

Faculty Development and Evaluation Plan (Probationary First-Year Appointment)

Listed below are the performance expectations used to evaluate whether the teaching faculty member has met expectations in each of the first two semesters of a teaching faculty member's first-year probationary appointment. These expectations establish a demonstration and growth baseline for faculty performance that represent high standards and that focus primarily on performance in the teaching domain.

- First-year probationary faculty must demonstrate proficiency of a significant majority of the performance expectations in each domain and demonstrate satisfactory progress towards proficiency of those criteria where improvement is needed.
- Proficiency is defined as demonstrating competency and meeting performance expectations.
- First-year probationary faculty must demonstrate that expectations have been substantially met in every one of the four domains of (1) Teaching, (2) Scholarly and Creative Engagement, (3) Institutional Responsibility, and (4) Service.
- For first-year probationary appointments, the weighting for the Teaching domain is 70%.

INSTRUCTIONS

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

PART 1: FACULTY MEMBER

Faculty Name:		Employee Id #:
Department/Division:	Period Covered by This Evaluation:	

PART 2: EVALUATOR

<input type="checkbox"/> Supervisor <input type="checkbox"/> Self	Printed Name of Evaluator:
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PART 3: PERFORMANCE EVALUATION

EXPECTATIONS	COMMENTS
<p>Teaching Domain Definition: Creating a learning environment that facilitates students' acquisition of knowledge and skills in a subject (i.e. instructional design, instructional delivery, instructional effectiveness, instructional expertise).</p> <p>Standard: For each component of the teaching domain (instructional design, instructional delivery, instructional effectiveness, and instructional expertise) the faculty member must demonstrate proficiency of a significant majority of the bulleted criteria and <u>satisfactory progress toward proficiency of those criteria where improvement is needed.</u></p> <p>Instructional Design</p> <ul style="list-style-type: none"> • 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 add/drop 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. • Design learning activities and materials that facilitate student engagement, active learning, critical thinking, and achievement of prescribed course outcomes. 	

EXPECTATIONS	COMMENTS
<ul style="list-style-type: none"> • Design assessment strategies that effectively measure student achievement of prescribed course outcomes. • Follow College policies and procedures for administering and encouraging participation in student surveys of instruction in all course sections taught for the purpose of receiving summative and formative feedback to inform revisions to instructional design. • For second-semester faculty only: Analyze the previous semester's student ratings of instruction and other student feedback about instructional design, identify areas for improvement, and implement an action plan to accomplish that improvement. 	
<p>Instructional Delivery</p> <ul style="list-style-type: none"> • 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 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 within two business days) to student phone, e-mail, or other communications. • Foster communication with students outside of class meeting times. • Provide students with prompt feedback (usually within one week) on activities and assignments. • Follow College policies and procedures for administering and encouraging participation in student surveys of instruction in all course sections taught for the purpose of receiving summative and formative feedback to inform revisions to instructional delivery. • For second-semester faculty only: Analyze the previous semester's student ratings of instruction and other student feedback about instructional delivery, identify areas for improvement, and implement an action plan to accomplish that improvement. 	
<p>Instructional Effectiveness</p> <ul style="list-style-type: none"> • Conduct timely assessments of student learning, including at least one assessment within the first two weeks of class. • Follow College policies and procedures for administering and encouraging participation in student surveys of instruction in all course sections taught for the purpose of receiving summative and formative feedback to inform revisions to instructional effectiveness. • For second-semester faculty only: Analyze the previous semester's student ratings of instruction and other student feedback about instructional effectiveness, and identify areas for improvement. 	
<p>Instructional Expertise</p> <ul style="list-style-type: none"> • Demonstrate currency in academic discipline. • Demonstrate currency in methods of teaching and learning. • Demonstrate currency in instructional technology. • Follow College policies and procedures for administering and encouraging participation in student surveys of instruction in all course sections taught for the purpose of receiving summative and formative feedback to inform revisions to instructional expertise. • For second-semester faculty only: Analyze the previous semester's student ratings of instruction and other student feedback about instructional expertise, identify areas for improvement, and implement an action plan to accomplish that improvement. 	

Teaching Domain Evaluation	<input type="checkbox"/> Expectations Met <input type="checkbox"/> Expectations <u>Not</u> Met
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EXPECTATIONS	COMMENTS
<p>Scholarly and Creative Engagement Definition: Activities specifically associated with the faculty member's formally recognized area of expertise.</p> <p>Standard: The faculty member must meet the criterion below.</p> <ul style="list-style-type: none"> Engage in and document at least one scholarly and/or creative activity. Activities may include, but are not limited to, conference attendance, participation in professional organizations, conference presentations, academic coursework, scholarly research, publications, and grant activity. 	
Scholarly and Creative Engagement Domain Evaluation	<input type="checkbox"/> Expectations Met <input type="checkbox"/> Expectations <u>Not</u> Met

EXPECTATIONS	COMMENTS
<p>Institutional Responsibility Definition: Performing assigned or presumed duties according to one's role at the College. These activities support and advance both the mission of the VCCS and the College to enhance the effective functioning of the College—including the business processes (i.e. advising students, adherence to College and VCCS policy, collegiality, administrative duties, departmental supervision or assigned college community leadership duties, additional duties as assigned). If an activity does not otherwise fit into Teaching, Scholarly and Creative Engagement, or Service, and the activity is job related, then it should be counted in the Institutional Responsibility domain</p> <p>Standard: The faculty member must demonstrate <u>proficiency of a significant majority of the bulleted criteria</u> and <u>satisfactory progress toward proficiency of those criteria where improvement is needed.</u></p> <ul style="list-style-type: none"> Satisfactorily participate in the development and execution of Annual Performance and Professional Development Objectives. Publish office hours and make oneself available for consultation with students and advisees during those published hours throughout the semester. Fulfill responsibilities as an academic advisor to students (if applicable). Satisfactorily participate in required department, division, campus, committee, and college meetings. Submit accurate and punctual attendance reports, grade reports, and other required department, division, and college documentation. Establish collegial working relationships with faculty, staff, and administrators. 	
Institutional Responsibility Domain Evaluation	<input type="checkbox"/> Expectations Met <input type="checkbox"/> Expectations <u>Not</u> Met

EXPECTATIONS	COMMENTS
<p>Service Definition: Service is the quality participation and commitment to student, College, and/or community organizations. Participation in these activities is not done for extra compensation, but is an expectation of one's activities as a professional educator. Activities in this domain are differentiated as follows:</p> <ul style="list-style-type: none"> College Representation – Service activities that involve a direct connection between the faculty member who engages in the specific activity, and his/her position at the College 	

EXPECTATIONS	COMMENTS
<ul style="list-style-type: none"> College Citizenship – Service activities that are in support of College or VCCS initiatives in which the participant is not in a leadership role for the activity. Community Citizenship – Service activities that are indirect in which the employee is acting as a community resident who also happens to be a College employee. <p>Standard: The faculty member must meet the criterion below.</p> <ul style="list-style-type: none"> Engage in one or more service activities. Activities may include, but are not limited to, participation in student clubs/activities, attendance at College activities where participation is voluntary, service to professional organizations related to teaching or the instructor’s discipline, or service to a community organization. 	
<p>Service Domain Evaluation</p>	<input type="checkbox"/> Expectations Met <input type="checkbox"/> Expectations <u>Not</u> Met

EXPECTATIONS	COMMENTS
<p>Overall Evaluation of Performance</p> <p>During the evaluation cycle, first-year probationary faculty must:</p> <ul style="list-style-type: none"> demonstrate <u>proficiency of a significant majority of the performance expectations</u> in each domain demonstrate <u>satisfactory progress towards proficiency of those criteria where improvement is needed.</u> demonstrate that <u>expectations have been substantially met in every one of the four domains</u> of (1) Teaching, (2) Scholarly and Creative Engagement, (3) Institutional Responsibility, and (4) Service. 	<input type="checkbox"/> Expectations Met <input type="checkbox"/> Expectations <u>Not</u> Met

EXPECTATIONS	COMMENTS
<p>Annual Performance and Professional Development Objectives</p> <p>Note: Each semester the faculty member will meet with the dean/supervisor to review previous and upcoming Performance and Professional Development Objectives established by the College for probationary first-year faculty. Information from those discussions will provide data points to inform evaluations in the four domains of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service.</p> <ul style="list-style-type: none"> Document satisfactory attention to, progress on, assessment of, and reflection on Performance and Professional Development Objectives established by the College. For second-semester faculty only: In collaboration with the supervisor, establish specific, measureable, attainable, and relevant Performance and Professional Development Objectives for the following semester/calendar year evaluation. 	

 Evaluator Signature

 Date

 Evaluatee Signature

 Date