Piedmont Virginia Community College

Faculty Development and Evaluation Plan

For Full-Time Teaching Faculty Members

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Overview

The purpose of PVCC's Faculty Development and Evaluation Plan is "to create an environment for teaching faculty that promotes high performance and continuous improvement resulting in world class faculty and increased student success." The development and evaluation process is intended to provide useful information about a faculty member's performance (formative) and, ultimately, to assist in making personnel decisions (summative).

Teaching faculty members are expected to pursue high standards, challenging goals, teaching excellence, and continued development in the discipline of expertise. They can expect to work in an environment that fosters innovation and growth and to receive guidance, support, encouragement, due recognition, and a fair assessment of their contributions to the college's mission.

PVCC is guided by the principles set forth in the VCCS Faculty Evaluation Model Plan:
- Virginia's Community Colleges intend to foster a culture of high performance and a shared commitment to the mission of the VCCS and the Colleges.
- A commitment to excellence with a focus on student success should be evident in all that we do.
- Faculty efforts should encompass effective performance in Teaching, Scholarly and Creative Engagement, Institutional Responsibility and Service.
- Faculty should take ownership of their performance and professional development as an ongoing job responsibility and as a responsibility of a member of the college community.
- Professional Development, Evaluation and Recognition should be purposefully mutually reinforcing of each other.
- Evidence should inform evaluation and professional development decisions.
- Achievement should be recognized.
- Exemplary performance should be rewarded.
- Peer involvement and collaboration should be encouraged.
- Stakeholders who use the Faculty Development and Evaluation process should be well-trained in its purpose and use.

The process for each full-time faculty member includes an annual written individual development and performance plan (IDPP), participation in student evaluation of instruction each semester for all courses taught, self-assessment of performance, required classroom observation by an academic dean, optional peer observation, and a conference with the dean.

There are three main parts of PVCC's Faculty Development and Evaluation Plan:
I. The Individual Development and Performance Plan (IDPP)
II. Performance Evaluation-there are two types of performance evaluation:
    A. IDPP-Only Review – no performance rating is assigned by dean
    B. Full Performance Evaluation – rating of "Meets Expectations" or "Does not Meet Expectations" is assigned by dean
III. Rewards and Recognitions Program

I. Individual Development & Performance Plan (IDPP)

Purpose: Each full-time faculty member will write an Individual Development and Performance Plan to set explicit measurable objectives and strategies to reach the objectives. Annual development and performance plans and subsequent review ensure that faculty members are continuously enhancing performance.

Frequency: Faculty members in their first year of teaching prepare an Individual Development and Performance Plan each semester of their first year. All other faculty members prepare an annual IDPP.

Form Used: IDPP Form (Appendix C)

Planning Steps: Faculty members should review Appendices A and B during the planning phase.
> Appendix A: The Full-Time Faculty Role and Performance Standards on Core Responsibilities/Criteria
> Appendix B: Individual Development and Performance Plan (IDPP) Objectives

1. Working with the respective dean and reflecting upon previous performance reviews, faculty members indicate their planned focus of effort. Requirements for focusing effort are listed in Appendix A. Faculty members (except for first-year faculty for whom general objectives are established by the college) then establish objectives in the four domains following the requirements in Appendix B.

2. Faculty members complete the appropriate sections of the Individual Performance & Development Plan/Evaluation (IDPP) form. Each faculty member electronically submits the completed IDPP form to the dean for comment and approval.

3. If the dean does not approve the faculty member's plan, the dean must schedule a meeting with the faculty member to discuss suggested revisions to the plan and allow the faculty member time to make agreed upon revisions by the dates listed in the Timetable for IDPP Planning below.

4. Once the dean approves the faculty member's plan, he/she checks "approved" in the appropriate part of the form, signs the form and returns the form to the faculty member.

5. The faculty member may need to revise the approved objectives stated in the IDPP as the year progresses. The faculty member should consult with the dean when revising previously approved objectives during the evaluation year.

Timetable for IDPP Planning			
	First-year Faculty Fall Semester	First-year Faculty Spring Semester	All Other Faculty
Steps 1-2	No later than 9/1 for the fall semester plan only	No Later than 1/10 of the plan year (spring and fall plan)	No later than 12/15 of the semester before the plan year
Step 3	No later than 9/5 of fall semester	No later than 1/15 of the plan year	No later than 1/10 of the plan year
Step 4	No later than 9/8 of fall semester	No later than 1/22 of plan year	No later than 1/15 of plan year

II. Performance Evaluation

Faculty performance is assessed each year in the four domains of teaching, service, scholarly and creative engagement and institutional responsibility.

Types of Evaluation

The IDPP-Only Review is a performance evaluation consisting of a review of progress on the IDPP. It is required for faculty in years 1 or 2 of a three-year appointment and in years 1 through 4 of a five-year appointment.

The Full Performance Evaluation is a review of progress on the IDPP(s) and on performance of core responsibilities/criteria. The Full Performance Evaluation is required for:

- o Newly hired faculty members with one-year appointments in their first two semesters of employment.
- o All other faculty members with one-year appointments near the end of each calendar year.
- o Faculty with five-year and three-year appointments near the end of the final calendar year of their appointment.

A. IDPP-Only Review

In an IDPP-only review, faculty members evaluate only the aspects of their performance related to the objectives set in the IDPP. Faculty members are not required to prepare an annual written self-evaluation of their overall performance as is done during the Full Performance Evaluation. Instead, they evaluate their progress accomplishing each objective set in their IDPP.

While deans participate in this review and provide feedback as detailed below, they do not rate the faculty's IDPP performance, nor do they rate overall performance as is done in the Full Performance Evaluation. The year's progress on the accomplishment of each objective must be measured by comparing actual progress on the objectives to the planned progress. Deans and

faculty members should expect that there might be occasions when, for good reasons, a faculty member may not achieve all stated objectives.

Frequency: Near the end of each calendar year.

Required Form: IDPP form begun during that year's planning process.

Steps:
1. Faculty members evaluate in writing their progress accomplishing each of the objectives established for the plan year.
2. The faculty member submits the completed IDPP form electronically to the dean.
3. The dean reviews the faculty's self-evaluation of IDPP progress and meets with the faculty member to discuss his or her progress and completion of agreed-upon performance and development objectives.
4. The dean adds any comments or observations, signs the form and returns the signed form to the faculty member.

Timetable for IDPP-Only Evaluation	
Faculty on multi-year appointments in all but the final year of the appointment (Years 1 and 2 of a 3-year appointment and Years 1, 2, 3 and 4 of a 5-year appointment)	
Steps 1 & 2	11/1 – 11/15 of the plan year
Steps 3 & 4	No later than 12/1 of the plan year

The IDPP document allows for a written self-evaluation of core responsibilities/criteria in all four domains. Faculty on multi-year appointments should be aware that they will have to provide an overall assessment of all aspects of their performance in the final year of their appointment. Also, those who wish to be considered for rewards and/or recognitions may have to write a more complete evaluation of their performance. Writing a yearly self-evaluation of all aspects of performance on the IDPP document, although not required, is one way to keep a record of achievements.

B. The Full Performance Evaluation

In the full performance evaluation, all dimensions of a faculty member's performance (including temporary assigned administrative/professional duties whether on release time or not) since the last full evaluation are considered. Progress on achieving IDPP objectives (as is done in the IDPP-Only Evaluation above) is one part of the full evaluation. The dean rates the faculty member's performance.

Faculty members must "meet expectations" in all four performance domains to receive an overall rating of "meets expectations." The requirements to earn "meets expectations" in each domain are presented in Appendices A & B.

The default rating is "does not meet expectations." It is the responsibility of the faculty member to present sufficient information to justify a "meets expectations" rating. However, if a faculty member appeals the rating, the burden of proof shifts to the dean to prove why the faculty member "does not meet expectations."

Frequency:

- Newly hired faculty members are fully evaluated during the first fall and first spring semesters.
- Faculty members working under the second, third or other one-year appointment are fully evaluated near the end of the calendar year.
- Faculty members working under a multi-year appointment are fully evaluated near the end of the final year of their appointment. Multi-year evaluations will encompass all work performed during all of the calendar years (January-December) of the three or five-year appointment.

Required Forms:

- Newly hired faculty members use the IDPP form they started during the planning process at the beginning of each semester.
- Faculty members on one-year appointments (other than first-semester faculty) use the IDPP form approved by the dean in January of that year. First-semester faculty use the form approved by the dean in August.
- All other faculty members use the IDPP form approved by the dean for the last year of their appointment. To provide a full history of IDPP performance, faculty members who are being evaluated for work completed over a three-year or five-year appointment should either attach copies of the completed IDPP forms from the other years of the appointment or summarize their IDPPs for the period.

Steps:

1. Faculty members write self-evaluations of their performance (performance since the last Full Performance Evaluation) on each domain in the appropriate section of the IDPP form. They must address their IDPP progress and their performance on the core responsibilities/criteria of each performance domain.

   Teaching Domain *(Instructional Design, Instructional Delivery, Instructional Effectiveness and Instructional Expertise)*
   Faculty members will describe, in writing, examples of what they have done well and what they should improve. The discussion should include progress on IDPP objectives as well as performance of core responsibilities/criteria. Faculty may also discuss unplanned accomplishments.

   At the conclusion of the written self-evaluation of the domain, the faculty member must state whether or not he or she has mastered the core responsibilities/criteria (Appendix A, Section I) at the level required of their appointment (Appendix A, Section II), and whether or not they have accomplished their IDPP objectives or made sufficient progress. (Appendix B)

   Data Sources:
   - Faculty must discuss student evaluation results from all courses taught during the period of the evaluation in the teaching domain if student evaluation results are available. Students in all courses in all semesters will have the opportunity to evaluate instruction.

If the average student rating of "overall" quality of instruction (average of answer to Question #10 on the student survey) for all courses taught for the period of the evaluation is lower than 4.0, the faculty must present other information using one or more of the other data sources listed below as evidence to justify a "meets expectations" rating in the domain.

(In addition, if the faculty member's average student rating for all courses taught during any semester of the multi-year appointment falls below 4.0, the dean and the faculty member will be required to meet to discuss the student ratings.)

- Faculty may request peers to evaluate their teaching performance, their course content, their Blackboard content, etc.

- Faculty must discuss the Classroom or Online Class Evaluation by the dean
    o Newly hired first- and second-semester faculty will be observed in the classroom or online by their dean each semester.
    o Other one-year appointment faculty will be observed in the classroom or online at least once each year.
    o Multi-year appointment faculty will be observed at least once within the final three semesters of their appointment. Multi-year faculty will also be observed in the classroom or online by their dean in the semester following any semester when their student evaluations fall below the level set in Appendix B.
- Faculty may use any other relevant, reliable data source available.

Scholarly and Creative Engagement, Service, and Institutional Responsibility Domains

Faculty members will write a description of their activities in each domain, including a comparison of actual accomplishments to the objectives set on the IDPP. Faculty members may also discuss unplanned accomplishments.

At the conclusion of the written self-evaluation of each of the domains, the faculty member must state whether or not they have mastered the core responsibilities/criteria at the level required of their appointment (Appendix A), and whether or not they have accomplished their IDPP objectives or made sufficient progress (Appendix B).

Data Sources:
- Faculty may request peers to evaluate their scholarly and creative engagement, service and institutional responsibility activities and may use any other relevant, reliable data source available.

2. Faculty members submit the completed IDPP forms electronically to the dean.

3. The dean evaluates and rates the faculty member's performance in each domain as "meets expectations" or "does not meet expectations" and, as a final step, assigns a single, overall performance rating of "meets expectations" or "does not meet expectations" covering the full span of the faculty appointment.

   Ratings in each domain must be based on the performance standards for core responsibilities/criteria in Appendix A and for IDPP performance in Appendix B.

   Domain Ratings: To "meet expectations" in any domain, the faculty member must "meet expectations" on both core responsibilities/criteria (Appendix A) and on the IDPP (Appendix B).

   Overall Performance (single summative) Rating: If a faculty member "Meets Expectations" in all four performance domains, the dean must assign a "Meets Expectations" rating for the overall performance rating.

   If a faculty member "Does Not Meet Expectations" in one or more of the four performance domains, the dean must assign a "Does Not Meet Expectations" rating for the overall performance rating.

4. The dean prepares a narrative for each domain following the instructions below.

   Teaching Domain
   The dean will prepare a written narrative assessing the faculty member's teaching performance and then assign a rating to the teaching domain. This narrative includes the dean's evaluation of the faculty member's progress meeting IDPP objectives and his or her performance on core responsibilities/ criteria, including adherence to college policies.

   Data Sources to be used by the Dean:
   - The faculty member's self- evaluation
   - Notes from periodic meetings
   - Student evaluation data for all classes taught (except summer) during the evaluation period
   - Peer evaluation information (if provided)
   - The dean's classroom observation evaluation and the dean's observation of other aspects of teaching performance.
   - Other relevant, reliable data sources

   Scholarly and Creative Engagement, Service and Institutional Responsibility Domains

   The dean will prepare a written narrative assessing the faculty member's performance in each of these domains including progress meeting IDPP objectives, and then assign a rating to each domain.

Data Sources to be used by the Dean:
- The faculty member's self-evaluation
- Peer evaluation information (if provided)
- The dean's observation of other aspects of scholarly/creative engagement, service or institutional responsibility.
- Other relevant, reliable data sources

Overall Performance

A Full Performance Evaluation results in a single summative rating (overall performance rating) of "Meets Expectations" or "Does Not Meet Expectations" covering the full span of the faculty appointment. The Dean must assign one of these two ratings for the overall performance rating. (Refer to step 3 above.)

5. The dean signs the form and returns the signed copy of the IDPP form to the faculty member.

6. The dean meets with each faculty member to discuss the full performance evaluation, including the assigned rating.

7. The faculty member signs the IDPP form and returns it to the dean. The faculty member may write comments on the IDPP form before returning to the dean. The faculty member's signature does not necessarily mean agreement with the dean's rating.

8. Per VCCS Policy 3.6.0.9 "Teaching faculty may appeal their evaluation through the Faculty Grievance Procedure; however, appeals reaching Level III of the Faculty Grievance Procedure must be heard by peers through an Ad Hoc Hearing Committee."

Timetable for Full Performance Evaluation			
	First-year Faculty Fall Semester	First-year Faculty Spring Semester	All Other Faculty (Completed at the end of each year for one-year appointment faculty and at the end of the final year of the appointment for multi-year faculty)
Steps 1 & 2	From 11/1 – 11/15 of the first fall semester	From 2/15 – 2/25 of the spring semester	No later than 12/1 of the evaluation year
Steps 3, 4, 5	No later than 12/1	No Later than 3/1	No later than 12/15 of evaluation year
Step 6	No later than 12/10	No Later than 3/10	No later than 1/10 of the following spring semester
Step 7	See Faculty Grievance Procedure	See Faculty Grievance Procedure	See Faculty Grievance Procedure
Notice of non-reappointment sent to faculty and/or to Ad Hoc Appointments Committee		No Later than 3/15	No Later than 1/15 of the following spring semester for m/year faculty & senior 1-year faculty; no later than 3/15 for 2nd and 3rd year faculty

Ratings – Consequences of "Meets" or "Does Not Meet" Expectations Rating (VCCS Policy 3.6.0.7)

Results of a "meets expectations" rating are:
- Faculty members in their first-year of employment who are rated "meets expectations" are eligible for recognition awards, but not reward awards. All other faculty members who are rated "meets expectations" are eligible to be considered for a reward or recognition award and may apply for promotion when they meet the requirements of the next rank.
- Faculty members at the end of one-year appointments who "meet expectations" will either be renewed for one year or, if eligible, may apply for a multi-year appointment.
- Faculty members at the end of three-year appointments who "meet expectations" will be renewed for a one-year appointment or they must request consideration for another multi-year appointment.
- Faculty members at the end of a five-year appointment who "meet expectations" will be renewed for subsequent five-year appointments as long as the PVCC Promotions and Multi-year Appointments Committee finds no "cause for discontinuance" after reviewing the personnel files. (This group of faculty members does *not request consideration* for subsequent five-year renewal since VCCS Policy 3.4.0.2 states that renewal is "presumed.")

Results of a "does not meet expectations" rating are:
- Any faculty member who "does not meet expectations" is not eligible for promotion or rewards and recognitions.
- First year faculty members who are rated "does not meet expectations" in either semester will not be continued. They may be allowed to complete their employment contract. They also may be reassigned at the discretion of the president for the spring semester, but must be notified by March 15 that they will not be reappointed for the following academic year.
- Second and third year faculty members who are rated "does not meet expectations" will not be continued.
- Other faculty members on one-year appointments who are rated "does not meet expectations" will be reviewed by the Ad Hoc Appointment Advisory Committee as required by VCCS Policy 3.4.0.4. The President will consider the supervisor's evaluation, the Vice President's recommendation, and the recommendation of the Ad Hoc Appointment Advisory Committee when determining whether to grant another one-year appointment.
- Faculty members in the final year of a multi-year appointment who are rated "does not meet expectations" will be reviewed by the Ad Hoc Appointment Advisory Committee as required by VCCS Policy 3.4.0.4. The President will consider the supervisor's evaluation, the Vice President's recommendation, and the recommendation of the Ad Hoc Appointment Advisory Committee when determining whether to grant a multi-year appointment or a one-year appointment.

PVCC Faculty Reward and Recognition Program

Introduction

The PVCC Reward and Recognition Program honors full-time teaching faculty who have demonstrated talent and potential in one or more performance domains and whose professional accomplishments, contributions and activities have supported the mission of the college and promoted a vigorous learning environment.

This program acknowledges that professional excellence among full-time faculty may be observed by a variety of stakeholders including students, faculty colleagues, staff, and administrators. Therefore, nominations will be solicited from a wide range of stakeholders.

Selection Committee

The duties of the Promotions and Multi-Year Appointments Committee will be expanded to include selection of full-time faculty for reward and recognition awards.

The PVCC Promotions and Multi-Year Appointments Committee membership consists of seven full-time teaching faculty members, one non-teaching faculty member from the library or counseling and one academic dean. The winners of the previous year's Rewards will be encouraged to volunteer to serve on the next year's committee.

Committee members who are nominated for Reward or Recognition shall recuse themselves from reviewing their own applications/nominations.

The Committee will meet as necessary.

Administration of Program

The Vice President of Instruction and Student Services will solicit and collect reward and recognition nominations and will handle all necessary administrative duties.

Funding

The Reward and Recognition Program will be funded on a fiscal-year basis. For each fiscal year, the college will provide funding equivalent to $150 per full-time teaching faculty position to fund the rewards. In addition, the college will set aside $60 per month ($720 per year) to fund recognitions. These funds will not come from state-funded salary increases.

Faculty Rewards

Awards

PVCC's Reward (and Recognition) awards are based upon outstanding service in one or more of the four performance domains.

The target number of awards will be 10% of the full-time faculty. The actual number of awards may be fewer if the committee does not receive enough award-worthy nominations. The president will tell the committee the target number of awards for the year when charging the committee.

Each of the award recipients may choose whether they wish to receive a permanent $500 raise or a one-time $1500 bonus. The Multi-Year Appointments and Promotions Committee and faculty receiving the raise or bonus should give due consideration to potential tax implications.

The **Faculty Teaching Effectiveness Award** is awarded to a full-time teaching faculty member whose performance in the classroom or other instructional environment best exemplifies effectiveness in promoting student achievement, including:
- conducting extraordinary or innovative learning activities to the benefit of students
- designing instructional materials to improve student learning
- developing delivery modalities that expand student access
- demonstrating exceptional achievement of student learning outcomes

The **Faculty Scholarly and Creative Engagement Award** is awarded to a full-time teaching faculty member who has achieved a significant academic scholarly accomplishment through research, publishing, and/or professional presentations, or who has achieved a significant creative works accomplishment, including:
- research in the teaching discipline, instructional pedagogy, or instructional technology
- publication in newspapers, magazines, scholarly journals, or other recognized media
- public exposition of creative works in visual arts, performing arts, musical arts, literary arts, or other fine arts
- presentation and/or major speech at professional organizations or events
- honors, awards, or recognition from professional organizations

The **Faculty Institutional Responsibility Award** is awarded to a full-time teaching faculty member who has achieved a major accomplishment of significant quality that furthers the college's achievement of its strategic priorities, including:
- providing leadership for a major strategic initiative
- chairing a committee or task force or making a major contribution that leads to a significant improvement in student success, business processes, or instructional quality
- singly or jointly achieving a major accomplishment of significant or world-class quality that supports the college's strategic plan or the VCCS Achieve 2015 goals

The **Faculty Community Impact Award** is awarded to a full-time teaching faculty member who has greatly impacted the college's image through community service and/or involvement, with an emphasis on leadership in these areas to include:

- leadership of a community event such as charity fund raisers, events for a noteworthy need such as diversity or health awareness, or other events designed to benefit the local community
- volunteerism at a local community agency, school, or church
- leadership service on the board of a local community service agency

Excellence Awards may include any combination of the criteria listed above.

Eligibility

Except for those in their first year of employment, all full-time faculty members who have received a "meets expectations" rating on their most recent full evaluation and who are current with their Individual Development and Performance Plans (IDPP's) are eligible for all "Reward" awards .

Nominations

The Vice President of Instruction and Student Services will solicit nominations for faculty rewards by February 15 of each year and will require completed nomination forms to be returned by March 1. The Faculty Reward Nomination Form is in Appendix F. Nominations for rewards may come from the faculty member him/herself, other faculty members, deans/supervisors or other employees of the college or VCCS.

Application Portfolios

The Vice President of Instruction and Student Services will notify any faculty member who has been nominated by March 1 of each year. If the nominated faculty member wants to be considered for the reward(s), he/she must prepare an application portfolio. The portfolio must include a written summary of his/her relevant activities. The portfolio must be submitted to the Vice President no later than March 30.

An application portfolio to support exceptional performance in the area of Teaching should contain clear and compelling evidence of extraordinary accomplishment in instructional methodology, student achievement and success, student engagement, learning outcomes assessment, and/or new delivery modalities. Evidence to support exceptional performance in this area must include data or information from student ratings of instruction.

An application portfolio to support exceptional performance in the area of Scholarly and Creative Engagement should contain clear and compelling evidence of extraordinary accomplishment in publications, presentations, or creative works, activity in professional organizations, and/or scholarly research.

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

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

An application portfolio to support for the Excellence Award may contain any combination of these criteria. The Committee may also consider runner-up applicants for the other four awards for the Excellence Awards.

Selection

The Vice President will present completed nomination portfolios to the Promotions and Multi-Year Appointments Committee by April 1. By May 1, the committee will complete its review and evaluation of all nominations and will select those they think should receive a reward. The committee's choices are then sent to the president for approval. If approved by the president, faculty rewards will be announced and presented by May 15.

Faculty Recognitions

Awards

Recognition Awards for Excellence may be either nonmonetary (such as a certificate of recognition or parking privilege) or monetary. If monetary, the award may be up to $100 (cash or gift card). If non-monetary, the equivalent value of the award must be $100 or less. (These are considered de minimis amounts.) (If at any time the VCCS mandates that recognition awards be nonmonetary only, the president will tell the committee to make only nonmonetary awards.)

Recognition awards are given to faculty members who contribute to a culture of excellence.

The target **minimum** number of recognition awards will be 20% of the full-time faculty. The value of recognition awards will vary and are to be determined by the Promotions and Multi-Year Appointments Committee.   The president will tell the committee the targeted minimum number of awards for the year when charging the committee (The actual number may be fewer if there are not enough award-worthy nominations or greater if enough award-worthy nominations are received. In general, the number of recognition awards should be greater than the number of reward awards.)

The Committee and faculty receiving the recognition awards should give due consideration to potential tax implications. If recognition awards are given as cash or gift cards, the awards are taxable. The IRS definition of de minimis awards is available at: http://www.irs.gov/Government-Entities/Federal,-State-&-Local-Governments/De-Minimis-Fringe-Benefits

Eligibility

All full-time faculty members who have received "meets expectations" ratings on their most recent full performance evaluation and who are current with their Individual Development and Performance Plans (IDPP's) are eligible for recognition.

Nominations

The Vice President of Instruction and Student Services will solicit nominations for faculty recognition awards throughout the year. Nominations for recognition awards may come from the

faculty member him/herself, another faculty member, a dean/supervisor, another employee of the college or VCCS, student or any other stakeholder. The Recognition Nomination Form is in Appendix F. The final deadline for submitting a recognition nomination is March 30.

Selection

The Vice President will present completed recognition nomination forms to the Promotions and Multi-Year Appointments Committee by April 1. By May 1, the committee will complete its review and evaluation of all nominations and will select those they think should receive a recognition award. The committee's choices are then sent to the president for approval. If approved by the president, faculty recognition awards will be announced and presented by May 15.

Miscellaneous

1. **Approval of Plan:** To become policy, the PVCC Faculty Evaluation and Development Plan must be approved by a majority of teaching faculty who participate in the vote, either in person or by absentee ballot, and by the college president. If the majority of teaching faculty vote to adopt the development and evaluation plan and the president does not approve the policy within two years, the plan will be reviewed by the Chancellor. Initial and subsequent evaluation and development plans must be submitted to the Chancellor for certification prior to their implementation. If this Plan is not certified by the Chancellor by October 31, 2013, PVCC will use the VCCS Model Plan. Once approved, the PVCC Faculty Evaluation and Development Plan shall be widely disseminated including placement in PVCC's Faculty Handbook.

2. **Review/Revision:** The Faculty Development and Evaluation Plan will be reviewed within the first two years and periodically thereafter. As part of the review process, the rewards and recognition system will be examined to see whether it is having its desired effects, and whether the fiscal state of the college will allow it to continue.

   The review process shall provide the opportunity for involvement of all faculty members. Recommendations for change shall be approved by a majority of the faculty who participate in the vote, either in person or by absentee ballot and submitted to the president for approval. If the recommended changes are not approved, the president must submit recommended modifications for further consideration and re-submission. In the meantime, the existing plan remains in effect. As with the initial plan, any new plan must be certified by the Chancellor to become policy.

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

4. **Academic Freedom:** Evaluation shall not be used to restrain faculty members in their exercise of constitutional rights or academic freedom as set forth in the Statement of Academic Freedom and Responsibility as adopted by the State Board for Community Colleges.

The Full-Time Faculty Member Role and Performance Standards on Core Responsibilities/Criteria

The role of the full-time faculty member is divided into four performance domains: Teaching, Scholarly and Creative Engagement, Service, and Institutional Responsibility.

In the Section I of this appendix, each domain is presented as follows:
1. A definition of the domain
2. "Focus of Effort" Required
3. A list of Core Responsibilities/Criteria for the domain. Multi-year faculty are expected to engage in core responsibilities/criteria each year of the multi-year appointment.

Performance Standards are presented in the Section II of this appendix.

I. Description of Domains

Teaching

1. Definition: Creating a learning environment that facilitates students' acquisition of knowledge and skills in a subject.

2. Focus of Effort: First year faculty must focus 70% of their effort on teaching. Second and third year faculty must focus at least 60% of their effort on teaching. All other faculty must focus at least 50% of their effort on teaching.

3. List of Core Responsibilities/Criteria for Teaching by sub-domain

Instructional Design

Core Responsibilities/Criteria for All Faculty:
- For each course section taught, develop and/or utilize a course syllabus (course policies and course calendar) that is complete, accurate and compliant with college standards.
- Distribute the syllabus to students by the last day of the drop/add period for each course in the fall semester, and distribute the syllabus to students on or before the start date for each course in the Spring semester.
- Design learning activities and materials that facilitate student engagement, active learning, critical thinking, and achievement of prescribed course outcomes.
- Design assessment strategies that effectively measure student achievement of prescribed course outcomes.
- Follow college policies and procedures for administering and encouraging participation in student surveys of instruction in all course sections taught for the purpose of receiving summative and formative feedback to inform revisions to instructional design.
- 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. (This is not expected for first-semester first-year faculty.)

- Select high-quality learning resources, such as textbooks, bearing in mind appropriateness, necessity, accessibility, and cost. (Not required of first-year faculty.)

Additional Responsibilities/Criteria for Five-year Faculty and long-term faculty on one-year appointments:[1]

- 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 (online, hybrid, on-campus) 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.
- Faculty and Deans are encouraged to consider other activities as well as those examples presented in this appendix. Objectives in Appendix B might be a valuable additional another source of activities.

Instructional Delivery

Core Responsibilities/Criteria for All Faculty:

- Align course activities with target learning outcomes.
- Employ activities that foster faculty-student interaction.
- Employ activities that foster cooperative learning among students.
- Employ methods that facilitate active learning.
- Employ methods that develop students' high order cognitive skills, such as analyzing, evaluating, and creating.
- Employ required texts and other resources, including resources designated as required by the department or division, to achieve instructional objectives.
- Employ technology and other supporting materials to achieve instructional objectives.
- Respond constructively and respectfully to student comments and questions.
- Respond promptly to student phone, email or other communications.
- Foster appropriate communication with students outside of class meeting times.
- Provide students with meaningful and prompt feedback (usually within one week) on activities and assignments.
- Solicit and analyze ongoing student feedback about the effectiveness of instructional delivery, identify areas for improvement, and prepare an action plan to accomplish that improvement. (Not expected of first-year faculty.)
- Follow college policies and procedures for administering and encouraging participation in student surveys of instruction in all course sections taught for purpose of receiving summative and formative feedback to inform revisions to instructional delivery.
- Analyze the previous semester's student ratings of instruction and other student feedback about instructional delivery, identify areas for improvement, and

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[1] This designation is for faculty who are eligible for a five-year appointment, but who have chosen a one-year appointment.

implement an action plan to accomplish that improvement. (Not expected of first semester, first-year faculty.)

Additional Responsibilities/Criteria of Five-year Faculty and long-term faculty on one-year appointments:
- 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.
- Faculty and Deans are encouraged to consider other activities as well as those examples presented in this appendix. Objectives in Appendix B might be a valuable additional another source of activities.

Instructional Effectiveness

Core Responsibilities/Criteria for All Faculty:
- Conduct meaningful and timely assessments of student learning.
- Deliver effective instruction as measured by student performance on learning outcomes assessments.
- Delivery instruction effectively to foster student success as measured by student performance in related subsequent coursework and/or external tests or certifications if applicable.
- Solicit and analyze ongoing student feedback about the instructional effectiveness, identify areas for improvement, and prepare an action plan to accomplish that improvement. (Not required of first-year faculty.)
- Follow college policies and procedures for administering and encouraging participation in student surveys of instruction in all course sections taught for purpose of receiving summative and formative feedback to inform revisions to instructional effectiveness.
- Analyze the previous semester's student ratings of instruction and other student feedback about instructional effectiveness, identify areas for improvement and implement an action plan to accomplish that improvement. (Not expected of first-semester, first-year faculty.)

Additional Responsibilities/Criteria for Five-year Faculty:
- 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.
- Faculty and Deans are encouraged to consider other activities as well as those examples presented in this appendix. Objectives in Appendix B might be a valuable additional another source of activities.

Instructional Expertise

Core Responsibilities/Criteria for All Faculty:
- Demonstrate currency in academic discipline.
- Demonstrate currency in methods of teaching and learning.
- Demonstrate currency in instructional technology.
- Follow college policies and procedures for administering and encouraging participation in student surveys of instruction in all course sections taught for the purpose of receiving summative and formative feedback to inform revisions to instructional expertise.
- Analyze 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. (Not expected of first-semester, first-year faculty.)

Additional Responsibilities/Criteria of Five-year Faculty:
- 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.
- Faculty and Deans are encouraged to consider other activities as well as those examples presented in this appendix. Objectives in Appendix B might be a valuable additional another source of activities.

Scholarly and Creative Engagement

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

2. **Focus of Effort**: All faculty members must focus at least 10% of their effort in this domain.

3. **Core Responsibilities/Criteria of All Faculty**

   - **Engage in and document at least one scholarly and/or creative activity.**

      Examples of activities for first-year and one/three year faculty: activities may include, but are not limited to, conference attendance, membership in professional organizations, conference presentations, academic coursework, scholarly research, publications, and grant activity.

      Examples of activities for one/three year faculty (except long-term faculty on one-year appointment): the activity/activities must be consonant with the number of years of teaching experience, with the number of years of experience teaching in the VCCS and with the high standards of performance demonstrated by other faculty on one/three-year appointments.

Examples of Activities for five-year faculty and senior one-year faculty: the activities must be consonant with the high stands of senior faculty. Activities may include, **but are not limited to**:

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

- Faculty and Deans are encouraged to consider other activities as well as those examples presented in this appendix. Objectives in Appendix B might be a valuable additional another source of activities.

Service

1. **Definition:** Service is the quality participation and commitment to students, college/or community organizations. Participation in these activities is not done for extra compensation, but is an expectation of one's activities as a professional educator. Service activities are divided into three categories: college representation, college citizenship and community citizenship.

2. **Focus of Effort:** All faculty members must focus at least 10% of their effort in this domain.

3. **Core Responsibilities/Criteria of All Faculty**

- **Engage in one or more service activities**

    Examples of activities for first–year faculty:
    Examples of activities are participation in student clubs/activities, attendance at college activities where participation is voluntary, service to professional organizations related to teaching or the instructor's discipline, or service to a community organization.

    Examples of activities for one/three-year faculty except long-term one-year faculty:

    Provide evidence of significant and meaningful engagement in service activities consonant with the number of years of teaching experience, with the number of years of experience teaching in the VCCS, and with the high standards of performance demonstrated by other faculty on one/three year appointments.

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

Examples of activities for five-year faculty and long-term one-year faculty:

- Engage in and document one or more service activities consonant with the high standards of senior faculty. Activities may include, but are not limited to:
  - Take the (co) sponsor role in a student organization.
  - Take a leadership role in a college or VCCS Foundation activity or participate in activities sponsored by the college or VCCS Foundation.
  - Attend college activities for which participation is not mandatory.
  - Take a leadership or service role in one or more professional organizations.
  - Serve as a judge/juror for a community activity

- Faculty and Deans are encouraged to consider other activities as well as those examples presented in this appendix. Objectives in Appendix B might be a valuable additional another source of activities.

Institutional Responsibility

1. **Definition:** Performing assigned or presumed duties according to one's role at the college. These activities support and advance both the mission of the VCCS and the College to enhance the effective functioning of the college – including the business processes. 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.

2. **Focus of Effort:** All faculty members must focus at least 10% of their effort in this domain.

3. **Core Responsibilities/Criteria for All Faculty:**
   - Satisfactorily participate in the development and execution of Annual Performance and Professional Development Objectives.
   - Demonstrate the knowledge, skills, abilities and behaviors representative of teaching faculty excellence at the college and in the VCCS. (First-year faculty must show satisfactory progress in developing knowledge, skills, abilities, behaviors.)
   - Publish office hours and make oneself available for consultation with students and advisees during those published hours throughout the semester.
   - Fulfill responsibilities as an academic advisor to students (if applicable).
   - Satisfactorily participate in required department, division, campus, committee, and college meetings.
   - Submit accurate and punctual attendance reports, grade reports, and other required department, division, and college documentation.
   - Satisfactorily perform assigned administrative, supervisory, leadership, or other non-teaching duties.

- Demonstrate knowledge of and adherence to college and VCCS policies.
- Actively contribute to one's peer teaching community at the college
- Establish (for first-year faculty) or maintain (for all other faculty) collegial working relationships with faculty, staff and administrators.

Additional Responsibilities/Criteria for One/Three, Five-year Faculty and Long-term One-Year Faculty:

- Engage in and document one or more institutional responsibility activities consonant with the number of years of teaching experience, with the number of years of experience teaching in the VCCS, and with the high standards of performance demonstrated by other faculty on one /three-year appointments or with the high standards of senior faculty for those on five-year (or long-term one-year) appointments.

    Activities may include, but are not limited to:
    - Implement and facilitate the adoption by others of an innovative advising best practice.
    - Take a leadership role in one's academic discipline or academic department/division at the college to include chairing a committee or leading a special project.
    - Actively participate on ad hoc college or VCCS committees/projects.
    - Take a leadership role in an activity or initiative that reaches out to staff, administrators, or faculty outside one's department/division to advance a cross-functional area approach to student service/success.
    - Mentor a new full-time or new or returning part-time faculty member in one's department/division.
    - Engage activities that strengthen relationships with K-12 or four-year school partners.

- Faculty and Deans are encouraged to consider other activities as well as those examples presented in this appendix. Objectives in Appendix B might be a valuable additional another source of activities.

II. **Standards of Performance on Core Responsibilities/ Criteria by Appointment to "Meet Expectations" during a Full Performance Evaluation[2]**

Appointment	Performance Standard on Core Responsibilities/Criteria *in each Domain* to "Meet Expectations" in the domain
First-Year Appointment	Mastery of a significant majority of the individual criteria and satisfactory progress towards mastery of those criteria where improvement is needed.
One/three year Appointment (except for long-term faculty on one-year appointment)	Mastery of the overwhelming majority of the individual criteria in the teaching domain and satisfactory progress towards mastery of those criteria where improvement is needed
Five-Year Appointment or long-term faculty on one-year appointment	Mastery of almost all of the criteria in each domain and satisfactory progress toward mastery of those criteria where improvement is needed.

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[2] PVCC faculty and administration recognize that even long-term excellent faculty members may fail to fully master a few of their responsibilities/expectations/criteria. Therefore, in the spirit of continuous improvement, PVCC faculty are encouraged to identify the areas in which they need improvement and set goals in their IDPP's to address these areas.

Appendix B

Individual Development & Performance Plan (IDPP) Objectives

As part of a continuous improvement process, all faculty members must set objectives in their annual IDPPs in the domains as specified below. The purpose of setting specific objectives is to focus attention on enhancing various aspects of faculty performance with the ultimate goal of enhancing student success.

General Guidelines:

- All objectives should be clearly stated in one or two sentences.
- All objectives should specify a specific outcome, not describe an activity.
- All faculty (except first-semester faculty for whom the college has set objectives) should establish objective(s) in area(s) needing improvement or enhancement. They should reflect upon their previous evaluations as they consider what objectives to establish.
- All objectives should have a target completion date.
- All objectives should include a list of activities to support the achievement of the objectives.
- All objectives should indicate any resources required, including non-monetary resources such as faculty time.
- All objectives should establish qualitative and/or quantitative measures to use for evaluation of performance.
- The objectives must meet with the dean's approval, and the dean may add objectives (after consulting with the faculty member) if additional objectives are necessary to meet departmental or college strategic goals.

To "meet expectations" on the IDPP during a full performance evaluation faculty must demonstrate satisfactory attention to, progress on, assessment of, and reflection on performance and professional development objectives. They also must have completed their Individual Development and Performance Plan for the following period.

Teaching Domain

All faculty members must set at least one annual objective in the teaching domain to improve or enhance some aspect of their teaching responsibilities.

Objective for First-semester, first-year faculty:
- 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. If possible, the dean will get input from the new faculty member before assigning a strategy for the new faculty member.

Objective for second-semester, first-year faculty:

- 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. Second semester faculty will choose, in consultation with the dean, the specific target for improvement and strategy to achieve the improvement.

Objective(s) for all other faculty:

One modest objective may be sufficient for second year, third year faculty and other faculty who are focusing at least 50% of their effort in this domain. Multi-year faculty and senior one-year faculty with a heavier than 50% teaching focus should develop *a more substantial agenda*. A more substantial agenda (set in consultation with the dean) might entail one significant objective or multiple smaller objectives.

Examples of Teaching Objectives
- Update course(s)/revise content of course(s)   - Develop new section(s) of a course   - Develop new assessments for course(s)   - Revise/update Blackboard content   - Develop a new course   - Develop a new program   - Major revision of course content   - Create practice and ancillary materials   - Compile online resources   - Experiment with alternative methods of presenting material   - Implement new text and materials   - Explore ways to improve student retention   - Integrate suggestions from student evaluations   - Research/implement "best practices" for in-class or online activities, review and assessment materials   - Reassess and adjust grading procedures.   - Revise curriculum

Scholarly and Creative Engagement

All faculty must set at least one annual objective in the scholarly and creative engagement domain.

Objective for first-semester, first-year faculty:

> Attend the VCCS New Faculty seminar, a VCCS Peer Conference, or another teaching related conference, seminar, workshop, or course; or work with a mentor to become acclimated to the college mission, vision, and goals and/or to develop one's instructional effectiveness. If possible, the dean will get input from the new faculty member before assigning this objective.

Objective for second-semester, first-year faculty:

> 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. (Faculty who enter with a certification or course credit in online instruction are exempt from this objective if the dean approves their certification/course credit.)

> For faculty anticipated to teach only on-campus courses: Earn certification or course credit in teaching with technology. (Faculty who enter with a certification or course credit in teaching with technology are exempt from this objective if the dean approves their certification/course credit.)

> Second-semester, first-year faculty who are exempt from both of the objectives directly above must instead choose a teaching-related conference, seminar, workshop, or course or work with a mentor of their choosing.

Objective(s) for all other faculty:

> One modest objective may be sufficient for second year, third year and other faculty who are focusing 10% of their effort in this domain.

> Any faculty member who will be teaching at least one hybrid or online course during the plan year and has not already earned an online certification or received other education in online instruction (these would have been approved by the dean) must set an objective to become educated in online instruction.

> Multi-year and senior one-year faculty with a heavy scholarly/creative engagement focus should develop *a more substantial agenda*. A more substantial agenda (set in consultation with the dean) might entail one significant objective or multiple smaller objectives.

Examples of Scholarly and Creative Engagement Objectives
• Attend professional seminar(s) • Attend professional conferences • Consult in field • Apply for grants

- Participate in professional/business activities in the field
- Create artistic work for public display
- Research academic topic(s) in professional discipline
- Take graduate course, set up an individualized plan of instruction
- Serve as principal investigator of grant
- Publish professional work
- Make presentation at professional conference
- Work toward certification in field
- Actively participate in a professional organization
- Take seminars, courses, certifications, etc. in online learning, technology, etc. (recommended for senior faculty who would benefit from enhancing their knowledge of online education techniques and new technology)

Service

All faculty must set at least one annual objective in the service engagement domain.

Objective for first-semester, first-year faculty:

> Volunteer to participate in a college or community service organization or activity. If possible, the dean will get input from the new faculty member before assigning a specific organization/activity.

Objective for second-semester, first-year faculty:

> Volunteer to participate in a college or community service organization or activity. Second-semester faculty will choose the specific activity, which, as with all objectives, must be approved by the dean.

Objective(s) for all other faculty: Faculty should reflect on the Core Responsibilities/Criteria and consider their previous plans and evaluations to identify at least one objective.

> One modest objective may be sufficient for second year and third year faculty. Experienced faculty on either a multi-year or one-year appointments who have a heavy service focus should develop *a more substantial agenda*. A more substantial agenda (set in consultation with the dean) might entail one significant objective or multiple smaller objectives.

Examples of Service Objectives

- Attend student competitions and performances
- Actively participate on PVCC ad hoc or standing committee(s)
- Attend VCCS Peer Group Meetings
- Actively participate in a local, regional, or national civic organization as a designated representative of PVCC
- Participate in community activities (such as the United Way Day of Caring) as a representative of the college
- Advise Student Organizations/Clubs
- Serve as Chair of PVCC Committee, task force, subcommittee
- Lead a local, regional or national civic organization acting as a community resident who happens to be a college employee.

Institutional Responsibility

All faculty must set at least one annual objective in the institutional responsibility domain.

Objective for First-semester, first-year faculty:

> 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. If possible, the dean will discuss the specifics of this objective with the faculty member before assigning this objective.

Objective for second-semester, first-year faculty:

> Participate in an activity in support of the strategic goals of the college/VCCS. Documentation of this must specifically identify the strategic goal, the activity, and reflections and plans for further action. Second semester faculty will choose, in consultation with the dean, the specific activity.

Objective(s) for all other faculty:

> Faculty should reflect on the Core Responsibilities/Criteria and consider their previous plans and evaluations to identify at least one objective

> One modest objective may be sufficient for second and third year faculty. Experienced faculty on multi-year or one-year appointments with a heavy institutional responsibility focus should develop *a more substantial agenda*. A more substantial agenda (set in consultation with the dean) might entail one significant objective or multiple smaller objectives.

Examples of Institutional Responsibility Objectives

- Serve as program head (with or without released time)
- Evaluate program performance using Weave Online (or other software/method) (with or without released time)
- Write program review and evaluation reports (with or without released time)
- Work in the Admissions and Advising Center more than required (with or without released time)
- Mentor new full-time or part-time faculty (with or without released time)
- Assigned leadership duties (with or without released time)
- Other assigned administrative duties (with or without released time)
- 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.
- Participate in an activity in support of the strategic goals of the college/VCCS. Documentation of this must specifically identify the strategic goal, the activity, and reflections and plans for further action.

Appendix C: IDDP Form
Individual Development & Performance Plan
& Evaluation Form
This form will be available electronically (name the formats) at
http://www.pvcc.edu/faculty_staff/forms_central.php.
The answer boxes will expand to fit responses of any length.

Faculty Name	Division
Period Covered by IDPP (semester/year or year)	
Period Covered by Full Evaluation (if not applicable, write N/A)	

This document provides a template for planning and evaluating performance in the four domains of the full-time faculty job.

Each domain is divided into three parts:

> **Part I, Plan**: the faculty member presents her/his Individual Development and Performance Plan for the period and the Dean reviews/comments on and either approves the plan or requires revision before giving final approval.
>> *Follow Steps & Timetable on page 3* of PVCC's Faculty Development & Evaluation Plan (the Plan).
>> *Requirements for Domain Focus of Effort & Objectives* are presented in Appendices A and B of the Plan. N.B., first semester faculty must list assigned objectives.

> **Part II, IDPP Evaluation**: the faculty member evaluates her/his performance with respect to the objectives set on the IDPP only, and the dean evaluates the faculty member's IDPP progress.
>> IDPP-only Evaluation:
>> During an IDPP-Only evaluation, this is the final step of the evaluation process.
>> *Follow Steps and Timetable on pages 4 & 5* of the Plan.

>> Full Performance Evaluation:
>> During a Full Performance Evaluation, evaluation of progress on the IDPP is one component of the full evaluation. The faculty member and dean use this section of the form for the IDPP part of the Full Performance Evaluation.
>> *Follow Steps and Timetable on pages 6 & 9* of the Plan.

> **Part III, Full Evaluation (all aspects of performance other than IDPP performance)**: the faculty member undergoing a full-evaluation writes a self-evaluation of all aspects of his/her performance (including performance on core responsibilities/criteria) other than those addressed in their self-evaluation of the IDPP.   The dean then writes a full-evaluation of the faculty member's

performance and rates each domain and overall performance. *Follow Steps and Timetable* on
pages 6-9 of The Plan.

Teaching Domain –Part I
Domain Focus of Effort_____

Domain Focus of Effort must follow requirements set in Appendix A

Faculty: List planned objective(s) following requirements in Appendix B*. For each objective, prepare a description of the objective, supporting activities, resources required, target dates and measures of success.*
Faculty Signature: Date Submitted:
Dean: Comments
Dean Signature: Date Approved:

Teaching Domain – Part II
Evaluation of IDPP

Faculty: Prepare a self-evaluation of your IDPP performance.
Faculty Signature: Date Submitted:
Dean: Prepare an evaluation of faculty member's progress on IDPP objectives.
Dean Signature: Date:
*The Dean dates/signs here after meeting with the faculty member at **the end of an IDPP-only evaluation.***

Teaching Domain - Part III
Full Performance Evaluation – Include Performance on Core Responsibilities/Criteria

| **Faculty Self-Evaluation** (Step 1, pages 6 & 7 of The Plan)
Faculty on one-year appointments: Prepare a self-evaluation of your overall performance, excluding progress on IDPP objectives listed on this form.
Faculty in final year of multi-year appointments: Prepare a self-evaluation of your overall performance for the appointment period. Since progress on past years' IDPP objectives is not included above, be sure to summarize overall IDPP progress for the appointment period as part of this full self-evaluation. |
| --- |
| |
| **Dean:** Prepare a full evaluation of the faculty member's performance.   (Step 3, pages 7 & 8 of The Plan) |
| |

Dean: Rate Teaching Performance (Step 3, pages 7 & 8 of The Plan)	
_____Meets Expectations	_____Does Not Meet Expectations

Scholarly and Creative Engagement Domain – Part I
Domain Focus of Effort_____
Focus of Effort must follow requirements set in Appendix A

Faculty: List planned objective(s) following requirements in Appendix B. *For each objective, prepare a description of the objective, supporting activities, resources required, target dates and measures of success.*
Faculty Signature: Date Submitted:
Dean: Comments
Dean Signature: Date Approved:

Scholarly and Creative Engagement Domain – Part II
Evaluation of IDPP

Faculty: Prepare a self-evaluation of your IDPP performance.
Faculty Signature: Date Submitted:
Dean: Prepare an evaluation of faculty member's progress on IDPP objectives.
Dean Signature: Date: *The Dean dates/signs here after meeting with the faculty member at the end of an IDPP-only evaluation.*

Scholarly and Creative Engagement Domain – Part III
Full Performance Evaluation – Include Performance on Core Responsibilities/Criteria

Faculty Self-Evaluation (Step 1, pages 6 & 7 of The Plan) *Faculty on one-year appointments*: Prepare a self-evaluation of your overall performance, excluding progress on IDPP objectives listed on this form. *Faculty in final year of multi-year appointments*: Prepare a self-evaluation of your overall performance for the appointment period. Since progress on past years' IDPP objectives is not included above, be sure to summarize overall IDPP progress for the appointment period as part of this full self-evaluation.
Dean: Prepare a full evaluation of the faculty member's performance. (Step 3, pages 7 & 8 of The Plan)

Dean: Rate Scholarly and Creative Engagement Performance (Step 3, page 8 of The Plan)
_____Meets Expectations   _____Does Not Meet Expectations

Service Domain—Part I
Domain Focus of Effort_____
Focus of Effort must follow requirements set in Appendix A

Faculty: List planned objective(s) following requirements in Appendix B*. For each objective, prepare a description of the objective, supporting activities, resources required, target dates and measures of success.*
Faculty Signature: Date Submitted:
Dean: Comments
Dean Signature: Date Approved:

Service Domain—Part II
Evaluation of IDPP

Faculty: Prepare a self-evaluation of your IDPP performance.
Faculty Signature: Date Submitted:
Dean: Prepare an evaluation of faculty member's progress on IDPP objectives.
Dean Signature: Date:
*The Dean dates/signs here after meeting with the faculty member at **the end of an IDPP-only evaluation.***

Service Domain—Part III
Full Performance Evaluation – Include Performance on Core Responsibilities /Criteria

Faculty Self-Evaluation (Step 1, pages 6 & 7 of The Plan) *Faculty on one-year appointments*: Prepare a self-evaluation of your overall performance, excluding progress on IDPP objectives listed on this form. *Faculty in final year of multi-year appointments*: Prepare a self-evaluation of your overall performance for the appointment period. Since progress on past years' IDPP objectives is not included above, be sure to summarize overall IDPP progress for the appointment period as part of this full self-evaluation.
Dean: Prepare a full evaluation of the faculty member's performance. (Step 3, pages 7 & 8 of The Plan)

Dean: Rate Service Performance (Step 3, page 8 of The Plan)
_____Meets Expectations   _____Does Not Meet Expectations

Institutional Responsibility Domain—Part I
Domain Focus of Effort_____
Focus of Effort must follow requirements set in Appendix A

Faculty: List planned objective(s) following requirements in Appendix B*. For each objective, prepare a description of the objective, supporting activities, resources required, target dates and measures of success.*
Faculty Signature: Date Submitted:
Dean: Comments
Dean Signature: Date Approved:

Institutional Responsibility Domain – Part II
Evaluation of IDPP Performance

Faculty: Prepare a self-evaluation of your IDPP performance.
Faculty Signature: Date Submitted:
Dean: Prepare an evaluation of faculty member's progress on IDPP objectives.
Dean Signature: Date:
*The Dean dates/signs here after meeting with the faculty member at **the end of an IDPP-only evaluation.***

Institutional Responsibility Domain—Part III
Full Performance Evaluation – Include Performance on Core Responsibilities/Criteria

Faculty Self-Evaluation (Step 1, pages 6&7 of The Plan) *Faculty on one-year appointments*: Prepare a self-evaluation of your overall performance, excluding progress on IDPP objectives listed on this form. *Faculty in final year of multi-year appointments*: Prepare a self-evaluation of your overall performance for the appointment period. Since progress on past years' IDPP objectives is not included above, be sure to summarize overall IDPP progress for the appointment period as part of this full self-evaluation.
Dean: Prepare a full evaluation of the faculty member's performance. (Step 3, pages 7 & 8 of The Plan)

Dean: Rate Institutional Responsibility (Step 3, page 8 of The Plan)

_____Meets Expectations   _____Does Not Meet Expectations

OVERALL PERFORMANCE RATING
Dean: Rate Overall Performance (Follow Instructions in Step 3, page 9 of the Plan)
_____Meets Expectations   _____Does Not Meet Expectations

Dean Name:	
Dean Signature:	**Date:**
Dean Comments:	
Faculty Signature:	**Date:**
Faculty Comments:	

Appendix D: Student Rating of Instruction Form

Strongly Disagree to Strongly Agree (1-5):

1. The instructor was consistently prepared for this course.

O Strongly Disagree   O Disagree O Neither Agree or Disagree   O Agree   O Strongly Agree

2. The instructor clearly explained course requirements.

O Strongly Disagree   O Disagree O Neither Agree or Disagree   O Agree   O Strongly Agree

3. The instructor clearly described what I was expected to learn in this course.

O Strongly Disagree   O Disagree O Neither Agree or Disagree   O Agree   O Strongly Agree

4. Graded assignments appropriately tested my knowledge of what I was expected to learn.

O Strongly Disagree   O Disagree O Neither Agree or Disagree   O Agree   O Strongly Agree

5. The instructor used methods that helped me learn the course content.

O Strongly Disagree   O Disagree O Neither Agree or Disagree   O Agree   O Strongly Agree

6. The instructor was helpful when I didn't understand the material being presented.

O Strongly Disagree   O Disagree O Neither Agree or Disagree   O Agree   O Strongly Agree

7. The instructor was available to assist me outside of class during posted office hours.

O Strongly Disagree   O Disagree O Neither Agree or Disagree   O Agree   O Strongly Agree

8. The instructor returned graded materials in sufficient time to help me incorporate results into subsequent assignments/tests.

O Strongly Disagree   O Disagree O Neither Agree or Disagree   O Agree   O Strongly Agree

9. The instructor maintained a supportive learning environment for students in this class.

O Strongly Disagree   O Disagree O Neither Agree or Disagree   O Agree   O Strongly Agree

10. Overall, I rate the quality of instruction in this class as:

O Very Low   O Below Average   O Average   O Above Average   O Very High

11. What are some things that your instructor has done especially well?

12. What suggestions do you have for the improvement of this course?

13. What would you tell another student who asked you about this course?

Appendix E: Transition Plan to the New PVCC Faculty Development and Evaluation Plan

All faculty members *(other than those hired to begin at PVCC in August 2013)* will complete the self-evaluation part of the full performance evaluation under the old faculty evaluation plan (including evaluation of IDP performance) for academic year 2012-2013 no later than 9/15/2013. The dean will assign ratings to each segment and an overall rating using the old evaluation plan ratings no later than 10/15/2013.

Faculty on one-year appointments during the 2013-2014 academic year will follow the new evaluation plan as follows:
- New faculty members will establish IDPPs for their first three semesters (fall 2013, spring & fall 2014) following the Timetable for IDPP Planning and will undergo full performance evaluations following the Timetable for Full Performance Evaluation.
- Other faculty members on one year appointments will establish 2014 IDPPs near the end of 2013 following the Timetable for IDPP Planning and will undergo a Full Performance Evaluation for 2014 near the end of 2014 following the Timetable for Full Performance Evaluation.

Faculty members whose final multi-year **appointment year is the 2013-2014 academic year** will not undergo the Full Performance Evaluation in November 2014 normally required following the Timetable for Full Performance Evaluation because they will have been fully evaluated under the Old System for all but the final semester of their appointment. These faculty members will establish their 2014 IDPPs near the end of 2013 following the Timetable for IDPP Planning and be subject to future yearly IDPP-Only Review and future Full Performance Evaluation as specified in the new plan. These faculty members are deemed to carry a "Meets Expectations" rating through November 30 of the final year of their next multi-year appointment.

Faculty members on multi-year appointments who are in year one or two of a three-year appointment or in years one, two, three or four of a five-year appointment during the 2013-2014 academic year will follow the new system requirements for 2014. They will establish their 2014 IDPPs near the end of 2013 following the Timetable for IDPP Planning. They will complete IDPP-Only reviews at the end of all but the last year of the appointment following the Timetable for IDPP-Only Evaluation. They will be subject to Full Performance Evaluations near the end of the final year of the appointment in accord with the Timetable for Full Performance Evaluation. These faculty members are deemed to carry a "Meets Expectations" rating through November 30 of the final year of the multi-year appointment. The Full Performance Evaluation under the new plan will necessarily draw upon any IDPP-only reviews completed under the new plan and any full performance evaluations completed under the old plan.

Faculty Contract/Appointment proposals issued in Spring 2014
For all faculty (except those hired to begin in the fall of 2013), contracts/appointment proposals will be issued based upon the results of the 2012-13 evaluation completed by 10/15/2013 under the old evaluation plan. For new faculty hired in the fall semester 2013, contracts/appointment proposals will be issued based upon the results of the fall semester 2013 and spring semester 2014 Full Performance Evaluations completed by 12/10/2013 and 3/10/2014 under the new plan. All faculty contracts/appointment proposals issued after spring, 2014 will be based on results of Full Performance Evaluations completed under the new plan.

Appendix F: Faculty Rewards and Recognition Nomination Forms

Full-time Faculty Recognition Award Nomination Form

Name of Nominee:
Teaching Discipline/Academic Division:

Rationale for Nomination: Please provide a brief narrative describing the activity, behavior or contribution worthy of recognition in teaching, scholarly or creative engagement, service to the college or institutional responsibility.

Name of Nominator:
Title:
Signature:
Date:

Full-time Faculty Reward Nomination Form

Name of Nominee:
Academic Discipline/Division:

For which award(s) are you submitting this nomination?

☐The Faculty Teaching Effectiveness Award
☐The Faculty Scholarly and Creative Engagement Award
☐The Faculty Institutional Responsibility Award
☐The Faculty Community Impact Award
☐ Excellence Award

Rationale for Nomination: Please provide a brief narrative describing the activity/activities, behavior(s) and/or contributions worthy of recognition in teaching, scholarly and creative engagement, service to the college and/or institutional responsibility.

Name of Nominator:
Title:
Signature:
Date:

Appendix G: Classroom Observation Assessment Form

DIRECTIONS

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

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

PART 1: OBJECTIVES

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

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

PART 2: ASSESSMENT

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

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

7. The instructor employed methods to target a variety of student learning styles.		
☐ YES	☐ NO	☐ PARTIALLY
Comments:		

8. The instructor effectively used support materials (e.g., technology, media, handouts, etc.) to achieve instructional objectives.		
☐ YES	☐ NO	☐ PARTIALLY
Comments:		

9. The stated learning outcomes were achieved.		
☐ YES	☐ NO	☐ 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, both verbally and in writing (e.g. through Blackboard, on the chalkboard, in the syllabus), the assignments due for the next class session(s).		
☐ YES	☐ NO	☐ PARTIALLY
Comments:		

11. Within the categories of (1) instructional design, (2) instructional delivery, (3) instructional effectiveness, and (4) instructional expertise, identify a total of 3-5 specific instances where the instructor exceeded expectations. (If the instructor did not exceed expectations in any of the four areas, please note that.)
Comments:

12. Within the categories of (1) instructional design, (2) instructional delivery, (3) instructional effectiveness, and (4) instructional expertise, identify a total of 3-5 specific teaching behaviors the instructor could improve upon. (Note: A behavior targeted for improvement does not necessarily indicate subpar performance; instead, it may indicate the potential to further develop an excellence.)
Comments:

PART 3: RESPONSE

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

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

_____   _____

Instructor Signature   Date

_____   _____

Dean Signature   Date