

SWCC FACULTY EVALUATION PLAN
2023

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PREAMBLE

The Faculty Development and Evaluation System establishes the process by which SWCC's faculty members document their own professional growth, development, and performance. Faculty are expected to pursue high standards, challenging goals, and teaching excellence. They can expect that their dean or supervisor will provide guidance, support, encouragement, due recognition, and a fair assessment of each faculty member's contributions to the college's mission. SWCC administration intends to honor those who have chosen to serve others, who share their passion and commitment for learning with others, and who lead by demonstrating their beliefs through continuous learning and improvement.

GUIDING PRINCIPLES

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

- SWCC fosters a culture of high performance and a shared commitment to the mission of the VCCS and the Colleges.
- SWCC's faculty members pledge to build a diverse, equitable, and inclusive campus community.
- A commitment to excellence with a focus on student success should be evident in all that SWCC faculty do.
- Faculty efforts must encompass effective performance in teaching, service, scholarly and creative engagement, and institutional responsibility.
- Faculty must 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 and mutually reinforcing of each other.
- Evidence must inform evaluation and professional development decisions.
- Achievements should be recognized.
- Exemplary performance should be rewarded.
- Peer involvement and collaboration are strongly encouraged.
- Stakeholders who use the Faculty Development and Evaluation process should be well-trained in its purpose and use.

OVERVIEW OF FULL-TIME FACULTY EVALUATION SYSTEM

FACULTY DEVELOPMENT AND EVALUATION SYSTEM SUMMARY

The Faculty Evaluation System includes three components: Evaluation, Annual Performance and Professional Development Objectives, and Reward and Recognition. Each component focuses on four domains of full-time teaching faculty activity: Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service. SWCC's Diversity, Equity, and Inclusion initiatives should be incorporated into these four domains as applicable to the individual faculty member and discipline.

- 1) **Evaluation:** The Full-time Teaching Faculty Development and Evaluation System includes two ratings—Meets Expectations or Does Not Meet Expectations—with an emphasis on high performance and continuous improvement in each of the four domains of faculty activity.
- 2) **Annual Performance and Professional Development Objectives:** Each faculty member will create four annual objectives for continuous professional improvement that align with all four domains of faculty activity—one objective for each domain. These objectives will be developed in consultation with and approved by the dean/supervisor.
- 3) **Reward and Recognition:** SWCC provides reward and recognition of outstanding service for faculty members whose performance exemplifies the highest standards of educational excellence in one or more of the four domains of faculty activity. Faculty members who receive evaluations of “Meets Expectations” are eligible to participate in the Reward and Recognition System.

REVIEW AND REVISION PROCESS

At least once every two years, the SWCC Full-Time Faculty Development and Evaluation Plan must be reviewed. The review process provides the opportunity for involvement of all full-time teaching faculty. Recommendations for change must be approved by a majority of the voting faculty, either in person or by absentee ballot.

Next, it must be submitted to the president for approval. If the recommended changes are not approved, the president submits recommended modifications for further consideration and re-submission.

The new plan must also be certified by the Chancellor as adhering to the philosophy, policy, and technical requirements of the VCCS Faculty Development and Evaluation System.

SWCC's existing plan will remain in effect unless or until a revised plan is approved by a majority of the voting faculty, approved by the college president, and certified by the Chancellor.

EVALUATION SYSTEM SCHEDULE AND OVERVIEW

The evaluation cycles for faculty on different appointments (first-year, second/third-year, and senior faculty appointments) are delineated below. A calendar of annual evaluation activities can be found in *Appendix A*. Evaluations will encompass all work performed during each of the calendar years (January-December) of the appointment.

- Probationary faculty members will be evaluated in both the fall and spring semesters of their first one-year appointment. For probationary teaching faculty members who are in their first one-year appointment, the summary rating will be assigned each semester; the second-semester evaluation will be assigned by March 15th of their first year of employment.
- Faculty working under their second-year or third-year appointment will receive summary ratings by March 15th for work performed during the previous calendar year (January-December).
- Senior faculty members (those beyond the first three continuous appointment years, whether on one-year or multi-year appointments) will receive their summary ratings by December 15th of the last year of the appointment.
- For all years, including the final year of a multi-year appointment, the faculty member will work with the dean/supervisor to develop individual Annual Performance and Professional Development Objectives.
- During the intervening years of a multi-year appointment, faculty members will be deemed to have met expectations if their previous rating was “Meets Expectations.” Therefore, they will be eligible to participate in the college Reward and Recognition plan, unless they fail to maintain acceptable college standards, including satisfactory performance on Annual Performance and Professional Development Objectives, as documented by the dean/supervisor.

EVALUATION RATINGS

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

EVALUATION DOMAINS AND WEIGHTS

To receive a summary rating of “Meets Expectations,” each teaching faculty member must demonstrate mastery of a significant majority of the individual criteria and satisfactory progress toward mastery of those criteria where improvement is needed for each of the four evaluation domains: Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service (see Tables 1.1 and 1.2). The evaluation will include all aspects of the teaching faculty job description as well as temporary assigned

administrative/professional duties, whether or not release time was granted. While percentages are given in Table 1 for the weighting of each of the four domains, SWCC's Plan uses a holistic, qualitative approach to evaluation. Therefore, the weights express the relative importance of each domain; they do not represent a numerical approach to evaluation.

All faculty will be held to the minimum weights described below, except in cases where faculty members are reassigned for more than 50% of their teaching load to other administrative/professional duties for a time period not to exceed two years. Faculty with more than 50% of normal teaching load reassigned to other administrative or professional duties will consult with their dean/supervisor to adjust the relative domain weights as necessary with the following stipulations: (1) teaching should always comprise the maximum percentage weighting allowed by the reduction in teaching duties (i.e. if the faculty member is teaching 40% of a regular load, teaching must be weighted at 40%), and (2) the supervisor will make the final determination of the domain weights and the expectations in each domain that the faculty member will be held to.

Table 1.1

Domain weightings based on faculty member's appointment

DOMAIN	1st Year Faculty	2nd/3rd-Year Faculty	Senior Faculty
Teaching	70%	60%	50%
Scholarly and Creative Engagement	10%	15%	20%
Service	10%	10%	10%
Institutional Responsibility	10%	15%	20%

Table 1.2

Domain definitions used for establishing college standard criteria.

DOMAIN	DEFINITION
Teaching	Creating a learning environment that facilitates students' acquisition of knowledge and skills in a subject (i.e. instructional design, instructional delivery, instructional effectiveness, and instructional expertise).
Scholarly and Creative Engagement	Activities specifically associated with the faculty member's formally recognized area of expertise.
Service	<p>Quality participation and commitment to students, college, and community organizations. Participation in these activities is not done for extra compensation, but is an expectation of a professional educator. Service activities are divided into three categories:</p> <p>1) College Representation: Service activities that involve a <u>direct</u> connection between the faculty member who engages in the specific activity and their position at the college.</p> <p>2) 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.</p> <p>Community Citizenship: Service activities in which the employee is acting as a community resident who also happens to be a college employee.</p>
Institutional Responsibility	Performing assigned or presumed duties according to faculty member'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.

CRITERIA FOR ACHIEVING THE “MEETS EXPECTATIONS” STANDARD FOR EACH DOMAIN COMPONENT

The criteria used for determining a summary rating of “Meets Expectations” for each domain component are included in the Faculty Evaluation Forms: *Appendix C* (Probationary First-Year Appointment), *Appendix D* (Second/Third-Year Appointment),

and *Appendix E* (Senior Faculty Appointments).

DATA SOURCES

The three required data source categories of self-evaluation, student ratings, and supervisor evaluation will be utilized to contribute to the summary rating for each domain as shown in Table 2. The faculty member must present information and evidence to validate a “meets expectations” summary rating. The dean/supervisor will utilize all available data and evidence to prepare a narrative report that supports the assignment of each individual domain rating used in the determination of the summary rating of “Meets Expectations” or “Does Not Meet Expectations.”

Table 2

Required data sources that contribute to domain summary ratings

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

SELF-EVALUATION

Faculty members must prepare and submit a written narrative that includes a personal assessment of their performance in each of the required domain categories, including student outcomes and/or written statements provided to the faculty member that are pertinent to the faculty member’s teaching self-rating. This narrative should align with the expectations detailed in the Faculty Evaluation Form (*Appendix C, D, or E*, as appropriate to the faculty member’s appointment status) and should also include:

- A professional and college activities report that is detailed enough to support the self-assignment of individual ratings of either “Meets Expectations” or “Does Not Meet Expectations” for each of the four domains—teaching, scholarly & creative engagement, service, and institutional responsibility.
- A discussion of goals met/unmet from each Annual Performance and

Professional Development objective pertinent to the current evaluation cycle (i.e. since the last full evaluation process).

- Any other factors as appropriate, such as, but not limited to, reassigned time worked, temporary duties, or additional administrative or professional duties.

STUDENT RATINGS (STUDENT COURSE EVALUATIONS)

The Student Course Evaluations should be viewed as one subjective data set and tool that points out strengths, weaknesses, and highlights pathways to improvement. Students in all class sections in all semesters will be asked to complete Student Course Evaluations. Student Course Evaluations from all class sections taught by the faculty member during full-time contract work (*Appendix F*) will be made available to the faculty member (currently through IOTA).

Student Evaluation feedback is subjective data and needs to be considered and treated as such. Student feedback can be valuable to showcase a faculty members strengths, as well as be potentially used for goal-building if possible. Student feedback is not to be used in any punitive sense towards the faculty member in this faculty evaluation process. The dean/supervisor may focus narrowly on portions of the student evaluation feedback to suggest goal-building.

Summer contract classes will be evaluated for all faculty, but the Student Course Evaluation for Summer work will not count toward the summary rating. Still, it is imperative that faculty members review the student course evaluations from summer courses.

SUPERVISOR EVALUATION

The dean/supervisor should also use available evidence of a faculty member's performance related to any other assigned duties as appropriate, such as, but not limited to, reassigned time, temporary duties, or additional administrative or professional duties. The above will be included in the determination of the summary rating of "Meets Expectations" or "Does Not Meet Expectations" on the appropriate Faculty Evaluation Form (*Appendix C, D, or E*, as appropriate to the faculty member's appointment status). The faculty member must achieve a "Meets Expectations" rating in each of the four domains to receive a summary rating of "Meets Expectations." In addition to the data sources detailed above, the dean/supervisor will also incorporate the following information:

- An assessment of the faculty member's progress in meeting goals set in the Annual Performance and Professional Development Plan(s) pertinent to the current evaluation cycle (i.e. since the last full evaluation process).
- Notes from classroom observations, periodic meetings, and/or other evidence of the faculty member's classroom performance (other than standard student ratings). Deans/Supervisors conduct observations, either online, face-to-face, lab, clinical, performance studio, or

internship, as appropriate and if safe to do so, and complete a “Class Observation Assessment” form, (*Appendix G*). The following schedule serves as a guideline for these assessments:

- Each semester for faculty under a one-semester or probationary (first- year) appointment.
- Once per year for faculty under any other one-year (non-probationary) appointment.
- Once within the final three (3) semesters of a multi-year appointment.
- An independent assessment of the faculty member’s adherence to college policies. This assessment will include the individual faculty member’s activities within campus life; meeting expectations of SWCC’s diversity, equity, and inclusiveness initiatives; student advising; committee work; and attendance at college meetings and graduation.

DEAN/SUPERVISOR’S SUMMARY RATING

The dean/supervisor will determine each faculty member’s summary rating of “Meets Expectations” or “Does Not Meet Expectations” using a preponderance of evidence from all of the above data sources from each year covered by the evaluation cycle. This evidence includes data sources from each year of a one-year or multi-year appointment period. In order to receive a summary rating of “Meets Expectations,” a faculty member is expected to demonstrate mastery of a majority of individual criteria and satisfactory progress toward mastery of those criteria where improvement is needed for each of the evaluation domains. Reminder: The faculty member must achieve a “Meets Expectations” rating in each of the four domains to receive a summary rating of “Meets Expectations.” Continuation of appointments will be in accordance with VCCS policy 3.6.

FACULTY-SUPERVISOR EVALUATION CONFERENCE

Following completion of the evaluation process, the dean/supervisor will schedule a meeting with each faculty member to discuss the summary rating—Meets Expectations or Does Not Meet Expectations—and the implications for continued employment as specified in VCCS Policy 3.6.

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

IMPLICATIONS FOR “MEETS/DOES NOT MEET EXPECTATIONS” SUMMARY RATINGS

Faculty members who receive a “Meets Expectations” summary rating will be eligible

to receive a one-year or multi-year appointment, subject to other provisions of the appointment process as defined in VCCS Policy sections 3.4 and 3.6.

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

Faculty members who achieve a “Meets Expectations” rating are also eligible to participate in the SWCC’s Reward and Recognition Plan. However, probationary first-year faculty are eligible only to participate in the Recognition program—they are not eligible to receive a Reward.

Depending on a faculty member’s appointment status, a rating of “Does Not Meet Expectations” has differing implications as detailed in VCCS Policy 3.6. First-year faculty who receive a “Does Not Meet Expectations” rating in either semester will not be reappointed for the following year; they shall continue to teach or be reassigned at the discretion of the president for the spring semester but must be notified by March 15th that they will not be reappointed for the following academic year. Second and third-year faculty who receive a “Does Not Meet Expectations” rating will not be reappointed for the following year and must be notified of that fact by March 15th.

Senior faculty (those beyond the first three continuous appointment years, whether they are on a multi-year appointment or on a one-year appointment by choice or by action of the president based, in part, on a previous “Does Not Meet Expectations” rating) who receive a “Does Not Meet Expectations” rating will have their evaluation documents further reviewed by the Ad Hoc Appointment Advisory Committee, consistent with policy 3.4.0.4. The president will consider the input of the dean/supervisor, the input of the supervising vice president, and the recommendation of the Ad Hoc Appointment Advisory Committee when determining whether to non-reappoint or to grant a one- year or a multi-year appointment. When applicable, senior faculty must be notified by January 15th of non-reappointment.

Senior faculty who receive a “Does Not Meet Expectations” summary rating and are reappointed must participate in setting an assessment of performance and professional development objectives of each semester of the appointment. The dean/supervisor will take primary responsibility for setting these objectives that must focus on areas of deficiency in the faculty member’s performance.

EVALUATION APPEALS

Teaching faculty may appeal their evaluation through the Faculty Grievance Procedure; however, appeals reaching Level III of the Faculty Grievance Procedure must be heard by peers through an Ad Hoc Hearing Committee. Throughout the appeals process, it will

be incumbent upon the dean/supervisor to provide documentary evidence for the evaluation given to the faculty member.

ANNUAL PERFORMANCE AND PROFESSIONAL DEVELOPMENT OBJECTIVES (APPDO)

The Annual Performance and Professional Objectives component of the Faculty Development and Evaluation System focuses on faculty development. The goal is to provide structural and institutional support for the continuous improvement and professional growth of full-time teaching faculty. Reappointed faculty will work with the dean/supervisor to develop Annual Performance and Professional Development Objectives which will include identifying resources, establishing timelines, and assessing key elements. Setting objectives, conferring with the dean/supervisor, identifying resources, establishing timelines, and assessing achievement are key elements of Annual Performance and Professional Development Objectives. The Annual Performance and Professional Development Objectives shall include specific projects, goals, and anticipated outcomes/deliverables within one or more of the four domains: Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service.

SETTING ANNUAL PERFORMANCE AND PROFESSIONAL DEVELOPMENT OBJECTIVES

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

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

TECHNOLOGY PROFESSIONAL DEVELOPMENT OBJECTIVE FOR NON-PROBATIONARY FACULTY

All faculty members who teach or plan to teach synchronous, asynchronous, and/or hybrid online classes are encouraged but not required to establish a professional

development objective to complete a review or coursework or earn such certification in the initial set of their Annual Performance and Professional Development Objectives. Faculty who begin teaching online courses in subsequent years should consider establishing a professional development objective to complete coursework or earn certification in online instruction no later than one year after beginning to teach in hybrid and/or online formats.

RESOLVING DIFFERENCES BETWEEN OBJECTIVES PROPOSED BY FACULTY MEMBER AND SUPERVISOR

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

COLLEGE SUPPORT FOR ANNUAL PERFORMANCE AND PROFESSIONAL DEVELOPMENT OBJECTIVES

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

SWCC, and the VCCS more broadly, further supports the professional growth and development of its full-time teaching faculty by providing free training opportunities, reassigned time, grant-writing assistance, sabbatical leave, educational leave, and other assistance that advances SWCC's mission, its strategic plan, and the success of its students.

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

REVISION AND ASSESSMENT OF ANNUAL PERFORMANCE AND PROFESSIONAL DEVELOPMENT OBJECTIVES

Throughout the year, at the request of either party, the faculty member and dean/supervisor may meet to discuss progress toward attainment of the faculty member's objectives. In addition, within reasonable and ethical constraints of time, the faculty member's Performance and Professional Development Objectives may be renegotiated during the evaluation cycle at the request of the faculty member or supervisor. Moreover, since faculty members are encouraged to establish objectives that are challenging, ambitious, innovative, and/or long-term in nature, it is expected and acceptable that some objectives may not be achieved, in all or in part, due to changes in personal or institutional priorities, changes in faculty duties and responsibilities, availability of resources, or other circumstances which affect or impede achievement of one or more objectives. Any revisions to objectives necessitated by factors such as those described above must be documented on an updated Annual Performance and Professional Development Objectives—Faculty/Supervisor Agreement Form (*Appendix H*).

At the end of the calendar year, the faculty member and dean/supervisor will meet in conference to assess and document attainment of established Performance and Professional Development Objectives, noting objectives met, objectives not met, objectives partially met, and any circumstances or information that provides relevant context for the assessment of the objectives.

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

of the faculty member's achievement of the current year's Performance and Professional Development Objectives and/or other documented information available to the dean/supervisor.

FIRST-YEAR FACULTY PERFORMANCE AND PROFESSIONAL DEVELOPMENT OBJECTIVES

Performance and Professional Development Objectives for newly hired faculty are pre-established for the first year of employment (*Appendix I*). At the beginning of the first semester of employment, the newly hired faculty member will meet with the dean/supervisor to review these Performance and Professional Development Objectives and the methodology for assessing the achievement of each objective. The supervisor and the faculty member may agree to modify the prescribed objectives where appropriate; however, all first-year faculty are highly encouraged to complete the technology professional development objective by the end of their third semester of full-time teaching.

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

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

If, as a result of the second-semester assessment of Performance and Professional Development Objectives and the second-semester comprehensive evaluation, the faculty member "Meets Expectations," the faculty member will establish Performance and Professional Development Objectives by following the process described in the

subsection of SWCC's Plan titled "Setting Annual Performance and Professional Development Objectives." In the third and subsequent semesters, objectives are set through the end of the calendar year. All other relevant policies and procedures covered in the Annual Performance and Professional Development Objectives section of SWCC's Plan will apply to the faculty member in proposing, consulting with the supervisor about, and assessing Performance and Professional Development Objectives.

OBJECTIVES FOR SENIOR FACULTY WHO RECEIVE A "DOES NOT MEET EXPECTATIONS" RATING

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

REWARD AND RECOGNITION

PLAN, PURPOSE, AND PHILOSOPHY

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

All full-time teaching faculty at SWCC are expected to meet high standards of performance expectations as prescribed by VCCS Faculty Development and Evaluation policy. For faculty who substantially exceed those expectations in one or more domains of faculty responsibility, SWCC administration designed a Reward and Recognition Program to provide sincere, meaningful, and timely recognition of professional excellence.

The Reward and Recognition Program promotes exceptional faculty accomplishments, contributions, and activities that support the mission of the college. The Reward and Recognition Plan provides many opportunities for award nomination. Nominations for Recognition may come from faculty members, their dean/supervisor, students, the VCCS, or any other stakeholder. The Reward and Recognition Program offers sufficient flexibility to honor a variety of extraordinary accomplishments, contributions, and activities that are relevant to the faculty endeavor.

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

THE FACULTY REWARD AND RECOGNITION COMMITTEE

At the beginning of each academic year, the college president will appoint campus members (staff, administration, and faculty) to the Faculty Reward and Recognition Committee. Full-time teaching faculty members shall constitute a majority of the membership of the committee. The committee membership will also include at least one academic dean or higher-level academic administrator, at least one Student Services representative, and at least one Human Resources representative.

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

A faculty representative to the Faculty Reward and Recognition Committee is eligible to be nominated to receive Reward and/or Recognition awards pursuant to the Reward and Recognition Plan during the member's term of service on the committee. To avoid a conflict of interest, the nominated faculty member must withdraw from discussions of this nomination.

The Faculty Reward and Recognition Committee will meet as necessary to administer the Reward and Recognition Plan and will determine, within guidelines, the type and value of Recognition and Reward awards.

RECOGNITION

The Faculty Recognition Program consists of two awards systems: The Learning Environment Awards Program and the Annual Faculty Recognition Awards Program. All full-time teaching faculty members are eligible to participate in all aspects of the Faculty Recognition Program. These will be more numerous than monetary awards.

ELIGIBILITY FOR RECOGNITION AWARDS

To be eligible to receive an award in the Faculty Recognition Program, faculty must

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

Each year, a faculty member may receive multiple Learning Environment Awards as well as no more than one (1) Annual Faculty Recognition Award.

THE LEARNING ENVIRONMENT AWARDS

SWCC commits to providing an effective learning environment for all its students. To this end, the college established the Learning Environment Awards Program as a means of recognizing, on an ongoing basis, extraordinary and exemplary contributions to the learning environment by full-time teaching faculty in one or more of the following areas: Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service to the College or the Community.

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

NOMINATION PROCESS (LEARNING ENVIRONMENT AWARDS). An individual or group of individuals who wish(es) to recommend a faculty member for a Learning Environment

Award may do so at any time by submitting a completed Learning Environment Award Form to the Faculty Reward and Recognition Committee.

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

REVIEW AND SELECTION FOR LEARNING ENVIRONMENT AWARDS. The Faculty Reward and Recognition Committee reviews nominations for Learning Environment Awards in a timely manner, determines if the activity or contribution described is consistent with the intent and standards of the Learning Environment Awards Program, and notifies the nominee if an award is warranted. The committee shall also make reward recipients aware of any further steps necessary to take delivery of the award.

The nature and value of Learning Environment Awards will vary and are to be determined by the Faculty Reward and Recognition Committee. In general, however, Learning Environment Awards are to be of non-monetary or *de minimis* value. The Faculty Reward and Recognition Committee should give due consideration to the potential for tax implications associated with certain types of awards. Recipients of faculty recognition awards are responsible for any tax liabilities associated with acceptance of these awards. Specific information regarding *de minimis* fringe benefits can be found at: [irs.gov](https://www.irs.gov).

THE ANNUAL FACULTY RECOGNITION AWARDS

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

THE FACULTY TEACHING EFFECTIVENESS AWARD is awarded to a member of the full-time teaching faculty whose performance in the classroom or other instructional environment best exemplifies effectiveness in promoting student achievement, including:

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

- documenting exceptional achievement of student learning outcomes

THE FACULTY SCHOLARLY AND CREATIVE ENGAGEMENT AWARD is awarded to a member of the full-time teaching faculty who has achieved a significant academic scholarly accomplishment through research, publishing, and/or professional presentations, or who has achieved a significant creative works accomplishment, including:

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

THE FACULTY INSTITUTIONAL RESPONSIBILITY AWARD is awarded to a member of the full-time teaching faculty who has achieved a major accomplishment of significant or world-class quality that furthers the college's achievement of its strategic priorities, including:

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

THE FACULTY COMMUNITY SERVICE AWARD is awarded to a member of the full-time teaching faculty members who has contributed substantially to community service and/or involvement projects, including:

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

THE FACULTY DIVERSITY, EQUITY, AND INCLUSION AWARD is awarded to a member of the full-time teaching faculty who demonstrates a high level of enthusiasm and commitment to helping our college celebrate its diversity, equity, and inclusion initiatives as they support the college mission and student success. The teaching faculty member will

- display an enthusiasm for diversity, equity, and inclusion initiatives represented throughout our college campuses

- create enthusiasm and a positive attitude for diversity, equity, and inclusion
- conduct activities or events that are designed to enrich diversity, equity, and inclusion at our college
- support SWCC's Diversity, Equity, and Inclusion Committee and its goals

THE FACULTY LEADERSHIP AWARD is awarded annually to a member of the full-time teaching faculty who demonstrates leadership and commitment to the college, including:

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

TIMING OF NOMINATIONS

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

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

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

By May 1st, the committee will complete its review and evaluation of all nominations and will select those nominees who are to receive a Faculty Recognition Award. Awards will then be presented; however, recipients of Annual Faculty Recognition Awards are recognized post facto at the beginning of the academic year during in-service.

The nature and value of Annual Faculty Recognition Awards may vary and are to be determined by the Faculty Reward and Recognition Committee. In general, however, recipients of an Annual Faculty Recognition Award receive a certificate of recognition,

recognition in the college newsletter and on the college Web site, a commemorative keepsake, and a \$100 stipend (taxable).

Table 3

Faculty Award for Professional Excellence Timeline

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

THE FACULTY REWARD PROGRAM

The college’s Faculty Reward Program also consists of the annual Faculty Awards for Professional Excellence. Faculty Awards for Professional Excellence are awarded each year to those faculty members who substantially and demonstrably exceed performance expectations in one or more of the following areas: Teaching, Scholarly and Creative Engagement, Institutional Responsibility, College and Community Service.

In order to be considered for a Faculty Award for Professional Excellence, an eligible faculty member must be nominated for the award and must submit the necessary documentation to support that nomination, in accordance with the guidelines prescribed below. In order to receive a Faculty Award for Professional Excellence, an eligible faculty member who has been nominated and for whom the necessary supporting documentation has been provided must be selected by the Faculty Reward and Recognition Committee to receive the award.

ELIGIBILITY (FACULTY AWARD FOR PROFESSIONAL EXCELLENCE)

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

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

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

NOMINATION PROCESS (FACULTY AWARD FOR PROFESSIONAL EXCELLENCE)

An eligible faculty member may be self-nominated for a Faculty Award for Professional Excellence, or may be nominated by their immediate supervisor, by a full-time teaching faculty colleague at SWCC, or by any other employee of SWCC or VCCS.

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

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

THE APPLICATION PORTFOLIO

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

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

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

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

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

The application portfolio, including the narrative summary and all supporting documentation should not exceed ten (10) APA style one-sided pages in length. The application portfolio must be submitted to the Office of Human Resources by March 15th.

REVIEW AND SELECTION BY THE FACULTY REWARD AND RECOGNITION COMMITTEE

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

By May 1st, the Faculty Reward and Recognition Committee will select those nominees who are to receive a Faculty Award for Professional Excellence and will coordinate communications with the Office of Human Resources and other units within the college, as needed, for the purpose of notifying recipients and bestowing the awards. Financial awards will be included in the next pay cycle after the May 1st pay period. Reward and Recognition committee and faculty receiving rewards should give due consideration to potential tax implication of awards.

NATURE AND VALUE OF THE FACULTY AWARD FOR PROFESSIONAL EXCELLENCE

The nature and value of the Faculty Award for Professional Excellence may vary from

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

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

The SWCC Reward and Recognition Plan will be funded on a fiscal-year basis. For each fiscal year, SWCC will provide funding equivalent to \$150 per full-time teaching faculty position, including both filled and vacant positions, to support the Reward and Recognition Plan. Sources for the required funding are to be determined by SWCC president and the chief financial officer of SWCC in compliance with budgetary regulations of the Commonwealth of Virginia and the VCCS; however, the Reward and Recognition program may not be funded from state funded salary increases.

FUNDING THE REWARD COMPONENT:

Sixty-seven percent (67%) of the funds provided for the Reward and Recognition Plan, the equivalent of \$100 per full-time teaching faculty position, including both filled and vacant positions, will be allocated to the Reward component of Reward and Recognition Plan. These funds are specifically intended to support annual awards of significant monetary value (at least \$400 but no more than \$1000), in the form of a bonus or in the form of professional development support, to individual faculty members who are selected to receive such an award in accordance with the methodology prescribed in Part III above. Each faculty member selected to receive such an award may choose to receive the award in the form of a bonus or in the form of professional development support. Bonuses shall be disbursed on or about May 15th of each year. Rewards in the form of professional development funds may be awarded in the immediately subsequent fiscal year in order to optimize opportunities for their intended use. These funds should not be considered a state funded salary increase.

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

awards and the corresponding monetary values.

Table 4
Distributions of Awards for Professional Excellence

Percent of Faculty Receiving Awards	Monetary Value Per Award
25%	\$400
20%	\$500
15%	\$650
12.5%	\$800
10%	\$1,000

In the event that the number of faculty selected to receive an award in a given fiscal year, in accordance with the methodology prescribed in Part III above, exceeds 25% of the full-time teaching faculty positions, both filled and vacant, that served as the basis for funding the Reward component, the college must provide sufficient additional funding to assure that the monetary value of each award is not less than \$400.

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

FUNDING THE RECOGNITION COMPONENT

Thirty-three percent (33%) of the funds provided for the Reward and Recognition Plan, the equivalent of \$50 per full-time teaching faculty position, including both filled and vacant positions, will be allocated to the Recognition component of Reward and Recognition Plan. These funds are specifically intended to support awards of non-monetary or *de minimis* value, in a variety of forms throughout the fiscal year, to individual faculty members who are selected to receive such awards in accordance with the methodology prescribed in Part II above.

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

REALLOCATION OF UNEXPENDED REWARD AND RECOGNITION FUNDS

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

ASSESSMENT OF REWARD AND RECOGNITION PROGRAM EFFECTIVENESS

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

APPENDICES

APPENDIX A: YEARLY CALENDAR OF EVENTS

Date	Task
January 15	<p>Probationary first-year faculty and dean/supervisor receive student evaluation results from previous Fall semester. Also, dean/supervisor communicates to faculty second semester evaluation criteria and Performance & Professional Development Objectives.</p> <p>Second/Third-year faculty and dean/supervisor receive student evaluation results from previous Fall semester.</p> <p>Senior one-year faculty (beyond the first three years) and dean/supervisor receive student evaluation results from Fall semester.</p> <p>Also, faculty notified of non-reappointment decisions when applicable. Multi-year faculty and dean/supervisor receive student evaluation results from Fall semester. Also, faculty notified of non-reappointment decisions when applicable.</p>
March 1	<p>Faculty Reward & Recognition Committee will solicit formal nominations for each of the Annual Faculty Recognition Awards.</p>
March 15	<p>Probationary first-year faculty member who receives a “Does Not Meet Expectations” rating notified of non-reappointment decision.</p> <p>Probationary first-year faculty dean/supervisor completes second semester (Spring) evaluations.</p> <p>Nominations and Portfolios for Faculty Award for Professional Excellence due to Human Resources.</p> <p>Second/Third-year faculty notified of non-reappointment decisions (when applicable).</p>

March 31	Nomination and Application Portfolios in support of nominations forwarded from HR office to the Faculty Reward and Recognition Committee.
May 1	Recipients of Faculty Awards for Professional Excellence selected by Faculty Reward and Recognition Committee.
May 15	Faculty Awards for Professional Excellence bonuses awarded. Recognition during Fall Pre-Service.
June 1	Probationary first-year faculty, Second/Third-year faculty, Senior one-year faculty (beyond first three years), and Multi-year faculty and dean/supervisor receive student evaluation results from previous Spring semester.
June 30	<p>Probationary first-year faculty member receives appointment for the next academic year (if eligible).</p> <p>Second/Third-year faculty member receives appointment for the next academic year (if eligible) and notification of one-year or multi-year appointment term as appropriate.</p> <p>Senior one-year faculty (beyond the first three years) member receives appointment for the next academic year (if eligible) and notification of one-year or multi-year appointment term as appropriate.</p> <p>Multi-year faculty member receives appointment for the next academic year and notification of one-year or multi-year appointment term as appropriate.</p>

September 1	Dean/supervisor communicates first semester evaluation criteria and Annual Performance & Professional Development Objective for probationary first-year faculty.
November 15	<p>Probationary first-year faculty completes assessment of Performance and Professional Development Objectives and self-evaluation for Fall semester.</p> <p>Second/Third-year faculty submits assessment of Annual Performance and Professional Development Objectives and self-evaluation for current calendar year.</p> <p>Senior one-year faculty (beyond the first three years) submits assessment of Annual Performance and Professional Development Objectives and self-evaluation for current calendar year.</p> <p>Multi-year faculty submits assessment of Annual Performance and Professional Development Objectives and in last year of multi-year appointment self-evaluation for all years of the multi-year cycle.</p>
December 1	<p>Probationary first-year faculty dean/supervisor completes Fall semester Performance and Professional Development Objectives assessment and summary evaluation.</p> <p>Second/Third-year faculty dean/supervisor and faculty member complete assessment of Annual Performance & Professional Development Objectives for present year and complete negotiations on Annual Performance & Professional Development Objectives for coming year. Also, dean/supervisor completes evaluations for current calendar year.</p> <p>Senior one-year faculty (beyond the first three years) dean/supervisor and faculty member complete assessment of Annual Performance & Professional Development Objectives for present year and complete negotiations on Annual Performance & Professional Development Objectives for coming year. Also, dean/supervisor completes evaluations for current calendar year.</p> <p>Multi-year faculty in every year of multi-year appointment, dean/supervisor and faculty member complete assessment of Annual Performance & Professional Development Objectives for present year and complete negotiations on Annual Performance & Professional Development Objectives for coming year. Also, in last year of multi-year</p>

	<p>appointment, dean/supervisor completes evaluation for all years of the multi-year cycle.</p>
<p>December 15</p>	<p>Probationary first-year faculty member who receives a “Meets Expectations” rating, dean/supervisor communicates evaluation criteria for Spring semester.</p> <p>Second/Third-year faculty who receives a “Meets Expectations” rating, dean/supervisor communicates evaluation criteria for next calendar year/evaluation cycle, as appropriate. Also, Ad Hoc Appointment Advisory Committee meets to review documents of faculty, if applicable.</p> <p>Senior one-year faculty (beyond the first three years) dean/supervisor communicates evaluation criteria for next calendar year/evaluation cycle, as appropriate. Also, Ad Hoc Appointment Advisory Committee meets to review documents of faculty.</p> <p>Multi-year faculty dean/supervisor communicates evaluation criteria for next calendar year/evaluation cycle, as appropriate. Also, Ad Hoc Appointment Advisory Committee meets to review documents of faculty.</p>

APPENDIX C: FACULTY EVALUATION FORM—PROBATIONARY FIRST-YEAR APPOINTMENT

Introduction

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

During the evaluation cycle, probationary first-year appointment faculty must

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

Instructions

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

Probationary First-Year Faculty Evaluation Form

Faculty Name: Click or tap here to enter text.

Employee ID#: Click or tap here to enter text.

Department/Division: Click or tap here to enter text.

Period Covered by this Evaluation: Click or tap here to enter text.

TEACHING DOMAIN PROBATIONARY FIRST-YEAR

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

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

Traditional acceptable activities include, but are not limited to:

- Face to face instruction
- Online instruction (asynchronous, synchronous, and hyflex)

Instructional Design

- For each course section taught: develop, distribute, and utilize a course syllabus that is complete, accurate, and compliant with college standards. Distribute the syllabus by the start date of each course (and must be accessible through Canvas throughout the course).
- Design learning activities, assessment strategies, and materials that facilitate student engagement, active learning, critical thinking, and achievement of prescribed course outcomes.

Please describe your achievements regarding the above bullet points:

Click or tap here to enter text.

Supervisor Response:

Click or tap here to enter text.

Instructional Delivery

- Align course activities with target learning outcomes.
- Employ activities that foster faculty-student as well as student-student

cooperative interaction.

- 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 promptly (usually by the end of the next business day) to student phone, email, or other communications. Maintain student engagement hours agreed upon with your Dean or supervisor, posting the hours in Canvas and on your office door by the first day of class.
- Provide students with prompt feedback (usually within one week) on activities and assignments.

Please describe your achievements regarding the above bullet points:

[Click or tap here to enter text.](#)

Supervisor Response:

[Click or tap here to enter text.](#)

Instructional Effectiveness

- Conduct timely assessments of student learning, including at least one assessment within the first week of class.
- Deliver effective instruction as measured by student performance on learning outcomes assessments.
- Deliver instruction effectively to foster student success as measured by student performance in related subsequent coursework and/or external tests or certifications (if applicable).

Please describe your achievements regarding the above bullet points:

[Click or tap here to enter text.](#)

Supervisor Response:

[Click or tap here to enter text.](#)

Instructional Expertise

- Provide evidence of currency in academic discipline.
- Document currency in methods of teaching and learning.
- Provide evidence of 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 summary and formative feedback to inform revisions to instructional expertise.

- For second-semester faculty only: Analyze the previous semester's student ratings of instruction and other student feedback about instructional expertise, identify areas for improvement and implement an action plan to accomplish that improvement.

Please describe your achievements regarding the above bullet points:

Click or tap here to enter text.

Supervisor Response:

Click or tap here to enter text.

Teaching Domain Evaluation

Final Evaluation: Choose an item.

SCHOLARLY AND CREATIVE ENGAGEMENT DOMAIN PROBATIONARY FIRST-YEAR

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

Standard: The faculty member must meet the criterion below.

Traditional acceptable activities include, but are not limited to:

- Presenting at a conference
- Attending a conference
- Publishing a work in your field
- Continuing education efforts

Scholarly and Creative Engagement

- Engage in and document at least one scholarly and/or creative activity. Activities may include, but are not limited to, conference attendance, participation in professional organizations, conference presentations, academic coursework, scholarly research, publications, and grant activity.

Please describe your achievements regarding the above bullet point:

Click or tap here to enter text.

Supervisor Response:

Click or tap here to enter text.

Scholarly and Creative Engagement Domain Evaluation

Final Evaluation: Choose an item.

INSTITUTIONAL RESPONSIBILITY DOMAIN PROBATIONARY FIRST-YEAR

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

Standard: The faculty member must demonstrate mastery of a significant majority of the bulleted criteria and satisfactory progress toward mastery of those criteria where improvement is needed.

Traditional acceptable activities include, but are not limited to:

- Committee work (i.e. hiring committees, standing committees)
- Advising (roadshows, high school visits, etc.)
- Activities that do not fit nicely into the other categories will often fit here

Institutional Responsibility

- Satisfactorily participate in the development and execution of Annual Performance and Professional Development Objectives.
- Provide evidence of satisfactory progress in developing the knowledge, skills, abilities, and behaviors representative of teaching faculty excellence at the college and in the VCCS.
- Publish student engagement hours and diligently hold them.
- Fulfill responsibilities as an academic advisor to students (if applicable).
- Satisfactorily participate in required department, division, campus, committee, and college meetings. File requested reports on a reasonable time frame.
- Perform assigned administrative, supervisory, leadership, or other non-teaching duties to include program review and assessment as required SACSCOC, other regulatory agencies and/or ongoing best institutional practices.
- Establish collegial working relationships with faculty, staff, and administrators.

- Contribute to one's peer teaching community at the college.

Please describe your achievements regarding the above bullet points:

Click or tap here to enter text.

Supervisor Response:

Click or tap here to enter text.

Institutional Responsibility Domain Evaluation

Final Evaluation: Choose an item.

SERVICE DOMAIN PROBATIONARY FIRST-YEAR

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:

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

Traditional acceptable activities include, but are not limited to:

- Generally unpaid activities where you engage with the community as a representative of SWCC
- Managing student organizations
- Volunteering in the community (i.e. Eagle Day of Service participation)
- Serving on nonprofit organization or boards

Service

- College Representation—Service activities that involve a direct connection between the faculty member who engages in the specific activity, and their 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.

Please describe your achievements regarding the above bullet points:

Click or tap here to enter text.

Supervisor Response:

Click or tap here to enter text.

Service Domain Evaluation

Final Evaluation: Choose an item.

Probationary First-Year Overall Evaluation of Performance

During the evaluation cycle the faculty member must:

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

Overall Performance Final Evaluation: Choose an item.

ANNUAL PERFORMANCE AND PROFESSIONAL DEVELOPMENT OBJECTIVES

Note: Each semester the faculty member will meet with the dean/supervisor to review previous and upcoming Performance and Professional Development Objectives established by the college for probationary first-year faculty. Information from those discussions will provide data points to inform evaluations in the four domains of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service.

- Document satisfactory attention to, progress on, assessment of, and reflection on Performance and Professional Development Objectives established by the college.
- For second-semester faculty only: In collaboration with the supervisor, establish specific, measurable, attainable, and relevant Performance and Professional Development Objectives for the following semester/calendar year evaluation.

Evaluator Signature _____ Date: _____

APPENDIX D: FACULTY EVALUATION FORM—SECOND/THIRD-YEAR APPOINTMENT

Introduction

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

During the evaluation cycle, Second/Third-year appointment faculty must

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

Instructions

1. The dean/supervisor will communicate the expectations for Second/Third-year appointment faculty during the first two weeks of the first semester of the evaluation cycle (an in-person conference needs to take place no later than March 1, if health and safety protocols permit face-to-face meetings).
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 summary rating is determined, and the implications of summary ratings of "Meets Expectations" and "Does Not Meet Expectations," including potential impact on continued employment.

Second/Third-Year Evaluation Form

Faculty Name: Click or tap here to enter text.

Employee ID#: Click or tap here to enter text.

Department/Division: Click or tap here to enter text.

Period Covered by this Evaluation: Click or tap here to enter text.

TEACHING DOMAIN SECOND/THIRD YEAR

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

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

Traditional acceptable activities include, but are not limited to:

- Face to face instruction
- Online instruction (asynchronous, synchronous, and hyflex)

Instructional Design

- For each course section taught: develop, distribute, and utilize a course syllabus that is complete, accurate, and compliant with college standards. Distribute the syllabus by the start date of each course (and must be accessible through Canvas throughout the course).
- Design learning activities, assessment strategies, and materials that facilitate student engagement, active learning, critical thinking, and achievement of prescribed course outcomes.
- Select high-quality learning resources, such as textbooks, bearing in mind necessity, accessibility, appropriateness, and cost.

Please describe your achievements regarding the above bullet points:

Click or tap here to enter text.

Supervisor Response:

Click or tap here to enter text.

Instructional Delivery

- Align course activities with target learning outcomes.
- Employ activities that foster faculty-student as well as student-student cooperative interaction.
- 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 promptly (usually by the end of the next business day) to student phone, email, or other communications. Maintain student engagement hours agreed upon with your Dean or supervisor, posting the hours in Canvas and on your office door by the first day of class.
- Provide students with prompt feedback (usually within one week) on activities and assignments.

Please describe your achievements regarding the above bullet points:

Click or tap here to enter text.

Supervisor Response:

Click or tap here to enter text.

Instructional Effectiveness

- Conduct timely assessments of student learning, including at least one assessment within the first week of class.
- Deliver effective instruction as measured by student performance on learning outcomes assessments.
- Deliver instruction effectively to foster student success as measured by student performance in related subsequent coursework and/or external tests or certifications (if applicable).

Please describe your achievements regarding the above bullet points:

Click or tap here to enter text.

Supervisor Response:

Click or tap here to enter text.

Instructional Expertise

- Provide evidence of currency in academic discipline.
- Document currency in methods of teaching and learning.
- Provide evidence of 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 summary and formative feedback to inform revisions to instructional expertise.

- For second-semester faculty only: Analyze the previous semester's student ratings of instruction and other student feedback about instructional expertise, identify areas for improvement and implement an action plan to accomplish that improvement.

Please describe your achievements regarding the above bullet points:

Click or tap here to enter text.

Supervisor Response:

Click or tap here to enter text.

Teaching Domain Evaluation

Final Evaluation: Choose an item.

SCHOLARLY AND CREATIVE ENGAGEMENT DOMAIN SECOND/THIRD YEAR

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

Standard: The faculty member must meet the criterion below.

Traditional acceptable activities include, but are not limited to:

- Presenting at a conference
- Attending a conference
- Publishing a work in your field
- Continuing education efforts
- Organize or lead workshops, seminars, or other training activities
- Earn professional industry certification
- Write, receive, or review grants

Scholarly and Creative Engagement

- Engage in and document one or more scholarly and/or creative activities consonant with the number of years of teaching experience, with the number of years of experience teaching in the VCCS, and with the high standards of performance demonstrated by other faculty on one-year/three-year appointments.

Please describe your achievements regarding the above bullet point:

Click or tap here to enter text.

Supervisor Response:

Click or tap here to enter text.

Scholarly and Creative Engagement Domain Evaluation

Final Evaluation: Choose an item.

INSTITUTIONAL RESPONSIBILITY DOMAIN SECOND/THIRD YEAR

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

Standard: The faculty member must demonstrate mastery of a significant majority of the bulleted criteria and satisfactory progress toward mastery of those criteria where improvement is needed.

Traditional acceptable activities include, but are not limited to:

- Committee work (i.e. hiring committees, standing committees)
- Advising (roadshows, high school visits, etc.)
 - Engage in activities that strengthen relationships with K-12 or four-year school partners
- Take a leadership role in ones academic discipline or academic department/division
- Support the delivery of quality instruction in dual enrollment classes in the faculty members discipline through activities such as mentoring of dual enrollment faculty, course content review, assessment activities, and classroom observation
- Activities that do not fit nicely into the other categories will often fit here

Institutional Responsibility

- Satisfactorily participate in the development and execution of Annual Performance and Professional Development Objectives.
- Document the knowledge, skills, abilities, and behaviors representative of teaching faculty excellence at the college and in the VCCS congruent with the performance of one/three-year appointment faculty.
- Provide evidence of satisfactory progress in developing the knowledge, skills, abilities, and behaviors representative of teaching faculty excellence at the college and in the VCCS.
- Publish student engagement hours and diligently hold them.
- Fulfill responsibilities as an academic advisor to students (if applicable).
- Satisfactorily participate in required department, division, campus, committee, and college meetings. File requested reports on a reasonable time frame.
- Perform assigned administrative, supervisory, leadership, or other non-teaching duties to include program review and assessment as required SACSCOC, other regulatory agencies and/or ongoing best institutional practices.

- Establish collegial working relationships with faculty, staff, and administrators.
- Contribute to one's peer teaching community at the college.

Please describe your achievements regarding the above bullet points:

Click or tap here to enter text.

Supervisor Response:

Click or tap here to enter text.

Institutional Responsibility Domain Evaluation

Final Evaluation: Choose an item.

SERVICE DOMAIN SECOND/THIRD YEAR

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:

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

Traditional acceptable activities include, but are not limited to:

- Generally unpaid activities where you engage with the community as a representative of SWCC
- Managing student organizations, clubs, etc.
- Volunteering in the community (i.e. Eagle Day of Service participation)
- Serving on nonprofit organization or boards

Service

- College Representation—Service activities that involve a direct connection between the faculty member who engages in the specific activity, and their 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.

Please describe your achievements regarding the above bullet points:

Click or tap here to enter text.

Supervisor Response:

Click or tap here to enter text.

Service Domain Evaluation

Final Evaluation: Choose an item.

Second/Third Year Overall Evaluation of Performance

During the evaluation cycle the faculty member must:

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

Overall Performance Final Evaluation: Choose an item.

ANNUAL PERFORMANCE AND PROFESSIONAL DEVELOPMENT OBJECTIVES

Note: Each semester the faculty member will meet with the dean/supervisor to review previous and upcoming Performance and Professional Development Objectives established by the college for probationary first-year faculty. Information from those discussions will provide data points to inform evaluations in the four domains of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service.

- Document satisfactory attention to, progress on, assessment of, and reflection on Performance and Professional Development Objectives established by the college.
- For second-semester faculty only: In collaboration with the supervisor, establish specific, measurable, attainable, and relevant Performance and Professional Development Objectives for the following semester/calendar year evaluation.

Evaluator Signature _____ Date: _____

APPENDIX E: FACULTY EVALUATION FORM—SENIOR FACULTY APPOINTMENT

Introduction

This form lists criteria dean/supervisors will use to evaluate whether or not expectations have been met over the course of a senior faculty members appointment term (those faculty beyond the first three continuous appointment years whether they are on a one-year, three-year, or five-year appointment). The expectations establish a demonstration and growth baseline for faculty performance that represents high standards with particular emphasis on performance in the teaching domain.

In every year during the evaluation cycle, the senior faculty must

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

Instructions

1. The dean/supervisor will communicate the expectations for senior faculty near the start of the first semester of the evaluation cycle (an in-person conference is recommended, though not required if health and safety protocols disallow face- to-face meetings).
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 summary rating is determined, and the implications of summary ratings of “Meets Expectations” and “Does Not Meet Expectations,” including potential impact on continued employment.

Senior Faculty Evaluation Form

Faculty Name: Click or tap here to enter text.

Employee ID#: Click or tap here to enter text.

Department/Division: Click or tap here to enter text.

Period Covered by this Evaluation: Click or tap here to enter text.

TEACHING DOMAIN SENIOR FACULTY

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

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

Traditional acceptable activities include, but are not limited to:

- Face to face instruction
- Online instruction (asynchronous, synchronous, and hyflex)

Instructional Design

- For each course section taught: develop, distribute, and utilize a course syllabus that is complete, accurate, and compliant with college standards. Distribute the syllabus by the start date of each course (and must be accessible through Canvas throughout the course).
- Design learning activities, assessment strategies, and materials that facilitate student engagement, active learning, critical thinking, and achievement of prescribed course outcomes.
- Select high-quality learning resources, such as textbooks, bearing in mind necessity, accessibility, appropriateness, and cost.
- 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 (i.e. online) that the instructor has not used to teach the course previously, or substantially redesign a course that the instructor has taught previously.

Please describe your achievements regarding the above bullet points:

Click or tap here to enter text.

Supervisor Response:

Click or tap here to enter text.

Instructional Delivery

- Align course activities with target learning outcomes.
- Employ activities that foster faculty-student as well as student-student cooperative interaction.
- 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 promptly (usually by the end of the next business day) to student phone, email, or other communications. Maintain student engagement hours agreed upon with your Dean or supervisor, posting the hours in Canvas and on your office door by the first day of class.
- Provide students with prompt feedback (usually within one week) on activities and assignments.
- Engage in instructional delivery activities consonant with the high standards of senior faculty, such as adopt a new textbook or other course learning resources for at least one class, substantially alter course content, or implement substantially different pedagogy in one or more courses.

Please describe your achievements regarding the above bullet points:

Click or tap here to enter text.

Supervisor Response:

Click or tap here to enter text.

Instructional Effectiveness

- Conduct timely assessments of student learning, including at least one assessment within the first week of class.
- Deliver effective instruction as measured by student performance on learning outcomes assessments.
- Deliver instruction effectively to foster student success as measured by student performance in related subsequent coursework and/or external tests or certifications (if applicable).
- Engage in instructional effectiveness activities consonant with the high standards of senior faculty, such as implement a new class activity to assess instructional effectiveness in a course (pre- or post-course).

Please describe your achievements regarding the above bullet points:

Click or tap here to enter text.

Supervisor Response:

Click or tap here to enter text.

Instructional Expertise

- Provide evidence of currency in academic discipline.
- Document currency in methods of teaching and learning.
- Provide evidence of 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 summary and formative feedback to inform revisions to instructional expertise.
- 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.

Please describe your achievements regarding the above bullet points:

Click or tap here to enter text.

Supervisor Response:

Click or tap here to enter text.

Teaching Domain Evaluation

Final Evaluation: Choose an item.

SCHOLARLY AND CREATIVE ENGAGEMENT DOMAIN SENIOR FACULTY

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

Standard: Engage in and document one or more scholarly and/or creative activities consonant with the high standards of senior faculty

Traditional acceptable activities include, but are not limited to:

- Presenting at a conference
- Attending a conference
- Publishing a work in your field
- Continuing education efforts
- Organize or lead workshops, seminars, or other training activities
- Earn professional industry certification
- Write, receive, or review grants

Scholarly and Creative Engagement

- Engage in and document one or more scholarly and/or creative activities consonant with the high standards of senior faculty.

Please describe your achievements regarding the above bullet point:

Click or tap here to enter text.

Supervisor Response:

Click or tap here to enter text.

Scholarly and Creative Engagement Domain Evaluation

Final Evaluation: Choose an item.

INSTITUTIONAL RESPONSIBILITY DOMAIN SENIOR FACULTY

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

Standard: The faculty member must demonstrate mastery of a significant majority of the bulleted criteria and satisfactory progress toward mastery of those criteria where improvement is needed.

Traditional acceptable activities include, but are not limited to:

- Committee work (i.e. hiring committees, standing committees)
- Advising (roadshows, high school visits, etc.)
 - Engage in activities that strengthen relationships with K-12 or four-year school partners
- Take a leadership role in ones academic discipline or academic department/division
- Support the delivery of quality instruction in dual enrollment classes in the faculty members discipline through activities such as mentoring of dual enrollment faculty, course content review, assessment activities, and classroom observation
- Activities that do not fit nicely into the other categories will often fit here

Institutional Responsibility

- Satisfactorily participate in the development and execution of Annual Performance and Professional Development Objectives.
- Document the knowledge, skills, abilities, and behaviors representative of teaching faculty excellence at the college and in the VCCS congruent with the performance of one/three-year appointment faculty.
- Provide evidence of satisfactory progress in developing the knowledge, skills, abilities, and behaviors representative of teaching faculty excellence at the college and in the VCCS.
- Publish student engagement hours and diligently hold them.
- Fulfill responsibilities as an academic advisor to students (if applicable).
- Satisfactorily participate in required department, division, campus, committee, and college meetings. File requested reports on a reasonable time frame.
- Perform assigned administrative, supervisory, leadership, or other non-teaching duties to include program review and assessment as required SACSCOC, other regulatory agencies and/or ongoing best institutional practices.

- Establish collegial working relationships with faculty, staff, and administrators.
- Contribute to one's peer teaching community at the college.

Please describe your achievements regarding the above bullet points:

Click or tap here to enter text.

Supervisor Response:

Click or tap here to enter text.

Institutional Responsibility Domain Evaluation

Final Evaluation: Choose an item.

SERVICE DOMAIN SENIOR FACULTY

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:

Standard: Engage in and document one or more service activities consonant with the high standards of senior faculty.

Traditional acceptable activities include, but are not limited to:

- Generally unpaid activities where you engage with the community as a representative of SWCC
- Managing student organizations, clubs, etc.
- Volunteering in the community (i.e. Eagle Day of Service participation)
- Serving on nonprofit organization or boards

Service

- College Representation—Service activities that involve a direct connection between the faculty member who engages in the specific activity, and their 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.

Please describe your achievements regarding the above bullet points:

Click or tap here to enter text.

Supervisor Response:

Click or tap here to enter text.

Service Domain Evaluation

Final Evaluation: Choose an item.

Senior Faculty Overall Evaluation of Performance

During the evaluation cycle the faculty member must:

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

Overall Performance Final Evaluation: Choose an item.

ANNUAL PERFORMANCE AND PROFESSIONAL DEVELOPMENT OBJECTIVES

Note: Each semester the faculty member will meet with the dean/supervisor to review previous and upcoming Performance and Professional Development Objectives established by the college for probationary first-year faculty. Information from those discussions will provide data points to inform evaluations in the four domains of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service.

- Document satisfactory attention to, progress on, assessment of, and reflection on Performance and Professional Development Objectives established by the college.
- For second-semester faculty only: In collaboration with the supervisor, establish specific, measurable, attainable, and relevant Performance and Professional Development Objectives for the following semester/calendar year evaluation.

Evaluator Signature _____ Date: _____

APPENDIX F: STUDENT SURVEY OF INSTRUCTION

Currently, SWCC conducts all student opinion of instruction through IOTA. However, professors might wish to utilize a mid-semester review of each course. This form is provided to assist with such a review. Feel free to include answer options that are either open-ended, or a scale that ranges from *strongly agree* to *strongly disagree*.

1. The instructor consistently showed evidence of careful preparation for this class.
2. The instructor effectively organized the learning activities, required course materials, and assignments for this class.
3. The instructor conducted this class in accordance with the course outline and syllabus.
4. The instructor demonstrated a thorough knowledge of the subject matter.
5. The instructor communicated the subject matter clearly.
6. The instructor encouraged participation, discussion, and interaction among students in this class.
7. The instructor provided helpful answers to my questions.
8. The instructor fully explained to students the grading system used in this class.
9. The grading system used by this instructor was fair.
10. The instructor graded tests and/or other assignments in a reasonable amount of time (usually within one week).
11. The teaching methods used by this instructor helped me to learn.
12. The instructor was fair and impartial when dealing with students in this class.
13. The instructor maintained an environment of encouragement and support for students in this class.
14. The instructor's enthusiasm for teaching and for the subject matter was evident.
15. The instructor was usually available to assist me during scheduled office hours.
16. The instructor responded to my phone, email, and other communications in a timely manner (usually within one business day).
17. Overall, this instructor was an effective teacher.
18. I would recommend this instructor to my fellow students.
19. Please use the space below to comment on the most effective aspects of the instruction you received in this class.
20. Please use the space below to suggest ways in which the instruction you received in this class could be improved.

APPENDIX G: CLASS OBSERVATION ASSESSMENT FORM

DIRECTIONS

1. This form may be used for observations of face-to-face or online class meetings.
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 (online or in-person and following health and safety protocols) 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 must identify areas of excellence and, if necessary, areas of potential improvement in the instructor's practice. If the instructor and dean/supervisor note a specific improvement, the instructor and observer are obligated to identify strategies that will address this instructional weakness.

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

PART 1: OBJECTIVES (To be completed by the instructor at least 24 hours before the class observation)

1. What are the <u>student learning outcomes</u> for this class session?
2. What methods will be used to foster <u>instructor-student interaction</u> ?
3. What methods will be used to foster <u>collaborative learning among students</u> ?
4. What methods will be used to facilitate <u>active learning</u> ?
5. What methods will be used to develop students' <u>high order cognitive skills</u> (e.g. analyzing, evaluating, creating)?
6. What <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 or online module.		
<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> PARTIALLY
Comments:		
2. The instructor described/presented the learning outcomes to students at the start of the class session or online module.		
<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> PARTIALLY
Comments:		
3. The instructor successfully interacted with students or prepared the students for success through effective organization of learning materials.		
<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> PARTIALLY
Comments:		
4. The instructor facilitated student-to-student interaction to achieve instructional objectives or offered students the opportunity to use online Discussions.		
<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> PARTIALLY
Comments:		
5. The instructor employed methods to facilitate active learning.		
<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> PARTIALLY
Comments:		
6. The instructor employed methods to develop students' high order cognitive skills (e.g. analyzing, evaluating, creating).		
<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> PARTIALLY

Comments:		
7. The instructor effectively used support materials (e.g., technology, media, handouts, etc.) to achieve instructional objectives.		
<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> PARTIALLY
Comments:		
8. The stated learning outcomes were achieved.		
<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> PARTIALLY
Comments:		
9. The instructor summarized learning outcomes for the class session, explained how they connect to previous and to upcoming learning outcomes, and communicated to students, <u>verbally and/or in writing</u> (e.g. through the LMS, on the chalkboard, in the syllabus, Discussions, Announcements), the assignments due for the next class session(s).		
<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> PARTIALLY
Comments:		
10. Within the categories of (1) instructional design, (2) instructional delivery, (3) instructional effectiveness, and (4) instructional expertise, identify a total of 3 specific instances where the instructor met or exceeded expectations. (If the instructor did not exceed expectations in any of the four areas, please note that.)		
Comments:		
11. Within the categories of (1) instructional design, (2) instructional delivery, (3) instructional effectiveness, and (4) instructional expertise, identify a specific teaching behavior the instructor could improve upon, if applicable. (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 (Instructor Response: To be completed by the instructor no more than one week after reviewing the completed Part 2 above)

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

Comments:

Instructor Signature _____ Date _____

Dean/supervisor Observer Signature _____ Date _____

APPENDIX H: APPDO FACULTY/SUPERVISOR AGREEMENT FORM

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

I. Objective Statement:	
Domain: ___ Teaching ___ Service ___ Scholarly and Creative Engagement ___ Institutional Responsibility	
Completion Date: ___ Fall Semester ___ Spring Semester ___ Other: ___	
Supporting Activities, Resources Required, & Target Dates:	
Measures of Success:	
Approval: ___ Yes ___ No ___ Revise	Schedule meeting to discuss goal ___ Yes ___ No ___
Supervisor Comments:	
Interim Assessment/Revision of Objective (if applicable)	
Final Assessment	
Faculty Member's Assessment	
Supervisor's Assessment	

II. Objective Statement:

Domain: ___ Teaching ___ Service ___ Scholarly and Creative Engagement ___ Institutional Responsibility	
Completion Date: ___ Fall Semester ___ Spring Semester ___ Other:	
Supporting Activities, Resources Required, & Target Dates:	
Measures of Success:	
Approval: ___ Yes ___ No ___ Revise	Schedule meeting to discuss goal Yes ___ No ___
Supervisor Comments:	
Interim Assessment/Revision of Objective (if applicable)	
Final Assessment	
Faculty Member's Assessment	
Supervisor's Assessment	

III. Objective Statement:	
Domain: ___ Teaching ___ Service ___ Scholarly and Creative Engagement ___ Institutional Responsibility	
Completion Date: ___ Fall Semester ___ Spring Semester ___ Other: _____	
Supporting Activities, Resources Required, & Target Dates:	
Measures of Success:	
Approval: ___ Yes ___ No ___ Revise	Schedule meeting to discuss goal _____ Yes ___ No ___
Supervisor Comments:	
Interim Assessment/Revision of Objective (if applicable)	
Final Assessment	
Faculty Member's Assessment	
Supervisor's Assessment	

IV. Objective Statement:	
Domain: ___ Teaching ___ Service ___ Scholarly and Creative Engagement ___ Institutional Responsibility	
Completion Date: ___ Fall Semester ___ Spring Semester ___ Other: _____	
Supporting Activities, Resources Required, & Target Dates:	
Measures of Success:	
Approval: ___ Yes ___ No ___ Revise	Schedule meeting to discuss goal _____ Yes ___ No _____
Supervisor Comments:	
Interim Assessment/Revision of Objective (if applicable)	
Final Assessment	
Faculty Member's Assessment	
Supervisor's Assessment	

V. Objective Statement:	
Domain: ___ Teaching ___ Service ___ Scholarly and Creative Engagement ___ Institutional Responsibility	
Completion Date: ___ Fall Semester ___ Spring Semester ___ Other: _____	
Supporting Activities, Resources Required, & Target Dates:	
Measures of Success:	
Approval: ___ Yes ___ No ___ Revise	Schedule meeting to discuss goal
	___ Yes ___ No
Supervisor Comments:	
Interim Assessment/Revision of Objective (if applicable)	
Final Assessment	
Faculty Member's Assessment	
Supervisor's Assessment	

Objective Approval Signatures

Faculty _____ Date _____

Dean/Supervisor _____ Date _____

Interim Assessment/Objective Revision Signatures (if applicable)

Faculty _____ Date _____

Dean/Supervisor _____ Date _____

Final Assessment Signatures

Faculty _____ Date _____

Dean/Supervisor _____ Date _____

APPENDIX I: PROBATIONARY FIRST-YEAR FACULTY APPDO

INTRODUCTION

The following Performance and Professional Development Objectives will be used by all teaching faculty in their first two semesters of employment at the college. The objectives are designed as a developmental process for new faculty; they outline the requirements full-time teaching faculty must meet. The objectives reflect the commitment of VCCS faculty to high standards of performance and continuous improvement.

The Performance and Professional Development Objectives for the third and subsequent semesters of teaching will be developed by the faculty member in consultation with the dean/supervisor.

FIRST SEMESTER

Teaching

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

Scholarly and Creative Engagement

- Attend the VCCS New Faculty seminar, a VCCS Peer Conference, or another teaching related conference, seminar, workshop, or course approved by the supervisor; or work with a mentor to become acclimated to the college mission, vision, and goals and/or to develop one's instructional effectiveness. (These activities must be completed only if they can be done within the parameters of health and safety protocols).
- Faculty are encouraged to earn certification or course credit in teaching with technology.

Institutional Responsibility

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

Service

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

SECOND SEMESTER

Teaching

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

Scholarly and Creative Engagement

- Faculty are encouraged to earn certification or course credit in teaching with technology.

Institutional Responsibility

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

Service

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

THIRD SEMESTER

As part of the evaluation process during the second semester of employment, the faculty member will develop four Performance and Professional Development Objectives—one for each of the four domains of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service. The objectives will be developed in consultation with and approved by the dean/supervisor.

APPENDIX J: REWARD AND RECOGNITION NOMINATION FORMS

The following pages contain nomination forms for the Reward and Recognition Programs; however, all of these forms are available online and should be sent through the forms available online:

- Learning Environment Award Nomination Form
- Annual Faculty Recognition Award Nomination Form
- Faculty Award for Professional Excellence Nomination Form (upon review of nominations, the Reward and Recognition Committee will invite selected nominees to complete an application form for this award).

LEARNING ENVIRONMENT AWARD NOMINATION FORM

Name of Person Being Nominated:

First Name: _____

Last Name: _____

Teaching Discipline/Academic School: _____

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

Name of Person Submitting the Nomination:

First Name: _____

Last Name: _____

Title: _____

Office: _____

Telephone #: _____

E-Mail: _____

Signature: _____

Date: _____

ANNUAL FACULTY RECOGNITION AWARD NOMINATION FORM

Name of Person Being Nominated:

First Name: _____

Last Name: _____

Teaching Discipline/Academic School: _____

Identification of Award for which Faculty Member is being nominated (Please check one)

_____ Faculty Teaching Effectiveness Award

_____ Faculty Community Impact Award

_____ Faculty Scholarly and Creative Engagement Award

_____ Faculty Diversity, Equity, and Inclusion Award

_____ Faculty Institutional Responsibility Award

_____ Faculty Leadership Award

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

Name of Person Submitting the Nomination:

First Name: _____

Last Name: _____

Title: _____

Office Telephone #: _____

E-Mail: _____

Signature: _____

Date: _____

FACULTY AWARD FOR PROFESSIONAL EXCELLENCE NOMINATION FORM

Name of Person Being Nominated:

First Name: _____

Last Name: _____

Teaching Discipline/Academic School: _____

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

Name of Person Submitting the Nomination:

First Name: _____

Last Name: _____

Title: _____

Office Telephone #: _____

E-Mail: _____

Signature: _____

Date: _____

APPENDIX K: APPLICATION FORMS FOR FACULTY AWARDS FOR PROFESSIONAL EXCELLENCE

The following pages contain application forms for Faculty Awards for Professional Excellence in the four domains of faculty activity:

- Teaching
- Scholarly and Creative Engagement
- Institutional Responsibility
- Service

APPLICATION FOR FACULTY AWARD FOR PROFESSIONAL EXCELLENCE IN TEACHING

(To be completed by Award Nominee)

Name of Nominee:

First Name: _____

Last Name: _____

Title: _____

Office: _____

Telephone #: _____

E-Mail: _____

Signature: _____

Date: _____

1. In the space provided below, please provide a brief summary of the accomplishment, contribution, or activity for which you have been nominated to receive this award. Please identify which area(s) from among the following are most closely associated with your accomplishment, contribution, or activity:

- Instructional methodology
- Student achievement and success
- Student engagement
- Learning outcomes assessment
- Innovative use of instructional technology
- Offering a course in a new delivery modality (e.g. online)

2. In the space provided below, please describe how the accomplishment, contribution, or activity for which you have been nominated to receive this award was innovative, distinctive, or impactful.

3. In the space provided below, please describe how the accomplishment, contribution, or activity for which you have been nominated to receive this award was supportive of the college mission.

4. In the space provided below, please describe how the accomplishment, contribution, or activity for which you have been nominated to receive this award was supportive of the strategic goals of the college and/or the Virginia Community College System.

5. In the space provided below, please describe how the accomplishment, contribution, or activity for which you have been nominated to receive this award substantially exceeded performance expectations.

APPLICATION FOR FACULTY AWARD FOR PROFESSIONAL EXCELLENCE IN SCHOLARLY & CREATIVE ENGAGEMENT

(To be completed by Award Nominee)

Name of Nominee:

First Name: _____

Last Name _____

Name: _____

Title: _____

Office Telephone #: _____

E-Mail: _____

Signature: _____

Date: _____

1. In the space provided below, please provide a brief summary of the accomplishment, contribution, or activity for which you have been nominated to receive this award. Please identify which area(s) from among the following are most closely associated with your accomplishment, contribution, or activity:

- Continuing education, academic coursework, or degree attainment
- Publications, presentations, or creative works
- Activity in professional organizations
- Scholarly research
- Grant activity

2. In the space provided below, please describe how the accomplishment, contribution, or activity for which you have been nominated to receive this award was innovative, distinctive, or impactful.

3. In the space provided below, please describe how the accomplishment, contribution, or activity for which you have been nominated to receive this award was supportive of the college mission.

4. In the space provided below, please describe how the accomplishment, contribution, or activity for which you have been nominated to receive this award was supportive of the strategic goals of the college and/or the Virginia Community College System.

5. In the space provided below, please describe how the accomplishment, contribution, or activity for which you have been nominated to receive this award substantially exceeded performance expectations.

APPLICATION FOR FACULTY AWARD FOR PROFESSIONAL EXCELLENCE IN INSTITUTIONAL RESPONSIBILITY

(To be completed by Award Nominee)

First Name: _____

Last Name: _____

Title: _____

Office: _____

Telephone #: _____

E-Mail: _____

Signature: _____

Date: _____

1. In the space provided below, please provide a brief summary of the accomplishment, contribution, or activity for which you have been nominated to receive this award. Please identify which area(s) from among the following are most closely associated with your accomplishment, contribution, or activity:

- Special projects
- Student advising
- Administrative responsibilities
- Leadership in one's academic discipline, department, or division
- Other non-teaching duties

2. In the space provided below, please describe how the accomplishment, contribution, or activity for which you have been nominated to receive this award was innovative, distinctive, or impactful.

3. In the space provided below, please describe how the accomplishment, contribution, or activity for which you have been nominated to receive this award was supportive of the college mission.

4. In the space provided below, please describe how the accomplishment, contribution, or activity for which you have been nominated to receive this award was supportive of the strategic goals of the college and/or the Virginia Community College System.

5. In the space provided below, please describe how the accomplishment, contribution, or activity for which you have been nominated to receive this award substantially exceeded performance expectations.

APPLICATION FOR FACULTY AWARD FOR PROFESSIONAL EXCELLENCE IN SERVICE

(To be completed by Award Nominee)

Name of Nominee:

First Name: _____

Last Name: _____

Title: _____

Office Telephone #: _____

E-Mail: _____

Signature: _____

Date: _____

1. In the space provided below, please provide a brief summary of the accomplishment, contribution, or activity for which you have been nominated to receive this award. Please identify which area(s) from among the following are most closely associated with your accomplishment, contribution, or activity:

- Service to the institution
- Service to the community
- Service to the profession

2. In the space provided below, please describe how the accomplishment, contribution, or activity for which you have been nominated to receive this award was innovative, distinctive, or impactful.

3. In the space provided below, please describe how the accomplishment, contribution, or activity for which you have been nominated to receive this award was supportive of the college mission.

4. In the space provided below, please describe how the accomplishment, contribution, or activity for which you have been nominated to receive this award was supportive of the strategic goals of the college and/or the Virginia Community College System.

5. In the space provided below, please describe how the accomplishment, contribution, or activity for which you have been nominated to receive this award substantially exceeded performance expectations.

APPENDIX L: FACULTY JOB DESCRIPTION

The major emphasis shall be on teaching, by working with students in classrooms (online and face-to-face), laboratories, individual conferences, and related activities to help the students develop their interests and abilities to the fullest capacity to become better persons, better workers, and better citizens. This primary responsibility is augmented by quality assurance, institutional and community service, student advising, and professional development. Faculty members are expected to be able to carry out their duties in a professional, ethical, and collegial manner to enhance the purpose of the institution.

The specific duties and responsibilities of instructional faculty are:

1. Meeting all classes as scheduled and maintaining at least the minimum number of office hours required (10);
2. Maintaining a teaching load of fifteen credit hours per semester and fifteen to twenty contact hours per semester, unless otherwise authorized by the division dean.
3. Providing high quality instruction for courses according to the SWCC catalog descriptions and in accordance with defined course standards and outcomes
4. Advising students in course selections, college procedures and policies, and relevant occupational information;
5. Actively participating in the assessment of courses and programs to provide quality assurance;
6. Acquiring a complete working knowledge of the catalog, *Student Handbook* and *Faculty Handbook*;
7. Preparing course plans for each assigned course and submitting a course syllabus to each student by the first week of class;
8. Participating in appropriate professional development activities to stay current in the teaching field and with high-impact teaching practices;
9. Attending all faculty, divisional, departmental, committee meetings as assigned and if safe to do so (all obligations must be done within protocols of health and safety);
10. Evaluating and recommending the selection of textbooks, related materials, and supplies;
11. Participating in appropriate student activities, community activities, and professional activities;
12. Submitting reports, grades, and/or other related information promptly and accurately;
13. Keeping accurate records of student attendance and academic achievement;
14. In concert with the division dean, providing primary oversight of the curriculum to ensure the quality of instruction, rigor of content, and relevance of

- programming.
15. Participating in program-related advisory meetings, employment engagement activities, and accreditation requirements as necessary;
 16. Performing other duties as requested by the division dean.

Physical Requirements

- Communicate with students, staff, and colleagues.
- Read academic texts, materials, student papers, etc.
- Operate personal computer and audio-visual equipment.
- Stand or sit for up to three hours at a time
- Travel off-campus to develop curriculum or policy, participate in advising, observe student interns, and engage in other program-related activities as requested by division dean.
- Other requirements as specified by a specific job description.

Job Qualifications

Faculty should meet the minimum qualifications for each course taught:

1. Faculty teaching general education courses at the undergraduate level must possess a doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).
2. Faculty teaching associate degree courses designed for transfer to a baccalaureate degree must possess a doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).
3. Faculty teaching associate degree courses not designed for transfer to the baccalaureate degree must possess a bachelor's degree in the teaching discipline, or associate degree and demonstrated competencies in the teaching discipline.
4. Faculty teaching non-associate degree occupational courses not designed for transfer must possess a minimum of a high school diploma (or equivalent) and five years of current work experience in the teaching field.

Reports to: Division Dean

Classification: Faculty

Referenced VCCS Policies: 3.0, 3.2, 3.5, 3.8

GLOSSARY

Annual Performance and Professional Development Objectives (APPDO): The annual goals that are required of all teaching faculty regardless of the length of their appointments.

College Plan: A set of policies, procedures, and practices that operationalize the VCCS Faculty Development and Evaluation System at the college. The college plan must be approved by a majority of full-time, nine-month teaching faculty who vote on the question, approved by the college president, and certified by the Chancellor as embodying the philosophy, matching the high standards, adhering to VCCS policy, and addressing the technical requirements of the VCCS Faculty Development and Evaluation System.

College Citizenship: Service activities that are in support of college or VCCS initiatives and that involve a direct connection between the faculty member who engages in the specific activity and the faculty member's position at the college where the participant is not in a leadership role for the activity.

College Representation: Service activities that involve a direct connection between the faculty member who engages in the specific activity and the faculty member's position at the college.

Community Citizenship: Service activities that are indirect in which the faculty member is acting as a community resident who also happens to be a college employee.

Data Sources: Information generated and used for evaluative purposes from Student, Self, Supervisor, and Peers (per college policy).

***De minimis*:** A non-monetary small gift or token of appreciation—such rewards are not taxable under IRS regulation due to their small or minimal nature.

Development: Structured or formal learning experiences designed to help the individual perform better or learn new knowledge and skills.

Domains (or Performance Domains): Teaching, Service, Scholarly and Creative Engagement, and Institutional Responsibility.

Evaluation: The periodic assessment of performance that is facilitated by the dean/supervisor.

Evaluation Cycle: The evaluation cycle for all teaching faculty within the VCCS is the calendar year, January to December (*Appendices A and B*).

Faculty/Faculty Member/Full-time Faculty/Teaching Faculty: For the purposes of the Faculty Development and Evaluation System, "faculty," "faculty member," "full-time faculty," and "teaching faculty" refer to nine-month, full-time teaching faculty, except for those in the associate instructor category of employment.

Forms/Instruments/Devices: The actual documents or templates used to conduct an evaluation session, to set goals and objectives, to nominate a faculty member for an award, or otherwise to execute the development and evaluation system.

Goals: See Annual Performance and Professional Development Objectives.

Institutional Responsibility: Performing assigned or presumed duties in accordance with applicable laws, policies, and procedures. This institutional responsibility includes, but is not limited to, adherence to college and VCCS policy; collegiality; student advising; administrative duties; departmental supervision or other college community leadership duties; additional assigned duties; and diversity, equity, and inclusion initiatives. Activities that do not otherwise fit into Teaching, Scholarly and Creative Engagement, or Service, but which are job related, should be counted in the Institutional Responsibility domain.

Policy: VCCS Policy 3.6 provides the principles and guidelines that outline the development and evaluation system.

Recognition: A non-monetary or *de minimis* award such as certificates or preferred parking spaces for a semester.

Reward: Significant annual monetary awards—bonus, percentage pay increase, or professional development stipend—that are available on a competitive basis to a limited percentage of faculty each year.

Scholarly and Creative Engagement: Publications, research, artistic, intellectual, or other presentation and sharing activities that are specifically associated with the faculty member's formally recognized area of expertise. As possible, faculty should strive to include diversity, equity, and inclusion initiatives in both scholarly and creative works.

Senior Faculty: Those faculty members beyond the first three continuous appointment years, whether on one-year or multi-year appointments.

Service: The quality participation and commitment to students, college and/or community organizations (See: college representation, college citizenship, and community citizenship). Diversity, equity, and inclusion initiatives should be honored, as applicable to service, whenever possible.

Teaching: Creating a learning environment that facilitates students' acquisition of knowledge and skills in a subject (i.e. instructional design, instructional delivery, instructional effectiveness, and instructional expertise). When applicable to the academic discipline, diversity, equity, and inclusion initiatives should be incorporated into teaching through lessons, labs, clinicals, studio work, performance, and internships.

Weighting: The determination of how each performance domain is valued in relation to other factors.