



New River Community College

Full-time Teaching Faculty Development and Evaluation Plan

January 13, 2014



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PREAMBLE

The spirit and intent of the Faculty Development and Evaluation Plan 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, we honor 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.

Guiding Principles

The following are Guiding Principles inherent in the Faculty Development and Evaluation Plan.

- New River Community College fosters a culture of high performance and a shared commitment to the mission of the college.
- A commitment to excellence with a focus on student success is evident in all that we do.
- Faculty efforts encompass effective performance in teaching, service, scholarly and creative engagement, and institutional responsibility.
- Faculty take ownership of their performance and professional development as an ongoing job responsibility and as a responsibility of a member of the college community.
- Professional Development, Evaluation, and Recognition are purposefully mutually reinforcing of each other.
- Evidence informs evaluation and professional development decisions.
- Achievement is recognized.
- Exemplary performance is rewarded.
- Peer involvement and collaboration is encouraged.
- Stakeholders who use the Faculty Development and Evaluation process are well-trained in its purpose and use.



Definitions

- **Annual Performance and Professional Development Objectives (APPDO):** The annual goals required of all teaching faculty regardless of their contract length.
- **College Plan:** A set of policies, procedures, and practices that operationalize the Faculty Development and Evaluation Plan at the college. The college plan is approved by a majority of full-time, nine-month teaching faculty who vote on the question, approved by the college president, and certified by the Chancellor as embodying the philosophy, matching the high standards, adhering to VCCS policy, and addressing the technical requirements of the VCCS Faculty Development and Evaluation System.
- **College Representation:** Service activities that involve a direct connection between the faculty member who engages in the specific activity, and his/her position at the college.
- **College Citizenship:** Service activities that are in support of NRCC 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.
- **Data Sources:** Information generated and used for evaluative purposes from Student, Self, Dean/supervisor, and Peers (per college policy).
- **De Minimis:** A non-monetary small gift or token of appreciation—such rewards are not taxable under IRS regulation due to their small or minimal nature.
- **Development:** Structured or formal learning experiences designed to help the individual perform better or learn new knowledge and skills.
- **Domains (or Performance Domains):** Teaching, Service, Scholarly and Creative Engagement, and Institutional Responsibility.
- **Evaluation:** The periodic assessment of performance facilitated by the dean/supervisor.
- **Evaluation Cycle:** The evaluation cycle for all teaching faculty within the VCCS is the calendar year, January to December.
- **Faculty/Faculty Member/Full-time Faculty/Teaching Faculty:** For the purposes of the Faculty Development and Evaluation Plan and associated Model Plan, “faculty,” “faculty member,” “full-time faculty,” and “teaching faculty” refer to nine-month, full-time teaching faculty, except for those in the associate instructor category of employment.
- **Forms/Instruments/Devices:** The actual documents or templates used to conduct an evaluation session, to set goals and objectives, to nominate a faculty member for an award, or otherwise to execute the Faculty Development and Evaluation Plan.
- **Goals:** See Annual Performance and Professional Development Objectives definition.



- **Institutional Responsibility:** Performing assigned or presumed duties in accordance with applicable laws, policies, and procedures. This includes, but is not limited to, adherence to NRCC and VCCS policy, collegiality, student advising, administrative duties, departmental supervision or other college community leadership duties, and additional duties as assigned. Activities that do not otherwise fit into Teaching, Scholarly and Creative Engagement, or Service, but which are job related, should be counted in the Institutional Responsibility domain.
- **Policy:** VCCS Policy 3.6 which provides the principles and guidelines that outline the Faculty Development and Evaluation Plan.
- **Recognition:** Non-monetary or *de minimis* awards such as certificates or preferred parking spaces for a semester.
- **Reward:** Significant annual monetary awards—bonus, percentage pay increase, or professional development stipend—that are available on a competitive basis to a limited percentage of faculty each year.
- **Scholarly and Creative Engagement:** Publications, research, artistic, intellectual, or other presentation and sharing activities that are specifically associated with the faculty member’s formally recognized area of expertise.
- **Senior Faculty:** Those faculty beyond the first three continuous appointment years; senior faculty may be one-year, three-year, or five-year appointments.
- **Service:** Service is the quality participation and commitment to students, college and/or community organizations through outreach efforts (See: college representation, college citizenship, and community citizenship).
- **Teaching:** Creating a learning environment that facilitates students’ acquisition of knowledge, skills, and disposition in a subject (i.e. instructional design, instructional delivery, instructional effectiveness, and instructional expertise).
- **Weighting:** The determination of how each performance domain is valued in relation to other factors.



NEW RIVER COMMUNITY COLLEGE FULL-TIME FACULTY DEVELOPMENT AND EVALUATION PLAN

Mission

One of the ten “Big Ideas” put forward by the VCCS Reengineering Task Force is to “Foster a Culture of High Performance,” in part by developing “systems that fully utilize the talent and potential of our people.” To create an environment for teaching faculty which promotes high performance and continuous improvement resulting in excellent faculty and increased student success, NRCC has designed and adopted the following Full-time Teaching Faculty Development and Evaluation Plan.

Summary

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

- 1) **Evaluation:** The Full-time Teaching Faculty Development and Evaluation Plan improves upon previous practice by compressing five evaluation ratings into two (Meets Expectations and Does Not Meet Expectations) with an emphasis on high performance and continuous improvement in each of the four domains of faculty activity.
- 2) **Annual Performance and Professional Development Objectives:** Each faculty member creates three to five annual objectives for continuous professional improvement that are aligned with one or more of the four domains of faculty activity. These objectives are developed in consultation with and approved by the dean/supervisor.
- 3) **Reward and Recognition:** The plan provides reward and recognition of outstanding service for faculty members whose performance exemplifies the highest standards of educational excellence in one or more of the four domains of faculty activity. Faculty members who receive evaluations of “Meets Expectations” are eligible to participate in the Reward and Recognition System, except for probationary, first year faculty who are only eligible to participate in the recognition system.

The college plan is approved by a majority of full-time, nine-month teaching faculty who vote on the question, approved by the college president, and certified by the Chancellor as embodying the philosophy, matching the high standards, adhering to VCCS policy, and addressing the technical requirements of the VCCS Faculty Development and Evaluation System.

Review Process

At least once every two years, the college plan shall be reviewed. The review process shall provide the opportunity for involvement of all full-time teaching faculty. Recommendations for change shall be approved by a majority of the faculty who participate in the vote, either in person or by absentee ballot, and shall be submitted to the president for approval. If the recommended changes are not approved, the president must submit recommended modifications for further consideration and re-submission. The new



plan must also be certified by the Chancellor as adhering to the philosophy, policy, and technical requirements of the VCCS Faculty Development and Evaluation System. The college's existing plan will remain in effect unless or until a revised plan is approved by a majority vote of the faculty, approved by the college president, and certified by the Chancellor.

¹ The Faculty Development and Evaluation System applies only to nine-month, full-time teaching faculty, exclusive of those in the associate instructor category of employment. Faculty in other categories of employment are covered by evaluation systems appropriate to their roles.



Introduction: Teaching faculty members at New River Community College will receive a summative evaluation rating of either “Meets Expectations” or “Does Not Meet Expectations” at the conclusion of the calendar year for each year that the faculty member is to be evaluated.

- Probationary faculty members are evaluated in both the fall and spring semesters of their first one-year appointment.
- Individuals working under their second or third-year appointment receive their summative rating by March 15th for work performed during the previous calendar year (January - December).
- Faculty members working under a multi-year appointment and those faculty on one-year contracts beyond the first three continuous appointment years receive their summative ratings by January 15th of the last year of their multi-year appointment. Multi-year evaluations encompass all work performed during each of the calendar years (January – December) of the three- or five-year appointment.
- For all years, including the final year of a multi-year appointment, faculty members work with their dean/supervisors to develop individual Annual Performance and Professional Development Plans.
- During the intervening years of a multi-year appointment, faculty members are deemed to have met expectations if their previous rating was ‘Meets Expectations.’ Therefore, they are eligible to participate in the NRCC Reward and Recognition Plan, unless they fail to maintain acceptable college standards as documented by their dean/supervisors.
- Faculty members who are hired to start in the spring semester are evaluated by the end of spring term. Their probationary period, or “first one-year appointment,” does not begin until their first fall semester, per VCCS Policy.
- Faculty members who “Meets Expectations” will be eligible to receive a new or continued appointment and work with the dean/supervisor to develop Annual Performance and Professional Development Objectives (see the NRCC Plan section of this name) for the next year. The Annual Performance and Professional Development Objectives include specific projects, goals, and anticipated outcomes within one or more of the four domains of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service.
- Faculty members who meet all of the other eligibility requirements of VCCS Policy 3.7 must receive a “Meets Expectations” rating to be considered for promotion.
- Faculty members who achieve a “Meets Expectations” rating are also eligible to participate in the NRCC Reward and Recognition Plan. However, probationary faculty members in a one-semester or first one-year appointment are eligible to participate in the recognition program only. They are not eligible to receive a reward.
- Depending on a faculty member’s appointment status, a rating of “Does Not Meet Expectations” has differing implications as detailed in VCCS Policy 3.6.
- First-year faculty who receive a “Does Not Meet Expectations” rating in either semester will not be reappointed for the following year; however, they may be allowed to complete their employment contract period. They may continue to teach or be reassigned at the discretion of the president for the spring semester but must be notified by March 15th that they will not be reappointed for the following academic year.
- Second and third year faculty who receive a “Does Not Meet Expectations” rating will not be reappointed for the following year and must be notified of that fact by March 15th.



- Multi-year faculty and other senior faculty on a one-year appointment who receive a “Does Not Meet Expectations” rating will have their evaluation documents further reviewed by the Ad Hoc Appointment Advisory Committee, consistent with 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 non-reappoint or to grant a one-year or multi-year appointment.
- Faculty members who meet expectations at the end of their third one-year appointment are eligible to receive a three-year appointment. Faculty members who meet expectations at the end of their three-year appointment are eligible to receive a five-year appointment. Faculty members who meet expectations at the end of their five-year appointment are eligible to receive another five-year appointment.
- The Yearly Calendar of Events is found in Appendix I.
- The Plan for Transitioning to the New Evaluation System is found in Appendix J.

Development and Evaluation Domains and Weighting: To receive a summative evaluative rating of “Meets Expectations,” each teaching faculty member is expected to demonstrate mastery of a significant majority of the individual criteria and satisfactory progress toward mastery of those criteria where improvement is needed for each of the four development and evaluation domains as listed in Tables 1 and 1.1. All faculty will be held to the minimum weights described in Table 1 for New River community College, except in cases where the faculty member is reassigned for more than 50% of their teaching load to other administrative/professional duties for a time period not to exceed two years.



Table 1 – Domain weighting ranges based on faculty member’s appointment.

DOMAIN	PROBATIONARY FIRST YEAR FACULTY	SECOND/ THIRD-YEAR FACULTY	SENIOR FACULTY
Teaching	70%	60%-70%	50%-70%
Scholarly & Creative Engagement	10%	10%-15%	10%-20%
Service	10%	10%-15%	10%-20%
Institutional Responsibility	10%	10%-15%	10%-20%
TOTAL	100%	100%	100%

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

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



Criteria For Achieving the “Meets” Standard For Each Domain Component: The criteria used for determining the rating of “Meets Expectations” for each domain component are included in the Faculty Evaluation Forms: Appendices A (Probationary First-Year Faculty), B (One Year Appointment Faculty), and C (Multi-Year Appointment Faculty).

Data Sources: The three required data source categories of self-evaluation, student ratings, and dean/supervisor evaluation are utilized to contribute to the summative rating for each domain, as shown in Table 2. The burden of providing documentation to support a summative rating of “Meets Expectations” rests on the faculty member. The dean/supervisor utilizes all available data and evidence to prepare a narrative report that supports his or her assignment of each individual domain rating used in the determination of the summative rating of “Meets Expectations” or “Does Not Meet Expectations.”

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

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

Self-Evaluation. Faculty members prepare and submit a written narrative that includes a personal assessment of their performance in each of the required domain categories from Table 1 (including student outcomes or written statements or both provided to the faculty member that are pertinent to the faculty member’s teaching self-rating). This narrative aligns with the expectations detailed in the Faculty Evaluation Form (Appendices A, B, or C, as appropriate to the faculty member’s appointment status) and also includes:

- A Professional and College Activities Report that is detailed enough to support the self- assignment of individual ratings of either “Meets Expectations” or “Does Not Meet Expectations” for each of the four domains (Teaching, Scholarly & Creative Engagement, Service, and Institutional Responsibility),
- A review of goals met or unmet from each Annual Performance and Professional Development Objective (below) pertinent to the current evaluation cycle (i.e. since the last full evaluation process)
- Any other factors as appropriate (e.g. reassigned time worked, temporary duties, or additional administrative or professional duties), whether or not released time was granted.



Student Ratings. Student Survey of Instruction responses from students for all courses taught by the faculty member each semester (*Appendix D*) are summarized by the dean/supervisor in a report, with attachments as necessary to support the report. When available and pertinent to the faculty member's performance, written statements from students provided to the faculty member or the dean/supervisor or both are included in the faculty member's self-evaluation or the dean/supervisor's evaluation or both, as appropriate.

Dean/Supervisor Evaluation. The dean/supervisor uses available evidence from the faculty member's self-evaluation, student data, and the dean/supervisor's own assessment of the faculty member's performance to evaluate each individual domain on the appropriate Faculty Evaluation Form (*Appendix A, B, or C*, as appropriate to the faculty member's appointment status). In addition to the data sources detailed above, the dean/supervisor also incorporates the following information:

- An assessment of the faculty member's progress in meeting goals set in the Annual Performance and Professional Development Objectives pertinent to the current evaluation cycle (i.e. since the last full evaluation process).
- Notes from class observations, periodic meetings, and/or other evidence of the faculty member's classroom performance (other than Student Survey of Instruction responses). Deans/Supervisors conduct class observations and complete a Class Observation Assessment Form (*Appendix E*) with the following minimum frequency:
 - Each semester for faculty under a one-semester or under a probationary, first-year appointment
 - Once per year for faculty under any other one-year (non-probationary) appointment
 - Once within the final three (3) semesters of a multi-year appointment.
- An independent assessment of the faculty member's adherence to college policies and any other factors as appropriate (e.g. reassigned time worked, temporary duties, or additional administrative or professional duties), whether or not released time was granted.

Dean's/Supervisor's Summative Evaluation Rating

To receive a summative evaluation rating of "Meets Expectations," faculty must meet expectations in a significant majority of the individual criteria in each of the four domains and make satisfactory progress towards any criteria where improvement may be needed. Faculty must meet expectations in all four performance domains to receive a "meets expectations" rating.

The Faculty—Dean/Supervisor Evaluation Conference

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

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



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

A faculty member who “Meets Expectations” will be eligible to receive a new or continued appointment and works with the dean/supervisor to develop Annual Performance and Professional Development Objectives (see the NRCC Plan section of this name) for the next year. The Annual Performance and Professional Development Objectives include specific projects, goals, and anticipated outcomes within one or more of the four domains of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service.

Faculty members who meet all of the other eligibility requirements of VCCS Policy 3.7 must receive a “Meets Expectations” rating to be considered for promotion.

Faculty members who achieve a “Meets Expectations” rating are also eligible to participate in the NRCC Reward and Recognition Plan. However, probationary faculty members in a one-semester or first one-year appointment are eligible to participate in the recognition program only. They are not eligible to receive a reward.

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

First-year faculty who receive a “Does Not Meet Expectations” rating in either semester will not be reappointed for the following year; however, they may be allowed to complete their employment contract period. They may continue to teach or be reassigned at the discretion of the president for the spring semester but must be notified by March 15th that they will not be reappointed for the following academic year.

Second and third year faculty who receive a “Does Not Meet Expectations” rating will not be reappointed for the following year and must be notified of that fact by March 15th.

Multi-year faculty and other senior faculty on a one-year appointment who receive a “Does Not Meet Expectations” rating will have their evaluation documents further reviewed by the Ad Hoc Appointment Advisory Committee, consistent with 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 non-reappoint or to grant a one-year or multi-year appointment.

Evaluation Appeals

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



NEW RIVER COMMUNITY COLLEGE FULL-TIME TEACHING FACULTY DEVELOPMENT AND EVALUATION PLAN

Annual Performance and Professional Development Objectives

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

Setting Annual Performance and Professional Development Objectives

At the beginning of the calendar year, each full-time teaching faculty member will meet with the dean/supervisor to establish Performance and Professional Development Objectives for the remainder of the calendar year, set a completion date for each objective, identify supporting resources needed to meet each objective, and agree upon measures for assessing achievement of the established objectives. The faculty member should formulate approximately three to five objectives in one or more of the four domains of faculty activity established by VCCS Policy: (1) Teaching, (2) Scholarly and Creative Engagement, (3) Institutional Responsibility, and (4) Service. Performance and Professional Development Objectives are to be documented on the Annual Performance and Professional Development Objectives—Faculty/Supervisor Agreement Form (*Appendix F*), which is then signed by the faculty member and the supervisor.

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

Technology Professional Development Objective for Non-Probationary Faculty

All faculty members, except probationary first-year faculty, who teach or plan to teach hybrid and/or online classes should establish a professional development objective to complete TOP, IDOL, MODEL, TOTAL, Quality™ or equivalent coursework, certification, or other approved professional development in online instruction 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, certification, or other approved professional development in online instruction no later than one year after beginning to teach in hybrid and/or online formats. Faculty who have already completed such coursework, certification, or approved professional development are exempt from the Technology Performance and Professional Development Objective requirement, although they are encouraged to set objectives that contribute to continuous improvement in teaching with technology on an as-needed basis or as-desired. The dean/supervisor will have final approval on what coursework or certification meets this professional



development objective. Faculty members who teach only on-campus classes are encouraged to set Objectives for professional development in teaching with technology.

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

On occasion the faculty member and the dean/supervisor may identify differing priorities for the faculty member's Performance and Professional Development Objectives. The faculty member and supervisor should identify those priorities, whatever differences exist, and the reasons for those differences. They should negotiate to resolve those differences, referring especially to the individual evaluation criteria in the domains of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service; to the assessment of the faculty member's most recent Performance and Professional Development Objectives and/or most recent performance evaluation; to the faculty member's areas of interest and/or identified need; to division, college, and/or VCCS strategic goals; and to other information that has a bearing on faculty performance and institutional priorities. The supervisor will make the final decision about which Annual Performance and Professional Development Objectives to authorize.

College Support for Annual Performance and Professional Development Objectives

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

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

Financial or other college resources needed to accomplish a faculty member's annual objectives must be documented on the Annual Performance and Professional Development Objectives—Faculty/Supervisor Agreement Form (*Appendix F*). By signature, the faculty member and the dean/supervisor acknowledge that provision of resources thus identified is expected and that in the event this support is not available it may not be possible for the faculty member to achieve the objective.

Revision and Assessment of Annual Performance and Professional Development Objectives

Throughout the year, at the request of either party, the faculty member and dean/supervisor may meet to discuss progress toward attainment of the faculty member's objectives. In addition, within reasonable and ethical constraints of time, the faculty member's Performance and Professional Development Objectives may be renegotiated during the evaluation cycle at the request of the faculty member or supervisor. Moreover, since faculty members are encouraged to establish objectives that are challenging, ambitious, innovative, and/or long-term in nature, it is expected and acceptable that some objectives may not be achieved, in all or in part, due to changes in personal or institutional priorities, changes in faculty duties and responsibilities, availability of resources, or other circumstances which affect or impede achievement of one



or more objectives. Any revisions to objectives necessitated by factors such as those described above must be documented on an updated Annual Performance and Professional Development Objectives—Faculty/Supervisor Agreement Form (*Appendix F*).

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

Probationary First-Year Faculty Performance and Professional Development Objectives

INTRODUCTION

The following performance and professional development objectives listed below are used by all teaching faculty in their first two semesters of employment at the college. The objectives are designed as a developmental process to acculturate new faculty to teaching at New River Community College and in the Virginia Community College System. The objectives reflect the commitment of New River faculty to high standards of performance and to continuous improvement. Performance and professional development objectives for the third and later semesters of teaching are developed by the faculty member in consultation with the dean/supervisor.

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

At the end of the first semester of full-time employment, the faculty member and supervisor will meet in conference to assess and document attainment of established Performance and Professional Development Objectives, noting objectives met, objectives not met, objectives partially met, and any circumstances or



information that provides relevant context for the assessment of the objectives. Assessment findings are to be documented on the Annual Performance and Professional Development Objectives—Faculty/Supervisor Agreement Form (*Appendix A*) and will serve to inform the first of two required comprehensive evaluations of the faculty member’s performance during the first year of employment. Before the second semester of full-time employment or within two weeks of the start of that semester, the faculty member and the supervisor will review the pre-established, second-semester Performance and Professional Development Objectives for first-year faculty (*Appendix A*) and reach agreement on any modifications to those objectives where appropriate.

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

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

FIRST SEMESTER

Teaching

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

Scholarly and Creative Engagement

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



Institutional Responsibility

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

Service

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

SECOND SEMESTER

Teaching

- Reflect on the first semester of teaching to identify from within the general areas of instructional design, instructional delivery, instructional effectiveness, or instructional expertise one specific target for improvement. Develop, implement, and document a strategy to address the target for improvement. The strategy must include objectives, activities, assessments, and reflections on/revision of the strategy.

Scholarly and Creative Engagement

- For faculty currently teaching or anticipated to teach at least one online or hybrid course: Earn certification or course credit through TOP, IDOL, MODEL, Quality Matters, or other education in online instruction or participate in college sponsored workshops related to teaching with technology. Faculty who have already completed such coursework or certification are exempt from this requirement, although they are encouraged to set objectives that contribute to continuous improvement in teaching with technology on an as-needed or as-desired basis.
- For faculty anticipated to teach only on-campus courses: Earn certification or course credit in teaching with technology or participate in college sponsored workshops related to teaching with technology.

Institutional Responsibility

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

Service

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



Non-Probationary One-Year or Multi-Year Appointment Faculty

As part of the evaluation process for faculty beyond one probationary year of employment, the faculty member develops a total of at least four performance and professional development objectives, at least one in each domain of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service. The objectives are developed in consultation with and approved by the dean/supervisor (see Appendix F).

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

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



NEW RIVER COMMUNITY COLLEGE
REWARD AND RECOGNITION PLAN FOR
FULL-TIME TEACHING FACULTY

Part I – Introduction

PURPOSE AND PHILOSOPHY

The Reward and Recognition Plan honors full-time teaching faculty whose exceptional professional accomplishments, contributions, and activities support the mission of the college, promotes a vigorous learning environment, and demonstrates extraordinary talent and potential in one or more performance domains: Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and College and Community Service.

All fulltime teaching faculty in the Virginia Community College System (VCCS) are expected to meet high standards of performance expectations as prescribed by VCCS Faculty Development and Evaluation policy. However, for faculty who substantially exceed those expectations in one or more domains of faculty responsibility, NRCC has designed this Reward and Recognition Plan to provide sincere, meaningful, and timely recognition of professional excellence.

The Reward and Recognition Plan promotes exceptional faculty accomplishments, contributions, and activities that support the mission of the college. Moreover, it acknowledges that professional excellence among faculty may be observed by students, adjunct faculty, fellow fulltime teaching faculty, staff, or administrators and it therefore provides opportunity for any member of the NRCC community to nominate faculty for reward or recognition consideration. In addition, the Reward and Recognition Plan offers sufficient flexibility to honor a variety of extraordinary accomplishments, contributions, and activities that are relevant to the faculty endeavor.

The Reward and Recognition Plan adheres to a culture of evidence, in the belief that a faculty member's documentary record of exceptional performance should be sufficient to establish the nature and extent of the faculty member's participation, effectiveness, and achievement in the activity(ies) for which he/she is being recognized.

THE FACULTY REWARD AND RECOGNITION COMMITTEE

At the beginning of each academic year, the president of NRCC appoints members of the Faculty Reward and Recognition Committee. Four fulltime teaching faculty members, at least two from each division, constitutes a majority of the membership of the committee. The committee membership includes at least one academic dean or higher-level academic administrator, at least one Student Services representative, and at least one Human Resources representative.



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

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

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

The Faculty Reward and Recognition Committee **should give due consideration to the potential for tax implications associated with certain types of awards. Recipients of faculty recognition awards are responsible for any tax liabilities associated with acceptance of these awards. Specific information regarding *de minimis* benefits can be found in the *De Minimis Fringe Benefits* section of the IRS website: <http://www.irs.gov/Government-Entities/Federal,-State-&-Local-Governments/De-Minimis-Fringe-Benefits>.**

Part II – The Annual Faculty Recognition Program

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

Eligibility (Recognition Awards). In order to eligible to receive an award in the Faculty Recognition Program, an individual must

- Be a member of the full-time teaching faculty
- Have received an evaluative rating of "Meets Expectations" as of the most recently completed comprehensive faculty evaluation
- Be current in the establishment, assessment, and satisfactory progress on Annual Performance and Professional Development Objectives.

The **Faculty Teaching Effectiveness Recognition** is presented to members of the full-time teaching faculty whose performance in the classroom or other instructional environment best exemplifies effectiveness in promoting student achievement, including but not limited to:



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

The **Faculty Scholarly and Creative Engagement Recognition** is presented to members of the fulltime teaching faculty who achieved a significant academic scholarly accomplishment through research, publishing, and/or professional presentations or who achieved a significant creative accomplishment, including but not limited to:

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

The **Faculty Institutional Responsibility Recognition** is presented to members of the full-time teaching faculty who achieved a major accomplishment that furthers the college's achievement of its strategic priorities, including but not limited to:

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

The **Faculty Service Recognition** is presented to members of the fulltime teaching faculty who greatly impacted the college's image through community service and/or involvement, including but not limited to:

- involvement in a college or community event such as charity fund raisers, events to foster diversity awareness and celebrate differences, or other events designed to benefit the local community
- volunteerism at a local community agency, school, or church
- service on the board of a local community service agency
- conducting activities or events that are designed to enrich multiculturalism and diversity at our college

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



An individual or group may nominate a faculty member for an Annual Faculty Recognition at any time by submitting the Faculty Recognition Nomination Form corresponding to the specific award for which the nominee is recommended. The completed form shall be submitted to the Office of Human Resources (Appendix G)

The Office of Human Resources forwards all nominations for the Annual Faculty Recognition to the Faculty Reward and Recognition Committee by no later than March 15 each year. By May 1, the committee completes its review of all nominations and selects those nominees who are to receive recognition during the fall in-service period.

The nature and value of the Annual Faculty Recognition may vary and is determined by the Faculty Reward and Recognition Committee. In general, however, the recognition is of non-monetary and/or *de minimis* value. Recipients may receive a certificate of recognition, recognition on the college Web site, a commemorative keepsake, and/or a gift card. Recipients of faculty recognition awards are responsible for any tax liabilities associated with acceptance of these awards. Specific information regarding *de minimis* benefits can be found in the *De Minimis* Fringe Benefits section of the IRS website: <http://www.irs.gov/Government-Entities/Federal,-State-&-Local-Governments/De-Minimis-Fringe-Benefits>.

Part III – The Annual Professional Excellence Reward Program

Faculty Rewards for Professional Excellence are presented each year to those faculty members who exceed performance expectations in one or more of the following areas: Teaching, Scholarly and Creative Engagement, Institutional Responsibility, College and Community Service. To be considered, an eligible faculty member must be nominated and submit supporting documentation in accordance with the guidelines prescribed below. To receive a Faculty Reward for Professional Excellence, an eligible faculty member who has been nominated and for whom the necessary supporting documentation has been provided must be selected by the Faculty Reward and Recognition Committee to receive the award.

Eligibility

To eligible to receive a Faculty Award for Professional Excellence, an individual must:

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



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

Nomination Process

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

Nominations are to be submitted by completing the Faculty Award for Professional Excellence Nomination Form to the Office of Human Resources by March 15 each year. The Faculty Award for Professional Excellence Nomination Form includes the name of the faculty member who is being nominated, the teaching discipline or academic school with which the faculty member is associated, a brief description of the extraordinary accomplishment, contribution, or activity for which the faculty member is being nominated, the name and signature of the individual submitting the form, the position held by the individual submitting the form, and the date of submission.

Upon receipt of a completed Faculty Award for Professional Excellence Nomination Form, the Office of Human Resources will notify the nominee and provide guidance to the nominee regarding the required supporting documentation and submission deadlines.

The Application Portfolio

The Faculty Award for Professional Excellence is presented to full-time teaching faculty who are able to demonstrate exceptional performance in one or more areas of faculty endeavor: Teaching, Scholarly and Creative Engagement, Institutional Responsibility, or College and Community Service. A nominee must submit an application portfolio that includes a narrative summary of the accomplishment(s), contribution(s), or activity(ies) for which the faculty member was nominated and documentary evidence of exceptional performance in each of the corresponding area(s). Evidence provided in the application portfolio must be sufficient to establish that the accomplishment(s), contribution(s), or activity(ies) was (were) innovative or otherwise distinctive, influential, and supportive of the college's mission, vision, and values.

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



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

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

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

The application portfolio, including the narrative summary and all supporting documentation does not exceed five (5) one-sided pages in length. The application portfolio must be submitted to the Office of Human Resources by the prescribed deadline.



Review and Selection by the Faculty Reward and Recognition Committee

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

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

Nature and Value of the Faculty Award for Professional Excellence

All awards presented in a given fiscal year are of equal monetary value. The monetary value of the award each year is \$1,000.

Timeline

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



Part IV - Funding the Reward and Recognition Plan

The college's Reward and Recognition Plan is funded on a fiscal-year basis. For each fiscal year, the college provides funding equivalent to \$300 per fulltime teaching faculty position, including both filled and vacant positions, to support the Reward and Recognition Plan. Sources for the required funding are determined by the college president and the chief financial officer of the college in compliance with budgetary regulations of the Commonwealth of Virginia and the Virginia Community College System. However, the Reward and Recognition may not be funded from state funded salary increases.

Funding the Reward Component:

Eighty three and a third percent (83.33%) of the funds provided for the Reward and Recognition Plan, the equivalent of \$250 per fulltime teaching faculty position, including both filled and vacant positions, are allocated to the Reward component of Reward and Recognition Plan. These funds specifically support annual awards of \$1000 in the form of a bonus to individual faculty members who are selected to receive such an award in accordance with the methodology prescribed in Part III above. Bonuses shall be disbursed on or about May 15 of each year.

Each year, 10% to 25% of the fulltime teaching faculty at the college will receive an award in accordance with the *Reward* component of the Reward and Recognition Plan.

In the event that the number of faculty selected to receive an award in a given fiscal year exceeds 25% of the fulltime teaching faculty positions, both filled and vacant, that served as the basis for funding the Reward component, the college must provide sufficient additional funding to assure that the monetary value of each award is not less than \$1000.

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

Funding the Recognition Component

Sixteen and two-thirds percent (16.67%) of the funds provided for the Reward and Recognition Plan, the equivalent of \$50 per fulltime teaching faculty position, including both filled and vacant positions, are allocated to the Recognition component of Reward and Recognition Plan. These funds are specifically to support awards of non-monetary or *de minimis* value, in a variety of forms throughout the fiscal year, to individual faculty members who are selected to receive such awards in accordance with the methodology prescribed in Part II above.

The number of faculty who may receive a recognition award and the number of times an individual may receive a recognition award in a given fiscal year are limited only by the funds available



to support the Recognition component of the Reward and Recognition Plan. In general, however, faculty recognition awards should be more frequent and numerous than awards distributed through the Faculty Reward Program.

Reallocation of Unexpended Reward and Recognition Funds

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

Part V—Assessment of Reward and Recognition Program Effectiveness

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



APPENDIX A

New River Community College Faculty Development and Evaluation Plan

FACULTY EVALUATION FORM: PROBATIONARY FIRST-YEAR FACULTY

Introduction

This form lists criteria deans/supervisors use when evaluating whether 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 and that especially focuses on performance in the teaching domain.

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

Instructions

1. The dean/supervisor discloses the expectations for first-year faculty during the initial two weeks of the first semester of the first-year appointment.
2. The dean/supervisor explains the evaluation process, including evaluation criteria, first-year performance and professional development objectives, data sources for the evaluation, and the determination and 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 #:
DIVISION:	EVALUATION PERIOD:	



APPENDIX A

Part 2 – Evaluator

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

Expectations	Comments
<p>TEACHING DOMAIN For each component of the teaching domain (instructional design, delivery, effectiveness, and expertise) the probationary first-year faculty must demonstrate mastery of a significant majority of the individual criteria in each domain and satisfactory progress toward mastery of those criteria requiring improvement.</p> <p><i>Instructional Design</i> Activities may include but are not limited to:</p> <ul style="list-style-type: none"> • For each course, provide a course plan that clearly communicates course requirements. • Design and implement learning activities that achieve course objectives. • Design assessment strategies that measure student achievement. • 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. • Follow college policies and procedures for administering and encouraging participation in student surveys of instruction in all course sections taught for the purpose of receiving summative and formative feedback to inform revisions to instructional design. • For second-semester faculty only: Analyze the previous semester’s student ratings of instruction and other student feedback about instructional design, identify areas for improvement, and implement an action plan to accomplish that improvement. 	



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<p><i>Instructional Delivery</i></p> <p>Activities may include but are not limited to:</p> <ul style="list-style-type: none"> • Create an environment that fosters faculty-student interaction, cooperative learning, and develops students' critical thinking skills. • Utilize relevant texts, technology, and other resources to achieve instructional objectives. • Communicate constructively and respectfully with students in a timely manner. • Foster appropriate communication with students outside of class meeting times. • Provide students with meaningful and prompt feedback on activities. • 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. • Follow college policies and procedures for administering and encouraging participation in student surveys of instruction in all course sections taught for the purpose of receiving summative and formative feedback to inform revisions to instructional delivery. • For second-semester faculty only: Analyze the previous semester's student ratings of instruction and other student feedback about instructional delivery, identify areas for improvement, and implement an action plan to accomplish that improvement. 	
<p><i>Instructional Effectiveness</i></p> <p>Activities may include but are not limited to:</p> <ul style="list-style-type: none"> • Deliver effective instruction to foster student success as measured by student performance in related subsequent coursework and/or external tests or certifications (if applicable). • Conduct meaningful and timely assessments. 	



APPENDIX A

<ul style="list-style-type: none"> • Follow college policies for administering student surveys of instruction. • For second-semester faculty only: Examine previous student surveys and other feedback to support improvement of learning. 	
<p><i>Instructional Expertise</i> Activities may include but are not limited to:</p> <ul style="list-style-type: none"> • Keeping current in academic discipline, methods of teaching and learning, and instructional technology. • Ensuring content is appropriate for the level and description of the course • Following 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: Analyzing the previous semester's student ratings of instruction and other student feedback about instructional expertise, identify areas for improvement and implement an action plan to accomplish that improvement. 	
<p>TEACHING DOMAIN EVALUATION</p> <p><input type="checkbox"/> Expectations Met <input type="checkbox"/> Expectations <u>Not</u> Met</p>	
<p>SCHOLARLY AND CREATIVE ENGAGEMENT Engage in and document at least one scholarly and/or creative activity. Activities may include, but are not limited to:</p> <ul style="list-style-type: none"> • Conference attendance or presentations • Business or industrial events • Participation in professional organizations • Academic coursework within discipline • Scholarly research and publications • Review or submission of grant proposal 	
<p>SCHOLARLY AND CREATIVE ENGAGEMENT DOMAIN EVALUATION</p> <p><input type="checkbox"/> Expectations Met <input type="checkbox"/> Expectations <u>Not</u> Met</p>	



APPENDIX A

<p>INSTITUTIONAL RESPONSIBILITY</p> <p>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. Activities may include but are not limited to:</p> <ul style="list-style-type: none"> • Adhere to college and VCCS policies. • Develop Annual Performance and Professional Objectives. • Publish and maintain office hours. • Fulfill responsibilities as an academic advisor. • Participate in mandatory meetings. • Submit accurate and punctual required reports. • Satisfactorily perform assigned non-teaching duties. • Engage in positive working relationships. • Demonstrate satisfactory progress in developing the knowledge, skills, abilities, and behaviors representative of teaching faculty excellence at the college and in the VCCS. 	
<p>INSTITUTIONAL RESPONSIBILITY DOMAIN EVALUATION</p> <p style="text-align: center;"> <input type="checkbox"/> Expectations Met <input type="checkbox"/> Expectations <u>Not</u> Met </p>	
<p>SERVICE</p> <p>The faculty member must engage in one or more service activities. Activities may include, but are not limited:</p> <ul style="list-style-type: none"> • Participating in student clubs/activities • Attending college activities where participation is voluntary • Service to professional organizations related to teaching or the instructor's discipline • Service to a community organization. 	
<p>SERVICE DOMAIN EVALUATION</p> <p style="text-align: center;"> <input type="checkbox"/> Expectations Met <input type="checkbox"/> Expectations <u>Not</u> Met </p>	



APPENDIX A

Overall Evaluation of Performance

During the evaluation cycle the faculty member must

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

Meets Expectations
 Does Not Meet Expectations

Expectations	Comments
<p>ANNUAL PERFORMANCE AND PROFESSIONAL DEVELOPMENT OBJECTIVES</p> <p>Note: Each semester the faculty member meets with the dean/supervisor to review previous and upcoming performance and professional development objectives. Information from those discussions provide data points to inform evaluations in the four domains of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service.</p> <ul style="list-style-type: none"> • Document satisfactory attention to and progress on, assessment of, and reflection on performance and professional development objectives established by the college. • For second-semester faculty only: In collaboration with the supervising dean/supervisor, establish specific, measureable, attainable, and relevant performance and professional development objectives for the following semester/calendar year evaluation. 	

Evaluator Signature _____ Date _____



APPENDIX B

New River Community College Faculty Development and Evaluation Plan
FACULTY EVALUATION FORM-SECOND/THIRD-YEAR APPOINTMENT FACULTY

Introduction

This form lists criteria deans/supervisors use to evaluate whether expectations have been met in a teaching faculty member’s appointment beyond the probationary first year appointment. The expectations establish a demonstration and growth baseline for faculty performance that represents high standards and that especially focuses on performance in the teaching domain.

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

Instructions

- The dean/supervisor discloses the expectations for non-probationary one-year appointment faculty during the first two weeks of the first semester of the evaluation cycle.
- The dean/supervisor explains the evaluation process, including annual performance and professional development objectives, data sources for the evaluation, how a summative rating is determined, and the implications of summative ratings of “Meets Expectations” and “Does Not Meet Expectations,” including potential impact on continued employment.

Part 1 – Faculty Member

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

Part 2 – Evaluator

<input type="checkbox"/> Dean/Supervisor	<input type="checkbox"/> Self	Printed Name of Evaluator
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APPENDIX B

Part 3 – Performance Evaluation

Expectations	Comments
<p>TEACHING DOMAIN 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.</p> <p><i>Instructional Design</i> Activities may include but are not limited to:</p> <ul style="list-style-type: none"> • For each course, provide a course plan that clearly communicates course requirements. • 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. • 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. • Design and implement learning activities that achieve course objectives. • Design assessment strategies that measure student achievement. 	
<p><i>Instructional Delivery</i> Activities may include but are not limited to:</p> <ul style="list-style-type: none"> • Create an environment that fosters faculty-student interaction, cooperative learning, and develops students’ critical thinking skills. • Employ methods that develop students’ high order cognitive skills, such as analyzing, evaluating, and creating. • Respond constructively and respectfully to student comments and questions. • Follow college policies and procedures for administering and 	



APPENDIX B

Expectations	Comments
<p>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.</p> <ul style="list-style-type: none"> • 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. • Utilize relevant texts, technology, and other resources to achieve instructional objectives. • Communicate constructively and respectfully with students in a timely manner. • Foster appropriate communication with students outside of class meeting times. • Provide students with meaningful and prompt feedback on activities. 	
<p><i>Instructional Effectiveness</i> Activities may include but are not limited to:</p> <ul style="list-style-type: none"> • Deliver effective instruction to foster student success as measured by student performance in related subsequent coursework and/or external tests or certifications (if applicable). • Conduct meaningful and timely assessments. • Follow college policies for administering student surveys of instruction. • Examine previous student surveys and other feedback to support improvement of learning. 	
<p><i>Instructional Expertise</i> Activities may include but are not limited to:</p> <ul style="list-style-type: none"> • Keeping current in academic discipline, methods of teaching and learning, and instructional technology. • Ensuring content is appropriate for the level and description of the course • Delivering instruction effectively to foster student success as measured by student performance in related subsequent coursework and/or external tests or certifications (if applicable). • Following college policies and procedures for administering and encouraging participation in student surveys of instruction in all course sections taught for the purpose of receiving 	



APPENDIX B

Expectations	Comments
<p>summative and formative feedback to inform revisions to instructional design.</p> <ul style="list-style-type: none"> Analyzing the previous semester’s student ratings of instruction and other student feedback about instructional design, identifying areas for improvement, and implementing an action plan to accomplish that improvement. 	
<p>TEACHING DOMAIN EVALUATION</p> <p><input type="checkbox"/> Expectations Met <input type="checkbox"/> Expectations <u>Not</u> Met</p>	
<p>SCHOLARLY AND CREATIVE ENGAGEMENT</p> <p>Engage in and document at least one scholarly and/or creative activity 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:</p> <ul style="list-style-type: none"> Conference attendance or presentations Publication in peer-reviewed forums in one’s academic discipline or the general area of college teaching. Presentation of creative works in forums for which admission/acceptance is competitive. Organization or leadership of workshops, seminars, or other training activities for one’s peers. Participation or leadership of business or industrial events Participation in professional organizations Academic graduate coursework within discipline Scholarly research and publications Reviewing or submitting grant proposal 	
<p>SCHOLARLY AND CREATIVE ENGAGEMENT DOMAIN EVALUATION</p> <p><input type="checkbox"/> Expectations Met <input type="checkbox"/> Expectations <u>Not</u> Met</p>	
<p>INSTITUTIONAL RESPONSIBILITY</p> <p>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. Activities may include but are not limited to:</p> <ul style="list-style-type: none"> Adhere to college and VCCS policies. 	



APPENDIX B

Expectations	Comments
<ul style="list-style-type: none"> • Develop Annual Performance and Professional Objectives. • Publish and maintain office hours. • Fulfill responsibilities as an academic advisor. • Participate in mandatory meetings. • Submit accurate and punctual required reports. • Satisfactorily perform assigned non-teaching duties. • Engage in positive working relationships. • Contribute to one's peer teaching community at the college. • Demonstrate satisfactory progress in developing the knowledge, skills, abilities, and behaviors representative of teaching faculty excellence at the college and in the VCCS. 	
<p>INSTITUTIONAL RESPONSIBILITY DOMAIN EVALUATION</p> <p style="text-align: center;"> <input type="checkbox"/> Expectations Met <input type="checkbox"/> Expectations <u>Not</u> Met </p>	
<p>SERVICE</p> <p>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:</p> <ul style="list-style-type: none"> • Participating in student clubs/activities • Attending college activities where participation is voluntary • Service to professional organizations related to teaching or the instructor's discipline • Service to a community organization. 	
<p>SERVICE DOMAIN EVALUATION</p> <p style="text-align: center;"> <input type="checkbox"/> Expectations Met <input type="checkbox"/> Expectations <u>Not</u> Met </p>	



APPENDIX B

Overall Evaluation of Performance

During the evaluation cycle, the faculty member must

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

Meets Expectations
 Does Not Meet Expectations

Expectations	Comments
<p>ANNUAL PERFORMANCE AND PROFESSIONAL DEVELOPMENT OBJECTIVES</p> <p>Each semester the faculty member meets with the dean/supervisor to review previous and upcoming performance and professional development objectives. Information from those discussions will provide data points to inform evaluations in the four domains of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service.</p> <ul style="list-style-type: none"> • Document satisfactory attention to and progress on, assessment of, and reflection on performance and professional development objectives established by the college. • In collaboration with the supervising dean/supervisor, establish specific, measureable, attainable, and relevant performance and professional development objectives for the following semester/calendar year evaluation. 	

 Evaluator Signature

 Date



APPENDIX C

New River Community College Faculty Development and Evaluation Plan

FACULTY EVALUATION FORM: SENIOR FACULTY*

Introduction

This form lists criteria deans/supervisors use when evaluating whether expectations have been met over the entire course of a teaching faculty member’s multi-year appointment. The expectations establish a demonstration and growth baseline for faculty performance that represents high standards and that especially focuses on performance in the teaching domain.

In every year during the evaluation cycle, the multi-year appointment faculty member must

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

Instructions

- The dean/supervisor discloses the expectations for multi-year appointment faculty during the first two weeks of the first semester of the evaluation cycle.
- The dean/supervisor explains the evaluation process, including annual performance and professional development objectives, data sources for the evaluation, how a summative rating is determined, and the implications of summative ratings of “Meets Expectations” and “Does Not Meet Expectations,” including potential impact on continued employment.

Part 1 – Faculty Member

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

Part 2 – Evaluator

<input type="checkbox"/> Dean/Supervisor	<input type="checkbox"/> Self	Printed Name of Evaluator
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*Senior faculty are those beyond the first three continuous appointment years; senior faculty may be one one-year, three-year, or five-year appointments.



APPENDIX C

Part 3 – Performance Evaluation

Expectations	Comments
<p>TEACHING DOMAIN</p> <p>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 mastery of a significant majority of the bulleted criteria and satisfactory progress toward mastery of those criteria where improvement is needed.</p> <p><i>Instructional Design</i></p> <p>Activities may include but are not limited to:</p> <ul style="list-style-type: none"> • For each course, provide a course plan that clearly communicates course requirements. • 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. • Follow college policies and procedures for administering and encouraging participation in student surveys of instruction in all course sections taught for the purpose of receiving summative and formative feedback to inform revisions to instructional design. • Analyze previous semesters’ student ratings of instruction and other student feedback about instructional design, identify areas for improvement, and implement an action plan to accomplish that improvement. • Engage in instructional design activities consonant with the high standards of senior faculty, such as teach a course not previously offered at the college and/or in the VCCS, teach a course in a new delivery mode (e.g. online) that the instructor has not used to teach the course in the previous three years, teach a course not taught by the instructor in the previous three years, or substantially redesign a course that the instructor has taught in the previous three years. • Design and implement learning activities that achieve course objectives. • Design assessment strategies that measure student achievement. 	



APPENDIX C

Expectations	Comments
<p><i>Instructional Delivery</i> Activities may include but are not limited to:</p> <ul style="list-style-type: none"> • Create an environment that fosters faculty-student interaction, cooperative learning, and develops students' critical thinking skills. • Align course activities with target learning 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 delivery. • Analyze previous semesters' student ratings of instruction and other student feedback about instructional delivery, identify areas for improvement, and implement an action plan to accomplish that improvement. • Engage in instructional delivery activities consonant with the high standards of senior faculty, such as adopt a new textbook or other core learning resource for at least one class; substantially alter a major test, written assignment or other assignment; substantially alter activities or introduce new activities that are substantially different from previous activities in one or more courses; or implement a substantially different pedagogy in one or more courses. • Utilize relevant texts, technology, and other resources to achieve instructional objectives. • Communicate constructively and respectfully with students in a timely manner. • Foster appropriate communication with students outside of class meeting times. • Provide students with meaningful and prompt feedback on activities. 	
<p><i>Instructional Effectiveness</i> Activities may include but are not limited to:</p> <ul style="list-style-type: none"> • Deliver effective instruction. • Conduct meaningful and timely assessments. • Follow college policies for administering student surveys of instruction. • Examine previous student surveys and other feedback to support improvement of learning. 	



APPENDIX C

Expectations	Comments
<ul style="list-style-type: none"> Engage in instructional effectiveness activities consonant with the high standards of senior faculty, such as implement a new activity to assess instructional effectiveness in a course, implement a new activity to assess instructional effectiveness for students after they exit a course, or utilize an existing assessment of instructional effectiveness in a substantially new way. For any of these activities demonstrate modifications to instructional design and delivery based on the results of the assessment. 	
<p><i>Instructional Expertise</i> Activities may include but are not limited to:</p> <ul style="list-style-type: none"> Keeping current in academic discipline, methods of teaching and learning, and instructional technology. Ensuring content is appropriate for the level and description of the course Analyze previous semesters' student ratings of instruction and other student feedback about instructional expertise, identify areas for improvement, and implement an action plan to accomplish that improvement. Engage in instructional expertise activities consonant with the high standards of senior faculty, such as activities to advance one's instructional expertise in the instructor's academic discipline and activities in the area of teaching effectiveness. Provide evidence for how the instructional expertise activities changed instructional design, instructional delivery, and/or instructional effectiveness. 	
<p>TEACHING DOMAIN EVALUATION</p> <p style="text-align: center;"> <input type="checkbox"/> Expectations Met <input type="checkbox"/> Expectations Not Met </p>	
<p>SCHOLARLY AND CREATIVE ENGAGEMENT In every year of the appointment term the faculty member must engage in and document at least one scholarly and/or creative activity consonant with the high standards of senior faculty. Activities may include, but are not limited to:</p> <ul style="list-style-type: none"> Conference attendance or presentations Business or industrial events Participation in professional organizations Academic graduate coursework within discipline Organize or lead workshops, seminars, or other training activities for one's peers 	



APPENDIX C

Expectations	Comments
<ul style="list-style-type: none"> • Scholarly research and publications • Review or submit grant proposal 	
<p align="center">SCHOLARLY AND CREATIVE ENGAGEMENT DOMAIN EVALUATION</p> <p align="center"> <input type="checkbox"/> Expectations Met <input type="checkbox"/> Expectations <u>Not</u> Met </p>	
<p>INSTITUTIONAL RESPONSIBILITY</p> <p>In every year of the appointment term 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. Activities may include but are not limited to:</p> <ul style="list-style-type: none"> • Adhere to college and VCCS policies. • Develop Annual Performance and Professional Objectives. • Publish and maintain office hours. • Fulfill responsibilities as an academic advisor. • Participate in mandatory meetings. • Submit accurate and punctual required reports. • Satisfactorily perform assigned non-teaching duties. • Engage in positive working relationships. • Engage in and document one or more institutional responsibility activities consonant with the high standards of senior faculty. Activities may include, but are not limited to <ul style="list-style-type: none"> ○ Implement and facilitate the adoption by others of an innovative advising best practice. ○ Take a leadership role in one’s academic discipline or academic department/division at the college to include chairing a committee or leading a special project. ○ Actively participate on ad hoc college or VCCS committees/projects. ○ Take a leadership role in an activity or initiative that reaches out to staff, administrators, or faculty outside one’s department/division to advance a cross-functional area approach to student service/success. ○ Mentor a new full-time or new or returning part-time faculty member in one’s department/division. ○ Engage in activities that strengthen relationships with K-12 or four-year school partners. 	



APPENDIX C

Expectations	Comments
<ul style="list-style-type: none"> 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. 	
<p>INSTITUTIONAL RESPONSIBILITY DOMAIN EVALUATION</p> <p><input type="checkbox"/> Expectations Met <input type="checkbox"/> Expectations <u>Not</u> Met</p>	
<p>SERVICE</p> <p>In every year of the appointment term the faculty member must engage in and document one or more service activities consonant with the high standards of senior faculty. Activities may include, but are not limited:</p> <ul style="list-style-type: none"> Participating in student clubs/activities Take a leadership role in a college or VCCS Foundation activity or participate in activities sponsored by the college or VCCS Foundation 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. Attending college activities where participation is voluntary 	
<p>SERVICE DOMAIN EVALUATION</p> <p><input type="checkbox"/> Expectations Met <input type="checkbox"/> Expectations <u>Not</u> Met</p>	
<p align="center">Overall Evaluation of Performance</p> <p>During the evaluation cycle, the faculty member must</p> <ul style="list-style-type: none"> 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 of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service</u> <p align="center"> <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Does <u>Not</u> Meet Expectations </p>	



APPENDIX C

Expectations	Comments
<p>ANNUAL PERFORMANCE AND PROFESSIONAL DEVELOPMENT OBJECTIVES</p> <p>Note: Each semester the faculty member meets with the dean/supervisor to review previous and upcoming performance and professional development objectives. Information from those discussions provide data points to inform evaluations in the four domains of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service.</p> <ul style="list-style-type: none">• Document satisfactory attention to and progress on, assessment of, and reflection on performance and professional development objectives established by the college.• In collaboration with the supervising dean/supervisor, establish specific, measureable, attainable, and relevant performance and professional development objectives for the following semester/calendar year evaluation.	

Evaluator Signature

Date

APPENDIX D

STUDENT SURVEY

Part 1.1 INSTRUCTOR/COURSE: Darken your responses on this sheet for each item below according to the appropriate scale.

	Never	Sometimes	Usually	Always	Does not apply
1. Are class presentations informative?	①	②	③	④	⑤
2. Is class time used effectively?	①	②	③	④	⑤
3. Is your instructor knowledgeable about the subject?	①	②	③	④	⑤
4. Is your instructor able to communicate this knowledge (explanations and comments understandable)?	①	②	③	④	⑤
5. Is your instructor enthusiastic about the subject?	①	②	③	④	⑤
6. Does your instructor challenge you to think?	①	②	③	④	⑤
7. Does your instructor direct class activities effectively	①	②	③	④	⑤
8. Is your instructor available for appointments during scheduled office hours?	①	②	③	④	⑤
9. Are you tested on the material you were asked to study?	①	②	③	④	⑤
10. Is your instructor prepared for class?	①	②	③	④	⑤
11. Are the handouts and/or PowerPoint presentations for the course helpful?	①	②	③	④	⑤
12. Do the tests cover a reasonable amount of material?	①	②	③	④	⑤
13. Are the tests returned within a reasonable amount of time?	①	②	③	④	⑤
14. Do the tests accurately measure your knowledge of this subject?	①	②	③	④	⑤
15. Does the instructor demonstrate a responsible attitude toward the development of safety procedures and the care and use of laboratory equipment?	①	②	③	④	⑤
16. Does the instructor deal with you fairly?	①	②	③	④	⑤
17. Does the instructor allow you to express and explain differing opinions?	①	②	③	④	⑤
18. Does the instructor answer questions that you ask?	①	②	③	④	⑤
19. Does the instructor listen to you?	①	②	③	④	⑤
20. Is the instructor sensitive to students who fail to understand?	①	②	③	④	⑤
21. Does the course fulfill the objectives as stated on the course plan?	①	②	③	④	⑤
22. Does the instructor keep an accurate record of your progress (tests and assignments)?	①	②	③	④	⑤
	Poor	Fair	Good	Excellent	
23. What is your overall evaluation of the faculty member?	①	②	③	④	
	Yes	No			
24. Did your instructor explain the course objectives?	①	②			

APPENDIX D

Part 2. STUDENT

Directions: Please provide responses to the following questions:

25.	What grade do you expect in this course?	
-----	--	--

		Yes	No
26.	Is this a required course for you?	①	②

27.	How many hours per week are you employed?	
-----	---	--

28.	How many credit hours are you taking this semester?	
-----	---	--

29. What do you like BEST about this course?

30. What do you dislike MOST about this course?

31. What changes do you think would make this course better?

32. How would you describe your class attendance?

33. How well do you prepare yourself for the class meetings and assignments?

34. Are you able to give your best effort in this course? If not, why?



APPENDIX E

New River Community College Faculty Development and Evaluation Plan
CLASS OBSERVATION ASSESSMENT

DIRECTIONS

1. The dean/supervisor reviews with the instructor the class observation process and expectations for the class observation.
2. The instructor identifies possible course(s), section(s), day(s), and time(s) for the class observation. The dean/supervisor makes the final decision about which class is observed.
3. **Part 1: Background Information** on this form is completed by the instructor and forwarded to the dean/supervisor at least 24 hours before the class observation.
4. **Part 2: Assessment** on this form is completed by the dean/supervisor and returned to the instructor no more than one week after the observation.
5. **Part 3: Response** on this form is completed by the instructor and returned to the dean/supervisor no more than one week after receiving the Part 2 Assessment.
6. The instructor and dean/supervisor meet in person no more than two weeks after the class observation to discuss the class session, the assessment, and the instructor’s response. The instructor and the dean/supervisor identify both areas of excellence and areas of potential improvement in the instructor’s practice. The instructor and dean/supervisor identify specific strategies for addressing areas of potential improvement.

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



APPENDIX E

PART 1: OBJECTIVES

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

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



APPENDIX E

PART 2: ASSESSMENT

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

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



APPENDIX E

7. The instructor employed methods to target a variety of student learning styles		
<input type="checkbox"/> YES	<input type="checkbox"/> NO	
Comments:		
8. The instructor effectively used support materials (e.g., technology, media, handouts, etc.) to achieve instructional objectives.		
<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> PARTIALLY
Comments:		
9. The stated learning outcomes were achieved.		
<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> PARTIALLY
Comments:		
10. The instructor summarized learning outcomes for the class session, explained how they connect to previous and to upcoming learning outcomes, and communicated to students, <u>both verbally and in writing</u> , the assignments due for the next class session(s).		
<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> PARTIALLY
Comments:		
11. Within the categories of (1) instructional design, (2) instructional delivery, (3) instructional effectiveness, and (4) instructional expertise, identify a total of 3-5 specific instances where the instructor exceeded expectations. (If the instructor did not exceed behavioral expectations in any of the four areas, please note that.)		
Comments:		
12. Within the categories of (1) instructional design, (2) instructional delivery, (3) instructional effectiveness, and (4) instructional expertise, identify a total of 3-5 specific teaching behaviors the instructor could improve upon (Note: A behavior targeted for improvement does not necessarily indicate subpar performance; instead, it may indicate the potential to further develop an excellence.)		
Comments:		



APPENDIX E

PART 3: RESPONSE

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

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

Instructor Signature

Date

Dean/supervisor Signature

Date



APPENDIX F

**Faculty Development, Evaluation and Recognition Plan
ANNUAL PERFORMANCE AND PROFESSIONAL DEVELOPMENT
OBJECTIVES
Objective Setting Instrument**

I. Objective Statement:	
Domain: ___ Teaching ___ Service ___ Scholarly & Creative Engagement ___ Institutional Responsibility	
Completion Date: ___ Fall Semester ___ Spring Semester ___ Other: _____	
Supporting Activities, Resources Required, & Target Dates:	
Measures of Success:	
Approval: Yes No Revise	Schedule meeting to discuss this goal: Yes No
Dean/supervisor Comments:	

II. Objective Statement:	
Domain: ___ Teaching ___ Service ___ Scholarly & Creative Engagement ___ Institutional Responsibility	
Completion Date: ___ Fall Semester ___ Spring Semester ___ Other: _____	
Supporting Activities, Resources Required, & Target Dates:	
Measures of Success:	
Approval: Yes No Revise	Schedule meeting to discuss this goal: Yes No
Dean/supervisor Comments:	



APPENDIX F

III. Objective Statement:	
Domain: ___ Teaching ___ Service ___ Scholarly & Creative Engagement ___ Institutional Responsibility	
Completion Date: ___ Fall Semester ___ Spring Semester ___ Other: _____	
Supporting Activities, Resources Required, & Target Dates:	
Measures of Success:	
Approval: Yes No Revise	Schedule meeting to discuss this goal: Yes No
Dean/supervisor Comments:	

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



APPENDIX F

V. Objective Statement:	
Domain: ___Teaching ___Service ___Scholarly & Creative Engagement ___Institutional Responsibility	
Completion Date: ___ Fall Semester ___ Spring Semester ___ Other: _____	
Supporting Activities, Resources Required, & Target Dates:	
Measures of Success:	
Approval: Yes No Revise	Schedule meeting to discuss this goal: Yes No
Dean/supervisor Comments:	

Faculty _____ Date _____	Dean/supervisor _____
Date _____	



APPENDIX F

Annual Performance and Professional Development Objectives

Guidelines and Instructions

- Purpose: Promote high performance and continuous improvement in the areas of Teaching, Service, Scholarly and Creative Engagement, and Institutional Responsibility with the goal of enhancing student success.
- Annual Performance and Professional Development Objectives (APPDO) are integrated with evaluation, and reward and recognition programs. They each provide inputs into one other.
- Objectives are established each year for all faculty members regardless of their contract length.
- Faculty members establish three to five objectives in consultation with their dean/supervisor.
- Objectives are established in one or more of the four performance domains: Teaching, Service, Scholarly and Creative Engagement, and Institutional Responsibility.
- All four performance domain areas are not required each year, but each one will appear at least once over a multi-year contract period.
- All Objectives are clearly stated in one or two sentences.
- **All Objectives specify a specific outcome**, not describe an activity. Examples include “Incorporate service learning activities into my coursework” 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.”
- Objective Statements also include a list of appropriate activities that support the achievement of the objective as well as those activities used to measure its progress or completion (e.g. Objective = Redesign X Course; supporting activities include review the literature on information literacy, evaluate instructional software, redesign syllabi, etc.).
- Objectives fall into two separate categories: Performance or Development
 - Performance Objectives: Goal to produce an outcome, product, or successful completion of a service activity, etc. during the year.
 - Development Objective: acquisition of 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.

Development Objective	Targeted Area
Teaching	Subject Matter Expert, Andragogy/Pedagogy
Service	To College, Community, Students, Discipline
Scholarly and Creative Engagement	Sharing Expertise, Outreach, Exhibition, Publication
Institutional Responsibilities	Adherence to Policies and Professional Expectations

- If a multi-year faculty member does not meet expectations, objectives are established in the area of need.
- Objectives are established in the fall for completion the following calendar year to correspond with the evaluation cycle.
- Objectives have a target completion date of the Spring or Fall Semester.
- The dean/supervisor may add objectives that the faculty member did not propose, such as departmental or college strategic goals.
- The slate of Annual Objectives must be approved by the dean/supervisor.
- Measures of Success: What qualitative and quantitative measures, benchmarks, indicators or other criteria can be used to evaluate the successful completion of an objective (e.g. completed abstract, enrollment target, # hours in tutorial lab, etc.).
- Achievement of objectives can become a source of evidence that supports reward and recognition.



APPENDIX F

- Each faculty member and dean/supervisor have an annual discussion on the progress and completion of agreed upon performance and professional development objectives.
- Objective Status Options: Achieved, In-progress with modified completion date, Not Started, Did Not Meet, Changed Objective, or removed. All statuses require either evidence of completion or an explanation/description of status.
- If an objective has to be modified or removed during the year, the faculty member must resubmit it for their dean/supervisor's approval.
- Attachments contain evidence, artifacts, or examples of completed objectives.
- Faculty member establishes status and dean/supervisor provides comments on the faculty member's assessment.



APPENDIX F

Faculty Development, Evaluation and Recognition Plan

**ANNUAL PERFORMANCE AND PROFESSIONAL DEVELOPMENT OBJECTIVES
Objective Assessment**

Objective #1	
Objective Statement/Modified Objective Statement:	
Objective Status: <input type="checkbox"/> Achieved <input type="checkbox"/> In Progress/Projected Completion Date (_____) <input type="checkbox"/> Not Started <input type="checkbox"/> Did Not Meet <input type="checkbox"/> Modified <input type="checkbox"/> Removed	Provide an explanation of the objective's status in the space provided below. Use one form for each objective that was originally approved.
Description of Achievement/Action:	
List of Attachments/Supporting Evidence:	
Dean/supervisor Comments:	
Faculty _____ Date _____	Dean/supervisor _____ Date _____



APPENDIX G

Faculty Recognition Nomination Form

(This form is posted on the NRCC intranet page)

Name of Person Being Nominated:

Department:

Teaching Discipline:

Rationale for Nomination: (Please provide a brief narrative describing the nominee's exemplary achievements, contributions or activities.):

Any additional information:

Name of Person Making the Nomination:

Position:

Department

Date of Submission:

Phone number



APPENDIX H

Faculty Reward Nomination Form

(This form is posted on the NRCC intranet page)

Name of Person Being Nominated:

Department:

Teaching Discipline:

Rationale for Nomination: (Please provide a brief narrative describing the nominee's exemplary achievements, contributions or activities.):

Any additional information:

Name of Person Making the Nomination:

Position:

Department

Date of Submission:

Phone number



APPENDIX I

Yearly Calendar of Events

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



APPENDIX I

Date	Probationary First-Year Faculty	Second- and Third-Year Faculty	Senior One-Year Faculty (Beyond First Three Years)	Multi-Year Faculty
		<p>Dean/supervisor completes evaluations for current calendar year.</p>	<p>Dean/supervisor completes evaluations for current calendar year.</p>	<p>In last year of multi-year appointment, dean/supervisor completes evaluation for all years of the multi-year cycle.</p>
<p>By Dec. 15</p>	<p>For faculty member who receives a “Meets Expectations” rating, dean/supervisor communicates evaluation criteria for Spring semester.</p>	<p>For faculty member who receives a “Meets Expectations” rating, dean/supervisor communicates evaluation criteria for next calendar year/evaluation cycle, as appropriate.</p>	<p>Dean/supervisor communicates evaluation criteria for next calendar year/evaluation cycle, as appropriate.</p>	<p>Dean/supervisor communicates evaluation criteria for next calendar year/evaluation cycle, as appropriate.</p>
		<p>Ad Hoc Appointment Advisory Committee meets to review documents of faculty, if applicable.</p>	<p>Ad Hoc Appointment Advisory Committee meets to review documents of faculty.</p>	<p>Ad Hoc Appointment Advisory Committee meets to review documents of faculty.</p>
<p>By Jan. 15</p>	<p>Faculty and dean/supervisor receive student evaluation results from Fall semester.</p>	<p>Faculty and dean/supervisor receive student evaluation results from Fall semester.</p>	<p>Faculty and dean/supervisor receive student evaluation results from Fall semester.</p>	<p>Faculty and dean/supervisor receive student evaluation results from Fall semester.</p>



APPENDIX I

Date	Probationary First-Year Faculty	Second- and Third-Year Faculty	Senior One-Year Faculty (Beyond First Three Years)	Multi-Year Faculty
	<p>Dean/supervisor communicates to faculty second semester evaluation criteria and Performance & Professional Development Objectives.</p>		<p>Faculty notified of non-reappointment decisions when applicable.</p>	<p>Faculty notified of non-reappointment decisions when applicable.</p>
<p>By March 1</p>	<p>Dean/supervisor completes second semester (Spring) evaluations.</p>			
<p>By Mar. 15</p>	<p>Faculty member who receives a “Does Not Meet Expectations” rating notified of non-reappointment decision.</p>	<p>Faculty member notified of non-reappointment decisions (when applicable).</p>		
<p>By June 1</p>	<p>Faculty member and dean/supervisor receive student evaluation results from Spring semester.</p>	<p>Faculty member and dean/supervisor receive student evaluation results from Spring semester.</p>	<p>Faculty member and dean/supervisor receive student evaluation results from Spring semester.</p>	<p>Faculty member and dean/supervisor receive student evaluation results from Spring semester.</p>



APPENDIX I

Date	Probationary First-Year Faculty	Second- and Third-Year Faculty	Senior One-Year Faculty (Beyond First Three Years)	Multi-Year Faculty
By June 30	Faculty member receives contract for the next academic year (if eligible).	Faculty member receives contract for the next academic year (if eligible) and notification of one-year or multi-year appointment term as appropriate.	Faculty member receives contract for the next academic year (if eligible) and notification of one-year or multi-year appointment term as appropriate.	Faculty member receives contract for the next academic year and notification of one-year or multi-year appointment term as appropriate.



APPENDIX J

Plan for Transitioning to the New Evaluation System

For colleges currently evaluating full-time teaching faculty on an academic/fiscal year cycle. Note that New River Community College did not hire any new full-time faculty during Spring or Fall 2013.

- Continuing faculty will conduct student evaluations during Fall 2013.
- Continuing faculty will establish Annual Performance and Professional Development Objectives in accordance with the new faculty evaluation plan by December 1, 2013.
- Faculty contracts/appointment proposals for 2014-15 are to be issued in Spring 2014 pursuant to results of the 2012-13 evaluations completed, as noted above, by deadlines established under previously existing plan.
- Full implementation of new faculty evaluation plan, applicable to all full-time teaching faculty, commences On January 1, 2014.
- Unless otherwise stipulated, faculty in the midst of a multi-year appointment as of January 2014 are deemed to carry a summative rating of "Meets Expectations" until the final year of the current multi-year appointment, whereupon they will participate in a comprehensive evaluation in accordance with the new faculty evaluation plan. In the meantime, they will participate in the Annual Performance and Professional Development and the Reward and Recognition components of the Faculty Development and Evaluation System.