Full-time Teaching Faculty Development, Evaluation and Recognition Plan

Updated July 2025

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BACKGROUND AND PURPOSE

In 2013, a new Full-time Teaching Faculty Development and Evaluation Plan was implemented across the Virginia Community College System (VCCS). At that time, this model plan was developed at the system level, and colleges were given the option to adopt the model plan as written or implement a modified version with approval from a majority of their teaching faculty and the VCCS. This guided faculty development and evaluation efforts for many years.

In Fall 2023, then-Senior Vice Chancellor for Academic and Workforce Programs, Dr. Sharon Morrissey, asked a group of academic leaders to address one of the key objectives in the VCCS Strategic Plan, *Opportunity 2027*:

> *"Review and revise the faculty evaluation process so that it incorporates measurable SMART goals, encourages faculty ownership and accountability, inspires high performance, and includes feedback that supports faculty development and growth."*

In response to this charge, a workgroup convened in January 2024 to revisit and revise the system. (See Appendix A for membership.) Two subgroups were formed to focus specifically on: (1) clarifying the faculty performance domains and (2) enhancing reward and recognition mechanisms.

The workgroup did not recommend major structural changes to the foundational components of the original model plan. Instead, the revisions focused on clarifying expectations, strengthening alignment with current strategic priorities, and improving consistency across the system. These refinements are reflected in this revised system Faculty Development, Evaluation, and Recognition Plan.

One significant change deserves particular attention: while the prior plan permitted individual colleges to implement approved modifications to the model, the new system aligns with a "one VCCS" approach. In accordance with **VCCS Policy 3.6.0: Teaching Faculty Development, Evaluation and Recognition Policy**, this revised plan is now required for implementation at all colleges. This change promotes greater transparency, fairness, and consistency in faculty evaluation and recognition practices across the VCCS.

It is important to note that the guiding principles that shaped the original system remain firmly in place. As stated in the original plan:

> *"The spirit and intent of the Faculty Development and Evaluation System for Virginia's Community Colleges is to provide a mechanism for investing in the professional growth, development, and performance of each faculty member. Faculty are expected to pursue high standards, challenging goals, and teaching excellence. They can expect that their dean/supervisor will provide them with guidance, support, encouragement, due recognition, and a fair assessment of their contributions to the college's mission. As a community, we honor those who have chosen to serve others, who share their passion and commitment for learning with others, and who lead the way by demonstrating their beliefs through continuous learning and improvement."*

Guiding Principles

Several inherent principles guide the Faculty Development, Evaluation, and Recognition Plan:

- Virginia's Community Colleges intend to foster a culture of high performance and a shared commitment to the mission of the VCCS and the individual colleges.
- A commitment to excellence with a focus on student success should be evident in all that we do.
- Faculty efforts should encompass effective performance in Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service.
- Faculty should take ownership of their performance and professional development as both an ongoing job responsibility and a responsibility of being a member of the college community.
- Professional development, evaluation, and recognition should be purposefully designed to be mutually reinforcing.
- Evidence should inform evaluation and professional development decisions.
- Achievement should be recognized.
- Exemplary performance should be rewarded.
- Peer involvement and collaboration should be encouraged.
- Stakeholders involved in the Faculty Development and Evaluation process should be well-trained in its purpose and effective implementation.

DEFINITIONS

Annual Professional Development Objectives (APDO): Annual goals, aligned with evaluation domains, required of all teaching faculty, regardless of the length of their appointments.

Data Sources: Information used for evaluative purposes, typically gathered from students, self, supervisors, and peers, in accordance with college policy.

De Minimis: A small, non-monetary gift or token of appreciation. Such items are not taxable under IRS regulations due to their minimal value.

Development: Structured or formal learning experiences intended to enhance an individual's performance or support the acquisition of new knowledge and skills.

Domains (or Performance Domains): The four key areas of faculty responsibility on which each faculty member is evaluated: Teaching, Service, Scholarly and Creative Engagement, and Institutional Responsibility.

Evaluation: The periodic assessment of a faculty member's performance, facilitated by the dean or supervisor.

Evaluation Cycle: The annual performance review period for all teaching faculty within the VCCS, which runs from January through December.

Faculty/Faculty Member/Full-time Faculty/Teaching Faculty: For the purposes of the Faculty Development, Evaluation and Recognition Plan, these terms refer to full-time (nine-month, ten-month, and twelve-month) teaching faculty, excluding those in the associate instructor employment category.

Forms/Instruments/Devices: Documents or templates used to conduct evaluation sessions, set goals and objectives, nominate faculty for recognition or awards, or otherwise carry out the processes of the faculty development, evaluation, and recognition system.

Goals: See *Annual Professional Development Objectives*.

Institutional Responsibility: 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. (See *Evaluation* section for additional details and examples.)

Policy: VCCS policies that provide the principles and guidelines for the faculty development, evaluation, and recognition system. This includes, but is not limited to, VCCS Policies 3.4, 3.6, and 3.12.

Probationary Faculty: Faculty members in their first year of appointment, typically serving during both the fall and spring semesters.

Recognition: A non-monetary or de minimis acknowledgment of faculty achievements. Recognition may include certificates of appreciation, letters of commendation, reserved parking privileges, mentions in newsletters or on websites, or other public accolades. These awards are intended to affirm faculty performance and foster motivation without involving significant financial value.

Reward: A significant, performance-based monetary award granted on a competitive basis to a limited number of faculty each year. Rewards may include bonuses or funding for professional development activities and are intended to recognize exceptional performance in teaching, service, or overall contributions.

Scholarly and Creative Engagement: 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. (See *Evaluation* section for additional details and examples.)

Senior Faculty: Faculty members who have completed at least three consecutive one-year appointments and are currently serving under a three-year or five-year faculty appointment contract.

Service: 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, to representing the college in various capacities, or engaging with their local community. (See *Evaluation* section for additional details and examples.)

Teaching: 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. (See *Evaluation* section for additional details and examples.)

OVERVIEW OF THE FULL-TIME FACULTY DEVELOPMENT, EVALUATION AND RECOGNITION PLAN

Purpose

To foster a culture of high performance, professional growth, and continuous improvement among teaching faculty, the Virginia Community College System (VCCS) has adopted a revised Full-Time Teaching Faculty Development, Evaluation, and Recognition Plan. This system is designed to support world-class instruction and enhance student success.

Faculty Development and Evaluation Plan Summary

The Full-time Teaching Faculty Development, Evaluation and Recognition Plan includes three integrated components:

1. **Annual Professional Development Objectives (APDOs):**
    Each faculty member will develop three to five professional development objectives annually, each aligned with at least one of the four domains of faculty responsibility: Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service. These objectives are created in consultation with and approved by the faculty member's dean or supervisor and are intended to guide continuous professional improvement over the course of the evaluation cycle.

2. **Evaluation:**
    Faculty performance is assessed using a two-level rating system: *Meets Expectations* or *Does Not Meet Expectations*. Evaluations focus on performance and growth across all four domains, with an emphasis on maintaining high standards and supporting professional development.

3. **Reward and Recognition:**
    Each college shall establish a plan for recognizing and rewarding faculty whose performance exemplifies excellence in one or more of the four domains. Faculty who receive a rating of *Meets Expectations* are eligible to participate in their college's Reward and Recognition program. Non-monetary, de minimis, or monetary recognition (as outlined in each college's plan) is intended to celebrate outstanding contributions to teaching, scholarship, service, and institutional responsibility.

INTRODUCTION TO THE PLAN

The VCCS Full-time Teaching Faculty Development, Evaluation and Recognition Plan reflects the highest aspirations of the Virginia Community College System in promoting teaching excellence and faculty growth. From its initial design through subsequent revisions, the plan has been informed by the expertise of award-winning VCCS faculty and input from internal and external experts in teaching and faculty evaluation.

This system-wide plan is organized around three integrated components:

1. **Faculty Development** – through the creation of Annual Professional Development Objectives (APDOs)
2. **Faculty Evaluation** – assessment of performance across key domains
3. **Recognition of Faculty Excellence** – acknowledgement of outstanding contributions in teaching and service

Implementation

The VCCS Full-Time Teaching Faculty Development, Evaluation, and Recognition Plan will be implemented across all VCCS colleges beginning in **Fall 2025**.

Review Process

The VCCS System Office will facilitate a system-level review of the plan at least once within the first two years following implementation. Additional reviews will be conducted periodically in conjunction with relevant governance and advisory groups to ensure continued relevance, effectiveness, and alignment with institutional and system-wide goals.

ANNUAL PROFESSIONAL DEVELOPMENT OBJECTIVES

Purpose
The Annual Professional Development Objectives (APDOs) component of the Faculty Development, Evaluation, and Recognition Plan focuses on the professional growth and continuous improvement of full-time teaching faculty. It is designed to provide structure and institutional support that encourages faculty to set meaningful goals, engage in reflective practice, and enhance their performance over time.

Key elements of APDOs include setting objectives, consulting with the dean or supervisor, identifying resources, establishing timelines, and assessing progress. The process should be collaborative, growth-minded, and forward-looking. Faculty are encouraged to develop objectives that are ambitious, innovative, and occasionally long-term in nature. It is therefore understood that not all objectives may be fully achieved within a given evaluation cycle.

Setting Annual Professional Development Objectives
APDOs are aligned with the Academic Year (fall and spring semesters). Note: Previously, objectives were set on a calendar-year basis. For the first year of implementation (2025), continuing faculty will develop APDOs that span 18 months to accommodate the transition.

Near the end of the spring semester, each continuing full-time teaching faculty member will meet with their supervisor to:
- Develop 3–5 professional development objectives for the upcoming academic year;
- Identify supporting resources and establish timelines; and
- Agree on measures for evaluating success.

Objectives should align with one or more of the four domains of faculty activity as outlined in VCCS policy:
1. Teaching
2. Scholarly and Creative Engagement
3. Institutional Responsibility
4. Service

While it is not required to have an objective in every domain each year, objectives must address all four domains over the course of their evaluation cycle. The supervisor has final approval over the objectives.

Objectives must be documented on the *Annual Professional Development Objectives – Faculty/Supervisor Agreement Form* (Appendix B), signed by both the faculty member and supervisor. Objectives should align with the faculty member's professional interests as well as the strategic goals of their department, division, college, and the VCCS. Faculty and supervisors should regularly include an objective related to evolving technologies, particularly when faculty are teaching across modalities

College Support for APDOs
The college affirms its commitment to faculty development by providing financial and strategic support to help faculty achieve their APDOs. Each year, through the budget planning process, colleges will allocate funds, within state and system budgetary guidelines, to support professional development. A specified dollar amount per faculty member will be designated, pooled, and made available through a formal request and approval process as outlined in college procedures.

Additional support may include:
- Free internal training opportunities
- Reassigned time
- Grant-writing assistance
- Sabbatical and educational leave
- Other faculty-endorsed resources that support institutional and student success

Resources needed to accomplish APDOs must be documented on the *Faculty/Supervisor Agreement Form* (Appendix B). By signing the form, both parties acknowledge the required resources and understand that if resources are unavailable, the faculty member may be unable to fulfill certain objectives.

Review and Revision of APDOs
A mid-year check-in will occur in December, during which the faculty member and supervisor will review progress. Additional check-ins may occur at the request of either party. APDOs may be modified at any point during the cycle due to evolving responsibilities, institutional priorities, or unforeseen circumstances. Revisions must be documented on an updated agreement form (Appendix B).

Assessment of APDOs
At the end of the academic year, the faculty member and supervisor will meet to assess progress. The assessment should note:
- Objectives met
- Objectives partially met
- Objectives not met
- Relevant context impacting progress

This final assessment will be recorded on the *Faculty/Supervisor Agreement Form* (Appendix B). Unmet objectives should be reviewed and considered when setting goals for the following academic year.

First-Year Probationary Faculty
For newly hired full-time teaching faculty, APDOs are pre-established for the first year (Appendix C). Early in the first semester, the faculty member and supervisor will meet to review these objectives and agree on any appropriate modifications. Faculty and supervisors are encouraged to include at least one objective related to emerging technologies.

At the end of the first semester, they will assess performance against the established objectives. Results are documented on the Agreement Form (Appendix B) and will inform the first of two required evaluations in the first year with support from their supervisor.

Before the third week of the second semester, the faculty member and supervisor will review second-semester objectives (Appendix C) and make any necessary modifications. By the end of the semester, they will meet again to assess and document achievement of those objectives. This assessment informs the second required evaluation during the first year.

If the faculty member receives a *Meets Expectations* rating after the second evaluation, they will proceed with the APDO process outlined for continuing faculty. All applicable policies and procedures in this section will then apply.

EVALUATION SYSTEM

Evaluation Schedule
The evaluation cycles for faculty differ based on their appointment status (first-year probationary, second-/third-year, and senior appointments). A detailed timeline of annual evaluation activities can be found in Appendix D.

To support the evaluation process and provide clarity for both faculty and supervisors, Human Resources will provide a list each June identifying faculty by appointment status. This list will be shared with supervisors, who will then notify faculty scheduled for evaluation by July 1 of that year.

Formal Evaluation
- First-Year Probationary Faculty:
  Probationary faculty will be formally evaluated in both the fall and spring semesters of their first one-year appointment. A summative rating will be issued for each semester, with the spring semester evaluation and rating due before March 15 of the first year.
- Second-/Third-Year Appointments:
  Faculty on second- or third-year one-year appointments will receive a summative evaluation rating before March 15, based on performance during the previous calendar year (January–December).
- Senior Faculty Appointments:
  Faculty in senior status (those who have completed three consecutive one-year appointments and are serving under a one- or multi-year contract) will receive their summative rating by December 15 of the final year of the appointment cycle. The evaluation will reflect performance over each calendar year within the full term of the appointment.

In all appointment years, including the final year of a multi-year appointment, the faculty member will work with their dean/supervisor to establish individual Annual Professional Development Objectives (APDOs).

During the intervening years of a multi-year appointment, faculty members will be presumed to have met expectations if they received a "Meets Expectations" rating in their most recent evaluation, provided they continue to uphold institutional standards and make satisfactory progress on APDOs. Exceptions may occur if a faculty member fails to meet professional expectations (see Policy 3.12).

Mid-Year Check-In
All full-time faculty members who are not in an evaluation year will participate in a mid-year check-in, either in person or via video conferencing, with their dean or supervisor. This meeting serves as an opportunity to:
- Reflect on performance across the four evaluation domains
- Assess progress toward APDOs
- Celebrate achievements
- Identify and address any emerging concerns
- Explore opportunities for additional support

During the check-in, the supervisor will document progress on the *Annual Professional Development Objectives – Faculty/Supervisor Agreement Form* (Appendix B) and complete the *Mid-Year Domain Check-In Form* (Appendix E) to note progress in each of the four domains. In most cases, faculty will not be asked to submit a self-evaluation for these mid-year check-in meetings; however, self-evaluations can be requested by the supervisor as part of the process of addressing performance concerns. Supervisors will address and document performance concerns as they arise (VCCS Policy 3.12).

Timing of Check-Ins for Faculty in their second/third year or senior faculty:
Note: The timing is slightly different for probationary faculty (See Appendix D).
- Faculty scheduled for evaluation will have a mid-year check-in near the end of the fall semester.
- Faculty not scheduled for a formal evaluation (i.e., senior faculty in non-evaluation years) will meet with their dean/supervisor for a check-in at the beginning of the spring semester.

Summary of Required Meetings:
All faculty will meet with their dean/supervisor at least twice annually, as follows:
For faculty not in an evaluation year: (i.e., senior faculty in non-evaluation years):
- December/January – Mid-year check-in on APDOs and the four domains
- April/May – Review and assess current APDOs and set APDOs for the next academic year (Summer, Fall and Spring)

For faculty in an evaluation year:
- April/May – Review and assess current APDOs and set APDOs for the next academic year
- November/December (for multi-year appointments) or March (for one-year appointments) – Formal evaluation of performance across the four domains

Evaluation Ratings
The summative rating is based on performance in all four domains, as appropriate to the faculty member's appointment and documented responsibilities. At the conclusion of each evaluation cycle, teaching faculty will receive a rating of either:
- Meets Expectations
- Does Not Meet Expectations

Evaluation Domains and Rating
The four evaluation domains are:
1. Teaching
2. Scholarly and Creative Engagement
3. Institutional Responsibility
4. Service

To earn a summative rating of Meets Expectations, faculty must demonstrate:
- Mastery of a ***significant*** majority of the criteria within each of the four domains, and
- Satisfactory progress toward mastery in areas identified for improvement.

The evaluation covers all job responsibilities in the faculty member's job description and appointment contract, including any assigned administrative or professional duties - even when release time has been granted.

While faculty are expected to contribute meaningfully across all four domains over the course of their evaluation cycle, the Teaching domain must remain the primary focus of both the faculty role and the evaluation process. Recognizing that priorities may shift over time, deans and faculty are encouraged to work collaboratively to ensure that all domains are addressed, even if emphasis varies from year to year.

Table 1: Domain definitions used for establishing college standard criteria

Domain	Definition
Teaching	This domain is characterized by 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.
Scholarly and Creative Engagement	This domain is characterized by 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. 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. Activities can focus on applied, practical, and innovative contributions and may include research, publication, presentations, or creative works. Examples of scholarly and creative engagement can include any professional development offered through the college and state-wide that are not mandatory, or attending and participating in workshops, seminars, or professional conferences in one's field, publishing peer-reviewed articles, books, or book chapters, presenting findings at academic conferences or symposia, creating artistic works (e.g., visual art, music compositions, literary works), performing or exhibiting creative works, receiving recognition for artistic or academic contributions, securing external funding for research or creative projects, developing and submitting grant proposals, , engaging in continuing education or skill development, obtaining relevant certifications or credentials, and participating in cross-disciplinary research or creative project, keeping current regarding developments in education and one's field, engaging in classroom-based research to improve teaching or discipline-based research that may lead to publication

Service	The service domain can be characterized by 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 but is not limited to 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.
	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.
	Service activities are divided into three categories:
	1) **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. Examples of college citizenship include student club sponsorship, volunteering at new student orientations or welcome tables, and volunteering and/or attending optional student or college events
	2) **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. College representation service activities can include activities, events, and meetings in which the faculty member's position at the college is a critical component of their engagement in the activity such as representing the college at system level events and workgroups, having an active role with local, regional, or national professional organizations directly tied either to higher education instruction or the faculty member's field of expertise, the development and maintenance of partnerships or activities with community stakeholders, participating in the community service program at the college or community activities that reflect the faculty's role at the college (e.g. science fair judge), and sharing innovations with colleagues at other colleges.
	3) **Community Citizenship:** Service activities that involve an indirect connection between the faculty member their position at the college, such that 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 that 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 in a manner that is reflective of the college's or VCCS' mission, vision, and values. Examples of the community service domain include participation in community events and programs that support the college's mission while not acting

Domain	Definition
	as a representative of the college or membership and activity in a civic organization as a community member.
Institutional Responsibility	This domain is defined by 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.

Criteria for Achieving the "Meets Expectations" Standard

The criteria used to determine whether a faculty member has achieved the "Meets Expectations" rating in each of the four evaluation domains are outlined in the Faculty Evaluation Forms (see Appendix F).

Data Sources

Three required categories of data will be used to inform the summative evaluation for each domain:

1. Self-Evaluation
2. Student Surveys of Instruction
3. Supervisor Evaluation, which includes at least one observation

These sources, as detailed in Table 2, provide the foundation for assessing faculty performance. The dean/supervisor will review all relevant evidence from these data sources to prepare a narrative evaluation report that supports the individual domain ratings. These domain ratings are then used to determine the overall summative rating of either "Meets Expectations" or "Does Not Meet Expectations."

Table 2: Required Data Sources that Contribute to Domain Summative Ratings

DOMAIN	DATA SOURCE
Teaching	Self-Evaluation Student Surveys of Instruction Supervisor Evaluation
Scholarly and Creative Engagement	Self-Evaluation Supervisor Evaluation
Service	Self-Evaluation

DOMAIN	DATA SOURCE
	Supervisor Evaluation
Institutional Responsibility	Self-Evaluation
	Supervisor Evaluation

Self-Evaluation

Faculty members will submit a written self-evaluation that includes a personal assessment of their performance in each of the four evaluation domains (Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service), as outlined in Table 1. This report should align with the expectations detailed in the *Faculty Evaluation Form* (Appendix F) and include:

- A professional and college activities report detailed enough to support the faculty member's self-assigned rating of either "Meets Expectations" or "Does Not Meet Expectations" for each domain.
- A review of goals met or unmet from the *Annual Professional Development Objectives* (APDOs) for the current evaluation cycle.
- Additional relevant information (e.g., reassigned time, temporary duties, or administrative/professional responsibilities).

Student Surveys of Instruction

Students in all course sections each semester will have the opportunity to complete the *Student Survey of Instruction* (Appendix G). These responses will be summarized by the supervisor in a report, with attachments as needed, and will serve as a tool to help the faculty member and supervisor to explore strengths and weaknesses in course design and course delivery.

Written comments from students submitted directly to the faculty member, the supervisor, or provided through other formats (e.g., LMS) may also be included in either the self-evaluation or supervisor's assessment, where appropriate.

Supervisor Evaluation

The supervisor will evaluate faculty performance using:

- The faculty member's self-evaluation
- Student ratings and feedback
- Classroom observations
- Performance in assigned duties
- Independent assessment of adherence to college policies
- Any additional assigned duties, including reassigned or temporary responsibilities, which may require commentary from other departments or divisions in which additional duties may have taken place

In addition, the supervisor will:

- Assess progress toward APDOs for the current evaluation cycle. While faculty are encouraged to

set ambitious and growth-oriented objectives, it is acceptable if some objectives are not fully achieved.

- Conduct classroom observations and complete the *Class Observation Assessment Form* (Appendix H) at a minimum frequency of:
  - Each semester for faculty in a probationary, first-year appointment
  - Annually for faculty in non-probationary, one-year appointments
  - Once during the final three semesters of a multi-year appointment

If a faculty member teaches in multiple modalities (e.g., in-person and asynchronous), documentation of an observation in each modality is expected over time. However, not all modalities must be observed during every evaluation cycle.

The Role of APDOs in the Formal Evaluation
APDOs align with the four evaluation domains and therefore contribute to the formal evaluation by providing examples of engagement in the domains. However, the annual APDO review is in addition to and not a substitute for the comprehensive evaluation. The formal evaluation must reflect a broader and more holistic review of performance.

Supervisor's Summative Evaluation Rating
The supervisor will assign a summative rating of either "Meets Expectations" or "Does Not Meet Expectations" based on the preponderance of evidence from all data sources. To receive a "Meets Expectations" rating, a faculty member must:

- Demonstrate mastery of a significant majority of individual criteria in each domain
- Show satisfactory progress toward areas requiring improvement
- Receive a "Meets Expectations" rating in each of the four domains

Performance concerns must be addressed promptly and documented per Policy 3.12. A faculty member shall not receive a "Does Not Meet Expectations" rating without appropriate documentation, as outlined in Policy 3.6.

Faculty–Supervisor Evaluation Conference
After the summative evaluation is completed, the supervisor will meet with the faculty member—either in person or via video conferencing—to discuss the evaluation and its implications for continued employment as defined in VCCS Policy 3.6.

- For faculty in their first three appointment contract years, the meeting must occur before March 15, the deadline to provide written notice of non-reappointment under VCCS Policy 3.04.
- For senior faculty (beyond the third year of continuous appointment contract years), the meeting must occur before February 15, the deadline to provide written notice of non-reappointment under VCCS Policy 3.04.

Implications of Summative Ratings

Meets Expectations

Faculty receiving a summative "Meets Expectations" rating:

- Are eligible for one-year or multi-year appointments, subject to provisions in VCCS Policy 3.4 and 3.6
- Will work with their supervisor to establish new APDOs for the next year
- Are eligible for promotion consideration (per VCCS Policy 3.7), assuming all other eligibility requirements are met
- Are eligible to participate in the college's *Reward and Recognition Plan*
    - *Note: First-year probationary faculty are eligible only for recognition, not monetary rewards.*

Does Not Meet Expectations

The consequences of a "**Does Not Meet Expectations**" rating vary depending on faculty appointment status:

- **First-Year Probationary Faculty**
    - Not reappointed if they receive a "Does Not Meet Expectations" rating in either semester
    - May continue to teach or be reassigned at the president's discretion for the remainder of the academic year
    - Must be notified of non-reappointment before March 15
- **Second- and Third-Year Faculty**
    - Not reappointed if they receive a "Does Not Meet Expectations" rating
    - Must be notified of non-reappointment before March 15
- **Senior Faculty (Beyond Year Three)**
    - May appeal a "Does Not Meet Expectations" rating to the college president or a peer review committee through the *Faculty Grievance Procedure (Policy 3.13)*
    - Throughout the appeals process, the supervisor must provide documentary evidence to support the evaluation
    - The president or committee will consider:
        - Input from the dean/supervisor
        - Input from the supervising vice president
        - Additional performance documentation

If the appeal is successful and the faculty member is reappointed, they will participate in the development of a Performance Improvement Plan (PIP). The supervisor will lead the creation of the PIP, focusing on areas of performance deficiency.

Training and Onboarding

To ensure transparent and consistent implementation of the *VCCS Full-Time Teaching Faculty Development, Evaluation, and Recognition Plan*, the following training requirements apply:

Training for Deans/Supervisors

Training includes:

- Overview of roles and responsibilities
- Understanding the four domains and the APDO process
- Timelines and evaluation cycles
- Guidelines for managing workload across domains
- Addressing performance concerns in a timely manner (Policy 3.12)
- Observing courses across modalities
- Recognizing faculty excellence
- Sample documentation (e.g. self-evaluations, narratives)
- Provided for all newly hired supervisors during their first semester
- Required refresher training every three years
- Resources will be housed in a dedicated Canvas site and facilitated by the VCCS System Office

Training for Supervisors' Supervisors (e.g., CAO, VP, Provost)

This training includes:

- Overview of the faculty evaluation process
- Domains, APDOs, and timelines
- Clarifying standards for a "Meets Expectations" rating
- Required for all newly hired administrators during their first semester
- Refresher training required every three years
- Training will be facilitated by the VCCS System Office

Training for Faculty

Deans will provide orientation for new full-time faculty, including:

- Overview of faculty roles and responsibilities in the system
- Understanding the domains, APDOs, and timelines
- Examples of documentation and SMART APDO writing guidance
- Required for all newly hired full-time faculty during their first semester
- Refresher sessions will be provided as new topics arise for continuing faculty

REWARD AND RECOGNITION PROGAM

Purpose and Philosophy

The *Reward and Recognition Program* is designed to honor the full-time teaching faculty whose exceptional professional accomplishments and contributions support the mission of their college and the Virginia Community College System (VCCS). This program promotes a vibrant learning environment and celebrates extraordinary performance in one or more of the four domains of faculty activity: Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service.

The VCCS recognizes that attracting, retaining, and inspiring high-quality faculty requires fair, transparent, and inclusive practices. While all full-time teaching faculty are expected to meet high standards of performance, the Reward and Recognition Program specifically acknowledges those who substantially exceed expectations in one or more domains. Each college within the VCCS is responsible for designing a program that provides meaningful and timely recognition of professional excellence.

Faculty Excellence Framework

The Chancellor's Faculty Advisory Committee (CFAC) has developed the Virginia Community College Statement of Faculty Excellence (Appendix I), which may serve as a guiding framework for organizing and assessing faculty accomplishments for reward and organizing a recognition program.

Evidence-Based Recognition

This program is grounded in a culture of evidence. A faculty member's documented record of exceptional performance should sufficiently demonstrate the nature, extent, and impact of their professional contributions for which reward or recognition is being considered.

As defined in this plan:

- Rewards are monetary awards, such as one-time bonuses, granted in recognition of significant achievements.
- Recognition is non-monetary, such as certificates, letters of commendation, public acknowledgments, or symbolic tokens of appreciation.

Balancing both reward and recognition is essential to creating an equitable and robust program that values a wide range of faculty accomplishments.

College Reward and Recognition Plans

While system-wide consistency in evaluation standards is essential, individual colleges may customize how they celebrate excellence to reflect their unique campus culture and values.

Program Requirements

Each college must establish and publish a *Reward and Recognition Program* that meets the following minimum requirements:

1. A formal program must be established and documented.
2. Annual funding must be allocated and available to support the program.

3. Clearly defined eligibility criteria must be in place (e.g., whether faculty may receive both a reward and recognition in the same year, or receive rewards in consecutive years).
4. A simple, accessible nomination process (e.g., brief narrative submissions).
5. A published timeline for the nomination and selection process.
6. A faculty-led review process (e.g., a committee to review nominations).
7. A published evaluation rubric, with training provided for all individuals involved in the selection process.

Implementation Timeline:
During Academic Year (AY) 2025–26, colleges will continue using their current reward and recognition programs. Each college must convene a faculty-majority workgroup during this year to develop or revise its program to meet the above requirements. Updated college Reward and Recognition Programs must be in place and implemented system-wide by AY 2026–27.

Assessment of Program Effectiveness
To ensure ongoing relevance and impact, each college will conduct a biannual assessment of its Reward and Recognition Program. This assessment should evaluate:

- Faculty awareness and understanding of the program
- Clarity and communication of procedures, eligibility criteria, and deadlines
- Effectiveness of program administration and implementation
- Equity and distribution of rewards and recognition across departments and faculty groups
- Impact on faculty motivation, engagement, and pursuit of professional excellence
- Alignment of the program with the college's mission and values

Findings from this assessment should inform continuous improvement of the program and be shared with college leadership and relevant faculty bodies.

APPENDIX A: COMMITTEE MEMBERS

Table 3: Faculty Evaluation Workgroup

Name	College	Role
Paula Pando	JSRCC	President, Chair
Kim Blosser	LRCC	President, Co-Chair
Charlotte Calobrisi	NOVA	CHRO
Randall Franklin	CVCC	CHRO
Joey Walter	ESCC	ASAC rep: VP
Dave Urso	BRCC	ASAC rep: VP
Molly Lynch	NOVA	ASAC rep: Provost
Debra Dart	TCC	Dean
Leonda Keniston	PVCC	Dean
Amy White	VWCC	Dean
Isaac Sharrett	MECC	Teaching Faculty
Tracy McAfee	WCC	Teaching Faculty
Mirela Fetea	GCC	Teaching Faculty

Table 4: Defining Domain Subgroup

Name	College	Role
Chris Pantazis	BCC	Teaching Faculty, Chair
John "Scott" Stauble	VPCC	Dean
Nicole Winkler	PVCC	Dean
Debra Dart	TCC	Dean
Beth Shelton	CVCC	Teaching Faculty
David Balfour	DCC	Teaching Faculty
Ivan Guajardo	VWCC	Teaching Faculty
Janet Hanks	NRCC	Teaching Faculty
Rachel Dodson	LRCC	Teaching Faculty
Tracy McAfee	WCC	Teaching Faculty
Mirela Fetea	GCC	Teaching Faculty

Table 5: Reward and Recognition Subgroup

Name	College	Role
Dirk Burruss	JSRCC	Teaching Faculty, Co-Chair
Derek Bryant	MECC	Teaching Faculty, Co-Chair
Michelle Alexander	VPCC	Dean
Lee Hunt	VHCC	Dean
Cheri Maea	GCC	Dean
Tiffany Randall	BCC	Dean
Aranda Vance	SWCC	Teaching Faculty
Donna Levy	JSRCC	Teaching Faculty
Jamie Stock	SVCC	Teaching Faculty
Kim Hoosier	PVCC	Teaching Faculty
Tiffany Sledge	TCC	Teaching Faculty
Winona Fleenor	VHCC	Teaching Faculty
Rachel Dodson	LRCC	Teaching Faculty
Tracy McAfee	WCC	Teaching Faculty
Mirela Fetea	GCC	Teaching Faculty

APPENDIX B: ANNUAL DEVELOPMENT OBJECTIVES FACULTY/SUPERVISOR AGREEMENT FORM

Guidelines and Instructions

Purpose: To promote high performance and continuous improvement in the areas of Teaching, Service, Scholarly and Creative Engagement, and Institutional Responsibility with the goal of enhancing student success.

Guiding Principles:

- Annual Professional Development Objectives (APDO) are integrated with Evaluation and with Reward and Recognition programs. They each provide input into one another.
- APDOs are established each year for all faculty members regardless of the length of their appointment.

Each faculty member should establish three to five objectives in one or more of the four performance domains: Teaching, Service, Scholarly and Creative Engagement, and Institutional Responsibility **in** consultation with their supervisor.

- The supervisor may add, cut, or modify APDOs for the faculty member. In instances where the faculty member and supervisor disagree, they should work to resolve that disagreement, but the supervisor will make the final determination about which APDOs will be assigned to the faculty member for the semester/calendar year.
- All four performance domain areas are not required each year, but it is expected that each one will appear at least once over a multi-year appointment period.
- All APDOs should be clearly stated in one or two sentences.
- **All APDOs should specify a measurable or observable outcome**, not describe an activity. Examples include "Incorporate service-learning activities into my instruction" or "complete the redesign of my psychology course," instead of "attend service-learning conference" and "evaluate different ways of designing my course for distance learning."
- APDO statements should also include a list of appropriate activities that support the achievement of the objective as well as those activities that can be used to measure its progress or completion (e.g. Objective = Redesign X Course; supporting activities include reviewing the literature on information literacy, evaluating instructional software, redesigning syllabi, etc.).
- APDOs should focus on professional growth and not just setting easy goals to "check a box." As faculty members are encouraged to establish objectives that are challenging, growth-minded, ambitious, innovative, and/or long-term in nature, it is expected and acceptable that some objectives may not be achieved.

Annual Professional Development Objectives Faculty/Supervisor Agreement Form

Section I: Faculty Information

Position Title	Name	Academic Year
Faculty Member		
Supervisor		

Section II: Objective #1

FACULTY SECTION
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:
SUPERVISOR SECTION
Approval: ☐Yes ☐ No ☐ Revise
Schedule meeting to discuss goal: ☐Yes ☐ No
Supervisor Comments:
MID-YEAR CHECK IN
Faculty Mid-Year Assessment/Revision of Objective (if applicable)
Faculty Mid-Year Assessment/Revision of Objective (if applicable)
FINAL ASSESSMENT
Faculty Member's Assessment
Supervisor's Assessment

Section III: Objective #2

FACULTY SECTION
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:
SUPERVISOR SECTION
Approval: ☐Yes ☐ No ☐ Revise
Schedule meeting to discuss goal: ☐Yes ☐ No
Supervisor Comments:
MID-YEAR CHECK IN
Faculty Mid-Year Assessment/Revision of Objective (if applicable)
Faculty Mid-Year Assessment/Revision of Objective (if applicable)
FINAL ASSESSMENT
Faculty Member's Assessment
Supervisor's Assessment

Section IV: Objective #3

FACULTY SECTION
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:
SUPERVISOR SECTION
Approval: ☐Yes ☐ No ☐ Revise
Schedule meeting to discuss goal: ☐Yes ☐ No
Supervisor Comments:
MID-YEAR CHECK IN
Faculty Mid-Year Assessment/Revision of Objective (if applicable)
Faculty Mid-Year Assessment/Revision of Objective (if applicable)
FINAL ASSESSMENT
Faculty Member's Assessment
Supervisor's Assessment

Section V: Objective #4

FACULTY SECTION
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:
SUPERVISOR SECTION
Approval: ☐Yes ☐ No ☐ Revise
Schedule meeting to discuss goal: ☐Yes ☐ No
Supervisor Comments:
MID-YEAR CHECK IN
Faculty Mid-Year Assessment/Revision of Objective (if applicable)

Faculty Mid-Year Assessment/Revision of Objective (if applicable)
FINAL ASSESSMENT
Faculty Member's Assessment
Supervisor's Assessment

Section VI: Signatures

Objective Approval Signatures	
X_____ Faculty	
X_____ Supervisor	

Interim Assessment/Objective Revision Signatures	Date
X_____ Faculty	
X_____ Supervisor	

Final Assessment Signatures	Date
X_____ Faculty	
X_____ Supervisor	

APPENDIX C: FIRST-YEAR PROBATIONARY FACULTY PROFESSIONAL DEVELOPMENT OBJECTIVES

INTRODUCTION

The following 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 to acculturate new faculty to the full-time teaching faculty position at the college and in the Virginia Community College System. The objectives reflect the commitment of VCCS faculty to high standards of performance and to continuous improvement.

The supervisor and the faculty member may agree to modify the prescribed objectives where appropriate.

The Professional Development Objectives for the third and later 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, andragogical approach, faculty-student interaction, one or more student activities, assessment of teaching, assessment of student engagement and learning, and reflections on/revision of the strategy.

Scholarly and Creative Engagement

- Attend a college or 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.

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

- 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

- For faculty currently teaching or anticipated to teach at least one online or hybrid course: Complete a certification or course approved by the supervisor in online instruction.
- For faculty anticipated to teach only on-campus courses: Complete a certification, training, or course approved by the supervisor 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

- 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 a total of 3-5 Professional Development Objectives in one or more 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.

TIMELINE - TEACHING FACULTY EVALUATON PROCESS

1. Probationary Faculty Appointment
   - August- Required Check-In
     - Supervisor meets with faculty member to discuss performance expectations and reviews pre-established professional development objectives for the fall semester (Form: Annual Professional Development Objectives Faculty/Supervisor Agreement Form)
   - October
     - Dean/Supervisor completes class observation and meets to discuss with faculty member.
   - November
     - Dean/Supervisor asks faculty member to submit self-assessment of criteria in each of the four evaluation domains: Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service (Form: Faculty Evaluation Form)
   - December- Required Check-in
     - Dean/Supervisor meets with faculty member to assess and document attainment of established semester 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. (Form: Annual Professional Development Objectives Faculty/Supervisor Agreement Form)
     - Dean/Supervisor reviews the pre-established, second semester professional development objectives with faculty member. (Form: Annual Professional Development Objectives Faculty/Supervisor Agreement Form)
     - Dean/Supervisor completes first semester evaluation of faculty member. (Form: Faculty Evaluation Form)
   - February
     - Dean/Supervisor completes class observation and meets to discuss with faculty member.
     - Dean/Supervisor asks faculty member to submit self-assessment of criteria in each of the four evaluation domains: Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service. (Form: Faculty Evaluation Form)
   - Before March 15 – Required Check-in
     - Dean/Supervisor meets with faculty member to assess and document attainment of established semester 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. (Form: Annual Professional Development Objectives Faculty/Supervisor Agreement Form)
     - Dean/Supervisor and faculty member establish annual professional development objectives (APDOs) for next academic year (second 1-year appointment). (Form: Annual Professional Development Objectives Faculty/Supervisor Agreement Form)
     - Dean/Supervisor completes second semester evaluation of faculty member. (Form: Faculty Evaluation Form)
   - April/May- Required Check-in
     - Dean/Supervisor and faculty member meet to establish APDOs for next academic year (second

1-year appointment) (Form: Annual Professional Development Objectives Faculty/Supervisor Agreement Form)

2. Second 1-Year Faculty Appointment
   - July
     - Dean/supervisor notifies faculty members who will be evaluated in the upcoming fall semester
   - October to February
     - Dean/Supervisor completes class observation and meets to discuss with faculty member
   - January
     - Dean/Supervisor asks faculty member to submit self-assessment of criteria in each of the four evaluation domains: Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service. (Form: Faculty Evaluation Form)
   - Before March 15 - Required Check-in
     - Dean/Supervisor meets with faculty member to assess and document attainment of established semester 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. (Form: Annual Professional Development Objectives Faculty/Supervisor Agreement Form)
     - Dean/Supervisor completes second 1-year evaluation of faculty member. (Form: Faculty Evaluation Form)
   - April/May- Required Check-in
     - Dean/Supervisor to establish APDOs for next academic year (third 1-year appointment) (Form: Annual Professional Development Objectives Faculty/Supervisor Agreement Form)

3. Third 1-Year Faculty Appointment
   - July
     - Dean/supervisor notifies faculty members who will be evaluated in the upcoming fall semester
   - October to February
     - Dean/Supervisor completes class observation and meets to discuss with faculty member.
   - January
     - Dean/Supervisor asks faculty member to submit self-assessment of criteria in each of the four evaluation domains: Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service. (Form: Faculty Evaluation Form)
   - Before March 15 - Required Check-in
     - Dean/Supervisor meets with faculty member to assess and document attainment of established semester 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. (Forms: Annual Professional Development Objectives Faculty/Supervisor Agreement Form)
     - Dean/Supervisor completes third 1-year evaluation of faculty member. (Form: Faculty Evaluation Form)
   - April/May- Required Check-in

- o Dean/Supervisor and faculty member establish APDOs for next academic year (multi-year appointment) (Form: Annual Professional Development Objectives Faculty/Supervisor Agreement Form)

4. Senior Faculty in Last Year of Multi-Year Appointment
   - July
     - o Dean/supervisor notifies faculty members who will be evaluated in the upcoming fall semester
   - August
     - o Dean/Supervisor communicates to faculty members in last year of multi-year appointment information needed to submit for self-assessment of criteria in each of the four evaluation domains: Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service. This will include documentation of attainment of APDOs from previous 3-5 academic years. (Form: Faculty Evaluation Form)
   - September to November
     - o Dean/Supervisor completes class observation of faculty members in last year of multi-year appointment and meets to discuss with faculty member.
   - December- - Required Check-in
     - o Dean/Supervisor completes evaluation of faculty in last year of a multi-year appointment and makes recommendation for next multi-year faculty appointment (Form: Faculty Evaluation Form)
   - Before February 15
     - o Faculty are notified of any change in appointment status.
   - April/May- Required Check-in
     - o Dean/Supervisor and faculty member formally review and assess current year's APDOs and establish APDOs for next academic year. (Forms: Annual Professional Development Objectives Faculty/Supervisor Agreement Form and Domain Mid-Year Check-in Form)

5. Senior Faculty in Middle of Multi-Year Appointment
   - December/January - Required mid-Year Check-in
     - o Dean/Supervisor and faculty member meet to discuss progress in four domains and toward attainment of the faculty member's APDOs. (Forms: Annual Professional Development Objectives Faculty/Supervisor Agreement Form and Domain Mid-Year Check-in Form)
   - April/May- Required Check-in
     - o Dean/Supervisor and faculty member formally review and assess current year's APDOs and establish APDOs for next academic year. (Form: Annual Professional Development Objectives Faculty/Supervisor Agreement Form)

APPENDIX E: DOMAIN MID-YEAR CHECK-IN FORM

Position Title	Name	Academic Year
Faculty Member		
Supervisor		

Teaching Domain
Progressing as Expected ☐ Not Progressing as Expected ☐
Successes/Pride Points
Areas of Challenge/Support Needed
Institutional Responsibility Domain
Progressing as Expected ☐ Not Progressing as Expected ☐
Successes/Pride Points
Areas of Challenge/Support Needed
Creative and Scholarly Engagement Domain
Progressing as Expected ☐ Not Progressing as Expected ☐
Successes/Pride Points
Areas of Challenge/Support Needed
Service Domain
Progressing as Expected ☐ Not Progressing as Expected ☐
Successes/Pride Points
Areas of Challenge/Support Needed

Mid-year Check-In Signatures	Date
X _____ Faculty	
X _____ Supervisor	

APPENDIX F: FACULTY EVALUATION FORM

Part 1 – Faculty Information

Faculty Name:
Employee ID #:
Department or Division:
Period Covered by this Evaluation:
Evaluation Type: ☐ **First Year Probationary – Fall** ☐ **First Year Probationary – Spring** ☐ **Second Year** ☐**Third Year** ☐**Senior Faculty**

Part 2 –Supervisor Name

Part 3 – Performance Evaluation

Section 1

TEACHING DOMAIN COMPONENTS
Definition: 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. 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. *Standard*: 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.
Instructional Design: 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.
Faculty Self-Evaluation ☐ **Narrative is attached**

TEACHING DOMAIN COMPONENTS
Supervisor Comments ☐ **Narrative is attached**
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
Faculty Self-Evaluation ☐ **Narrative is attached**
Supervisor Comments ☐ **Narrative is attached**
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.
Faculty Self-Evaluation ☐ **Narrative is attached**
Supervisor Comments ☐ **Narrative is attached**
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.
Faculty Self-Evaluation ☐ **Narrative is attached**
Supervisor Comments ☐ **Narrative is attached**

Section 2

SCHOLARLY AND CREATIVE ENGAGEMENT EVALUATION
Definition: 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.

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 <u>direct</u> 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 <u>indirect</u> 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
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.
Faculty Self-Evaluation ☐ **Narrative is attached**
Supervisor Comments ☐ **Narrative is attached**

Section 5

Overall Evaluation of Performance

During the evaluation cycle the faculty member must
• Demonstrate mastery of a significant majority of the individual criteria in each domain
• Demonstrate satisfactory progress toward mastery of those criteria where improvement is needed
• Demonstrate, through mastery and satisfactory progress as noted above, that <u>expectations have been met in each of the four domains</u> of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service.
    o ☐ Meets Expectations
    o ☐ Does <u>Not</u> Meet Expectations

Supervisor Comments:
Faculty Response:

Section 6

Evaluation Signatures	Date
X_____ Faculty	

Evaluation Signatures	Date
X _____ Supervisor	

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
- Conducti 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

APPENDIX G: STUDENT SURVEY OF INSTRUCTION

Note: During the AY '25-'26 VCCS colleges will continue to use their currently adopted student survey of instruction. A workgroup will be formed to develop shared student survey criteria to be implemented system-wide in AY'26-27.

APPENDIX H: CLASS OBSERVATION ASSESSMENT FORM

Note: During the AY '25-'26 VCCS colleges will continue to use their currently adopted class observation form. A workgroup will be formed to develop shared class observation criteria for each modality to be implemented system-wide in AY'26-27.

APPENDIX I: CHANCELLOR'S FACULTY ADVISORY COMMITTEE (CFAC) VCCS STATEMENT OF FACULTY EXCELLENCE

VIRGINIA COMMUNITY COLLEGE SYSTEM

STATEMENT OF FACULTY EXCELLENCE

INTRODUCTION

Faculty members in the Virginia Community College System (VCCS) are at the heart of student achievement and institutional success. Their commitment to teaching, service, and scholarship creates an environment in which all students across diverse backgrounds and life experiences can thrive.

This Statement of Faculty Excellence clarifies the ideals and aspirations that guide faculty in delivering on the VCCS mission of accessibility, affordability, and high-quality education. It is founded on four essential categories of excellence: Motivation, Interpersonal Skills, Discipline Expertise, and Teaching Expertise.

ASSUMPTIONS

1. All faculty in the VCCS are dedicated to fostering student success and academic achievement. They design and deliver instruction that encourages students' intellectual and personal development, aligned with the VCCS mission.
2. The four qualities of excellence described here apply broadly across all disciplines, while acknowledging that each discipline may apply these principles in unique ways.
3. The document is not intended as an exhaustive job description nor as a prescriptive evaluation rubric; rather, it is an aspirational guide that supports ongoing professional development and continuous improvement.
4. The framework assumes that all students, regardless of background, benefit from a supportive learning environment characterized by inclusion, equity, and evidence-based teaching practices.

MOTIVATION

DEFINITION

Motivated faculty in the VCCS demonstrate a deep commitment to teaching, service, and scholarship. They inspire students to persist, support students' growth as lifelong learners, and actively seek opportunities to improve the learning experience for all.

KEY DIMENSIONS

Passion and Dedication

- Faculty bring energy and enthusiasm to the classroom, using active-learning strategies and flexible pedagogical approaches to engage students of varied backgrounds and learning styles.
- They nurture students' intellectual curiosity and highlight the real-world value of academic pursuits.

Challenging Goals and Commitment to Growth

- Excellent faculty set high yet attainable expectations for students, balancing rigor with support through timely feedback, supplemental resources, and clear guidance.

- They hold themselves to high standards for professional development, continually seeking to refine their teaching methods and disciplinary knowledge.

Concern for the Whole Student

- Aware that students often juggle multiple responsibilities (e.g., work and family), motivated faculty remain empathetic and responsive, connecting students to institutional and community resources as needed.
- They embrace inclusive teaching techniques that meet students where they are and guide them toward academic and personal success.

INTERPERSONAL SKILLS

DEFINITION

Faculty with strong interpersonal skills communicate effectively and respectfully with students, colleagues, and community partners. They build relationships based on trust, empathy, and mutual respect essential components for a vibrant learning environment and collegial workplace.

KEY DIMENSIONS

Supportive Learning Environments

- Excellent faculty establish inclusive settings where students feel safe, valued, and encouraged to explore, collaborate, and learn from missteps.
- They use various strategies (small-group work, open dialogue, peer review, etc.) that emphasize active student engagement.

Respectful and Diplomatic Interactions

- Faculty demonstrate respect and professionalism in all interactions, addressing questions and feedback constructively and resolving conflicts with sensitivity and fairness.
- They treat students and colleagues with courtesy, empathy, and fairness, acknowledging diverse viewpoints as opportunities for learning.

Collaborative Participation

- In working groups or committees, faculty share insights and disciplinary expertise to strengthen curricula, policies, and broader institutional initiatives.
- They remain open to new ideas and methods, recognizing that diverse perspectives drive innovation.

DISCIPLINE EXPERTISE

DEFINITION

Faculty in the VCCS are well-grounded in their respective fields and the field of higher education, maintaining up-to-date knowledge of their discipline's content, methods, and tools. They cultivate scholarly and creative practice that informs teaching, engages students, and contributes to the broader academic and professional community.

KEY DIMENSIONS

Discipline Knowledge

- Faculty stay current in their fields, integrating research and technological advancements into their teaching.
- They demonstrate the ability to adapt disciplinary content by transforming complex concepts into accessible and engaging learning experiences.

Broader Collaboration and Professionalism

- Excellent faculty contribute to discipline-specific forums, conferences, or publications, while also sharing insights with colleagues from other fields.
- They engage in curriculum revision, program assessment, and cross-departmental projects that reflect institutional goals and the diversity of student needs.

TEACHING EXPERTISE

DEFINITION

Expert teachers in the VCCS effectively plan, execute, and assess learning experiences in ways that transform student engagement and achievement. They demonstrate continuous improvement of pedagogical strategies, effectively use assessment data, and share successful practices with colleagues for the collective benefit of the institution.

KEY DIMENSIONS

Tools for Effective Teaching

- They draw on a wide range of instructional methods including case studies, collaborative projects, formative assessments, and technology enhanced activities to meet diverse learning styles and foster critical thinking.
- They continuously adjust instruction in response to student feedback and performance, demonstrating a mastery-based, student-centered approach.

Career-Long Improvement

- Excellent faculty engage in reflective practice by analyzing student outcomes, seeking collegial input, and participating in professional development.
- They remain open to new ideas and commit to refining their approaches for a continually evolving educational landscape.

Assessment of Learning Progress

- Faculty design fair, transparent, and meaningful assessments that align with learning objectives, provide actionable feedback, and promote student accountability.
- They collaborate with peers to ensure consistency and rigor in evaluating student performance.

SERVICE TO THE INSTITUTION AND COMMUNITY

Although the four domains above center on teaching and learning, the VCCS recognizes the broader scope of faculty excellence involves service to the institution and community. Faculty leadership can manifest in program coordination, committee work, student support initiatives, or community outreach, all of which strengthen the college's capacity to serve diverse constituencies. By actively participating in institutional governance,

community engagement, and industry partnerships, faculty expand their impact beyond the classroom, advancing growth and success throughout the institution and the broader community.

CONCLUSION

This Statement of Faculty Excellence reaffirms the Virginia Community College System's unwavering commitment to inclusive, high-quality education. By emphasizing Motivation, Interpersonal Skills, Discipline Expertise, and Teaching Expertise and integrating the system's guiding principles of trust, diversity, high expectations, confidence-building, reflective practice, and community engagement VCCS faculty position students for success in their educational journeys and beyond.

When faculty consistently practice these domains of excellence, they create a classroom environment where students thrive. They cultivate academic curiosity, skill mastery, and civic responsibility in our students. As faculty continually refine their methods through reflective practice and collaboration, they also reflect the VCCS's shared vision to open doors of opportunity for all learners, ensuring their growth as engaged citizens and lifelong learners.