

PIEDMONT VIRGINIA COMMUNITY COLLEGE



Faculty Evaluation Handbook

Effective August 2011

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FULL-TIME TEACHING FACULTY

The Southern Association of Colleges (SACS) expects continuous improvement is an integral part of faculty evaluation and that an institution uses the results of faculty evaluation to improve student learning and teaching quality.

The purpose of faculty evaluation at PVCC is to improve teaching quality and student learning. Consistent with this purpose, the full-time faculty evaluation process is intended to provide useful information about a faculty member's performance (formative) and, ultimately, to assist in making personnel decisions (summative). To this end, the faculty evaluation system is designed to be formative, self-monitoring and self-correcting. The process includes each full-time faculty member writing an individual development plan, student rating of instruction, self-assessment, optional peer observation, and an evaluation conference with their respective dean. Systemic data collection, data analysis and self-reflection provide faculty an opportunity to maintain current achievements, change performance and monitor progress.

QUALITY OF INSTRUCTION AND FACULTY EVALUATION OVERVIEW

INDIVIDUAL DEVELOPMENT PLAN

Each full-time faculty member will write an [Individual Development Plan \(IDP\)](#) to set explicit measurable outcomes and a strategy to reach these outcomes. The faculty member will submit the plan to his/her supervisor each academic year. This plan becomes one of the criteria of the faculty member's self-assessment.

RATING OF INSTRUCTION

Any system should take a positive approach to soliciting student input, and focus on student learning rather than emphasize the instructor's teaching techniques or personality. Teaching effectiveness should be determined by student progress, not by an inflexible model of what effective teaching is supposed to be.

SELF-ASSESSMENT

This component includes the faculty member reflecting on their teaching objectives, approaches, and practices; analyzing their student rating of instruction data; and judging their accomplishments for the academic year based on their outcomes and strategies in their IDP. This reflection process is based on the belief that being an effective teacher is a self-motivating and continuous process.

PEER OBSERVATION

This is a formative application only; however, it may be used in the evaluation summary if the faculty member elects to use it in this way. Faculty may receive assistance with arranging for formative evaluation from their dean or the College's instructional designer.

FEEDBACK

Once the supervisor has all of the above materials, he/she will analyze these data for strengths and weaknesses, write an evaluation summary, and meet with each faculty member individually. While the evaluation summary contains a rating per VCCS policy, it also contains appropriate diagnostic observations and expected corrective actions, if necessary. Any formative actions to improve teaching quality will become part of the faculty member's IDP the next academic year.

This faculty evaluation process and practices will provide systematic mechanisms and provide an effective use of feedback to facilitate teaching quality.

PURPOSES OF FACULTY EVALUATION

Please click here for the [VCCS Faculty Evaluation Policy](#) (Section 3.6.1, starting on page 3-33).

The primary purpose of faculty evaluations is to improve professional performance.

Consistent with this purpose, evaluations are intended to:

1. provide useful information to faculty members about their performance; and
2. assist in making personnel decisions so that performance is appropriately rewarded.

To accomplish these aims:

1. Faculty members should receive clear, comprehensive, regular and timely information that is both evaluative and constructive.
2. Faculty members should participate in the evaluation process by describing the nature and significance of their work.
3. Faculty members have the right to examine all documentation utilized in the evaluation process.
4. The C&I Committee must review the evaluation plan at least every three years.
5. A majority of full-time faculty members must approve all revisions to the evaluation plan.

RELATIONSHIP BETWEEN CRITERIA AND RANK

The rank one currently holds should be a factor considered by all evaluators (except students) when reviewing faculty.

For multi-year appointment, faculty should be performing at least at the minimum level of their current rank.

For promotion, faculty should be performing at least at the minimum level of the rank being sought.

CRITERIA USED TO EVALUATE FACULTY

Four elements

1. Teaching and curriculum development
2. Professional development
3. Service to the College community
4. Adherence to the policies, procedures, and regulations of the College and the VCCS, as specified in VCCS faculty personnel policy. The definitions and descriptions express PVCC policy.

Faculty members should provide sufficient information to the evaluators, so that the value of the above activities can be assessed.

Teaching

Teaching comprises the sum total of all activities designed to engage students in acquisition of information, knowledge and skills. These activities consist of the planning of experiences, the selection of equipment and materials, the actual delivery of the content, the evaluation of the knowledge received, and the resulting revisions in the methods of instruction.

Some fields may have special considerations in the evaluation of knowledge received because of testing requirements.

Curriculum Development

Curriculum development consists of making changes to modernize the subject matter or to revise the content of a course, making changes in the materials or methodologies used to teach or evaluate learning in a course, developing a new course, and developing a new program or degree.

Professional Development

Professional development is the improvement of one's teaching and scholarship.

The activities to be considered in evaluating faculty members' professional development include, but are not limited to:

- Membership and participation in professional organizations
- Participation in professional conferences, workshops and meetings
- Writings, speeches, research and consulting in professional field
- Participation in business or industrial activities related to professional field
- Efforts to stay apprised of current developments in professional field
- Course work and/or work towards advanced degree
- Other activities related to professional development

Consideration will be given to the possibility of overlap between those activities that relate to professional and those relating to curriculum development. A teacher may develop professionally as current developments or research in his or her field is incorporated into a course.

Faculty members need not participate in all activities listed. Significant efforts in one or two areas may be the equivalent of some activity in all areas. The important consideration is the effect of their efforts on improving teaching and scholarship.

Service to the College Community

The College community refers to the concept that the College has many communities: its internal one; its service areas; and statewide, national and international communities.

Service to the College community means the scope of activities that one may engage in that will be recognized as part of one's valued contribution to the College's community. The value to the College will be determined by the faculty member, the immediate supervisor and others in the evaluation process.

Faculty may choose to participate more in one area (internal, service area, statewide, national or international) than in another, and must be free to do so without prejudice. Some faculty may prefer PVCC committee work. Others may choose to be active in professional organizations outside the College. Still others may hold office at the national level. Regardless, the primary focus should be on activities, which relate to professional service as opposed to activities, which are primarily for personal benefit.

The faculty member is expected to establish and maintain positive and effective professional relationships with colleagues, supervisors, students and the community.

Adherence to Policies, Procedures, and Regulations of the College and the VCCS

All faculty members are required to adhere to the policies, procedures, and regulations of the College and the VCCS.

ATTRIBUTES OF RANK

THE PROFESSOR

The professor is the standard of highest achievement in teaching, professional development and service to the College community against which other faculty may assess their present stage development. The professor is recognized as a distinguished, dedicated teacher who has and will continue consistently and successfully to develop his or her professional talents. The professor is an energetic leader within the College community, committed to the pursuit of collective excellence.

THE ASSOCIATE PROFESSOR

The associate professor has increased in stature with experience, achieving at a very high level in teaching, professional development and service to the College community. The associate professor has a sustained record of highly accomplished teaching and has demonstrated a serious and continuing commitment to professional development. The associate professor is an integral part of the College community, often assuming leadership roles.

THE ASSISTANT PROFESSOR

The assistant professor has consistently demonstrated a high level of achievement in teaching, professional development and service to the College community. The assistant professor's professional potential has been so clearly established as to merit being selected from among instructor peers for advancement. The assistant professor is a consistently effective teacher who has shown clear signs of professional maturity and evidence of development. The assistant professor participates actively in the College community and makes useful contributions.

THE INSTRUCTOR

The instructor is a consistently effective teacher who has shown evidence of professional development, as well as promise of further development. The instructor participates willingly and contributes to college community activities.

FALL 2011 – SPRING 2012 DATES

Monday, 8/22/11	Fall semester 2011 begins.
Thursday, 9/15/11	Faculty turn in their completed self assessment of their 2010-2011 IDP to their supervisor.
Friday, 10/14/11	Dean completes the 2010-2011 evaluations and reviews the evaluation with the faculty member.
Friday, 10/28/11	Faculty turn in their 2011-2012 IDP to their supervisor.

(Last three weeks of fall semester)	Students complete and return fall 2011 student rating of instruction online.
Friday, 12/16/11	Compiled data of fall 2011 student rating of instruction available to faculty.
(Last three weeks of spring semester)	Students complete and return spring 2011 student rating of instruction online.
Friday, 5/11/12	Compiled data of spring 2011 student rating of instruction available to faculty.

PROCEDURES FOR FACULTY EVALUATION

INDIVIDUAL DEVELOPMENT PLAN (IDP)

Each full-time faculty member will write an annual IDP and submit this plan to his/her supervisor each academic year. The IDP sets explicit measurable outcomes and a strategy (plan) to reach these outcomes. This plan becomes one of the criteria of the faculty member's self-assessment.

Immediate supervisor (and secondary supervisor, if applicable) reviews IDP, and the faculty and supervisor(s) agree to the plan, which must be mutually beneficial to the individual faculty member and institution.

Since the primary function of faculty at PVCC is teaching and curriculum development, these areas should be weighted most heavily. The distribution on the Individual Development Plan (IDP) will be:

	<u>Min. to Max.</u>
Teaching and Curriculum Development	60% to 80% (of which teaching must be at least 50%)
Professional Development	10% to 30%
College Service	10% to 30%

These percentages must total 100%. Unique circumstances will be handled on a case-by-case basis. Multiple measures, where appropriate, may be used in each category to give a fuller picture of a faculty member's performance. The choice of measures will be agreed upon with the supervisor.

STUDENT REACTION TO INSTRUCTION

Any system should take a positive approach to soliciting student input, and focus on student learning rather than emphasize the instructor's teaching techniques or personality. Teaching effectiveness should be determined by student progress, not by an inflexible model of what effective teaching is supposed to be.

The PVCC-developed tool for student reaction to instruction includes the following questions:

1. Self Evaluation: Compared to my other courses my effort in this course was
A. very low B. below average C. average D. above average E. very high
2. Self Evaluation: My attendance for this course was
A. very low B. below average C. average D. above average E. very high
3. Self Evaluation: Before taking this class, my interest in this subject was
A. very low B. below average C. average D. above average E. very high

4. Self Evaluation: After taking this class, my interest in this subject is
A. very low B. below average C. average D. above average E. very high
5. Course Evaluation: The course objectives were clearly explained
A. very low B. below average C. average D. above average E. very high
6. Course Evaluation: The expectations of the professor were clearly defined
A. very low B. below average C. average D. above average E. very high
7. Course Evaluation: Course discussions were consistent with course objectives
A. very low B. below average C. average D. above average E. very high
8. Course Evaluation: The course assignments were consistent with the course objectives
A. very low B. below average C. average D. above average E. very high
9. Course Evaluation: The grading procedures were appropriate, fair, and impartial
A. very low B. below average C. average D. above average E. very high
10. Instruction Evaluation: The professor is interested in and enthusiastic about the course
A. very low B. below average C. average D. above average E. very high
11. Instruction Evaluation: Class presentations are clear and coherent from day to day
A. very low B. below average C. average D. above average E. very high
12. Instruction Evaluation: The professor recognizes when some students fail to understand and is helpful with problems
A. very low B. below average C. average D. above average E. very high
13. Instruction Evaluation: The professor encourages students to think for themselves
A. very low B. below average C. average D. above average E. very high
14. Overall, I would rate the quality of instruction in this class as
A. very low B. below average C. average D. above average E. very high

In addition, the students have an opportunity to further evaluate instruction by answering the following questions in essay form:

1. What are some things that your professor has done especially well?
2. Do you have any suggestions for the improvement of this course?
3. What would you tell another student who asked you about this course and instructor?
4. Additional comments?

The evaluation will be available online in the last three weeks of classes through CourseEval III.

For new full-time faculty, student reaction to instruction will be collected every semester during the first three years at PVCC. After this period of time, student reactions will be collected once a year. The individual faculty member will select the semester in which the student reactions are done.

SELF-ASSESSMENT

By September 15 of the subsequent year, faculty members develop their self-assessment on the original IDP form. This component includes the faculty member reflecting on their teaching objectives, approaches, and practices; analyzing their student rating of instruction data; and judging their accomplishments for the academic year based on outcomes and strategies in their IDP. This

reflection process is based on the belief that being an effective teacher is a self-motivating and continuous process.

ANNUAL PERFORMANCE EVALUATION

Immediate Supervisor

Once the supervisor has all of the annual evaluation data, he/she will analyze these data for strengths and weaknesses, write an evaluation summary, and meet with each faculty member individually. While the evaluation summary contains a rating per VCCS policy, it also contains appropriate diagnostic observations and expected corrective actions, if necessary. Any formative actions to improve teaching quality will become part of the faculty member's IDP the next academic year.

Annual performance evaluations should include the following:

- Information from student rating of instruction and other supervisors where appropriate.
- Supervisory interview (a meeting to discuss job performance prior to written evaluation).
- Written evaluation from the supervisor.

Secondary Supervisor for Faculty with Split Appointments

A secondary supervisor is any additional person beyond the immediate or primary supervisor who directly supervises the work of faculty. This work may be planned and continuous, such as a faculty member teaching credit hours in a second division, or performed on an irregular and non-continuous basis.

In all cases, the role of a secondary supervisor is to:

- Communicate with faculty on performance.
- Administer and review student rating of instruction forms or other evaluation instruments that are part of the institution's evaluation plan; and
- Transmit this information to the primary supervisor with a summarizing cover memo.

The primary supervisor will consider the input of the secondary supervisor when he or she completes annual evaluations and makes recommendations for promotion and multi-year appointments. If faculty members, under separate contract, accept certain special assignments outside their primary teaching field, the evaluation would not be given to the primary supervisor except as agreed to by the faculty member.

Peer Observation

A formative process may be used in the summative evaluation if faculty member so elects.

ADJUNCT FACULTY

Adjunct faculty teaching is evaluated primarily by student reaction to instruction evaluations. Adjunct faculty, in consultation with the dean may employ additional methods (such as peer observation) of teaching assessment.

For adjunct faculty student reaction to instruction will be collected every semester for their first six fall/spring semesters teaching at PVCC. If the adjunct faculty member has a summative evaluation equal to “very good” or “excellent” for their first six semesters, then they will be evaluated once a year thereafter, unless circumstances warrant more frequent evaluation.

PROFESSIONAL FACULTY

Professional faculty members include Master's prepared counselors and librarians.

Each year, all full-time professional faculty members undergo job performance evaluation. They are evaluated based on the following criteria: Interpersonal skills; group leadership skills; development of programs and activities; knowledge/information bases; professionalism; contribution to success in divisional efforts; organizational skills; consultation; and an overall performance rating. Counselors are also rated on their counseling skills.

The evaluation process begins in the summer of the academic year and the final evaluation is due to Human Resources by August 1.

The professional faculty member will complete a self evaluation using the Professional Faculty Performance Evaluation Form. The evaluation form uses a continuum from unsatisfactory to excellent. There is also a space for comments for each category. The completed evaluations are sent to the appropriate dean who meets with each professional faculty member to review their evaluation. A final copy is typed, signed by the dean, and given to the faculty member. At this time the faculty member may enter any relevant comments or observations. The faculty member signs the final evaluation, returns it to their dean, and it is then forwarded to Human Resources and placed in their personnel file.

Professional faculty will also be evaluated by their peers and subordinates using an online survey based on questions derived from the Professional Faculty Performance Evaluation Form.

PROFESSIONAL FACULTY PERFORMANCE EVALUATION FORM

Supervisor Evaluation _____
Self-Evaluation: _____

Name: _____ Evaluation Year: _____

- A. Interpersonal Skills: Demonstration of sensitivity and concern for others; initiative, enthusiasm and cooperation in relationship with others; promotion of good communication with faculty, staff, students.

Unsatisfactory Fair Good Very Good Excellent

Comments:

- B. Group Leadership Skills: Skill in planning for and leading groups; understanding of group process and dynamics; ability to respond effectively when working with groups.

Unsatisfactory Fair Good Very Good Excellent

Comments:

- C. Counseling: Exhibits knowledge of counseling theory and strategies; seeks to expand and refine skills. **(For counselors only.)**

Unsatisfactory Fair Good Very Good Excellent

Comments:

- D. Development of Programs/Activities: Ability to identify student needs and initiate responses in terms of services and programs (to include workshops, courses, etc.); awareness of real or potential problems which relate to implementing ideas; solicitation of opinions, ideas and assistance of others; follow-through in developing activities.

Unsatisfactory Fair Good Very Good Excellent

Comments:

- E. Knowledge/Information bases: Demonstrates up-to-date knowledge regarding college programs, procedures, policies. Displays understanding of human development theories and application of these to community college setting. Seeks, uses information effectively in assisting or responding to student needs.

Unsatisfactory Fair Good Very Good Excellent

Comments:

- F. Professionalism: Knows and demonstrates professional ethics; possesses respect of colleagues; is active in identifying and pursuing knowledge and skills relating to growth and effectiveness in their role at the College.

Unsatisfactory Fair Good Very Good Excellent

Comments:

- G. Contribution to Success of Divisional Efforts: Show understanding of and support for philosophy and goals of Student Services; is viewed as a contributor to group efforts; promotes good staff relationships; is dependable; displays support for work of others.

Unsatisfactory Fair Good Very Good Excellent

Comments:

- H. Organizational Skills: Organizes time efficiently; completes assigned tasks within specified time frame; maintains appropriate records and/or reports.

Unsatisfactory Fair Good Very Good Excellent

Comments:

- I. Consultation: Able to articulate philosophy and role of student services to other segments of the College community. Seeks opportunities for working with faculty, administrators and support staff to foster the development of students; is effective in the design and implementation of efforts to introduce student development concepts in other segments of the institution.

Unsatisfactory Fair Good Very Good Excellent

Comments:

College Coordinating Function:

Integrates area of responsibility into the functioning of their unit. Organizes additional duties and responsibilities effectively. Informs staff members of activities and events sponsored by area. Is knowledgeable about how area can enhance divisional objectives.

Unsatisfactory Fair Good Very Good Excellent

Comments:

Overall Rating of Performance as Professional Faculty:

Unsatisfactory Fair Good Very Good Excellent

Comments:

General Comments:

Supervisor's Signature: _____ Date: _____

.....
Comments by person being evaluated:

This statement has been reviewed. (Signature does not necessarily indicate agreement.)

Faculty Signature: _____ Date: _____

ADMINISTRATIVE FACULTY

PURPOSE OF ADMINISTRATIVE FACULTY EVALUATION

The primary purpose of administrative faculty evaluation is to improve professional performance. Thus, the evaluation shall be of both a formative and summative nature. The evaluations shall provide useful information to administrative faculty members about their performance and shall assist the College leadership in making sound personnel decisions. To accomplish these aims, administrative faculty members shall receive clear, comprehensive, regular, and timely evaluations that are both useful and constructive. Administrative faculty members shall also participate in the evaluation process by describing the nature and significance of their work.

RELATIONSHIP BETWEEN CRITERIA AND RANK

The faculty rank currently held by an administrator shall be a factor considered by all evaluators. For promotion, administrative faculty shall be performing at least at the minimum level of rank being sought.

CRITERIA FOR ADMINISTRATIVE FACULTY EVALUATION

Administrative faculty shall be evaluated in the four areas of administrative functions, organizational participation, professional development, and service to the College community. The specific criteria for each of these are delineated below.

ADMINISTRATIVE FUNCTIONS

Criteria used to evaluate an administrative faculty member's performance under administrative functions area divided into the six broad areas of planning, organizing, staffing, leading, managing financial resources, and evaluating. While the specific criteria for each of these six areas will vary considerably depending upon the responsibilities of the administrator being evaluated, each administrator to one extent or another must demonstrate a degree of involvement in the activities which follow.

Planning

1. Determines needs in each area of responsibility, establishes written goals and objectives to meet these needs, and prioritizes the goals and objectives. The goals and objectives for each administrator shall be presented annually to his or her evaluating supervisor and shall form the basis for the coming year's evaluation.
2. Establishes a plan for accomplishing annual goals and objectives. The plan shall indicate how and when the goals will be accomplished.
3. Involves others as appropriate in determining changes needed for a particular area, and implements these changes in a timely manner.

Organizing

1. Organizes schedules and routines so that work is accomplished in an accurate and timely manner.
2. Schedules time commitments in an orderly manner so that priorities are met.

3. Maintains a schedule for accomplishing goals and objectives within the time frame established in the annual plan.
4. Involves subordinates in the process of establishing schedules and routines.

Staffing

1. Utilizes effectively the talents and interests of subordinates when assigning work projects.
2. Supervises the work of all subordinates to insure that it is accomplished in an effective and timely manner.
3. Selects effectively and trains staff members.
4. Involves subordinates in decision-making.

Leadership

1. Involves subordinates in establishing area goals and objectives, developing plans to meet these goals and objectives and determining whether the goals and objectives were accomplished.
2. Encourages professional development among all subordinates.
3. Motivates subordinates to work enthusiastically and to the best of their abilities and talents.
4. Serves as an effective spokesperson for his or her constituency when interacting with other members of college administrative work groups and the full college community.

Managing Financial Resources

1. Establishes and manages a budget which effectively meets the needs of the office and meets the goals and objectives established by that office.
2. Manages revenues and expenditures in such a manner that a balanced budget is achieved at the end of the fiscal year.

Evaluating

1. Recognizes strengths and weaknesses of subordinates, reinforcing areas of accomplishment while suggesting strategies for improving areas of deficiency.
2. Demonstrates fairness in assessing the work performance of subordinates.
3. Conducts an annual evaluation of each subordinate in compliance with all state and college policies governing employee performance evaluations.

ORGANIZATIONAL PARTICIPATION

Administrative faculty shall cultivate effective and positive working relationships with colleagues, faculty, and students in other divisions and areas of the College. They shall participate in activities outside of their division or area of the College and make contributions for the betterment of the College as a whole.

PROFESSIONAL DEVELOPMENT

For purposes of administrative faculty evaluation, professional development is the improvement of one's professional performance as an administrator. The activities to be considered in evaluating the professional development of administrative faculty members shall include, but shall not be limited to, the items listed below.

1. Membership and participation in professional organizations.
2. Participation in professional conferences, workshops, and meetings.
3. Writings, speeches, research, and consulting in one's professional field.
4. Participation in business or industrial activities related to one's professional field.
5. Efforts to stay apprised of current developments in one's professional field.
6. Course work and/or work toward an advanced degree.
7. Other activities related to professional development.

To assess properly the above activities, administrative faculty must provide sufficient information to their respective evaluators. Administrative faculty need not be active in all areas mentioned. If they commit significant efforts in one or two areas, they shall not be expected to be active in others. The important consideration shall be the effect of their efforts toward improving professional development.

SERVICE TO THE COLLEGE COMMUNITY

The idea of "college community" embraces the notion that the College has many communities – its internal one and its service area, as well as statewide, national, and international communities.

"Service to the college community" means the scope of activities that one may engage in that shall be recognized as part of one's contribution to the College's community. Meeting this criterion shall be predicated on the college value assigned to a particular activity as determined by the administrative faculty member, the immediate supervisor, and others in the evaluation process.

Some administrative faculty may choose to participate more in one area than another. For example, one administrative faculty member may be very active in college committee work and have little involvement with external organizations. Another may be very active in professional organizations, holding office at the national level, and have little time for college committee work. Both individuals would be responsible for demonstrating the value of their service to the College community. Above all, the primary focus must be on activities, which relate to professional service as opposed to activities, which are primarily for personal benefit. To assess the value of these activities, administrative faculty members must provide sufficient information to evaluators.

PROCEDURES FOR EVALUATION

ANNUAL EVALUATION

All administrative faculty shall be evaluated annually. The written evaluation shall provide a summative rating of Excellent, Very Good, Good, Fair, or Unsatisfactory.

Mid-June, the supervisor responsible for evaluating an administrative faculty member shall inform that faculty member of the impending evaluation and discuss with him or her how information will be

obtained and what form the evaluation will take. At a minimum, the administrative faculty member being evaluated shall complete a written self-evaluation covering all of the criteria listed above.

By the middle of July, the supervisor shall have completed a written, draft copy of the annual evaluation. All criteria listed above shall be covered in the evaluation, and the overall performance of the administrative faculty member being evaluated shall be rated according to a scale of Poor, Fair, Good, Very Good, and Excellent. During the last two weeks of July, the supervisor shall meet with the administrative faculty member being evaluated to present and discuss the draft evaluation. A final, written copy of the evaluation shall be completed by the beginning of August. The administrative faculty member being evaluated shall be furnished with a copy of the evaluation, and the original shall become a permanent part of the faculty member's official personnel file.

Administrative Faculty Evaluation Form

NAME OF ADMINISTRATOR: _____

POSITION OF ADMINISTRATOR: _____

1. **Planning:** Determines needs; establishes written goals and objectives, as well as a plan for meeting these goals and objectives; involves others in planning activities.

Rating: _____ (1 = unsatisfactory, 2 = fair, 3 = good, 4 = very good, 5 = excellent)

Comments:

2. **Organizing:** Organizes schedules and time commitments so that work is accomplished in an accurate and timely manner; involves subordinates in establishing schedules and routines.

Rating: _____ (1 = unsatisfactory, 2 = fair, 3 = good, 4 = very good, 5 = excellent)

Comments:

3. **Staffing:** Supervises the work of subordinates to insure it is completed in an effective and timely manner; utilizes effectively the talents of subordinates; provides training as needed; involves subordinates in decision-making.

Rating: _____ (1 = unsatisfactory, 2 = fair, 3 = good, 4 = very good, 5 = excellent)

Comments:

4. **Leadership:** Involves subordinates in establishing and meeting goals and objectives; encourages professional development; motivates subordinates to work enthusiastically and to the best of their abilities; serves as an effective spokesperson for his or her constituency.

Rating: _____ (1 = unsatisfactory, 2 = fair, 3 = good, 4 = very good, 5 = excellent)

Comments:

5. **Managing Financial Resources:** Establishes and manages an effective budget; manages revenues and expenditures of that balanced budget is achieved at the end of the fiscal year.

Rating: _____ (1 = unsatisfactory, 2 = fair, 3 = good, 4 = very good, 5 = excellent)

Comments:

Evaluating: Recognizes strengths and weaknesses of subordinates, re-enforcing accomplishments and assisting in improving deficiencies; demonstrates fairness in assessing work performance; conducts and annual evaluation of each subordinate.

Rating: _____ (1 = unsatisfactory, 2 = fair, 3 = good, 4 = very good, 5 = excellent)

Comments:

OVERALL EVALUATION

Rating: _____ (1 = unsatisfactory, 2 = fair, 3 = good, 4 = very good, 5 = excellent)

Comments:

Additional Comments:

PROMOTION

FULL-TIME FACULTY

FULL-TIME TEACHING FACULTY MULTI-YEAR APPOINTMENTS

The criteria and procedure outlined in VCCS Policy Manual Sections 3.4.0.4 -3.4.5.1 followed to establish eligibility and consideration for multi-year appointments. Only full-time teaching faculty are eligible for multi-year appointments.

[Click here for the VCCS Policy Manual, Section 3, and scroll to section 3.4.](#)

FACULTY PROMOTION

Eligibility for promotion is initially determined by the dean and the appropriate vice president. Other procedures through the VCCS should be followed as appropriate.

By Self: Written request for consideration as candidate

By Immediate Supervisor: Written recommendation

By Vice President: Written recommendation (unless vice president is the immediate supervisor, in which case no recommendation is written)

By Promotion and Multi-year Appointments Committee: Written recommendation

By President: Written decision

Faculty must convey to the immediate supervisor that they wish to be considered for promotion and/or multi-year appointment. The supervisor's recommendation goes to the candidate, the Promotions and Multi-year Appointments Committee and to the appropriate vice president. The committee's recommendation goes to the appropriate vice president prior to either the committee or the vice president's recommendation to the president. The committee's recommendation and the vice president's recommendation go to the president simultaneously. When a vice president is also a faculty member's immediate supervisor, the vice president does not make a separate decanal recommendation to the president. The president makes the final decision. The vice president's recommendation and the narrative statement delineating the committee's recommendation and voting results are attached to the president's decision letter that is forwarded to the respective candidate.

The composition of the nine-member committee includes:

- One teaching faculty member from each of three divisions (and alternates)
- Four teaching faculty members elected at large (and one alternate)
- One non-teaching faculty member from library or counseling (and one alternate)
- One academic administrator or immediate faculty supervisor (and one alternate)

No more than two teaching faculty members from a single division should serve simultaneously. Similarly, two representatives from the library and counseling areas should not serve simultaneously.

ALTERNATIVE AVENUES TO PROMOTION POLICY

Piedmont Virginia Community College allows for the substitution of experience for academic credit toward promotion. This policy is rooted in VCCS Qualifications of Faculty, Interpretive Specifications, which reads:

Interpretive Specifications for Promotions Only

- ❖ Credit hour equivalency may be granted for no more than a total of 15 semester hours by either a. or b. below or a combination of both during employment with the VCCS.
 - a) Active participation in given learning experiences (c. e. u. classes, workshops, conferences, seminars, etc.) when part of a plan approved by the Community College President applying the following formula: 45 contact hours is equivalent to one semester credit hour.
 - b) Non- teaching work experience directly related to the faculty member's field at a rate not to exceed 1.25 semester credit hours per month of full- time equivalent work experience and not to include work experience applied toward initial appointment.
- ❖ Any exceptions to the criteria as outlined in the VCCS-29 must be fully justified and documented in accordance with the Community College's Human Resource Delegation Agreement.

[Click here for the VCCS Policy Manual, Section 3, and then scroll to p. 3-5](#)

More specifically, a PVCC faculty member seeking an alternative avenue to promotion must develop a promotion plan, which effectively argues that the alternative activities to be substituted for academic credit will provide a professional development experience at least as valuable as academic coursework. For each activity or category of like activity, it must address the following:

- The type or nature of the planned activity.
- How the planned activity (1) is related to the faculty member's primary role at the College, e.g., teaching or counseling; (2) will benefit the College in some substantial way and/or is of significant value to the community; and (3) is otherwise of sufficient value to contribute toward meeting the eligibility criteria for promotion.
- The approximate time period in which the planned activity is expected to be completed.
- How completion of the planned activity and realization of its expected value will be documented.

While the nature of a plan typically suggests that the activities which comprise it have not yet been accomplished, some already accomplished activities -- e.g., workshops and conferences previously attended, or non-teaching working experience occurring prior to the plan's development -- may be included in the plan. Of course, the faculty member would still need to delineate the value of the activity as defined above and provide the appropriate documentation for it. The activity would have also had to occur during employment within the VCCS and after the faculty member's last promotion.

The alternative promotion plan must be approved by the faculty member's supervisor, vice president, and president at least one year in advance of promotion consideration (that is, by February 1 of the academic year prior to candidacy for promotion). Approval of the plan does not constitute an endorsement of the faculty member's candidacy for promotion; however, it does acknowledge that, with the successful execution of the plan, the faculty member has minimally met the educational component of the promotion criteria.

Documentation for completion of the alternative promotion plan shall be reviewed by the faculty member's supervisor. It, along with the written assurance of the supervisor that the faculty member has satisfactorily executed his/her plan, must be forwarded to the Personnel Office by February 1 of the year the faculty member is to be considered for promotion. Prior to commencing of the promotion review process, the Personnel Office shall certify that the individual faculty member has minimally met the educational component of the promotion criteria and so note it in the faculty member's file. The approval date for individual faculty alternative promotional plans will be February 1.

All faculty members shall be paid at least the base rate for their rank if their evaluation meets the minimum qualifying level for their rank based on VCCS 29.

GUIDELINES FOR FACULTY ORGANIZATION OF FILES FOR BOTH MULTI-YEAR AND PROMOTION CONSIDERATION

From the date of hire, faculty should continuously gather information for both the yearly Individual Development Plan and promotion/multi-year portfolio.

New faculty should meet with their respective dean to learn about both the yearly performance review and the multi-year appointment and promotion process. Each new faculty member will be assigned a mentor who will help them better understand both processes.

The VCCS- 29 sets forth the “normal minimum criteria for each faculty rank.” Faculty should refer to this document as they evaluate themselves each year and when they apply for multi-year appointment or promotion. (To view [VCCS-29](#), click on link and scroll to page 3-6.)

Faculty Personnel File

The Human Resources Office will maintain the faculty personnel file. Candidates should make an appointment with the human resources manager to review their file to assure completeness before the Multi-Year Appointment and Promotions Committee begins their work.

This file will contain:

- Evaluation of Teaching Faculty – signed originals, most recent first
- Dean’s appointment/promotion recommendations – signed original (current and prior years)
- Letters of commendation from the president, vice president of instruction and student services, or dean
- Letters of reprimand from the president, vice president of instruction and student services, or dean
- VCCS-29 Minimum Criteria for Promotion form

Faculty Professional File

Faculty members are responsible for this file.

Each candidate for promotion or first multi-year appointment is **required** to write:

- a) a brief note confirming eligibility and readiness to be considered, to be sent to the dean
- b) a second letter to the committee requesting the multi-year appointment or promotion. In the letter, the candidate should make an affirmative case for the multi-year appointment or promotion by summarizing and evaluating their “teaching effectiveness” and “professional activities and contributions” over the period under consideration. The dean will certify in their recommendation letters that the candidates’ academic preparation and experience meet the requirements outlined in VCCS-29.

Each candidate should submit a portfolio to document particularly important contributions as supporting evidence to supplement the required letters and personnel file.

The portfolio will contain, in order:

- table of contents

- the letter addressed to the committee
- an up-to-date Curriculum Vitae
- the following divided sections:
 - a) teaching effectiveness (including curriculum development)
 - b) professional development
 - c) service to the College and community
 - d) five year goals (optional)

Below are some suggestions about what to include in each section of the portfolio:

Teaching Effectiveness, including Curriculum Development

- A written description of teaching techniques, projects, assignments, experiments, innovations, etc. that worked well (or not so well) in your classroom
- A report on how you have used technology to deliver educational material, e.g., podcasts, online quizzes, Blackboard sites, audience response system usage, links to useful material, PowerPoint presentations, etc.
- Awards and honors

Professional Development

- Articles, books, papers presented at conferences
- A summary of conferences and professional journals, webcasts, etc. you attended/read along with an evaluation of how you incorporated new ideas into your courses
- Descriptions of courses taken and how these courses have enhanced your curriculum or teaching

College Service

- An evaluation of your service directly to PVCC, including work done on committees, student clubs, student advising, projects, visits to high schools, etc.
- Letters of commendation from the College, students, high schools, etc.
- An evaluation of what you have done for the broader community

Five Year Goals

Only information **relevant to the period under consideration** should be included. For instance, if applying for the first three-year multi-year appointment, include information from the time of hire. For the first five-year appointment, include information from the most recent five years. If applying for promotion, include information from the last promotion or from the date of hire if requesting a first promotion.

Subsequent Multi-year Appointments

Those seeking subsequent five-year multi-year appointments need only submit a letter to their dean requesting an additional multi-year appointment.

Checklist

Prior to the appointment/promotion process, faculty should be familiar with the guidelines for starting rank and promotion requirements in the VCCS-29 document.

Deadlines for submission of letter and portfolio for 2011:

- 1/6/12: Submit letter to dean requesting consideration of multi-year appointment or promotion.
- 1/20/12: Portfolio (electronic or binder) that includes support documentation must be submitted to the dean.

Portfolio Content:

The first item in the portfolio should be a table of contents.

The following sections are the minimum number of sections that should be included in the portfolio. Each of the topics should be separated by tabs and contain short narratives describing activities that support effectiveness in each of the areas. Lengthy support documentation for each section should be included in an appendix and not in the tabbed section.

- Letter to Committee
- Curriculum Vita
- Teaching Effectiveness /Methods (Podcasting, case studies, projects, lab manuals, PowerPoint presentations, lecture note packets, quizzes, audience response system usage)
- Curriculum Development
- Professional Development: (conference presentations, conference attendance, web courses, publications, certifications)
- College Service
- Future Goals

Suggestions for additional sections

- Student Letters
- Honors and Recognition

ADJUNCT FACULTY

PAY ADJUSTMENT AND PROMOTION

Adjunct faculty are paid according to their rank and step on a [15-step pay scale](#). The vice president for finance and administrative services will issue a revised adjunct faculty pay scale each year at such time as the VCCS makes new adjunct faculty pay rates available.

The first step on the PVCC scale shall be the VCCS minimum, with increments through Step 14. Step 15 is reserved for faculty who have achieved emeritus status. Human Resources maintains a record of the rank and step for each adjunct faculty member.

New Adjunct Faculty Appointment

When a new adjunct faculty member is appointed, the appropriate dean uses the VCCS-29 to determine the adjunct faculty member's initial rank and step. The dean completes a VCCS-10 and forwards this form along with appropriate documentation to the vice president for instruction and student services for approval. New adjunct faculty members may be appointed at a maximum of Step 4 of the appropriate rank. Adjunct faculty will not be hired or paid at a rate other than that which applies to the rank and step at which they are placed. Upon approval, the vice president for instruction and student services forwards the VCCS-10 and accompanying documentation, as needed, to Human Resources.

Promotion/Step Increase

Human Resources maintains a record of credits taught at PVCC by each adjunct faculty member. Once three full-time equivalent years are credited, the adjunct faculty member will receive an automatic step increase. The dean will be notified and a note placed in the adjunct faculty member's personnel file.

The crediting and recording of any other accumulation of teaching or other experience which applies to: 1) movement to another step on the salary scale, or 2) qualification for promotion to another rank will be at the initiation of the faculty member working through the appropriate dean. By July 15 of each calendar year, adjunct faculty will contact their dean with information that warrants consideration for a promotion or step increase in the upcoming fall semester:

- additional graduate course work completed;
- receipt of an advanced degree; and/or
- teaching assignments of three (3) full-time equivalent years. (For calculation purposes, 30 semester hours of teaching are equivalent to one year.)

For promotions or step increases, the dean applies the appropriate VCCS-29 criteria to determine if the individual is qualified for the promotion or step increase. As documentation, the dean submits the following to the vice president for instruction and student services for approval:

- a revised VCCS-10
- official transcripts of additional graduate course work
- a Supplemental Experience Form to add to the Commonwealth of Virginia Application for Employment

Once approved, the vice president forwards the VCCS-10 and accompanying documentation to Human Resources. Human Resources maintains a record of such credit. As appropriate, adjunct faculty members will be moved to the next step on the pay scale, to be effective the term after the qualification is met.

When an adjunct faculty member is promoted to a higher rank, the faculty member will be placed at the same step on the pay scale as they occupied at their old rank. For example, an Instructor who is at Step 10 and who is promoted to assistant professor will be paid as an assistant professor at Step 10.

ADMINISTRATIVE FACULTY

PROMOTION PROCEDURES

All administrative faculty members eligible for promotion shall be contacted by their immediate supervisors no later than the last week of January. A deadline date for claiming eligibility (or removing from consideration) for promotion shall be established in early February. Candidates for administrative faculty promotion shall submit to their immediate supervisor a formal letter of request for consideration.

Once it has been determined that there are qualified candidates for administrative promotion, a special ad hoc committee shall be appointed by the president in early February. Membership on the committee shall consist of three administrative and two non-administrative faculty members. The following guidelines shall apply in constituting the committee.

1. Non-administrative faculty members may be teaching faculty or professional faculty (counselors or librarians). At least one of the non-administrative faculty members must be teaching faculty.
2. Teaching faculty members shall be elected at large with the provision that not more than one member may come from any single division.