above, that <u>expectations have been met in every one of the four domains</u> of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service.

Instructions

1. The dean/supervisor will communicate the expectations for probationary first-year faculty during the initial two weeks of the first semester of the first-year appointment (an in-person conference is recommended).
2. The dean/supervisor will explain to the probationary first-year faculty member the evaluation process, including the evaluation criteria, the first-and second-semester Performance and Professional Development Objectives, the data sources for the evaluation, how a summative rating is determined, and the implications of summative ratings of "Meets Expectations" and "Does Not Meet Expectations," including potential impact on continued employment.

Part 1: Faculty Member

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

Part 2: Evaluator

☐ Supervisor	☐ Self	Printed Name of Evaluator

Part 3: **Performance Evaluation**

Expectations	Comments
TEACHING DOMAIN *Definition*: Creating a learning environment that facilitates students' acquisition of knowledge and skills in a subject (i.e. instructional design, instructional delivery, instructional effectiveness, instructional expertise). *Standard*: For each component of the teaching domain (instructional design, instructional delivery, instructional effectiveness, and instructional expertise) the faculty member must demonstrate <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>. *Instructional Design* • For each course section taught, develop and/or utilize a course syllabus (course policies and course calendar) that is complete, accurate, and compliant with college standards. • Distribute the syllabus to students by the last day of the drop/add period for each course in the first semester of employment, and distribute the syllabus to students on or before the start date for each course in the second semester of employment. • 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	

Expectations	Comments
semester's student ratings of instruction and other student feedback about instructional design, identify areas for improvement, and implement an action plan to accomplish that improvement.	
Instructional Delivery • Align course activities with 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. • 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.	
Instructional Effectiveness • Conduct timely assessments of student learning, including at least one assessment within the first two weeks of class. • Deliver effective instruction as measured by student	

Expectations	Comments
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.	
Instructional Expertise • 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. • 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.	

TEACHING DOMAIN EVALUATION

☐   **Expectations Met**   ☐   **Expectations <u>Not</u> Met**

SCHOLARLY AND CREATIVE ENGAGEMENT	
SCHOLARLY AND CREATIVE ENGAGEMENT *Definition*: Activities specifically associated with the faculty member's formally recognized area of expertise.	

Expectations	Comments
Standard: The faculty member must meet the criterion below. • Engage in and document at least one scholarly and/or creative activity. Activities may include, but are not limited to, conference attendance, participation in professional organizations, conference presentations, academic coursework, scholarly research, publications, and grant activity.	

SCHOLARLY AND CREATIVE ENGAGEMENT DOMAIN EVALUATION

☐   **Expectations Met**   ☐   **Expectations <u>Not</u> Met**

INSTITUTIONAL RESPONSIBILITY

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

Standard: The faculty member must demonstrate <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>.

- 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.
- 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.
- Establish collegial working relationships with faculty, staff, and administrators.

INSTITUTIONAL RESPONSIBILITY DOMAIN EVALUATION

☐   **Expectations Met**   ☐   **Expectations <u>Not</u> Met**

SERVICE

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

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

Standard: The faculty member must meet the criterion below.

- Engage in one or more service activities. Activities may include, but are not limited to, participation in student clubs/activities, attendance at college activities where participation is voluntary, service to professional organizations related to teaching or the instructor's discipline, or service to a community organization.

SERVICE DOMAIN EVALUATION

☐   **Expectations Met**   ☐   **Expectations <u>Not</u> Met**

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 <u>expectations have been met in every one of the four domains</u> of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service.

☐ **Meets Expectations**

☐ **Does <u>Not</u> Meet Expectations**

Expectations	Comments
ANNUAL PERFORMANCE AND PROFESSIONAL DEVELOPMENT OBJECTIVES Note: Each semester the faculty member will meet with the dean/supervisor to review previous and upcoming Performance and Professional Development Objectives established by the college for probationary first-year faculty. Information from those discussions will provide data points to inform evaluations in the four domains of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service. • Document satisfactory attention to, progress on, assessment of, and reflection on Performance and Professional Development Objectives established by the college. • For second-semester faculty only: In collaboration with the supervisor, establish specific, measureable, attainable, and relevant Performance and Professional Development Objectives for the following semester/calendar year evaluation.	

_____   _____

Evaluator Signature   Date

DCC-5B: FACULTY EVALUATION FORM—<u>SECOND/THIRD-YEAR APPOINTMENT</u>

Introduction

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

During the evaluation cycle, second/third-year appointment faculty must
- Demonstrate mastery of a significant majority of the individual criteria in each domain
- Demonstrate satisfactory progress toward mastery of those criteria where improvement is needed
- Demonstrate, through mastery and satisfactory progress as noted above, that <u>expectations have been met in every one of the four domains</u> of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service.

Instructions

1. Do not use this form for first-year faculty; instead use the evaluation form for probationary first-year appointment faculty.
2. The dean/supervisor will communicate the expectations for second/third-year appointment faculty during the first two weeks of the first semester of the evaluation cycle (an in-person conference is recommended).
3. 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

☐ Supervisor	☐ Self	Printed Name of Evaluator

Part 3: **Performance Evaluation**

Expectations	Comments
TEACHING DOMAIN *Definition*: Creating a learning environment that facilitates students' acquisition of knowledge and skills in a subject (i.e. instructional design, instructional delivery, instructional effectiveness, instructional expertise). *Standard*: For each component of the teaching domain (instructional design, instructional delivery, instructional effectiveness, and instructional expertise) the faculty member must demonstrate <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>. *Instructional Design* • For each course section taught, develop and/or utilize a course syllabus (course policies and course calendar) that is complete, accurate, and compliant with college standards. • Distribute the syllabus to students on or before the start date for each course. • Select high-quality learning resources, such as textbooks, bearing in mind appropriateness, necessity, accessibility, and cost. • Design learning activities 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.	
Instructional Delivery	

Expectations	Comments
• 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.	
Instructional Effectiveness • Conduct timely assessments of student learning, including at least one assessment within the first two 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 coursework and/or external tests or certifications (if applicable). • Follow college policies and procedures for administering and	

Expectations	Comments
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.	
Instructional Expertise • 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.	

TEACHING DOMAIN EVALUATION

☐　　**Expectations Met**　　☐　　**Expectations Not Met**

SCHOLARLY AND CREATIVE ENGAGEMENT *Definition*: Activities specifically associated with the faculty member's formally recognized area of expertise. *Standard*: The faculty member must meet the criterion below. • Engage in and document one or more scholarly and/or creative activities consonant with the number of years of teaching experience, with the number of years of experience teaching in the VCCS, and with the high standards of performance demonstrated by other faculty on second/third-year appointments. Activities may include, but are not limited to 　　o Publish in peer-reviewed forums in one's academic discipline or the general area of college teaching. 　　o Present creative works in forums for which	

Expectations	Comments
admission/acceptance is competitive. ○ Participate in multiple activities of professional organizations. ○ Present at professional conferences. ○ Organize or lead workshops, seminars, or other training activities for one's peers. ○ Earn graduate credits or a degree. ○ Earn a professional or industry certification. ○ Conduct scholarly research. ○ Write, receive, or review job-related grants.	

SCHOLARLY AND CREATIVE ENGAGEMENT DOMAIN EVALUATION

☐   **Expectations Met**   ☐   **Expectations <u>Not</u> Met**

	Comments
INSTITUTIONAL RESPONSIBILITY *Definition*: Performing assigned or presumed duties according to one's role at the college. These activities support and advance both the mission of the VCCS and the college to enhance the effective functioning of the college - including the business processes (i.e. advising students, adherence to college and VCCS policy, collegiality, administrative duties, departmental supervision or assigned college community leadership duties, additional duties as assigned). If an activity does not otherwise fit into Teaching, Scholarly and Creative Engagement, or Service, and the activity is job related, then it should be counted in the Institutional Responsibility domain. *Standard*: The faculty member must demonstrate <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>. • 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
- 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 number of years of teaching experience, with the number of years of experience teaching in the VCCS, and with the high standards of performance demonstrated by other faculty on second/third-year appointments. Activities may include, but are not limited to - Implement and facilitate the adoption by others of an innovative advising best practice. - Take a leadership role in one's academic discipline or academic department/division at the college to include chairing a committee or leading a special project. - Actively participate on ad hoc college or VCCS committees/projects. - Take a leadership role in an activity or initiative that reaches out to staff, administrators, or faculty outside one's department/division to advance a cross-functional area approach to student service/success. - Mentor a new full-time or new or returning part-time faculty member in one's department/division. - Engage in activities that strengthen relationships with K-12 or four-year school partners. - Support the delivery of quality instruction in dual enrollment classes in the faculty member's discipline through activities such as mentoring of dual	

Expectations	Comments
enrollment faculty, course content review, assessment activities, and classroom observation.	

INSTITUTIONAL RESPONSIBILITY DOMAIN EVALUATION

☐   **Expectations Met**   ☐   **Expectations <u>Not</u> Met**

SERVICE

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

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

Standard: The faculty member must meet the criterion below.

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

SERVICE DOMAIN EVALUATION

☐   **Expectations Met**   ☐   **Expectations <u>Not</u> Met**

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 <u>expectations have been met in every one of the four domains</u> of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service.

☐ **Meets Expectations**

☐ **Does <u>Not</u> Meet Expectations**

Expectations	Comments
ANNUAL PERFORMANCE AND PROFESSIONAL DEVELOPMENT OBJECTIVES Note: Each year the faculty member will meet with the dean/supervisor to review previous and upcoming Annual Performance and Professional Development Objectives. Information from those discussions will provide data points to inform evaluations in the four domains of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service. • 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

DCC-5C: FACULTY EVALUATION FORM—<u>SENIOR FACULTY APPOINTMENTS</u>[1]

Introduction

This form lists criteria dean/supervisors will use to evaluate whether or not expectations have been met over the entire course of a teaching faculty member's appointment term (one, three, or five years as appropriate). The expectations establish a demonstration and growth baseline for faculty performance that represents high standards with particular emphasis on performance in the teaching domain.

In every year during the evaluation cycle, the senior faculty member must
- Demonstrate mastery of a significant majority of the individual criteria in each domain
- Demonstrate satisfactory progress toward mastery of those criteria where improvement is needed
- Demonstrate, through mastery and satisfactory progress as noted above, that <u>expectations have been met in every one of the four domains</u> 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

☐ Supervisor	☐ Self	Printed Name of Evaluator

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

Part 3: **Performance Evaluation**

Expectations	Comments
TEACHING DOMAIN *Definition*: Creating a learning environment that facilitates students' acquisition of knowledge and skills in a subject (i.e. instructional design, instructional delivery, instructional effectiveness, instructional expertise). *Standard*: For each component of the teaching domain (instructional design, instructional delivery, instructional effectiveness, and instructional expertise) 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>. *Instructional Design* • For each course section taught, develop and/or utilize a course syllabus (course policies and course calendar) that is complete, accurate, and compliant with college standards. • Distribute the syllabus to students on or before the start date for each course. • Select high-quality learning resources, such as textbooks, bearing in mind appropriateness, necessity, accessibility, and cost. • Design learning activities 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.	

Expectations	Comments
• 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.	
Instructional Delivery • 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	

Expectations	Comments
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.	
Instructional Effectiveness • Conduct timely assessments of student learning, including at least one assessment within the first two 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 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. • 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.	
Instructional Expertise • 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	

Expectations	Comments
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.	

TEACHING DOMAIN EVALUATION

☐   **Expectations Met**   ☐   **Expectations <u>Not</u> Met**

SCHOLARLY AND CREATIVE ENGAGEMENT
Definition: Activities specifically associated with the faculty member's formally recognized area of expertise.
 	
Standard: In every year of the appointment term the faculty member must meet the criterion below.
• 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
    o Publish in peer-reviewed forums in one's academic discipline or the general area of college teaching.
    o Present creative works in forums for which admission/acceptance is competitive.
    o Participate in multiple activities of professional organizations.
    o Present at professional conferences.
    o Organize or lead workshops, seminars, or other training activities for one's peers.
    o Earn graduate credits or a degree.	

○   Earn a professional or industry certification.
    ○   Conduct scholarly research.
    ○ Write, receive, or review job-related grants.	

SCHOLARLY AND CREATIVE ENGAGEMENT DOMAIN EVALUATION

☐   **Expectations Met**   ☐   **Expectations <u>Not</u> Met**

INSTITUTIONAL RESPONSIBILITY
Definition: Performing assigned or presumed duties according to one's role at the college. These activities support and advance both the mission of the VCCS and the college to enhance the effective functioning of the college - including the business processes (i.e. advising students, adherence to college and VCCS policy, collegiality, administrative duties, departmental supervision or assigned college community leadership duties, additional duties as assigned). If an activity does not otherwise fit into Teaching, Scholarly and Creative Engagement, or Service, and the activity is job related, then it should be counted in the Institutional Responsibility domain.
 	
Standard: 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>.
    • 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 - Implement and facilitate the adoption by others of an innovative advising best practice. - Take a leadership role in one's academic discipline or academic department/division at the college to include chairing a committee or leading a special project. - Actively participate on ad hoc college or VCCS committees/projects. - Take a leadership role in an activity or initiative that reaches out to staff, administrators, or faculty outside one's department/division to advance a cross-functional area approach to student service/success. - Mentor a new full-time or new or returning part-time faculty member in one's department/division. - Engage in activities that strengthen relationships with K-12 or four-year school partners. - Support the delivery of quality instruction in dual enrollment classes in the faculty member's discipline through activities such as mentoring of dual enrollment faculty, course content review, assessment activities, and classroom observation.	

INSTITUTIONAL RESPONSIBILITY DOMAIN EVALUATION

☐ **Expectations Met** ☐ **Expectations Not Met**

SERVICE *Definition*: Service is the quality participation and commitment to students, college and/or community organizations. Participation in these activities is not done for extra compensation, but is an expectation of one's activities as a professional educator. Activities in this domain are differentiated as follows: College Representation—Service activities that involve a direct connection between the faculty member who engages in the specific activity, and his/her position at the college	

• College Citizenship—Service activities that are in support of college or VCCS initiatives in which the participant is not in a leadership role for the activity.
• Community Citizenship—Service activities that are indirect in which the employee is acting as a community resident who also happens to be a college employee.
 	
Standard: In every year of the appointment term the faculty member must meet the criterion below.
• 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
    ○ 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.	

SERVICE DOMAIN EVALUATION

☐   **Expectations Met**   ☐   **Expectations <u>Not</u> Met**

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 <u>expectations have been met in every one of the four domains</u> of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service.

☐ **Meets Expectations**

☐ **Does <u>Not</u> Meet Expectations**

Expectations	Comments
ANNUAL PERFORMANCE AND PROFESSIONAL DEVELOPMENT OBJECTIVES Note: Each year the faculty member will meet with the dean/supervisor to review previous and upcoming Annual Performance and Professional Development Objectives. Information from those discussions will provide data points to inform evaluations in the four domains of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service. - 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

REQUEST FOR PROFESSIONAL DEVELOPMENT FUNDS
2014 – 2015

Name: _____   Position: _____

In accordance with the Professional Development Plan of Danville Community College and my employment contract, I would like to complete the following professional development activities as part of my employment for 2014-2015. My professional development activities will not conflict with my job responsibilities.

Description of Activity   **Amount Requested**

A.   **Tuition Assistance** $_____

Course(s):   _____

Place: _____

Date: _____

Course(s):   _____

Place: _____

Date: _____

B.   **Conference, Workshops,** $_____
        Professional Meetings

Title: _____

Place: _____

Date: _____

Description of Activity   **Amount Requested**

C.   **Other Professional Development Activities** $_____

       Title: _____

       Place: _____

       Date: _____

       Title: _____

       Place: _____

       Date: _____

Total Amount Requested $_____

Briefly summarize how these professional development events or activities will benefit you and the College. List each activity/course separately.

_____

_____

_____

_____

_____   _____
       Signature of Employee   **Date**

_____   _____
       Dean/Supervisor   **Date**

DCC-7
Danville Community College Outstanding Faculty Award
Application for 2014-15

Please complete and submit to the DCC Outstanding Faculty Committee by 5:00 p.m. on March 3, 2014

Outstanding Faculty Awards will be given annually to full-time faculty members who are in at least their second year of service at DCC and who have met expectations in the four evaluation domains during their last contract renewal. The award is intended to reward faculty members for documented performance during the previous calendar year that is exemplary and exceeds the usual expectations in at least one of the four evaluation domains. The award will be in the form of a stipend that must be used for professionally-related expenditures such as travel, equipment, software, professional memberships, journals, etc., which will directly benefit the recipient's classroom teaching, mentoring of students, professional development, or related aspects of the College mission. Applications will be received by the selection committee until March 3rd, and an announcement of the award winners will be made at the spring awards assembly. The stipend must be spent by the end of the next fiscal year, and recipients must commit to submitting a written report documenting how their reward money was spent and how it was used to benefit the College mission.

Applicant's Name_____

Please address the following in your application:

Your activities from the previous calendar
(Describe your activities during the previous calendar year and explain why you believe they exceed the usual expectations for at least one of the four evaluation domains. Attach any relevant documentation of your activities.) If you were a recipient of the award, how would use the funds that were made available to you?

I understand that if I receive an Outstanding Faculty Award, I must submit a written report documenting how the reward money was spent and how it was used to benefit the College mission.

_____   _____
              (Signature of Applicant)   (Date)

The applicant received a "meets expectation" rating in each of the four evaluation domains during his/her last contract renewal.

_____   _____
              (Signature of Dean)   (Date)

DCC-8
Danville Community College Recognition Awards
Nomination Form for 2014-15
Deadline for submitting nominations: Friday, February 7th, 5:00 p.m.

The DCC Rewards and Recognitions Committee welcomes nominations for the DCC Faculty Recognition Awards. To place the name of a full-time faculty member into consideration for any of these awards, please fill out the information requested below. The committee asks that you fill out a separate form for each award category and for each nominee.   The committee cannot consider nominations that do not include a detailing of the nominee's qualifications.

Name of Nominee: _____

Name of Award Category: _____

Nominee's Qualifications for this Award:

Submitted by:_____   Date: _____

DCC-9

LEARNING ENVIRONMENT AWARD
NOMINATION FORM

Name of Person Being Nominated:

First Name: _____   Last Name: _____

Teaching Discipline/Academic School: _____

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

Name of Person Submitting the Nomination:

First Name: _____   Last Name: _____

Organization (if other than the College):

_____

Title: _____

Office Telephone #: _____
E-Mail: _____

Signature: _____
Date: _____