

APPENDIX F: FACULTY EVALUATION FORM

Part 1 – Faculty Information

Faculty Name:
Employee ID #:
Department or Division:
Period Covered by this Evaluation:
Evaluation Type: <input type="checkbox"/> First Year Probationary – Fall <input type="checkbox"/> First Year Probationary – Spring <input type="checkbox"/> Second Year <input type="checkbox"/> Third Year <input type="checkbox"/> Senior Faculty

Part 2 –Supervisor Name

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Part 3 – Performance Evaluation

Section 1

TEACHING DOMAIN COMPONENTS
<p><i>Definition:</i> Creating and maintaining a learning environment that supports students’ acquisition of knowledge and skills within a subject area. This includes instructional design, delivery, effectiveness, and subject-matter expertise. The teaching domain also encompasses activities that enhance the faculty member’s ability to facilitate student learning, engage diverse learners, and contribute meaningfully to the institution’s educational mission.</p> <p>Faculty should also include a reflection on the previous semester’s student ratings of instruction (if available) and other student feedback about instructional design delivery, effectiveness, and expertise to identify areas for improvement, and implement an action plan to accomplish that improvement.</p> <p><i>Standard:</i> For each component of the teaching domain (instructional design, instructional delivery, instructional effectiveness, and instructional expertise) the faculty member must demonstrate mastery of domain through a written narrative giving concrete examples of their contributions to the domain. See the appendix for examples that could satisfy each component of this domain.</p>
<p><i>Instructional Design:</i> A written narrative showing mastery of this sub-domain will be completed after review of the appendix with examples that might satisfy this domain will be reviewed and discussed with the faculty member’s supervisor.</p>
<p>Faculty Self-Evaluation</p> <input type="checkbox"/> Narrative is attached

TEACHING DOMAIN COMPONENTS
Supervisor Comments <input type="checkbox"/> Narrative is attached
<p>Instructional Delivery. A written narrative showing mastery of this sub-domain will be completed after review of the appendix with examples that might satisfy this domain will be reviewed and discussed with the faculty member's supervisor.</p>
Faculty Self-Evaluation <input type="checkbox"/> Narrative is attached
Supervisor Comments <input type="checkbox"/> Narrative is attached
<p>Instructional Effectiveness. A written narrative showing mastery of this sub-domain will be completed after review of the appendix with examples that might satisfy this domain will be reviewed and discussed with the faculty member's supervisor.</p>
Faculty Self-Evaluation <input type="checkbox"/> Narrative is attached
Supervisor Comments <input type="checkbox"/> Narrative is attached
<p>Instructional Expertise. A written narrative showing mastery of this sub-domain will be completed after review of the appendix with examples that might satisfy this domain will be reviewed and discussed with the faculty member's supervisor.</p>
Faculty Self-Evaluation <input type="checkbox"/> Narrative is attached
Supervisor Comments <input type="checkbox"/> Narrative is attached

Section 2

SCHOLARLY AND CREATIVE ENGAGEMENT EVALUATION
<p><i>Definition:</i> Involvement in activities related to the faculty member's recognized area of expertise or the broader field of higher education. These efforts demonstrate intellectual development, contribute to the faculty member's discipline or educational practice, and support the academic mission of the institution. Activities may include research, publication, presentations, or creative works.</p>

SCHOLARLY AND CREATIVE ENGAGEMENT EVALUATION

The activities can focus on applied, practical, and innovative contributions. The Scholarly and Creative Engagement Domain recognizes the importance of continuous intellectual growth, innovation, and the creation and dissemination of new knowledge or artistic works.

Standard: A written narrative showing mastery of this domain will be completed after review of the appendix with examples that might satisfy this domain will be reviewed and discussed with the faculty member's supervisor.

Faculty Self-Evaluation

Narrative is attached

Supervisor Comments

Narrative is attached

Section 3

INSTITUTIONAL RESPONSIBILITY EVALUATION

Definition: Fulfilling assigned and expected responsibilities in accordance with applicable laws, policies, and institutional procedures. This includes, but is not limited to, adherence to college and VCCS policies, demonstrating collegiality, advising students, mentoring adjuncts, completing administrative tasks, engaging in required departmental or institutional leadership, serving on assigned internal committees, and carrying out other assigned duties.

Many of these duties reflect the need for faculty discipline expertise (e.g. curriculum development, adjunct mentoring). 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. Additionally, any responsibility in which a faculty member receives release time or other form of compensation should be considered as Institutional Responsibility.

Standard: A written narrative showing mastery of this domain will be completed after review of the appendix with examples that might satisfy this domain will be reviewed and discussed with the faculty member's supervisor. Additionally, the faculty member must acknowledge they have completed the core responsibilities listed below.

Core Institutional Responsibilities

- For each course section taught, develop and/or utilize a course syllabus (course policies and course calendar) that is complete, accurate, and compliant with college standards.
- Distribute the syllabus to students by the last day of the drop/add period for each course in the first semester of employment and distribute the syllabus to students on or before the start date for each course in the second semester of employment.

INSTITUTIONAL RESPONSIBILITY EVALUATION

- 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 feedback to inform revisions to instructional design, delivery, effectiveness, and expertise.
- Make oneself available for consultation with students during published student engagement hours throughout the semester.
- Demonstrate knowledge of and adherence to college and VCCS policies
- Submit accurate and punctual attendance reports, grade reports, and other required department, division, and college documentation.
- Satisfactorily participate in required department, division, campus, committee, and college meetings.

Faculty Self-Evaluation

- Narrative is attached

Supervisor Comments

- Narrative is attached

Section 4

SERVICE EVALUATION

Definition: Participation in activities that support students, the college, and/or the broader community, chosen by the faculty member based on personal interest, expertise, or other reasons, rather than being explicitly required by a supervisor. Service may include engagement in college governance, committee work, and community outreach. These contributions reflect the faculty member's commitment to institutional citizenship and to representing the college in various capacities.

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 connecting with students or community members

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, acting as a community resident who also happens to be a college employee, engages in contributing to community welfare and community development and are consistent with the mission of the college. Activities supporting community service are not bound by the college or VCCS service regions but are instead conducted where the faculty member can help foster community.

Standard: The faculty member must demonstrate mastery of the service domain through a written narrative giving concrete examples of their contributions to the domain. See the appendix for examples that could satisfy each component of this domain.

SERVICE EVALUATION
<i>It is important to note that faculty are not expected to satisfy every type of service in any given year. However, across the evaluation cycle faculty are required to have some level of service in either college citizenship or college representation.</i>
Faculty Self-Evaluation <input type="checkbox"/> Narrative is attached
Supervisor Comments <input type="checkbox"/> Narrative is attached

Section 5

Overall Evaluation of Performance
<p>During the evaluation cycle the faculty member must</p> <ul style="list-style-type: none"> • Demonstrate mastery of a significant majority of the individual criteria in each domain • Demonstrate satisfactory progress toward mastery of those criteria where improvement is needed • Demonstrate, through mastery and satisfactory progress as noted above, that <u>expectations have been met in each of the four domains</u> of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service. <ul style="list-style-type: none"> ○ <input type="checkbox"/> Meets Expectations ○ <input type="checkbox"/> Does <u>Not</u> Meet Expectations
Supervisor Comments:
Faculty Response:

Section 6

Evaluation Signatures	Date
<p style="text-align: center;">X</p> <hr style="width: 30%; margin-left: 0;"/> <p>Faculty</p>	

Evaluation Signatures	Date
<p data-bbox="191 327 240 380">X</p> <hr data-bbox="175 384 630 388"/> <p data-bbox="191 432 289 457">Supervisor</p>	

Appendix to Faculty Evaluation Form: Examples for Each Domain and Sub-Domain

Each domain and subdomain listed below contains a non-exhaustive list of examples that could be used to show mastery of the different domains of the faculty evaluation that could be included in a narrative. *Note: It is not required or expected that every faculty member shows completion of every example on these lists.*

Teaching Domain

Teaching (Instructional Design)

- Design learning activities and materials that facilitate student engagement, active learning, critical thinking, and achievement of prescribed course outcomes.
- Design assessment strategies that effectively measure student achievement of prescribed course outcomes.

Faculty in their second/third year appointment could:

- Select high-quality learning resources, such as textbooks, bearing in mind appropriateness, necessity, accessibility, and cost.

Senior faculty may be expected to:

- Design new courses which may include teaching a course not previously offered at the college and/or in the VCCS
- Teach a course in a new delivery mode (e.g. online) that the instructor has not used to teach the course in the previous three years
- Teach a course not taught by the instructor in the previous three years, or
- Substantially redesigning a course that the instructor has taught in the previous three years.

Teaching (Instructional Delivery)

- Align course activities with target learning outcomes
- Employ activities that foster faculty-student interaction
- Employ activities that foster cooperative learning among students
- Employ methods that facilitate active learning
- Employ methods that develop students' high order cognitive skills, such as analyzing, evaluating, and creating
- Employ required texts and other resources, including resources designated as required by the department or division, to achieve instructional objectives
- Employ technology and other supporting materials to achieve instructional objectives
- Respond constructively and respectfully to student comments and questions.
- Respond promptly (usually by the end of the next business day) to student phone, email, or other communications
- Foster communication with students outside of class meeting times
- Provide students with prompt feedback (usually within one week) on activities and assignments

Senior faculty may be expected to:

- Update instructional delivery which may include changing textbook or other core learning resource

for at least one class

- Substantially alter a major test, written assignment or other assignment
- Substantially alter activities or introducing new activities that are substantially different from previous activities in one or more courses; or
- Implement a substantially different andragogy in one or more courses.

Teaching (Instructional Effectiveness)

- Conduct timely assessments of student learning, including at least one assessment within the first 15% of the class
- Deliver effective instruction by making improvements to teaching methodology to improve student learning outcomes measured by learning outcome 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)

Senior faculty may be expected to:

- Ensure instructional effectiveness, which may include instituting a new activity to assess instructional effectiveness in a course
- Implement a new activity to assess instructional effectiveness for students after they exit a course, or utilize an existing assessment of instructional effectiveness in a substantially new way.
- *Note -: For any of these activities, faculty should demonstrate modifications to instructional design and delivery based on the results of the assessment.*

Teaching (Instructional Expertise)

- Demonstrate currency in academic discipline.
- Demonstrate currency in methods of teaching and learning.
- Demonstrate currency in instructional technology.

Senior faculty expectations may include:

- Engage in activities to advance one's instructional expertise in the instructor's academic discipline and activities around teaching effectiveness, and
- Provide evidence for how the instructional expertise activities changed instructional design, instructional delivery, and/or instructional effectiveness.

Scholarly and Creative Engagement Domain

- Complete professional development offered through the college that is not mandatory
- Conduct original research in one's field or higher education
- Publish peer-reviewed articles, books, or book chapters in one's academic discipline or higher education/andragogy
- Present findings at academic conferences or symposia
- Create artistic works (e.g., visual art, music compositions, literary works)
- Perform or exhibit creative works
- Receive recognition for artistic or academic contributions

- Earn graduate credits of a degree
- Secure external funding for research or creative projects
- Develop and submit grant proposals
- Serve as a reviewer for publications, grants, or textbooks
- Attend workshops, seminars, or conferences in one's field or in higher education/pedagogy
- Engage in continuing education or skill development
- Earn a professional or industry certification
- Participate in cross-disciplinary research or creative projects
- Demonstrate satisfactory progress in developing the knowledge, skills, abilities, and behaviors representative of teaching faculty excellence at the college and in the VCCS

Institutional Responsibility Domain

- Fulfill required duties outlined in the 9-month Teaching Faculty Employee Work Profile (EWP)
- Satisfactorily perform assigned administrative, supervisory, leadership, or other non-teaching duties to include curricular and program review and assessment as required by SACSCOC, other regulatory agencies, and/or ongoing best institutional practice
- Satisfactorily participate in the development and execution of Annual Professional Development Objectives
- Serve on assigned internal committees
- Serve as a Faculty mentor (if assigned)
- Fulfill responsibilities as an academic advisor to students (if applicable)
- Support the delivery of quality instruction in dual enrollment classes in the faculty member's discipline through activities such as mentoring of dual enrollment faculty, course content review, assessment activities, and classroom observation

Second/Third Year Faculty and Senior Faculty may be expected to (if assigned):

- Contribute to one's peer teaching community at the college
- Implement and facilitate the adoption by others of an innovative advising best practice
- Take a leadership role in one's academic discipline or academic department/division at the college to include chairing a committee or leading a special project
- Actively participate on ad hoc college or VCCS committees/projects
- Take a leadership role in an activity or initiative that reaches out to staff, administrators, or faculty outside one's department/division to advance a cross- functional area approach to student service/success
- Mentor a new full-time or new or returning part-time faculty member in one's department/division.
- Engage in activities that strengthen relationships with K-12 or four-year school partners

Service Domain

Service (College Citizenship):

- Student club (co) sponsorship
- Volunteer for college committees or workgroups

- Volunteer at new student orientations or welcome tables
- Attend or volunteer at college activities for which participation is voluntary
- Organize or lead workshops, seminars or other training activities for one's peers

Service (College Representation):

- Represent the college at system level events and workgroups
- Have an active role with local, regional, or national professional organizations directly tied either the field of higher education instruction or the faculty member's field of expertise
- Develop and maintain partnerships with community stakeholders
- Participate in a college community service program
- Participate in community activities that reflect the faculty's role at the college (e.g. science fair judge)
- Share innovations with colleagues at other colleges (e.g. peer groups events or platforms)
- Take a leadership role in a college or VCCS Foundation activity or participate in activities sponsored by the college or VCCS Foundation

Service (Community Citizenship)

- Participate in community events that support the college's mission while not acting as a representative of the college
- Member or active role in a civic organization as a community member