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

Introduction

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

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

Instructions

1. The dean/supervisor will communicate the expectations for senior faculty near the start of the first semester of the evaluation cycle (an in-person conference is recommended).
2. The dean/supervisor will explain to the faculty member the evaluation process, including the evaluation criteria, the data sources for the evaluation, how a summative rating is determined, and the implications of summative ratings of "Meets Expectations" and "Does Not Meet Expectations," including potential impact on continued employment.

Part 1: Faculty Member

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

Part 2: Evaluator

☐ Supervisor ☐ Self	Printed Name of Evaluator

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

Part 3: **Performance Evaluation**

Expectations	Comments
TEACHING DOMAIN *Definition*: Creating a learning environment that facilitates students' acquisition of knowledge and skills in a subject (i.e. instructional design, instructional delivery, instructional effectiveness, instructional expertise). *Standard*: For each component of the teaching domain (instructional design, instructional delivery, instructional effectiveness, and instructional expertise) in every year of the appointment term the faculty member must demonstrate <u>mastery of a significant majority of the bulleted criteria</u> and <u>satisfactory progress toward mastery of those criteria where improvement is needed</u>. *Instructional Design* • For each course section taught, develop and/or utilize a course syllabus (course policies and course calendar) that is complete, accurate, and compliant with college standards. • Distribute the syllabus to students on or before the start date for each course. • Select high-quality learning resources, such as textbooks, bearing in mind appropriateness, necessity, accessibility, and cost. • Design learning activities and materials that facilitate student engagement, active learning, critical thinking, and achievement of prescribed course outcomes. • Design assessment strategies that effectively measure student achievement of prescribed course outcomes. • Follow college policies and procedures for administering and encouraging participation in student surveys of instruction in all course sections taught for the purpose of receiving summative and formative feedback to inform revisions to instructional design. • Analyze previous semesters' student ratings of instruction and other student feedback about instructional design, identify areas for improvement, and implement an action plan to accomplish that improvement. • 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	

Expectations	Comments
three years, or substantially redesign a course that the instructor has taught in the previous three years.	
Instructional Delivery • Align course activities with target learning outcomes. • Employ activities that foster faculty-student interaction. • Employ methods that facilitate active learning. • Employ methods that develop students' high order cognitive skills, such as analyzing, evaluating, and creating. • Employ required texts and other resources, including resources designated as required by the department or division, to achieve instructional objectives. • Employ technology and other supporting materials to achieve instructional objectives. • Respond constructively and respectfully to student comments and questions. • Respond promptly (usually by the end of the next business day) to student phone, email, or other communications. • Foster communication with students outside of class meeting times. • Provide students with prompt feedback (usually within one week) on activities and assignments. • Follow college policies and procedures for administering and encouraging participation in student surveys of instruction in all course sections taught for the purpose of receiving summative and formative feedback to inform revisions to instructional delivery. • Analyze previous semesters' student ratings of instruction and other student feedback about instructional delivery, identify areas for improvement, and implement an action plan to accomplish that improvement. • Engage in instructional delivery activities consonant with the high standards of senior faculty, such as adopt a new textbook or other core learning resource for at least one class; substantially alter a major test, written assignment or other assignment; substantially alter activities or introduce new activities that are substantially different from previous activities in one or more courses; or implement a substantially different pedagogy in one or more courses.	
Instructional Effectiveness • Conduct timely assessments of student learning. • Deliver instruction effectively to foster student success as measured by student performance in related subsequent	

Expectations	Comments
coursework and/or external tests or certifications (if applicable). • Follow college policies and procedures for administering and encouraging participation in student surveys of instruction in all course sections taught for the purpose of receiving summative and formative feedback to inform revisions to instructional effectiveness. • Analyze previous semesters' student ratings of instruction and other student feedback about instructional effectiveness, identify areas for improvement, and implement an action plan to accomplish that improvement. • Engage in instructional effectiveness activities consonant with the high standards of senior faculty, such as implement a new activity to assess instructional effectiveness in a course, implement a new activity to assess instructional effectiveness for students after they exit a course, or utilize an existing assessment of instructional effectiveness in a substantially new way. For any of these activities demonstrate modifications to instructional design and delivery based on the results of the assessment.	
Instructional Expertise • Demonstrate currency in academic discipline. • Demonstrate currency in methods of teaching and learning. • Demonstrate currency in instructional technology. • Follow college policies and procedures for administering and encouraging participation in student surveys of instruction in all course sections taught for the purpose of receiving summative and formative feedback to inform revisions to instructional expertise. • Analyze previous semesters' student ratings of instruction and other student feedback about instructional expertise, identify areas for improvement, and implement an action plan to accomplish that improvement. • Engage in instructional expertise activities consonant with the high standards of senior faculty, such as activities to advance one's instructional expertise in the instructor's academic discipline and activities in the area of teaching effectiveness. Provide evidence for how the instructional expertise activities changed instructional design, instructional delivery, and/or instructional effectiveness.	

TEACHING DOMAIN EVALUATION

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

SCHOLARLY AND CREATIVE ENGAGEMENT
 	
Definition: Activities specifically associated with the faculty member's formally recognized area of expertise.
 	
Standard: In every year of the appointment term the faculty member must meet the criterion below.
 	
• Engage in and document one or more scholarly and/or creative activities consonant with the high standards of senior faculty. Activities may include, but are not limited to
 	
    ○ Publish in peer-reviewed forums in one's academic discipline or the general area of college teaching.
    ○ Present creative works in forums for which admission/acceptance is competitive.
    ○ Participate in multiple activities of professional organizations.
    ○ Present at professional conferences.
    ○ Organize or lead workshops, seminars, or other training activities for one's peers.
    ○ Earn graduate credits or a degree.
    ○ Earn a professional or industry certification.
    ○ Conduct scholarly research.
    ○ Write, receive, or review job-related grants.	

SCHOLARLY AND CREATIVE ENGAGEMENT DOMAIN EVALUATION

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

INSTITUTIONAL RESPONSIBILITY *Definition*: Performing assigned or presumed duties according to one's role at the college. These activities support and advance both the mission of the VCCS and the college to enhance the effective functioning of the college - including the business processes (i.e. advising students, adherence to college and VCCS policy, collegiality, administrative duties, departmental supervision or assigned college community leadership duties, additional duties as assigned). If an activity does not otherwise fit into Teaching, Scholarly and Creative Engagement, or Service, and the activity is job related, then it should be counted in the Institutional Responsibility domain. *Standard*: In every year of the appointment term the faculty member must demonstrate <u>mastery of a significant majority of the bulleted criteria</u> and <u>satisfactory progress toward mastery of those criteria where improvement is needed</u>. • Satisfactorily participate in the development and execution of Annual Performance and Professional Development Objectives. • Demonstrate the knowledge, skills, abilities, and behaviors representative of teaching faculty excellence at the college and	

in the VCCS congruent with the performance of five-year appointment faculty.	
- Publish office hours and make oneself available for consultation with students and advisees during those published hours throughout the semester. - Fulfill responsibilities as an academic advisor to students (if applicable). - Satisfactorily participate in required department, division, campus, committee, and college meetings. - Submit accurate and punctual attendance reports, grade reports, and other required department, division, and college documentation. - Satisfactorily perform assigned administrative, supervisory, leadership, or other non-teaching duties to include program review and assessment as required by SACS, other regulatory agencies, and/or ongoing best institutional practice. - Demonstrate knowledge of and adherence to college and VCCS policies. - Contribute to one's peer teaching community at the college. - Maintain collegial working relationships with faculty, staff, and administrators. - Engage in and document one or more institutional responsibility activities consonant with the high standards of senior faculty. Activities may include, but are not limited to - Implement and facilitate the adoption by others of an innovative advising best practice. - Take a leadership role in one's academic discipline or academic department/division at the college to include chairing a committee or leading a special project. - Actively participate on ad hoc college or VCCS committees/projects. - Take a leadership role in an activity or initiative that reaches out to staff, administrators, or faculty outside one's department/division to advance a cross-functional area approach to student service/success. - Mentor a new full-time or new or returning part-time faculty member in one's department/division. - Engage in activities that strengthen relationships with K-12 or four-year school partners. - Support the delivery of quality instruction in dual enrollment classes in the faculty member's discipline through activities such as mentoring of dual enrollment faculty, course content review, assessment activities, and classroom observation.	

INSTITUTIONAL RESPONSIBILITY DOMAIN EVALUATION

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

SERVICE

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

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

Standard: In every year of the appointment term the faculty member must meet the criterion below.

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

SERVICE DOMAIN EVALUATION

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

Overall Evaluation of Performance

During the evaluation cycle, the faculty member must

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

☐ **Meets Expectations**

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

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

_____   _____
Evaluator Signature   Date