Full-Time Teaching Faculty Evaluation Plan

Executive Summary

The Faculty Evaluation Plan (FEP) is the culmination of several years of work, starting with the Faculty Responsibilities Paper, which was published and unanimously approved by the Faculty Senate, Dr. DiCroce, and the Board in 2005. Once faculty responsibilities were delineated, an investigation into faculty evaluations at Tidewater Community College naturally followed. A fall 2007 survey of the faculty revealed an overwhelming 79% of voting faculty members supported changing the current faculty evaluation system.

Based on the work of Raoul Arreola (2006), a leading authority in faculty evaluation, and material from the Academic Impressions Conferences (2006, 2007) and set within the framework of TCC and VCCS requirements, a main goal of the FEP is to provide feedback for professional development and opportunities for continued growth, especially in the area of teaching. Furthermore, TCC full-time faculty members had the opportunity to participate in six surveys and ten meetings. This faculty feedback guided all decisions and allowed the FEP to address the complexities of the college as a whole.

TCC faculty determined four categories of faculty responsibility: teaching effectiveness, service to the college, service to the community, and service to the profession. To assess these areas, faculty members voted for a dynamic form of evaluation in which each faculty member can select a percentage from a set of institutional ranges. Based on survey information, the ranges were set as follows:

- Teaching effectiveness: 50 – 85%
- Service to the college 5 – 25%
- Service to the community: 5 – 15%
- Service to the profession: 5 – 15%

Using the data collected throughout the year-long investigation, the FEP provides a comprehensive plan which will provide a systematic and consistent review of faculty performance in the four responsibility areas. Though all faculty members will be evaluated on the four areas listed above, each faculty member has the flexibility to select weights that best suit his or her strengths or interests while the ranges uphold the values of the majority of the faculty. Source and activity weights are predetermined.

Although the data gathered from faculty members during the survey process did not support including peer evaluation as a source, there was sufficient interest to include peer evaluation as an optional source.

Should a faculty member need it, a rebuttal procedure allows an individual to question his or her evaluation and provide evidence to negate the original rating.

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Full-Time Teaching Faculty Evaluation Plan (FEP)

I. Purpose

The mission of Tidewater Community College is to provide collegiate education and training to adults of all ages and backgrounds, helping them achieve their individual goals and contribute as citizens and workers to the vitality of an increasingly global community. Commitment to excellence in instruction and service by recruiting and retaining professional faculty is essential in meeting this mission. Given that teaching is a major part of the mission of TCC, it is clear that a comprehensive, systematic, college-wide Faculty Evaluation Plan (FEP) is needed to provide faculty adequate feedback on their pedagogy and to allow the college to examine its teaching strengths and weaknesses. The FEP is designed to provide faculty members with both formative and summative feedback regarding their performance and also serves as a catalyst for professional development and continued growth as a faculty member, particularly in the area of teaching.

Academic divisions carry out faculty evaluation for five primary purposes:

1. To improve teaching and learning at TCC

2. To provide faculty members with information and direction in selecting professional development activities and areas for improvement

3. To allow faculty members the ability to compare their performance to TCC and division standards

4. To provide the Deans and the Multi-year Contract Committee information for future personnel decisions such as multi-year contracts and promotions

5. To recognize exemplary performance and inform annual merit pay increase decisions

II. Process

Full-time teaching faculty are evaluated annually in accordance with the FEP described in this document, the appendices, and forms are standard across all of the college divisions, including the use of the same student rating form in all courses. The FEP follows a comprehensive approach to reviewing and evaluating the activities of faculty members within four primary responsibilities: teaching, service to the college, service to the community, and service to the profession.

The evaluation process begins with the pre-evaluation meeting that will occur during the spring semester of the current annual evaluation period for existing faculty or at the time of hiring for

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new faculty. During this pre-evaluation meeting, expectations for the evaluation period will be discussed and responsibility weights and optional peer source weights will be selected by the faculty member. Also at this time and in consultation with the Dean, the faculty member will select his or her peer reviewers if he or she chooses this option. The FEP allows faculty the opportunity to place greater emphasis on one or another of the four primary responsibilities in a given year. For each primary responsibility there are minimum and maximum weights. Each faculty member will enter into an evaluation agreement with his or her Supervising Dean before February 16th. All new faculty members will enter into an evaluation agreement within 30 days of their start date.

The minimum and maximum responsibilities values as determined by faculty are as follows:

Responsibility	Minimum	Maximum
Teaching	50	85
Service to the College	5	25
Service to the Community	5	15
Service to the Profession	5	15

Each faculty member will decide, in consultation with his or her dean, differences in individual annual responsibilities weights, within allowable ranges, to reflect differences in faculty interests and workload.   In the event of substantive changes in the actual workload, a faculty member may negotiate the redistribution of the responsibility weights. Changes to the evaluation agreement cannot be made within 60 days of the end of the evaluation period.

If a faculty member fails to formally determine responsibility weights with his or her dean, the following weights will be applied as midpoints: 68% teaching, 12% service to the college, 10% service to the community, and 10% service to the profession.

A list of potential activities for each of the responsibilities and their pre-established associated weights is given in Appendix A. This list of activities under each responsibility is neither a set of requirements nor an exhaustive list of expectations. With division faculty approval, divisions may add activities to the criteria for evaluation designated under a responsibility as long as these additions do not alter the framework of the evaluation. Agreement of two thirds of all faculty in the division will be required to add an activity and adjust activity weights. Activity weights must be adjusted based on the percentage of the weight added and must not constitute more than 20% of the responsibility overall rating.

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If a faculty member receives released time, the responsibility weight for each of the primary responsibilities will be reduced based on the number of credit hours of released time awarded. Activities conducted under released time will be evaluated as a separate responsibility.

In order to ensure fairness and consistency in the evaluation process, multiple sources of data are incorporated. The faculty members and other stakeholders, including administrators and students, have the opportunity for input. The evaluation process consists of a faculty portfolio, which includes a self evaluation and all supporting documents, student course evaluations, administrative evaluations, and an optional peer evaluation. Each rating source, (self, dean, students, peer, as appropriate), has a pre-established weight to reflect each source's impact on the evaluation of each faculty responsibility.

The evaluation process culminates in a conference between the faculty member and his or her dean in which they will review and discuss all materials related to the evaluation. The evaluation process assesses and provides feedback to faculty members regarding their performance in the four primary responsibilities. The process serves as a means for reflection to identify strengths and possible areas of improvement as well as to facilitate ongoing growth and professional development.

Activity Ratings

Faculty members receive a rating from each source, as appropriate, based on the following 5 point scale:

Rating	Faculty, Dean & Peer	Student Evaluation Equivalent
4.5-5.0	Excellent: consistently delivers outstanding performance, substantially exceeding performance standards	Strongly Agree
3.5-4.4	Very good: Clearly exceeds performance standards	Agree
2.5-3.4	Good: performs satisfactorily, meeting performance standards	Somewhat Agree
1.5-2.4	Fair: marginally meets performance standards. Improvement required	Disagree
1-1.4	Unsatisfactory: fails to meet performance standards	Strongly Disagree

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The Activity Ratings are derived by multiplying each Source Rating of an activity by its assigned source rate and adding the weighted source scores. This total will equal the Weighted Activity Rating.

Responsibility Ratings

The primary responsibility of TCC faculty members as defined by TCC and VCCS policies and determined by TCC Faculty are teaching, service to the college, service to the community, and service to the profession.

Teaching: is defined as the performance of all activities needed to facilitate student learning from course preparation, to office hours, through evaluation of the course and the students.

Service to the College: is defined as performance of all non-teaching activities that contribute to the functioning of the college. The activities in this area will vary greatly; however, they include such activities as serving on discipline and college committees, writing grants, managing programs and projects, etc. Possible activities are listed in Appendix A.

Service to the Community: is defined as non-teaching activities that go beyond TCC but support the community. Possible activities are listed in Appendix A.

Service to the Profession: is defined as non-teaching activities that go beyond TCC and contribute to the profession. Possible activities are listed in Appendix A.

The Responsibility Rating is derived by multiplying the Activity Rating by the Activity Weight to get the Weighted Activity Rating. Add all the Weighted Activity Ratings to get the Responsibility Rate. Please see Appendix C for an example.

Overall Performance Evaluation Rating

The Overall Performance Evaluation Rating is the result of multiplying each Responsibility Rating by the category weight chosen by the faculty member for that year and adding the Weighted Responsibility Ratings.

III. Responsibility of the Stakeholders

Responsibility of the Senate

The College Faculty Senate will be responsible for all aspects of the Faculty Evaluation Procedures and Forms. It will annually review and recommend any changes. In addition, the Faculty Senate will review and approve exceptions and amendments to the FEP. Any substantial change to the FEP must be approved by the majority of all faculty voting.

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Responsibility of the President

The FEP must be approved by the TCC President before implementation. The President will provide his or her decision on any recommended changes from the Faculty Senate in regards to the FEP within 30 days of the request.

Responsibilities of Individual Faculty

Between the end of the previous evaluation period and before February 16th, each faculty member will enter into an evaluation agreement with his or her supervising dean to determine ranges, set weights, and discuss the activities needed in the service areas to reach each of the criteria for Excellent, Very Good, Good, Fair, and Unsatisfactory. The faculty member is also responsible for completing his or her faculty portfolio including self evaluation by the end of the Fall semester each year. Individual faculty members must also include all supporting documents needed for the Dean to complete the evaluation process. Should a faculty member select the optional peer review, it is the faculty member's responsibility, in consultation with his or her dean, to solicit peers to participate and to provide those peers with all information needed to complete the peer review.

Responsibilities of Students: Each semester, students will be responsible for completing the Student Evaluations of Faculty Form for each class in which they are enrolled. Students will be encouraged to answer both the questions on the rating form and the open-ended questions.

Responsibilities of Peers (Optional): Should a faculty member agree to complete a peer evaluation, it is his or her responsibility to complete the peer review as requested and within the needed time frame. After review of the faculty portfolio, the peer(s) will provide a summary review to explain the rating scale. Faculty members may select 1-4 peers for peer evaluations. Each peer should forward his or her summary and rating to the Dean and the faculty member who initiated the review by the end of the Fall semester. The peer reviews will be added to the faculty portfolio.

Responsibilities of Dean: Deans must insure the student evaluations are available and occur at the selected time (usually 2 – 3 weeks before the end of the semester). Deans will also schedule pre-evaluation meetings with each faculty member to ensure he or she understands the evaluations, expectations, and process; at this meeting, each faculty member will determine ranges and weights for the upcoming evaluation period. These meetings may occur at the same time as the faculty member's annual review. Deans are responsible for scheduling these meetings, and for new faculty, they must be scheduled within 30 days of the individual's hire dates. Should a faculty member fail to formally meet with the Dean to set responsibility weights, the Dean will apply the midpoints as set forth in the FEP: 68% teaching, 12% service to the college, 10% service to the community, and 10% service to the profession. In addition, the

Dean will electronically notify the faculty member of this decision. Once a faculty member has submitted his or her self-evaluation and the supporting documents, the Dean must review the material. The Dean must score the faculty member using the rating scale as set in the pre-evaluation period. On all evaluations, Deans will make comments and recommend professional development goals. Justification must be provided for overall ratings of 1, 2, or 5. Deans will disseminate a copy of the results of individual faculty evaluations to the faculty member, preferably in face-to-face meetings, and the Dean will assist the faculty member in making plans for improvement in any needed areas. Finally, Deans will forward all signed evaluations to Human Resources.

Because first year faculty are evaluated after only one semester, Deans must schedule a pre-evaluation meeting within 30 days of the individual's hire date. In these meetings, the Deans will ensure the new faculty member understands the evaluation procedure, expectations, and process. The Dean should help the new faculty member determine ranges and weights for the upcoming evaluation period.

Responsibilities of Human Resources: Human Resources will receive all evaluations, review them to ensure they are signed, and file them appropriately.

IV. Rebuttal

If a faculty member disagrees with the evaluation or the evaluation process, the faculty member can submit a letter of explanation to be filed with the FEP. The letter of explanation may be submitted with the FEP or, within 30 days of receiving the evaluation, to the supervising dean, with a copy to Human Resources. In addition, each faculty member has access to the grievance process.

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Appendix A

This appendix contains a list of activities for each of the responsibilities along with their pre-established associated weights.

Teaching Effectiveness (50 – 85% of the overall performance evaluation rating): Because teaching is the primary responsibility of each faculty member, it has the heaviest weight for evaluation purposes, and unlike the other areas of responsibility, to be effective at teaching, each faculty member must engage in a broad variety of activities to meet student needs and the demands of the discipline. The broad activities have been categorized as follows: instructional delivery, feedback, and evaluation; instructional management; adherence to TCC and VCCS policies; and content expertise. Though a faculty member need not meet every requirement in each subcategory, he or she will need to address each area. Again, because of the importance placed on teaching effectiveness at TCC, the sub-categories are also weighted.

> *Instructional Delivery, Feedback, and Evaluation (weight = 30%)*: In any format, instructional delivery involves the transfer of information and interaction between and among faculty and students. Additionally, faculty members must evaluate students to ensure learning has taken place. At a minimum, effective teachers:
> * facilitate discussion and active learning
> * establish and maintain a positive learning environment
> * use various evaluation techniques to ensure student comprehension
> * provide appropriate feedback on assignments and exams, and provide other needed feedback to students
> * respond to student questions, emails, calls, and discussion boards

> *Instructional Management (weight = 30%)*: Instructional preparation begins well before the class delivery of the material. Students benefit when faculty members:
> * plan and prepare the semester to meet the course objectives
> * organize the course presentations to meet the course objectives

> *Adherence to Policy (weight = 30%)*: Faculty members must adhere to all TCC and VCCS policies. Thus, faculty members must:
> * maintain regular office hours at times convenient to students
> * maintain accurate student records
> * provide a current course outline which conforms to the common course outlines
> * adhere to policies, procedures, and regulations of the college and the VCCS

> *Content Expertise/Credentials (weight = 10%)*: Though all TCC faculty members are hired with the appropriate credentials, updating is required in some fields, and students benefit from faculty who remain current in their fields. Faculty members should:

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- update knowledge base and/or skills
- update credentials and licenses

With division faculty approval, divisions may add activities to the criteria for evaluation designated under a responsibility as long as these additions do not alter the framework of the evaluation. The agreement of two thirds of all faculty in the division will be required to add an activity and adjust activity weights. Activity weights must be adjusted based on the percentage of the weight added and must not constitute more than 20% of the responsibility over all rating.

Source Weights for Teaching Effectiveness: Faculty members determined that self, student, and dean evaluations were appropriate sources to evaluate teaching effectiveness.
- **Self--- (35%)**
- **Student: (25 %)**
- **Dean-- (40%)**

Some faculty members indicated that peer evaluations would also be appropriate. If a faculty member opts for peer evaluation, this selection will change the predetermined weights for self, student, and dean evaluations. See Peer Evaluation Form.

Service Responsibility Areas: Unlike teaching, the service areas allow for much variation. During the meeting in which the Dean and faculty member negotiate the responsibility weights, the pair should also negotiate the requirements needed to meet Excellent, Very Good, Good, Fair, and Unsatisfactory ratings for each of the service areas. In order to produce consistent evaluation outcomes, guidelines that incorporate both hours served and type of activities have been established for each of the service responsibility areas.

Reminder: The list of activities under each area of responsibility is neither a set of requirements nor an exhaustive list of expectations. Activities may overlap; therefore, at the pre-evaluation meeting, each faculty member should determine under which area of responsibility the activities will be placed.

Service to the College (5-25%) Any activity that helps the college attain its mission will be constituted as service to the college. Minimum service occurs at the division or program level earning the faculty member a rating of 3.0. To attain the minimum standard, faculty members can:
- collaborate with TCC colleagues
- attend convocation
- attend graduation
- participate in college training or workshops
- attend division meetings

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Depending on the level of contribution, additional service beyond the division or program level may earn the faculty member a rating of 4.0, with a possibility of 5.0 with demonstration of outstanding performance. Faculty members seeking higher levels of contribution can:

- serve on college committees
- serve on college governance committees
- sponsor student organization or club
- write and manage grants/projects
- mentor/collaborate with students or faculty
- steer major curricular initiatives
- create new courses
- include new uses of technology in the classroom
- participate on advisory or accreditation boards

Source Weights for Service to the College: Faculty members opted for self and dean evaluations as appropriate sources to evaluate service to the college.

- **Self--- (40%)**
- **Dean-- (60%)**

As before, some faculty members indicated that peer evaluations would also be appropriate. A peer evaluation option has been included; therefore, this selection will change the predetermined weights for self and dean. See Peer Evaluation Form.

Service to the Community (5 – 15%) Any activity in which the faculty member represents the college in a positive way in the community will be deemed service to the community. Minimum service occurs at a level that has a positive impact on the community, and requires a moderate level of involvement and time, earning the faculty member a rating of 3.0. To attain standard service ratings, faculty members can:

- become members of a civic organizations or neighborhood initiatives/organizations.
- volunteer for non-profit organizations or other areas not directly related to one's field.
- serve on the board of local or state professional associations
- volunteer in areas not directly related to one's field

Additional service that clearly has a positive impact on the community in a role that requires a high level of involvement and time, may earn the faculty member a rating of 4.0.   With outstanding performance, the faculty member may earn 5.0 if there is clear demonstration that the service is clearly related to the faculty member's professional role. To earn higher scores, faculty members can:

- demonstrate good citizenship that is directly related to their subject/discipline such as volunteer efforts for non-profit organizations typically without compensation.

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- serve in leadership capacities on civic organizations or neighborhood initiatives/organizations, non-profit organizations, or on boards of local or state professional associations

Source Weights for Service to the Community: Faculty members selected self and dean evaluations as appropriate sources to evaluate service to the community.
- **Self--- (40%)**
- **Dean-- (60%)**

As before, some faculty members indicated that peer evaluations would also be appropriate. A peer evaluation option has been included; therefore, this selection will change the predetermined weights for self and dean. See Peer Evaluation Form.

Service to the Profession (5 – 15%) Any activity in which the faculty contributes to the ongoing knowledge of the profession will be considered service to the profession. Minimum service occurs at a level that has a positive impact on the profession and requires a moderate level of involvement and time, earning the faculty member a rating of 3.0. Faculty members can:
- maintain membership in a professional organization
- attend conferences
- conduct research
- attend a peer group meeting
- submit an article, book, or other item for publication
- collaborate with colleagues beyond TCC
- participate in text review

A faculty member may receive a 4.0 for accomplishing any three of the above activities. Individual activities that are more labor and time intensive may earn the faculty member a rating of 4.0. Outstanding performance on these activities may earn 5.0 with demonstration that the service clearly contributes to the profession. Examples of individual activities that may earn a faculty member a 4.0 or 5.0 include the following:
- present at conferences
- organize conference components
- publish an article, book, or other item for publication
- perform, present, or exhibit creative works
- lead a professional organization
- serve on professional local, regional, or state boards and committees

Once again, it is important to note that the activities under each service area are neither a set of requirements nor an exhaustive list of expectations. Activities may be added based on negotiation between dean and faculty member.

Source Weights for Service to the Profession: Faculty members determined that self and dean evaluations were appropriate sources to evaluate service to the profession.

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- **Self--- (40%)**
- **Dean-- (60%)**

Optional peer evaluations will proportionately change the predetermined weights for self, student, and dean evaluations. See Peer Evaluation Form.

Appendix B
Portfolio

Driven by the forms included in the Faculty Evaluation Plan, the portfolio compilation begins with the pre-evaluation meeting between faculty member and dean in which responsibility weights are declared and evaluation sources are set. These documents form the first pages of the portfolio. By completing the required information on the FEP forms, faculty members will find instructions for each of the required items and the appropriate placement of the information which follow:

- Declaration of weights
- Released time contract if applicable
- A one – two page faculty report (a written summary) which addresses the four areas of responsibility: teaching effectiveness, service to the college, service to the community, and service to the profession, including a self evaluation rating of 1 – 5 for each of the following areas: instructional delivery, feedback, and evaluation; instructional management; adherence to policy; content expertise/credentials; and any activity added by the division
- Documents to support the teaching effectiveness summary. It is a good idea to explain each piece of evidence so the evaluator is clearly able to understand how this item is being used by the faculty member. Examples may include:
    - Course outline or other course material
    - Examples of teaching innovations
    - Examples of technology innovations
    - Grading rubrics
    - Awards and honors
    - Promotion documents
    - Certification materials
    - Transcripts
    - Citations for written creative works
    - Photographs of other creative works or other documentation as appropriate
- Faculty member's summary of service to the college including self evaluation rating of 1– 5
- Supporting documents including, but not limited to:
    - Letters from Committee Chairs
    - meeting minutes indicating attendance and contribution at Committee meetings
    - Award letters/emails for grants
- Faculty member's summary of service to the community including self evaluation rating of 1– 5
- Supporting documents including, but not limited to:

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- o Letters of appreciation from community groups
- o   Awards
- Faculty member's summary of service to the profession including self evaluation rating of 1– 5
- Supporting documents including, but not limited to:
  - o Letters from Chairs of professional organizations
  - o Awards
  - o Conference documentation/travel forms
  - o Letter of appreciation from professional organization(s)

Sample Letters for Portfolio
Date

Dear Dean _____,

I would like to thank _____ for his/her work on our Committee this year. He/she
contributed to the _____ Committee by:

Committee Chair Signature

Committee

Most community groups have form letters to acknowledge service which they can provide. Each
faculty member is responsible for providing documentation for all activities in the service areas.

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Appendix C

Peer Evaluation

A faculty member may choose to use peer evaluation as an optional source of information for his or her evaluation. While it is the faculty member's responsibility to recruit peers and set the parameters for the evaluation, it is the peer evaluator's responsibility to complete the evaluation and submit the material to the Dean by the end of the evaluation period. The faculty member selecting peer evaluation must include this information in the initial meeting with the Dean. All other evaluation sources will be automatically adjusted when peer evaluation is used as an evaluation source.

Peers may be asked to review the material included in the portfolio, conduct a review of additional instructional material, review the faculty member's instructional web site, conduct classroom observations, or may be asked to review only the course outline. At the beginning of the evaluation period, the faculty member determines the extent of the peer evaluation.   The faculty member must give his or her permission in writing to the peer reviewer if the review includes classroom observations.

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