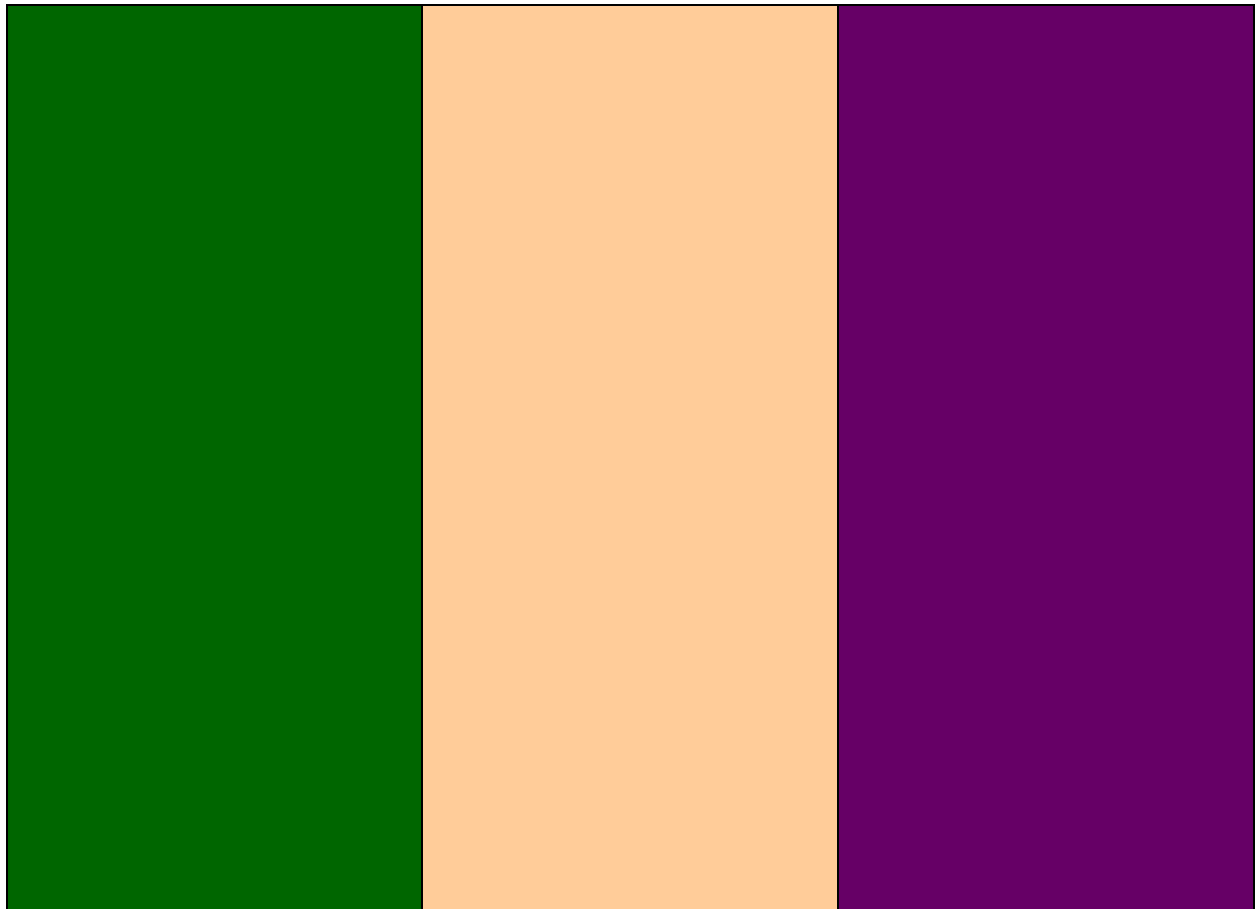# Thomas Nelson
COMMUNITY COLLEGE

Full-time Teaching Faculty
Development, Evaluation,
Reward and Recognition Plan

Revised: May 2018

TABLE OF CONTENTS

PREAMBLE

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

GUIDING PRINCIPLES

The following are Guiding Principles that are inherent in the Faculty Development and Evaluation Plan.

- Thomas Nelson Community College intends to foster a culture of high performance and a shared commitment to our mission to change lives, empower students to succeed and enhance the social and economic vitality of the region through high quality education. . .
- A commitment to excellence with a focus on student success should be evident in all that we do.
- Faculty efforts should encompass effective performance in Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service.
- Faculty should take ownership of their performance and professional development as an ongoing job responsibility and as a responsibility of a member of the college community.
- Professional Development, Evaluation, and Recognition should be purposefully and mutually reinforcing of each other.
- Evidence should inform evaluation and professional development decisions.
- Achievement should be recognized.
- Exemplary performance should be rewarded.
- Peer involvement and collaboration should be encouraged.
- Stakeholders who use the Faculty Development and Evaluation process should be well-trained in its purpose and use.

DEFINITIONS

Annual Performance and Professional Development Objectives (APPDOs): The annual goals which are required of all teaching faculty regardless of the length of their appointments.

College Citizenship: Service activities that are in support of Thomas Nelson Community College (or its initiatives) and that involve a direct connection between the faculty member who engages in the specific activity and the faculty member's position at the college in which the participant is not in a leadership role for the activity.

College Representation: Service activities that involve a direct connection between the faculty member who engages in the specific activity and the faculty member's position at the college.

Community Citizenship: Service activities which are indirect in which the faculty member is acting as a community resident who also happens to be a college employee.

Data Sources: Information generated and used for evaluative purposes from Student, Self, Supervisor, and Peers (per college policy).

De Minimis: A non-monetary small gift or token of appreciation—such rewards are not taxable under IRS regulation due to their small or minimal nature.

Development: Structured or formal learning experiences designed to help the individual perform better or learn new knowledge and skills.

Domains (or Performance Domains): Teaching, Service, Scholarly and Creative Engagement, and Institutional Responsibility.

Evaluation: The periodic assessment of performance that is facilitated by the dean/supervisor.

Evaluation Cycle: The evaluation cycle for all teaching faculty within the VCCS is the calendar year, January to December (See *Appendices A & B*).

Faculty/Faculty Member/Full-time Faculty/Teaching Faculty: For the purposes of the Faculty Development and Evaluation Plan, "faculty," "faculty member," "full-time faculty," and "teaching faculty" refer to nine-month, full-time teaching faculty, except for those in the associate instructor category of employment.

Forms/Instruments/Devices: The actual documents or templates used to conduct an evaluation session, to set goals and objectives, to nominate a faculty member for an award, or otherwise to execute the Development and Evaluation Plan.

Goals: See Annual Performance and Professional Development Objectives.

Institutional Responsibility: Performing assigned or presumed duties in accordance with applicable laws, policies, and procedures. This includes, but is not limited to, adherence to college and VCCS policy, collegiality, student advising, administrative duties, departmental supervision or other college community leadership duties, and additional duties as assigned. Activities that do not otherwise fit into Teaching, Scholarly and Creative Engagement, or Service, but which are job related, should be counted in the Institutional Responsibility domain.

Mentor: The faculty mentor is an experienced and skilled educator who serves as a source of information, guidance, and professional development to assist the mentee in achieving excellence in the four domains of faculty performance.

Policy: VCCS Policy 3.6 which provides the principles and guidelines that outline the Development and Evaluation Plan.

Probationary Faculty: Faculty that are in their first fall/spring appointment year.

Recognition: A non-monetary or *de minimis* award such as certificates, acknowledgement of outstanding accomplishment, preferred parking for a semester, etc.

Reward: Significant monetary awards—bonus, percentage pay increase, or professional development stipend—that are annual awarded on a competitive basis to a limited percentage of faculty.

Scholarly and Creative Engagement: Publications, research, artistic, intellectual, or other presentation and sharing activities that are specifically associated with the faculty member's formally recognized area of expertise.

Senior Faculty: Those faculty members beyond the first three continuous appointment years, whether on a one-year or a multi-year appointment.

Service: The quality participation and commitment to students, college and/or community organizations (See: college representation, college citizenship, and community citizenship).

Teaching: Creating a learning environment that facilitates students' acquisition of knowledge and skills in a subject (i.e. instructional design, instructional delivery, instructional effectiveness, and instructional expertise).

Weighting: The determination of how each performance domain is valued in relation to other factors.

INTRODUCTION

The Thomas Nelson Community College mission is to. . . change lives, empower students to succeed and enhance the social and economic vitality of the region through high quality education. . . To achieve this, we must foster a culture of high performance by fully utilizing the talent and potential of our full-time faculty. This *Full-time Faculty Development and Evaluation Plan* has been designed to create an environment for teaching faculty which promotes high performance and continuous improvement resulting in world class faculty and increased student success.

The three components of this plan (Annual Performance & Professional Development, Evaluation, and Reward & Recognition) each focus on the four domains of the full-time teaching faculty responsibilities (i.e. Teaching, Scholarly & Creative Engagement, Institutional Responsibility, and Service).

COMPONENTS OF THE FACULTY DEVELOPMENT AND EVALUATION PLAN

A. **Annual Performance and Professional Development Objectives:** Each faculty member will create three to five annual objectives for continuous professional improvement that are aligned with one or more of the four domains of faculty activity**.** These objectives will be developed in consultation with and approved by the dean/supervisor.

 I.**Development Provision for New Faculty:** This provision is designed to assist in the effective development of first-year faculty. It consists of a specially designed Performance and Development Plan for New Faculty which consists of a predetermined set of professional development goals. The second component of the Development Provision is the assignment of a mentor to act as guide.

 II.**Development Provision for Returning Faculty:** This provision is also available for any returning faculty who either wishes assistance in his/her professional development, or has been identified by the dean/supervisor as not demonstrating adequate performance and/or progress in his/her professional development. The purpose of this provision is to ensure that every effort has been made to support the faculty member as he/she enters the evaluation year of their evaluation cycle.

B. **Evaluation:** The Full-time Teaching Faculty Development and Evaluation Plan places emphasis on high performance and continuous improvement in each of the four domains of faculty activity. The simplified rating system (Meets Expectations/Does Not Meet Expectations) is determined through numerous criteria as outlined below.

C. **Recognition and Reward**: All Faculty members who received the evaluation of "Meets Expectations" in their most recent evaluation period are eligible to receive Reward and Recognition. This component provides the means for recognition of and reward for outstanding service for faculty whose performance exemplifies the highest standards of educational excellence in one or more of the four domains of faculty activity.

APPROVAL, IMPLEMENTATION, AND REVIEW OF THE PLAN

A. **Approval Process:** This plan, crafted by faculty, vetted through administration, and written in accordance with the Virginia Community Colleges Policies was truly a collaborative effort. As such, all stakeholders must be involved in the approval process.

This plan must be accepted by the Thomas Nelson Faculty Senate by majority action. It must then be approved by a majority of the full-time faculty members who vote, and by the president of the college. Final approval must be given by the chancellor of the Virginia Community Colleges System.

B. **Implementation:** Provided that this plan has completed all stages of the above approval process by August 16, 2014, this plan will be implemented for first-year faculty hired for Fall 2014. If approval occurs between August 16 and October 31, 2014, all faculty will follow this plan beginning in Spring semester 2015. If approval is not received by October 31, 2014, all faculty will continue to follow the VCCS Model Plan. Full-time teaching faculty hired in spring will be held to expectations and evaluated with the probationary first-year faculty evaluation criteria. However, in the subsequent fall they will officially enter their first-year probationary period and will follow the normal evaluation and APPDO sequence for probationary first-year faculty.

C. **Review Process:** The logistics and dynamics of this plan will be evaluated over the next two years and then reviewed every five years thereafter. In the interim, important issues which are deemed to require amendment may be brought forward by the Faculty Senate and/or the President's Office. An ad hoc committee can then be formed to address the revision of the Faculty Development and Evaluation Plan. In any case, any revisions or addenda to this plan, subordinate forms, and processes must again follow the Approval Process outlined above.

ANNUAL PERFORMANCE AND PROFESSIONAL DEVELOPMENT OBJECTIVES (APPDOS)

The Annual Performance and Professional Development Objectives component of the Faculty Development and Evaluation Plan focuses on faculty development. The goal is to provide structural and institutional support for the continuous improvement and professional growth of full-time teaching faculty. Setting objectives, conferring with the dean/supervisor, identifying resources, establishing timelines, and assessing achievement are key elements of Annual Performance and Professional Development Objectives.

Setting Annual Performance and Professional Development Objectives

Prior to the beginning of each calendar year, each full-time teaching faculty member will meet with the dean/supervisor to establish Performance and Professional Development Objectives for the following calendar year. The purpose of this meeting is to set a completion date for each objective, identify supporting resources needed to meet each objective, and agree upon measures for assessing achievement of the established objectives. The faculty member should formulate three to five objectives in one or more of the four domains of faculty activity established by VCCS Policy: (1) Teaching, (2) Scholarly and Creative Engagement, (3) Institutional Responsibility, and (4) Service. Performance and Professional Development Objectives are to be documented on the Annual Performance and Professional Development Objectives—Faculty/Supervisor Agreement Form (TNCC–1), which is then signed by the faculty member and the supervisor.

Performance and Professional Development Objectives should be consistent with the professional goals of the faculty member as well as the strategic goals of the faculty member's department, program, division, college, and the VCCS. Objectives may be included related to specific professional interests of the faculty member. Faculty should also include objectives which address any areas of performance in need of improvement as noted in the previous year's assessment of Annual Performance and Professional Development Objectives and/or as noted in the faculty member's most recently completed comprehensive evaluation. Faculty who are on a multi-year appointment must address each of the four domains at least once during the appointment cycle.

Technology Professional Development Objective for Non-Probationary Faculty

All faculty members, except probationary first-year faculty, who teach or plan to teach hybrid and/or online classes should establish a professional development objective to complete TOP for certification in online instruction in the initial set of their Annual Performance and Professional Development Objectives for the calendar year which begins January 1, 2015. Faculty who wish to teach hybrid and/or online courses in subsequent years, should establish a professional development objective to complete coursework to earn certification in online prior to teaching a hybrid or online course. Faculty who have already completed such coursework or certification are exempt from the Technology Performance and Professional Development Objective requirement, although they are encouraged to set objectives that contribute to continuous improvement in teaching with technology on an as-needed basis. Such courses include IDOL, MODEL, TOTAL,

Quality Matters™ or equivalent coursework. The dean/supervisor will have final approval on what coursework or certification meets this professional development objective. Faculty members who teach only on-campus classes are encouraged to set Objectives for professional development in teaching with technology.

Resolving Differences between Objectives Proposed by the Faculty Member and the Supervisor

On occasion the faculty member and the dean/supervisor may identify differing priorities for the faculty member's Performance and Professional Development Objectives. The faculty member and supervisor should identify those priorities, whatever differences exist, and the reasons for those differences. They should negotiate to resolve those differences, referring especially to the individual evaluation criteria in the domains of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service (TNCC–*2A-2C*); to the assessment of the faculty member's most recent Performance and Professional Development Objectives and/or most recent performance evaluation; to the faculty member's areas of interest and/or identified need; to division, college, and/or VCCS strategic goals; and to other information that has a bearing on faculty performance and institutional priorities. The supervisor will make the final decision about which Annual Performance and Professional Development Objectives to authorize.

College Support for Annual Performance and Professional Development Objectives

Thomas Nelson Community College is committed to supporting the professional growth and development of its full-time teaching faculty. Each year, as a part of its budget development process, the college will provide funding from a variety of sources, in compliance with budgetary regulations of the Commonwealth of Virginia and the Virginia Community College System, to assist faculty in the pursuit of Annual Performance and Professional Development Objectives. In particular, as a component of this funding support, the college will allocate a specified dollar amount per faculty member, within budgetary constraints, to subsidize the professional development of its faculty. These funds will be pooled and may be accessed by faculty upon request and approval in accordance with college policy and procedures.

The college, and the VCCS more broadly, also demonstrates its support for the professional growth and development of its full-time teaching faculty by providing free training opportunities, reassigned time, grant-writing assistance, sabbatical leave, educational leave, and other assistance which advances the college mission, its strategic plan, and the success of its students.

Financial or other college resources needed to accomplish a faculty member's annual objectives must be documented on the Annual Performance and Professional Development Objectives—Faculty/Supervisor Agreement Form (TNCC–1). By signature, the faculty member and the dean/supervisor acknowledge that provision of resources thus identified is expected and that in the event this support is not available it may not be possible for the faculty member to achieve the objective.

Revision and Assessment of Annual Performance and Professional Development Objectives

Throughout the year, at the request of either party, the faculty member and dean/supervisor may meet to discuss progress toward attainment of the faculty member's objectives. In addition, within reasonable and ethical constraints of time, the faculty member's Performance and Professional Development Objectives may be renegotiated during the evaluation cycle at the request of the faculty member or supervisor. Moreover, since faculty members are encouraged to establish objectives that are challenging, ambitious, innovative, and/or long-term in nature, it is expected and acceptable that some objectives may not be achieved, in all or in part, due to changes in personal or institutional priorities, changes in faculty duties and responsibilities, availability of resources, or other circumstances which affect or impede achievement of one or more objectives. Any revisions to objectives necessitated by factors such as those described above must be documented on an updated Annual Performance and Professional Development Objectives—Faculty/Supervisor Agreement Form (TNCC–1).

At the end of the calendar year, the faculty member and dean/supervisor will meet in conference to assess and document attainment of established Performance and Professional Development Objectives, noting objectives met, objectives not met, objectives partially met, and any circumstances or information that provides relevant context for the assessment of the objectives. Assessment findings are to be documented on the Annual Performance and Professional Development Objectives—Faculty/Supervisor Agreement Form (TNCC–1) and are included in the Evaluation component when assessing the Annual Performance and Professional Development criterion in the Institutional Responsibility domain. The faculty member should propose Performance and Professional Development Objectives for the following calendar year. Those objectives should give due consideration to any objectives not met during the current calendar year. The supervisor has final approval over the setting of Performance and Professional Development Objectives and may set one or more specific objectives for the faculty member, particularly in circumstances where the supervisor judges that improvement is needed in one or more of the four performance domains. The supervisor's judgment should be based upon the assessment of the faculty member's achievement of the current year's Performance and Professional Development Objectives and/or other documentable information available to the dean/supervisor.

Developmental Provision for First-Year Faculty

First-year faculty will be immediately enrolled into the Development Provision. This provision includes following the pre- established Performance and Professional Development Objectives for newly hired faculty (TNCC–1A) and being assigned a mentor by the academic dean.

At the beginning of the first semester of employment, the newly hired faculty member and mentor will meet with the dean/supervisor to review these Performance and Professional Development Objectives and the methodology for assessing the achievement of each objective. The supervisor and the faculty member may agree to modify the prescribed objectives where

appropriate; however, all first-year faculty must complete the technology professional development objective by the end of their third semester of full-time teaching. Specifically, for faculty currently teaching or anticipated to teach at least one online or hybrid course: Earn certification or course credit through TOP, IDOL, MODEL, TOTAL, Quality Matters™, or other education in online instruction. For faculty anticipated to teach only on-campus courses: Earn certification or course credit in teaching with technology. Faculty who have already completed such coursework or certification are exempt from the Technology Performance and Professional Development Objective requirement, although they are encouraged to set objectives on an as-needed or as-desired basis that contribute to continuous improvement in teaching with technology. The dean/supervisor will have final approval on what coursework or certification meets this professional development objective.

At the end of the first semester of full-time employment, the faculty member and supervisor will meet in conference to assess and document attainment of established Performance and Professional Development Objectives, noting objectives met, objectives not met, objectives partially met, and any circumstances or information that provides relevant context for the assessment of the objectives. The faculty member has the option to request their mentor be a part of this meeting. This decision is at the discretion of the mentor and mentee. Assessment findings are to be documented on the Annual Performance and Professional Development Objectives— Faculty/Supervisor Agreement Form (TNCC–1) and will serve to inform the first of two required comprehensive evaluations of the faculty member's performance during the first year of employment. Before the second semester of full-time employment or within two weeks of the start of that semester, the faculty member, mentor, and supervisor will review the pre-established, second-semester Performance and Professional Development Objectives for first-year faculty (TNCC–1A) and reach agreement on any modifications to those objectives where appropriate.

Prior to the end of the second semester of full-time employment (March 1 for Fall semester appointees, and October 1 for Spring semester appointees), the faculty member, in consultation with the supervisor, will meet to reassess and document the status of established Performance and Professional Development Objectives. These updated assessment findings are to be documented on the Annual Performance and Professional Development Objectives—Faculty/Supervisor Agreement Form (TNCC–1). In addition, the mentor will present a Mentor's Report Form (TNCC–6), giving input into the progress made by the new faculty member.

If, as a result of comprehensive evaluation, the faculty member "Meets Expectations," the faculty member will establish Performance and Professional Development Objectives by following the process described in the subsection of the Plan entitled "Setting Annual Performance and Professional Development Objectives." In the third and subsequent semesters, objectives are set through the end of the calendar year. All other relevant policies and procedures covered in the Annual Performance and Professional Development Objectives section of the Evaluation Plan will

apply to the faculty member in proposing, consulting with the supervisor about, and assessing Performance and Professional Development Objectives.

Objectives for Senior Faculty Who Receive a "Does Not Meet Expectations" Rating

Senior faculty who receive a "Does Not Meet Expectations" rating and are reappointed will be enrolled into the Development Provision, including the assigning of a mentor. The faculty member will participate in the setting and assessment of Performance and Professional Development Objectives during each semester of the appointment. However, the supervisor will take primary responsibility for setting these objectives, which should focus on areas of deficiency in the faculty member's performance.

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EVALUATION PLAN

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Evaluation Schedule

The evaluation cycles for faculty on different appointments (first-year, second/third-year, and senior faculty appointments) are delineated below. A calendar of annual evaluation activities can be found in *Appendix A*. In *Appendix B* a plan for transitioning colleges and faculty from the previous faculty Evaluation Plan to the new Faculty Development and Evaluation Plan can be found.

- Probationary faculty members will be evaluated in both the fall and spring semesters of their first one-year appointment. For probationary teaching faculty members who are in their first one-year appointment, the summative rating will be assigned each semester, the second-semester evaluation to be assigned by March 15th of their first year of employment.

- Individuals working under their second-year or third-year appointment will receive summative ratings by March 15th for work performed during the previous calendar year (January-December).

- Senior faculty members (those beyond the first three continuous appointment years, whether on a one-year or a multi-year appointment) will receive their summative ratings by December 15th of the last year of the appointment. Evaluations will encompass all work performed during each of the calendar years (January-December) of the appointment.

- For all years, including the final year of a multi-year appointment, the faculty member will work with the dean/supervisor to develop individual Annual Performance and Professional Development Objectives.

- During the intervening years of a multi-year appointment, faculty members will be deemed to have met expectations if their previous rating was "Meets Expectations." Therefore, they will be eligible to participate in the college Reward and Recognition plan—unless they overtly fail to maintain acceptable college standards, including

satisfactory performance on Annual Performance and Professional Development Objectives, as documented by the dean/supervisor.

- Full-time teaching faculty hired in spring will be held to expectations and evaluated with the probationary first-year faculty evaluation criteria. However, in the subsequent fall they will officially enter their first-year probationary period and will follow the normal evaluation and APPDO sequence for probationary first-year faculty.

Evaluation Ratings

Teaching faculty members will receive a summative evaluation rating of either "Meets Expectations" or "Does Not Meet Expectations" at the conclusion of the evaluation cycle appropriate to their appointment term as described in the Evaluation Schedule and *Appendix A*.

Evaluation Domains and Weights

In order to receive a summative evaluative rating of "Meets Expectations," each teaching faculty member is expected to demonstrate mastery of a significant majority of the individual criteria and satisfactory progress toward mastery of those criteria where improvement is needed for each of the four evaluation domains: Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service (see Tables 1.1 and 1.2). The evaluation will include all aspects of the teaching faculty job description as well as temporary assigned administrative and/or professional duties, whether or not release time was granted.

The percentages given in Table 1 are "weights" expressing the relative importance of each of the four domains; they do not represent the proportion given to each during evaluation. The faculty member must achieve a rating of "Meets Expectations" in each of the four domains.

All faculty will be held to the weights described below, except in cases where the faculty member is reassigned for <u>more than 50%</u> of their teaching load to other administrative and/or professional duties for a time period not to exceed two years.

Faculty with more than 50% of normal teaching load reassigned to other administrative and/or professional duties will consult with their dean/supervisor to adjust the relative domain weights as necessary with the following stipulations: (1) teaching should always comprise the maximum percentage weighting allowed by the reduction in teaching duties (i.e. if the faculty member is teaching 40% of a regular load, teaching must be weighted at 40%), and (2) the supervisor will make the final determination of the domain weights and the expectations in each domain to which the faculty member will be held.

Table 1.1

Domain weightings based on faculty member's appointment

DOMAIN	1st Year Faculty	2nd/3rd-Year Faculty	Senior Faculty
Teaching	70%	60%	50%

Scholarly and Creative Engagement	10%	15%	20%
Service	10%	10%	10%
Institutional Responsibility	10%	15%	20%

Table 1.2

Domain definitions used for establishing college standard criteria.

DOMAIN	DEFINITION
Teaching	Creating a learning environment that facilitates students' acquisition of knowledge and skills in a subject (i.e. instructional design, instructional delivery, instructional effectiveness, and instructional expertise).
Scholarly and Creative Engagement	Activities specifically associated with the faculty member's formally recognized area of expertise.
Service	Quality participation and commitment to students, 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. Service activities are divided into three categories: 1) College Representation: Service activities that involve a <u>direct </u>connection between the faculty member who engages in the specific activity and his/her position at the college. 2) 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. 3) Community Citizenship: Service activities which are <u>indirect</u> in which the employee is acting as a community resident who also happens to be a college employee.
Institutional Responsibility	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.

Criteria for Achieving the "Meets Expectations" Standard for Each Domain Component

The criteria used for determining the rating of "Meets Expectations" for each domain component are included in the Faculty Evaluation Forms: TNCC–2A (Probationary First-Year Appointment), TNCC–2B (Second/Third-Year Appointment), and TNCC–2C (Senior Faculty Appointments).

Evaluation Criteria

The evaluation sources will include: Mentor's Report (TNCC–6) [if applicable], Student Response to Instruction (TNCC–5), Report of Class Observation (TNCC–4A), , self and supervisor evaluation using the appropriate Faculty Evaluation Form (TNCC–2A-2C) depending on the type of appointment of faculty member, and Annual Performance and Professional Development Objectives (TNCC–1). Data from each of these forms will be utilized to contribute to the summative rating for each domain as shown in Table 2. The burden of providing documentation to support a summative rating of "Meets Expectations" rests on the faculty member. The dean/supervisor will utilize all available data and evidence to prepare a narrative report that supports the assignment of each individual domain rating used in the determination of the summative rating of "Meets Expectations" or "Does Not Meet Expectations."

Table 2: Sources of Evidence by Domain

DOMAIN	SOURCE OF EVIDENCE
Teaching	Mentor's Report (if applicable)
	Student Response to Instruction
	Report of Class Observation
	Summative Evaluation of Teaching Effectiveness
	Self-Report
	Faculty Evaluation Form (Supervisor Evaluation)
Scholarly and Creative Engagement	Mentor's Report (if applicable)
	Self-Report
	Faculty Evaluation Form (Supervisor Evaluation)
Service	Mentor's Report (if applicable)
	Self-Report
	Faculty Evaluation Form (Supervisor Evaluation)

Institutional Responsibility	Mentor's Report (if applicable)
	Self-Report
	Faculty Evaluation Form (Supervisor Evaluation)

Self-Report: Faculty members shall use forms 2a-c as appropriate to the faculty member's appointment term to prepare and submit a written report that includes a personal assessment of their performance in each of the required domain categories from Table 1 (including student outcomes and/or written statements provided to the faculty member that are pertinent to the faculty member's teaching self-rating). This report should also include

- A professional and college activities report that is detailed enough to support the self-assignment of individual ratings of either "Meets Expectations" or "Does Not Meet Expectations" for each of the four domains (Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service)
- A review of goals met/unmet from each Annual Performance and Professional Development Objective pertinent to the current evaluation cycle
- Any other factors as appropriate (e.g. reassigned time, temporary duties, or additional administrative or professional duties).
- Faculty are also encouraged to submit a current *curriculum vitae* with the self-evaluation, accompanied by a 1 or 2 page biography. This helps faculty, particularly first year, frame their role in an academic institution and is helpful in the future, as bios are often requested for a variety of faculty activities.

Student Response to Instruction: Students in all class sections in all semesters will be given the opportunity to complete Student Response to Instruction forms, currently through IOTA Solutions. Student Response to Instruction responses from all class sections taught by the faculty member each semester (TNCC–5) will be summarized by the dean/supervisor in a report, with attachments as necessary to support the report, and will be taken into account when determining the summative evaluation rating. When available and pertinent to the faculty member's performance, written statements from students provided to the faculty member and/or the dean/supervisor should also be included in the faculty member's self-evaluation and/or the supervisor's evaluation as appropriate.

Faculty Evaluation Form: The dean/supervisor will use available evidence from the faculty member's self-evaluation, student data, and the supervisor's own assessment of the faculty member's performance to evaluate each individual domain on the appropriate Faculty Evaluation Form (TNCC–2A, 2B, or 2C, as appropriate to the faculty member's appointment status). In addition to the data sources detailed above, the supervisor will also incorporate the following information:

- An assessment of the faculty member's progress in meeting goals set in the Annual Performance and Professional Development Objectives (as detailed above) pertinent to the current evaluation cycle.
- Notes from class observations, periodic meetings, and/or other evidence of the faculty member's classroom performance (other than Student Response to Instruction). Supervisors will conduct class observations (and complete a Report of Class Observation (TNCC–4A) and Summative Evaluation of Teaching Effectiveness (TNCC–4B)) with the following minimum frequency:
  - Each semester for faculty under a one-semester or under a probationary, first-year appointment. *First year faculty will be given the option of requesting a peer or their faculty mentor to complete one of the three required observations.*
  - Once per year for faculty under any other one-year (non-probationary) appointment
  - Once within the final three (3) semesters of a multi-year appointment.
- An independent assessment of the faculty member's adherence to college policies.
- Sources of evidence related to the faculty member's performance of any other assigned duties as appropriate (e.g. reassigned time, temporary duties, or additional administrative or professional duties).

Supervisor's Summative Evaluation Rating

The dean/supervisor will determine each faculty member's summative rating of "Meets Expectations" or "Does Not Meet Expectations" utilizing a preponderance of evidence from all of the above data sources. In order to receive a summative evaluative rating of "Meets Expectations," each teaching faculty member is expected to demonstrate mastery of a significant majority of the individual criteria and satisfactory progress toward mastery of those criteria where improvement is needed for each of the four evaluation domains. The faculty member must achieve a "Meets Expectations" rating in each of the four domains in every the appointment term to receive a summative rating of "Meets Expectations."

The Faculty Supervisor Evaluation Conference

Following completion of the summative evaluation process, the dean/supervisor will schedule a meeting with each faculty member to discuss the summative rating and the implications for continued employment as specified in VCCS Policy 3.6.
- Evaluation summary meetings for faculty members in the first three appointment years will be scheduled in advance of the March 15th deadline for non-reappointment.
- Evaluation summary meetings for senior faculty members (those beyond the first three continuous appointment years, whether on one-year or multi-year appointments) will be scheduled in advance of the January 15th deadline for non-reappointment.

Implications for "Meets/Does Not Meet Expectations" Summative Ratings

Faculty members who receive a "Meet Expectations" summative rating will be eligible to receive a one-year or multi-year appointment, subject to other provisions of the appointment process as defined in VCCS Policy sections 3.4 and 3.6. Reappointed faculty will work with the dean/supervisor to develop Annual Performance and Professional Development Objectives (per *Annual Performance and Professional Development Objectives* section) for the next year. The Annual Performance and Professional Development Objectives will include specific projects, goals, and anticipated outcomes/deliverables within one or more of the four domains of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service.

Faculty members who meet all of the other eligibility requirements of VCCS Policy 3.7 must receive a "Meets Expectations" rating to be considered for promotion.

Faculty members who achieve a "Meets Expectations" rating are also eligible to participate in the college's Reward and Recognition Plan (per *Rewards and Recognition* section). However, probationary first-year faculty members are only eligible to participate in the Recognition program—they are not eligible to receive a Reward.

Depending on a faculty member's appointment status, a rating of "Does Not Meet Expectations" has differing implications as detailed in VCCS Policy 3.6.

- First-year faculty who receive a "Does Not Meet Expectations" rating in either semester will not be reappointed for the following year. They may, at the discretion of the dean, continue to teach or be reassigned for the spring semester but must be notified by March 15th that they will not be reappointed for the following academic year.

- Second and third-year faculty who receive a "Does Not Meet Expectations" rating will not be reappointed for the following year and must be so notified by March 15th.

- Senior faculty (those beyond the first three continuous appointment years, whether they are on a multi-year appointment or on a one-year appointment by choice or by action of the president based, in part, on a previous "Does Not Meet Expectations" rating) who receive a "Does Not Meet Expectations" rating will have their evaluation documents further reviewed by the Ad Hoc Appointment Advisory Committee, consistent with policy 3.4.0.4. The president will consider the input of the dean/supervisor, the input of the supervising vice president, and the recommendation of the Ad Hoc Appointment Advisory Committee when determining whether to non-reappoint or to grant a one-year or a multi-year appointment.

- Senior faculty who receive a "Does Not Meet Expectations" rating and are reappointed will participate in the Development Provision, including the assignment of a mentor for the following year. The supervisor will take primary responsibility for setting the Performance and Professional Development Objectives during each semester, which should focus on areas of deficiency in the faculty member's performance.

Evaluation Appeals

     Teaching faculty may appeal their evaluation through the Faculty Grievance Procedure; however, appeals reaching Level III of the Faculty Grievance Procedure must be heard by peers through an Ad Hoc Hearing Committee. Throughout the appeals process, it will be incumbent upon the dean/supervisor to provide documentary evidence for the evaluation given to the faculty member.

REWARD AND RECOGNITION PLAN

Part 1—Introduction

 Purpose and philosophy: The Reward and Recognition Plan is intended to honor full-time teaching faculty whose exceptional professional accomplishments, contributions, and activities support the mission of Thomas Nelson Community College and the Virginia Community College System, promote a vigorous learning environment, and demonstrate extraordinary talent and potential in one or more of the domains of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service.

 All full-time teaching faculty at Thomas Nelson Community College are expected to meet high standards of performance as prescribed elsewhere in this Faculty Development and Evaluation Plan. However, for faculty who substantially exceed those expectations in one or more domains of faculty activity, this Reward and Recognition Plan is designed to provide meaningful and timely recognition of professional excellence.

 The Reward and Recognition Program is designed to acknowledge and laud exceptional faculty accomplishments, contributions, and activities that support our mission. Because such instances of professional excellence among faculty may be observed by students, adjunct faculty, full-time teaching faculty, staff, or administrators, the Reward and Recognition Plan provides many opportunities for award nomination. Nominations for Recognition may come from the faculty member or their dean/supervisor or any other stakeholder. Nominations for Reward will come from a faculty member, dean/supervisor, or other employees of the college or VCCS. In addition, the Reward and Recognition Plan offers sufficient flexibility to honor a variety of extraordinary accomplishments, contributions, and activities that are relevant to teaching faculty.

 The Reward and Recognition Plan adheres to a culture of evidence, in the belief that a faculty member's documentary record of exceptional performance should be sufficient to establish the nature and extent of the faculty member's participation, effectiveness, and achievement for which the reward or recognition is bestowed.

 Faculty Reward and Recognition Committee: At the beginning of each academic year, each division will elect three members to the Faculty Reward and Recognition Committee. Full-time teaching faculty members shall constitute a majority of the membership of the committee. In addition, the president will appoint to the committee at least one academic dean or higher-level academic administrator, at least one Student Services representative, and at least one Human Resources representative.

 The term of appointments to the Faculty Reward and Recognition Committee shall extend to the end of the academic year for which members were appointed. Members may be reappointed to multiple and/or successive terms of service on the Faculty Reward and Recognition Committee.

A faculty representative to the Faculty Reward and Recognition Committee is eligible to be nominated to receive Reward and/or Recognition awards pursuant to the Reward and Recognition Plan during the member's term of service on the committee. Committee members who are nominated for Reward or Recognition shall excuse themselves from reviewing their own applications.

The Faculty Reward and Recognition Committee will meet as necessary to properly administer the Reward and Recognition Plan.

Part 2—Faculty Recognition Program

The Faculty Recognition Program recognizes exemplary achievement by faculty. The Recognition program consists of two awards systems: The Learning Environment Awards Program and the Annual Faculty Recognition Awards Program.

Eligibility (Recognition Awards): In order to be eligible to receive an award in the Faculty Recognition Program, an individual must

- Be a member of the full-time teaching faculty
- Have received an evaluative rating of "Meets Expectations" as of the most recently completed comprehensive faculty evaluation
- Be current in the establishment, assessment, and satisfactory progress on Annual Performance and Professional Development Objectives.

Each year, a faculty member may receive multiple Learning Environment Awards as well as no more than one (1) Annual Faculty Recognition Award.

Learning Environment Awards: The college is committed to providing an invigorating learning environment for its students, faculty, and staff. To this end, the college has established the Learning Environment Awards Program as a means of recognizing, on an ongoing basis, extraordinary and exemplary contributions to the learning environment by full-time teaching faculty in one or more of the following areas: Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service.

In order to acknowledge such behaviors and contributions by full-time teaching faculty, the Learning Environment Awards Program provides continuous opportunities for fellow faculty members, administrators, staff, students, and members of the community to identify full-time teaching faculty who should be considered for a Learning Environment Award. It is expected that Learning Environment Awards will be announced throughout the year and that these awards will be more numerous than the Annual Recognition Awards or the awards in the Reward program.

Nomination Process (Learning Environment Awards): Those who wish to recommend a faculty member for a Learning Environment Award may do so at any time by submitting a completed Learning Environment Award Nomination Form (TNCC–10) to the Faculty Reward and Recognition Committee.

The Learning Environment Award Nomination Form includes the name of the faculty member recommended for the award, the teaching discipline or academic school with which the faculty member is associated, a brief description of the behavior or contribution being recognized, the approximate date(s) that the behavior or contribution was observed, the name of the individual submitting the form, and the date of submission.

Review and Selection (Learning Environment Awards): The Faculty Reward and Recognition Committee will review nominations for Learning Environment Awards in a timely manner, determine if the activity or contribution described is consistent with the intent and standards of the Learning Environment Awards Program, and notify nominees if they are to receive a Learning Environment Award. The committee shall also make award recipients aware of any further steps necessary to take delivery of the award.

The nature and value of Learning Environment Awards may vary and are to be determined by the Faculty Reward and Recognition Committee. In general, however, recipients of the Learning Environment Awards receive a certificate of recognition, recognition in the college newsletter and/or on the college website, a commemorative keepsake, and a certificate that allows the faculty member to receive a specific item of personal property that is minimal in value.

Annual Faculty Recognition Awards: Each year, the college presents a series of Faculty Recognition Awards to full-time teaching faculty who have been nominated and selected for exemplary achievements, contributions, or activities in the areas of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and/or Service. Each Faculty Recognition Award is associated with a specific area of faculty responsibility as indicated by the title of the award and the criteria for selection of recipients. These awards are merit-based meaning that multiple awards may be given (total number not to exceed 10% of faculty), or no awards may be given in any domain where no one has achieved the requisite standard of excellence.

The Faculty Teaching Effectiveness Award: Awarded to any member of the full-time teaching faculty whose performance in the classroom or other instructional environment best exemplifies effectiveness in promoting student achievement, including

- Conducting extraordinary or innovative learning activities to the benefit of students
- Designing instructional materials to improve student learning
- Developing delivery modalities that expand student access
- Demonstrating exceptional achievement of student learning outcomes.

The Faculty Scholarly and Creative Engagement Award: Awarded to any member of the full-time teaching faculty who has achieved a significant academic scholarly accomplishment through research, publishing and/or professional presentations, grant activity, or creative works, including

- Research in the teaching discipline, instructional pedagogy, or instructional technology

- Publication in newspapers, magazines, scholarly journals, or other recognized media
- Receipt of a major grant or significant contribution to grant development or review
- Production or public exposition of creative works in visual arts, performing arts, musical arts, literary arts, or other fine arts
- Presentation and/or major speech at professional organizations or events
- Honors, awards, or recognition from professional organizations.

The Faculty Institutional Responsibility Award: Awarded to any member of the full-time teaching faculty who has achieved a major accomplishment of significant or world-class quality that furthers the college's achievement of its strategic priorities, including

- Providing leadership for a major strategic initiative
- Chairing a committee or task force that leads to a significant improvement in student success, business processes, or instructional quality
- Singly or jointly achieving a major accomplishment of significant or world-class quality that supports Thomas Nelson Community College's strategic plan or the strategic goals of the VCCS.

The Faculty Service Award: Awarded to any member of the full-time teaching faculty who has selflessly dedicated their time and efforts in service to the college, including

- Service to the college through committee leadership and dedication.
- Exceptional support/sponsorship of student clubs, sports, organizations, etc.
- Effective promotion of the college's profile in the larger community.

The Faculty Diversity Awareness, Inclusivity, & Multicultural Enrichment Award: Awarded to any member of the full-time teaching faculty who demonstrates a high level of enthusiasm and commitment to helping the college celebrate the richness of different cultures and diversity, including

- Conducting activities or events that are designed to enhance diversity awareness, foster inclusivity, and celebrate multiculturalism at the college
- Developing and employing innovative teaching strategies that promote an inclusive learning environment
- Challenging and motivating others to be respectful of diverse cultures, to remove barriers to inclusion, and to foster an atmosphere of acceptance and support in the classroom and throughout the college.

The Faculty Leadership Award: Awarded annually to any member of the full-time teaching faculty who demonstrates leadership and commitment to the college, including

- Leadership and commitment to a strategic initiative
- Leadership and commitment to a special project
- Leadership and commitment to an organization unit
- Leadership and commitment to a college committee.

Nomination Process (Annual Faculty Recognition Awards): On or about March 1 of each year, the Faculty Reward and Recognition Committee will solicit formal nominations for each of the Annual Faculty Recognition Awards. A faculty member may be self-nominated for an Annual Faculty Recognition Award, or may be nominated by an immediate supervisor, by a faculty colleague at the college, by an administrator at the college, by any other college employee, by a student or group of students, or by any other stakeholder.

Those who wish to nominate a faculty member for an Annual Faculty Recognition Award may do so at any time by completing and submitting the Annual Faculty Recognition Award Nomination Form (TNCC–10) corresponding to the specific award for which the nominee is being recommended. The completed form shall be submitted to the Faculty Reward and Recognition Committee.

Each Faculty Recognition Award Nomination Form includes the name of the faculty member who is being nominated, the teaching discipline or academic school with which the faculty member is associated, a brief summary of the rationale for the nomination, the name of and contact information for the individual submitting the nomination, and the date of submission.

Review and Selection (Annual Recognition Awards): By May 1, the committee will complete its review and evaluation of all nominations and will select those nominees, subject to the approval of the president, who are to receive a Faculty Recognition Award. Recipients of Annual Faculty Recognition Awards are recognized at the year-end Employee Recognition and Awards Ceremony.

The nature and value of Annual Faculty Recognition Awards may vary and are to be determined by the Faculty Reward and Recognition Committee. In general, however, recipients of an Annual Faculty Recognition Award receive a certificate of recognition, recognition in the college newsletter and on the college website, a commemorative keepsake, and a certificate that allows the faculty member to receive a specific item of personal property that is minimal in value.

Number, Nature, and Value of Recognition Awards: The number, nature, and value of faculty recognition awards will vary and are to be determined by the Faculty Reward and Recognition Committee. In general, however, faculty recognition awards should be more frequent and numerous than awards distributed through the Faculty Reward Program. Recognition awards are to be of non-monetary or *de minimis* value. The Faculty Reward and Recognition Committee should give due consideration to the potential for tax implications associated with certain types of awards. Recipients of faculty recognition awards are responsible for any tax liabilities associated with acceptance of these awards. Specific information regarding *de minimis* benefits can be found in the *De Minimis* Fringe Benefits section of the IRS website: http://www.irs.gov/Government-Entities/Federal,-State-&-Local-Governments/De-Minimis-Fringe-Benefits.

Part 3—Faculty Reward Program

The Human Resources Department at Thomas Nelson Community College has a long tradition of recognizing and rewarding our faculty (and other employees) through the *Outstanding Employee of the Year Awards* and the *Greater Gator Customer Service Awards.*

Since the nomination and selection process is already in place, the logistics for these awards will continue to be handled through Human Resources Department.

In addition, the college's Faculty Reward Program consists of the annual *Spirit of Thomas Nelson Awards for Professional Excellence*, which are awarded each year to those faculty members who substantially and demonstrably exceed performance expectations in one or more of the following areas: Teaching, Scholarly and Creative Engagement, Institutional Responsibility, or Service. In order to be considered for a Spirit of Thomas Nelson Award for Professional Excellence, an eligible faculty member must be nominated for the award and must submit the necessary documentation to support that nomination, in accordance with the guidelines prescribed below. In order to receive a Spirit of Thomas Nelson Award for Professional Excellence, an eligible faculty member who has been nominated and for whom the necessary supporting documentation has been provided must be selected by the Faculty Reward and Recognition Committee to receive the award.

Eligibility (Spirit of Thomas Nelson Award for Professional Excellence): In order to eligible to receive a Spirit of Thomas Nelson Award for Professional Excellence, an individual must

- Be a member of the full-time teaching faculty who is not in the first year of full-time employment as full-time teaching faculty at the college
- Have received an evaluative rating of "Meets Expectations" as of the most recently completed comprehensive faculty evaluation;
- Be current in the establishment, assessment, and satisfactory progress on Annual Performance and Professional Development Objectives.

A faculty member may receive no more than one (1) Spirit of Thomas Nelson Award for Professional Excellence per fiscal year.

Nomination Process (Spirit of Thomas Nelson Award for Professional Excellence): An eligible faculty member may be self-nominated for a Spirit of Thomas Nelson Award for Professional Excellence, or may be nominated by the immediate supervisor, by a full-time teaching faculty colleague at the college, or by any other employee of the college or VCCS.

Nominations are to be made by submitting the completed Spirit of Thomas Nelson Award for Professional Excellence Nomination Form (TNCC–12) to the Office of Human Resources by March 15 each year (Table 3). The Spirit of Thomas Nelson Award for Professional Excellence Nomination Form includes the name of the faculty member who is being nominated; the teaching discipline or academic school with which the faculty member is associated; a brief description of the extraordinary accomplishment, contribution, or activity for which the faculty

member is being nominated; the name and signature of the individual submitting the form; the position held by the individual submitting the form; and the date of submission.

Upon receipt of a completed Spirit of Thomas Nelson Award for Professional Excellence Nomination Form, the Office of Human Resources will notify the nominee and provide guidance to the nominee regarding the required supporting documentation and submission deadlines.

Table 3

Spirit of Thomas Nelson Award for Professional Excellence Timeline

March 1	Nominations for Spirit of Thomas Nelson Award for Professional Excellence due to the Office of Human Resources. Application portfolios in support of nominations may be submitted after this date but must be received prior to March 31.
April 1	Nominations and application portfolios forwarded from the Office of Human Resources to the Faculty Reward and Recognition Committee.
April 15	Recipients of Faculty Awards for Professional Excellence selected by Faculty Reward and Recognition Committee.
April 25	Faculty Awards for Professional Excellence presented. (At annual award ceremony)

The Application Portfolio (Spirit of Thomas Nelson Award for Professional Excellence): The Spirit of Thomas Nelson Award for Professional Excellence is presented to full-time teaching faculty who are able to demonstrate exceptional performance in one or more areas of faculty endeavor: Teaching, Scholarly and Creative Engagement, Institutional Responsibility, or Service. Nominees must submit an application portfolio that includes a completed Spirit of Thomas Nelson Award for Professional Excellence Application Form (TNCC–12A-12D) which provides a summary of the accomplishment, contribution, or activity for which they were nominated and also includes supporting documentation of exceptional performance. Evidence provided in the application portfolio should be sufficient to establish that the accomplishment, contribution, or activity was innovative or otherwise distinctive, impactful, and supportive of the college's mission, vision, and values.

An application portfolio to support exceptional performance in the area of Teaching should contain clear and compelling evidence of extraordinary accomplishment in (1) instructional methodology, (2) student achievement and success, (3) student engagement, (4) learning outcomes assessment, (5) innovative use of instructional technology, and/or (6) offering a course in a new delivery modality (e.g. online).

An application portfolio to support exceptional performance in the area of Scholarly and Creative Engagement should contain clear and compelling evidence of extraordinary

accomplishment in (1) continuing education, academic coursework, or degree attainment, (2) publications, presentations, or creative works, (3) activity in professional organizations, (4) scholarly research, and/or (5) grant activity.

An application portfolio to support exceptional performance in the area of Institutional Responsibility should contain clear and compelling evidence of extraordinary accomplishment in (1) special projects, (2) student advising, (3) administrative responsibilities, (4) leadership in one's academic discipline, department, or division, and/or (5) other non-teaching duties.

An application portfolio to support exceptional performance in the area of Service should contain clear and compelling evidence of extraordinary accomplishment in (1) service to the institution, (2) service to the community, and/or (3) service to the profession.

The application portfolio, including the narrative summary and all supporting documentation should be complete, yet concise. As a guideline, the application portfolio should not exceed ten (10) one-sided pages in length. The application portfolio must be submitted to the Office of Human Resources by the prescribed deadline.

Review and Selection (Spirit of Thomas Nelson Award for Professional Excellence): The Office of Human Resources will forward all nominations for the Spirit of Thomas Nelson Award for Professional Excellence, along with the corresponding application portfolios, to the Faculty Reward and Recognition Committee by no later than March 31 each year. All nominations and portfolios will be reviewed and evaluated by the committee in accordance with a rubric specifically designed for this purpose. The committee will not review application portfolios that are incomplete or that do not conform to prescribed guidelines. Incomplete or non-conforming application portfolios may be returned to the nominee by the Office of Human Resources or by the Faculty Reward and Recognition Committee, but will be considered by the committee only if corrected, resubmitted, and received by the committee by the March 31 deadline (Table 3).

By May 1, the Faculty Reward and Recognition Committee will select those nominees, subject to the approval of the president, who are to receive a Spirit of Thomas Nelson Award for Professional Excellence and will coordinate communications with the Office of Human Resources and other units of the college, as needed, for the purpose of notifying recipients and bestowing the awards.

Nature and Value of Faculty Awards for Professional Excellence: The nature and value of Faculty Awards for Professional Excellence may vary from year to year and are to be determined by the Faculty Reward and Recognition Committee. In general, however, the Spirit of Thomas Nelson Award for Professional Excellence is to be of significant monetary value and is expected to be offered in the form of a bonus or in the form of professional development support, at the discretion of the recipient. As an additional alternative, at the discretion of the college and subject to the availability of funds in any given year, Faculty Awards for Professional Excellence may be offered in the form of a base salary increment.

The Faculty Reward and Recognition Committee should give due consideration to the potential for tax implications associated with the Spirit of Thomas Nelson Award for Professional Excellence. Recipients of the Spirit of Thomas Nelson Award for Professional Excellence are responsible for any tax liabilities associated with acceptance of this award.

All awards presented in a given fiscal year will be of equal monetary value. The monetary value of the award each year will be no less than $400 and no more than $1000.

Part 4—Funding the Reward and Recognition Plan

The college's Reward and Recognition Plan will be funded on a fiscal-year basis. For each fiscal year, contingent upon availability of resources, the college will provide funding equivalent to $150 per full-time teaching faculty position, including both filled and vacant positions, to support the Reward and Recognition Plan. Sources for the required funding are to be determined by the college president and the chief financial officer of the college in compliance with budgetary regulations of the Commonwealth of Virginia and the Virginia Community College System; however, the Reward and Recognition program may not be funded from state funded salary increases.

Funding the Recognition Component: Thirty-three percent (33%) of the available funds ($50 per full-time teaching faculty position), will be allocated to the Recognition component of the Reward and Recognition Plan. These funds are specifically intended to support awards of non-monetary or *de minimis* value, in a variety of forms throughout the fiscal year, to individual faculty members who are selected to receive such awards in accordance with the methodology prescribed in Part II above.

The number of faculty who may receive a recognition award and the number of times an individual may receive a recognition award in a given fiscal year are limited only by the funds available to support the Recognition component of the Reward and Recognition Plan. However, faculty Recognition awards should be more frequent and numerous than Rewards.

Funding the Reward Component: Sixty-seven percent (67%) of the available funds ($100 per full-time teaching faculty position), will be allocated to the Reward component of the Reward and Recognition Plan. These funds are specifically intended to support annual awards of significant monetary value (at least $400 but no more than $1000), in the form of a bonus or in the form of professional development support, to individual faculty members who are selected to receive such an award in accordance with the methodology prescribed in Part III above. Each faculty member selected to receive such an award may choose to receive the award in the form of a bonus or in the form of professional development support. Bonuses shall be disbursed on or about May 15 of each year. Rewards in the form of professional development funds may be awarded in the immediately subsequent fiscal year in order to optimize opportunities for their intended use.

As an additional alternative, at the discretion of the college and subject to the availability of funds in any given year, Faculty Awards for Professional Excellence may be offered in the form of

a base salary increment. Base salary increments will be effective with the faculty member's next annual Appointment Proposal.

Each year, it is anticipated that 10% to 25% of the full-time teaching faculty at the college will receive an award in accordance with the Reward component of the Reward and Recognition Plan. If the number of full-time teaching faculty selected to receive an award in a given fiscal year is equivalent to or less than 10% of the full-time teaching faculty positions, both filled and vacant, that served as the basis for funding the Reward component, the monetary value of each award shall be $1000. If the number of full-time faculty selected to receive an award in a given year is greater than 10% of the full-time teaching faculty positions, both filled and vacant, that served as the basis for funding the Reward component, available funds will be divided equally among reward recipients. Table 4 provides examples for various potential distributions of awards and the corresponding monetary values.

To ensure a minimum award of $400 per recipient of the Spirit of Thomas Nelson Award for Professional Excellence, the Reward and Recognition Committee is not permitted to grant awards to more than 25% of the full-time teaching faculty positions, both filled and vacant, that served as the basis for funding the Reward component unless the college allocates additional funding to the Faculty Reward Program. In no case shall the Spirit of Thomas Nelson Award for Professional Excellence be less than $400.

Table 4

Examples of potential distributions of Awards for Professional Excellence

Percent of Faculty Receiving Awards	Monetary Value Per Award
25%	$400
20%	$500
15%	$650
12.5%	$800
10%	$1000

Reallocation of Unexpended Reward and Recognition Funds: In the event that all funds allocated to support the Reward and Recognition Plan are not utilized for the prescribed purpose, remaining funds may be reallocated to other operational areas of the college as needed or returned to the original funding source if appropriate, in a timely manner and in accordance with budgetary regulations of the Commonwealth of Virginia and the Virginia Community College System.

Part 5—Assessment of Reward and Recognition Program Effectiveness

On a biannual basis, the Faculty Reward and Recognition Committee will conduct an assessment of the effectiveness of the Reward and Recognition Program. The assessment may include, but not be limited to, a survey of the full-time teaching faculty. The survey will be

designed to measure faculty opinion of how well all aspects of the program are understood by the faculty, how well procedural requirements and deadlines are communicated, how effectively the program is administered, how extensively and equitably rewards and recognition are distributed, how effectively the program encourages faculty to exceed performance expectations and to strive for professional excellence, and how effectively the program supports the mission of the college.

APPENDIX A: YEARLY CALENDAR OF EVENTS –REVISED 10.2018

THOMAS NELSON FACULTY DEVELOPMENT, EVALUATION, AND APPOINTMENTS
YEARLY CALENDAR OF EVENTS[1]

Date	Probationary First-Year Faculty[2,3]	Second-Year Faculty[4]	Third-Year Faculty	Senior Faculty[5] Eligible for Reappointment	Senior Faculty[5] Not in the Last Appointment Year
	Tasks • Class Observation for each semester • Established Performance and Professional Development Objectives (PPDOs) for each semester • PPDO report for each semester • Evaluation	**Tasks** • Class Observation for fall semester • Annual Performance and Professional Development Objectives (APPDOs) report for fall semester • APPDO proposal for coming year • Evaluation	**Tasks** • Class Observation • Annual Performance and Professional Development Objectives (APPDOs) report for current year • APPDO proposal for coming year • Evaluation • Appointment Recommendation Report	**Tasks** • Class Observation • Annual Performance and Professional Development Objectives (APPDOs) report for current year • APPDO proposal for coming year • Evaluation • Appointment Recommendation Report	**Tasks** • Annual Performance and Professional Development Objectives (APPDOs) report for current year • APPDO proposal for coming year

[1] Tasks may be completed earlier than the dates listed. If a deadline will be missed, the dean must notify the faculty member in advance.

[2] The Probationary First-Year always begins with the fall semester. Full-time teaching faculty hired in the spring are not covered by the Faculty Development, Evaluation, and Reward and Recognition system; however, the dean or designee should conduct a classroom observation, the faculty member should conduct an informal self-evaluation, and the dean and faculty member should review the outcomes of the classroom observation and self-evaluation in conference.

[3] Faculty on restricted contracts will enter their probationary first-year in the first-year they are on an unrestricted contract. However, each year of service in a restricted appointment will be counted as a year of service towards multi-year eligibility.

[4] For second-year faculty, only a fall observation, APPDO assessment, and evaluation are required because the faculty member and supervisor already completed these tasks for the spring semester. However, the faculty member may request that the second-year evaluation include both the spring and fall semesters.

[5] Senior faculty have completed at least three years of appointments at the college. Senior faculty may be on one-year, three-year, or five-year appointments.

Date	Probationary First-Year Faculty[2,3]	Second-Year Faculty[4]	Third-Year Faculty	Senior Faculty[5] Eligible for Reappointment	Senior Faculty[5] Not in the Last Appointment Year
	• Appointment Recommendation Report	• Appointment Recommendation Report	• Supervisor's Rationale for appointment	• Supervisor's Rationale for appointment	
By Sep. 1	Dean communicates first semester evaluation criteria and Performance & Professional Development Objectives.				
	Dean assigns a mentor to the new full-time faculty member.				
By Sep. 15	Faculty Senate, Appointments Advisory Committee, and deans host evaluation workshop for any faculty who are interested.	Faculty Senate, Appointments Advisory Committee, and deans host evaluation workshop for any faculty who are interested.	Faculty Senate, Appointments Advisory Committee, and deans host evaluation workshop for any faculty who are interested.	Faculty Senate, Appointments Advisory Committee, and deans host evaluation workshop for any faculty who are interested.	Faculty Senate, Appointments Advisory Committee, and deans host evaluation workshop for any faculty who are interested.
By Oct. 15			Dean conducts classroom observation and holds post-observation conference with faculty member.	Dean conducts classroom observation and holds post-observation conference with faculty member.	
	Deans, Faculty Senate, and Appointments Advisory Committee host Promotion Workshop	Deans, Faculty Senate, and Appointments Advisory Committee host Promotion Workshop	Deans, Faculty Senate, and Appointments Advisory Committee host Promotion Workshop	Deans, Faculty Senate, and Appointments Advisory Committee host Promotion Workshop	Deans, Faculty Senate, and Appointments Advisory Committee host Promotion Workshop

Date	Probationary First-Year Faculty[2,3]	Second-Year Faculty[4]	Third-Year Faculty	Senior Faculty[5] Eligible for Reappointment	Senior Faculty[5] Not in the Last Appointment Year
By Nov. 1			Faculty member submits self-evaluation and assessment of APPDOs for current calendar year (second-year).	Faculty member submits self-evaluation for the appointment term and assessment of APPDOs for current calendar year.	
By Nov. 10				Dean completes summative evaluation for the appointment term and assessment of APPDOs for current calendar year.	
				Dean and faculty member complete negotiations on APPDOs for coming calendar year.	
Nov 16				Ad Hoc Appointments Advisory Committee begins reviewing Appointment Recommendation Reports.	
By Nov 20			Dean completes summative evaluation and assessment of APPDOs for current calendar year.		

Date	Probationary First-Year Faculty[2,3]	Second-Year Faculty[4]	Third-Year Faculty	Senior Faculty[5] Eligible for Reappointment	Senior Faculty[5] Not in the Last Appointment Year
			Dean and faculty member complete negotiations on APPDOs for coming calendar year.		
			Dean submits classroom observation, summative evaluation, Appointment Recommendation Report, and Supervisor's Rationale[6] to HR for review by the Ad Hoc Appointments Advisory Committee.		
By Dec. 1	Dean conducts classroom observation and holds post-observation conference with faculty member.	Dean conducts classroom observation and holds post-observation conference with faculty member.	Ad Hoc Appointments Advisory Committee begins reviewing Appointment Recommendation Reports.		
By Dec. 20	Faculty and dean receive student responses to instruction results from Fall semester.	Faculty and dean receive student responses to instruction results from Fall semester.	Faculty and dean receive student responses to instruction results from Fall semester.	Faculty and dean receive student responses to instruction results from Fall semester.	Faculty and dean receive student responses to instruction results from Fall semester.
By Jan. 15				Faculty notified of non-reappointment decisions when applicable.	

Date	Probationary First-Year Faculty[2,3]	Second-Year Faculty[4]	Third-Year Faculty	Senior Faculty[5] Eligible for Reappointment	Senior Faculty[5] Not in the Last Appointment Year
	Faculty member completes fall semester self-evaluation and assessment of Performance and Professional Development Objectives.	Faculty member completes second-year (3rd semester) self-evaluation and assessment of Performance and Professional Development Objectives.	For faculty member who receives a "Meets Expectations" rating,[6] dean communicates evaluation criteria for next calendar year/evaluation cycle, as appropriate.	For faculty member who receives a "Meets Expectations" rating, dean communicates evaluation criteria for next calendar year/evaluation cycle, as appropriate.	
				HR provides deans and Appointments Advisory Committee with the names of faculty who are in the last year of their appointment term and who will be evaluated in the current calendar year.	
By Feb. 1	Faculty Senate, Appointments Advisory Committee, and deans host evaluation workshop for any faculty who are interested.	Faculty Senate, Appointments Advisory Committee, and deans host evaluation workshop for any faculty who are interested.	Faculty Senate, Appointments Advisory Committee, and deans host evaluation workshop for any faculty who are interested.	Faculty Senate, Appointments Advisory Committee, and deans host evaluation workshop for any faculty who are interested.	Faculty Senate, Appointments Advisory Committee, and deans host evaluation workshop for any faculty who are interested.
	Dean completes and forwards to HR fall semester (1st semester) summative evaluation.	Dean completes and forwards to HR second-year (3rd semester) summative evaluation.		Dean reminds faculty entering the first year or the last year of their appointment term of the evaluation criteria for the appointment/ evaluation cycle.	
	For faculty member who receives a "Meets	For faculty member who receives a "Meets			

Date	Probationary First-Year Faculty[2,3]	Second-Year Faculty[4]	Third-Year Faculty	Senior Faculty[5] Eligible for Reappointment	Senior Faculty[5] Not in the Last Appointment Year
	Expectations" rating,[6] dean communicates evaluation criteria and Performance and Professional Development Objectives for spring (2nd semester).	Expectations" rating,[6] dean communicates evaluation criteria for next calendar year/evaluation cycle.			
		Dean and faculty member complete negotiations on APPDOs for calendar year.			
By Feb. 15					Faculty member completes assessment of APPDOs for current calendar year.
By March 1					Dean completes assessment of APPDOs for current calendar year. Dean and faculty member complete negotiations on APPDOs for coming calendar year.

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[6] Dean should consult with vice president for academic affairs before issuing a "Does Not Meet Expectations" rating or a change in recommendation for normal sequence of appointments.

Date	Probationary First-Year Faculty[2,3]	Second-Year Faculty[4]	Third-Year Faculty	Senior Faculty[5] Eligible for Reappointment	Senior Faculty[5] Not in the Last Appointment Year
By March 15	Faculty member who receives a "Does Not Meet Expectations" rating[6] notified of non-reappointment decision.	Faculty member who receives a "Does Not Meet Expectations" rating[6] notified of non-reappointment decision.	Faculty member who receives a "Does Not Meet Expectations" rating[6] notified of non-reappointment decision.		
By April 1	Deans, Faculty Senate, and Appointments Advisory Committee host Promotion Workshop	Deans, Faculty Senate, and Appointments Advisory Committee host Promotion Workshop	Deans, Faculty Senate, and Appointments Advisory Committee host Promotion Workshop	Deans, Faculty Senate, and Appointments Advisory Committee host Promotion Workshop	Deans, Faculty Senate, and Appointments Advisory Committee host Promotion Workshop
By April 15	Dean conducts spring (2nd semester) classroom observation and holds post-observation conference with faculty member.				
By May 1	Faculty member completes spring (2nd semester) semester self-evaluation and assessment of Performance and Professional Development Objectives.				
By May 15	Faculty member and dean receive student responses to instruction results from spring semester.	Faculty member and dean receive student responses to instruction results from spring semester.	Faculty member and dean receive student responses to instruction results from spring semester.	Faculty member and dean receive student responses to instruction results from spring semester.	Faculty member and dean receive student responses to instruction results from spring semester.

Date	Probationary First-Year Faculty[2,3]	Second-Year Faculty[4]	Third-Year Faculty	Senior Faculty[5] Eligible for Reappointment	Senior Faculty[5] Not in the Last Appointment Year
	Dean completes spring semester (2nd semester) summative evaluation and assessment of Performance and Professional Development Objectives. Dean forwards summative evaluation to HR.				
	For faculty member who receives a "Meets Expectations" rating,[6] dean communicates evaluation criteria for next calendar year/evaluation cycle.				
	Dean and faculty member complete negotiations on Performance and Professional Development Objectives for fall semester (3rd semester).				
By June 30	Faculty member receives contract for the next academic year (if eligible).	Faculty member receives contract for the next academic year (if eligible).	Faculty member receives contract for the next academic year (if eligible).	Faculty member receives contract for the next academic year (if eligible).	Faculty member receives contract for the next academic year.

APPENDIX B: PLAN FOR TRANSITIONING TO THE NEW EVALUATION PLAN

As mandated by the VCCS, Thomas Nelson Community College made the transition to the VCCS Model Plan during the 2013-2014 academic year. This transition and the further transition to the Thomas Nelson Full-time Faculty Development, Evaluation, Reward and Recognition Plan are outlined below.

- Evaluations for employed faculty employed during the 2012-13 academic year was completed in accordance with previously existing plan and previously established deadlines.
- Faculty first hired to teach full-time in Fall 2013 entered the probationary first-year evaluation cycle in the Fall 2013 semester; such faculty participate in the Faculty Development and Evaluation Plan in accordance with the first semester requirements of the VCCS Faculty Development and Evaluation Model Plan.
- In particular, first-semester performance evaluation of faculty hired in Fall 2013 were conducted in accordance with the new faculty evaluation plan by December 15. Spring semester evaluations was completed in a timely manner in order to comply with non-reappointment notification deadline of the following March 15.
- Continuing faculty participated in the SRI program during Fall 2013 and Spring 2014.
- Continuing faculty established Annual Performance and Professional Development Objectives in accordance with the VCCS Faculty Development and Evaluation Model Plan by December 1, 2013.
- Full implementation of the VCCS Faculty Development and Evaluation Model Plan applied to all full-time teaching faculty, as of January 1, 2014.
- Faculty evaluation for returning faculty in the 2014 calendar year will be in accordance with the new VCCS Faculty Development and Evaluation Model Plan. In particular, those faculty on a one-year appointment will be evaluated per the Second- and Third- Year Faculty timeline. Also, any senior faculty who is currently in the final year of their multi-year appointment, will be evaluated per Multi-Year Faculty timeline.
- Faculty contracts/appointment proposals for 2014-15 were issued in Spring 2014 pursuant to results of the evaluations as noted above, by deadlines listed in the VCCS Faculty Development and Evaluation Model Plan.
- Unless otherwise stipulated, faculty in the midst of a multi-year appointment as of January 2014 are deemed to carry a summative rating of "Meets Expectations" until the final year of the current multi-year appointment, whereupon they will participate in a comprehensive evaluation in accordance with the new faculty evaluation plan. In the meantime, they will participate in the Annual Performance and Professional Development and the Reward and Recognition components of the Faculty Development and Evaluation Plan.
- Transition to the Thomas Nelson Community College Faculty Development and Evaluation Plan is outlined on page 2 under Approval, Implementation and Review of the Plan.

TNCC–1A: FIRST-YEAR FACULTY PERFORMANCE AND PROFESSIONAL DEVELOPMENT OBJECTIVES

INTRODUCTION

The following Performance and Professional Development Objectives will be used by all teaching faculty in their first two semesters of employment at the college. The objectives are designed as a developmental process to acculturate new faculty to the full-time teaching faculty position at the college and in the Virginia Community College System. The objectives reflect the commitment of VCCS faculty to high standards of performance and to continuous improvement.

The supervisor and the faculty member may agree to modify the prescribed objectives where appropriate; however, all first-year faculty must complete the technology professional development objective by the end of their third semester of full-time teaching. Specifically, for faculty currently teaching or anticipated to teach at least one online or hybrid course: Earn certification or course credit through TOP, IDOL, MODEL, TOTAL, Quality Matters™, or other education in online instruction. For faculty anticipated to teach only on-campus courses: Earn certification or course credit in teaching with technology. Faculty who have already completed such coursework or certification are exempt from the Technology Performance and Professional Development Objective requirement, although they are encouraged to set objectives on an as-needed or as-desired basis that contribute to continuous improvement in teaching with technology. The dean/supervisor will have final approval on what coursework or certification meets this professional development objective.

The Performance and Professional Development Objectives for the third and later semesters of teaching will be developed by the faculty member in consultation with the dean/supervisor.

FIRST SEMESTER

Teaching
- Implement and document at least one strategy for student engagement and learning outcomes. The strategy must include learning objectives, pedagogical approach, faculty-student interaction, one or more student activities, assessment of teaching, assessment of student engagement and learning, and reflections on/revision of the strategy.

Scholarly and Creative Engagement
- Attend the VCCS New Faculty seminar, a VCCS Peer Conference, or another teaching related conference, seminar, workshop, or course approved by the supervisor; or work with a mentor to become acclimated to the college mission, vision, and goals and/or to develop one's instructional effectiveness.

Institutional Responsibility
- Initiate collaboration with one or more colleagues, mentors, and/or counseling staff members to develop and apply knowledge of the college's educational programs and student advising processes.

Service
- Volunteer to participate in a college or community service organization or activity.

SECOND SEMESTER

Teaching
- Reflect on the first semester of teaching to identify from within the general areas of instructional design, instructional delivery, instructional effectiveness, or instructional expertise one specific target for improvement. Develop, implement, and document a strategy to address the target for improvement. The strategy must include objectives, activities, assessments, and reflections on/revision of the strategy.

Scholarly and Creative Engagement
- For faculty currently teaching or anticipated to teach at least one online or hybrid course: Earn certification or course credit through TOP, IDOL, MODEL, TOTAL, Quality Matters™, or other education in online instruction approved by the supervisor.
- For faculty anticipated to teach only on-campus courses: Earn certification or course credit approved by the supervisor in teaching with technology.

  N.B.: (1) Faculty who have already completed relevant coursework or certification in teaching with technology are exempt from the Technology Performance and Professional Development Objective. The dean/supervisor will have final approval on what coursework or certification meets this Objective. *(2)* Where deemed appropriate by agreement of the faculty member and the dean the Technology Performance and Professional Development Objective may be moved to the third semester.

Institutional Responsibility
- Participate in an activity in support of the strategic goals of the college/VCCS. Documentation of this must specifically identify the strategic goal, the activity, and reflections and plans for further action.

Service
- Volunteer to participate in a college or community service organization or activity.

THIRD SEMESTER

As part of the evaluation process during the second semester of employment, the faculty member will develop a total of 3-5 Performance and Professional Development Objectives in one or more of the four domains of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service. The objectives will be developed in consultation with and approved by the dean/supervisor.

TNCC–1B: ANNUAL PERFORMANCE AND PROFESSIONAL DEVELOPMENT OBJECTIVES
FACULTY/SUPERVISOR AGREEMENT FORM

Guidelines and Instructions

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

Guiding Principles:

- Annual Performance and Professional Development Objectives (APPDOs) are integrated with Evaluation and with Reward and Recognition programs. They each provide input into the other.
- APPDOs are established each year for all faculty members regardless of the length of their appointment.
- Each faculty member should establish three to five objectives in one or more of the four performance domains: Teaching, Service, Scholarly and Creative Engagement, and Institutional Responsibility in consultation with their supervisor.
- The supervisor may add, cut, or modify APPDOs for the faculty member. In instances where the faculty member and supervisor disagree, they should work to resolve that disagreement, but the supervisor will make the final determination about which APPDOs will be assigned to the faculty member for the semester/calendar year.
- All four performance domain areas are not required each year, but it is expected that each one will appear at least once over a multi-year appointment period.
- All APPDOs should be clearly stated in one or two sentences.
- **All APPDOs should specify a specific outcome**, not describe an activity. Examples include "Incorporate service learning activities into my instruction" or "complete the redesign of my psychology course," instead of "attend service learning conference" and "evaluate different ways of designing my course for distance learning."
- Measures of success or benchmarks might include colloquium evaluations, informal in-class assessments, or peer review.
- APPDO statements should also include a list of appropriate activities that support the achievement of the objective as well as those activities that can be used to measure its progress or completion (e.g. Objective = Redesign X Course; supporting activities include review the literature on information literacy, evaluate instructional software, redesign syllabi, etc.).
- APPDOs fall into two separate categories: Performance or Development
  - Performance Objective: produce an outcome, product, or successful completion of a service activity, etc. during the year.
  - Development Objective: acquire knowledge, skill, or ability in a targeted area with a specific learning objective in mind as well as a description of how that objective will contribute to better performance.
- All faculty are expected to set technology APPDOs within the first three semesters as needed (refer to the technology APPDO section of the College evaluation plan).

Annual Performance and Professional Development Objectives Faculty/Supervisor Agreement Form

Faculty Name		Position Title	
Dean/supervisor Name		Position Title	
Period Covered by These Objectives (semester/year):			

I. Objective Statement:
Domain: ___Teaching ___Service ___Scholarly and Creative Engagement ___Institutional Responsibility
Completion Date: ___ Spring Semester ___ Fall Semester ___ Other: _____
Supporting Activities, Resources Required, & Target Dates:
Assessment Measures and Benchmarks:
Approval: _____ Yes _____ No _____ Revise
Supervisor Comments:
Interim Assessment/Revision of Objective (if applicable)
Final Assessment
Faculty Member's Assessment
Supervisor's Assessment

II. Objective Statement:
Domain: ___Teaching ___Service ___Scholarly and Creative Engagement ___Institutional Responsibility
Completion Date: ___ Spring Semester ___ Fall Semester ___ Other: _____
Supporting Activities, Resources Required, & Target Dates:
Assessment Measures and Benchmarks:
Approval: _____ Yes _____ No _____ Revise
Supervisor Comments:
Interim Assessment/Revision of Objective (if applicable)
Final Assessment
Faculty Member's Assessment
Supervisor's Assessment

III. Objective Statement:

Domain: ___Teaching   ___Service   ___Scholarly and Creative Engagement   ___Institutional Responsibility

Completion Date: ___ Spring Semester   ___ Fall Semester   ___ Other: _____

Supporting Activities, Resources Required, & Target Dates:

Assessment Measures and Benchmarks:

Approval: _____ Yes _____ No _____ Revise	

Supervisor Comments:

Interim Assessment/Revision of Objective (if applicable)

Final Assessment

Faculty Member's Assessment

Supervisor's Assessment

IV. Objective Statement:
Domain: ___Teaching ___Service ___Scholarly and Creative Engagement ___Institutional Responsibility
Completion Date: ___ Spring Semester ___ Fall Semester ___ Other: _____
Supporting Activities, Resources Required, & Target Dates:
Assessment Measures and Benchmarks:
Approval: _____ Yes _____ No _____ Revise
Supervisor Comments:
Interim Assessment/Revision of Objective (if applicable)
Final Assessment
Faculty Member's Assessment
Supervisor's Assessment

V. Objective Statement:
Domain: ___Teaching ___Service ___Scholarly and Creative Engagement ___Institutional Responsibility
Completion Date: ___ Spring Semester ___ Fall Semester ___ Other: _____
Supporting Activities, Resources Required, & Target Dates:
Assessment Measures and Benchmarks:

Approval: _____ Yes _____ No _____ Revise	**Schedule meeting to discuss goal** _____ Yes ___ No
Supervisor Comments:	
Interim Assessment/Revision of Objective (if applicable)	
Final Assessment	
Faculty Member's Assessment	
Supervisor's Assessment	

Objective Approval Signatures
Faculty _____ **Date** _____
Dean/Supervisor _____ **Date** _____

Interim Assessment/Objective Revision Signatures (if applicable)
Faculty _____ **Date** _____
Dean/Supervisor _____ **Date** _____

Final Assessment Signatures
Faculty _____ **Date** _____
Dean/Supervisor _____ **Date** _____

TNCC–2A: FACULTY EVALUATION FORM—<u>PROBATIONARY FIRST-YEAR APPOINTMENT</u>

This form is now a fillable-PDF and is located on the Human Resources "Forms" page.

<u>You can also click here to access the form.</u> If the form does not open, please download the form, open Adobe Acrobat Pro on your computer and open the form from within Acrobat Pro by clicking "File" and "Open" and selecting the file from your downloads folder.

TNCC–2B: FACULTY EVALUATION FORM—<u>SECOND/THIRD-YEAR APPOINTMENT</u>

This form is now a fillable-PDF and is located on the Human Resources "Forms" page.

<u>You can also click here to access the form.</u> If the form does not open, please download the form, open Adobe Acrobat Pro on your computer and open the form from within Acrobat Pro by clicking "File" and "Open" and selecting the file from your downloads folder.

This form is now a fillable-PDF and is located on the Human Resources "Forms" page.

You can also click here to access the form. If the form does not open, please download the form, open Adobe Acrobat Pro on your computer and open the form from within Acrobat Pro by clicking "File" and "Open" and selecting the file from your downloads folder.

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[7] Senior faculty include those beyond the first three continuous appointment years; senior faculty may be on one-year, three-year, or five-year appointments.

TNCC–4: REPORT OF CLASS OBSERVATION

DIRECTIONS

1. This form is intended for observations of face-to-face class meetings. For online class observations, the dean/supervisor should use Quality Matters™ or a similar rubric.
2. The dean/supervisor will review with the instructor the class observation process and expectations for the class observation.
3. The instructor should identify possible course(s), section(s), day(s), and time(s) for the class observation. The dean/supervisor will make the final decision about which class will be observed.
4. **Part 1: Background Information** on this form will be completed by the instructor and forwarded to the dean/supervisor observer at least 24 hours before the class observation.
5. **Part 2: Assessment** on this form will be completed by the dean/supervisor observer and returned to the instructor no more than one week after the observation.
6. **Part 3: Response** on this form will be completed by the instructor and returned to the dean/supervisor observer no more than one week after receiving the Part 2 Assessment.
7. The instructor and dean/supervisor observer will meet in person no more than two weeks after the class observation to discuss the class session, the assessment, and the instructor's response. The instructor and supervisor observer will identify <u>both</u> areas of excellence and areas of potential improvement in the instructor's practice. The instructor and supervisor observer will identify specific strategies for addressing areas of potential improvement.

Instructor Name		Position Title	
Supervisor Observer Name		Position Title	
Catalog/Section Number of Observed Class		Course Title	
Date and Start/End Times of Observation		Location	

PART 1: OBJECTIVES

(To be completed by the instructor at least 24 hours before the class observation.)

1. What are the <u>student learning outcomes</u> for this class session?
2. What methods will be used to foster <u>instructor-student interaction</u>?
3. What methods will be used to foster <u>collaborative learning among students</u>?
4. What methods will be used to facilitate <u>active learning</u>?
5. What methods will be used to develop students' <u>high order cognitive skills</u> (e.g. analyzing, evaluating, creating)?
6. What methods will be used to meet a <u>diversity of learning styles</u>?
7. What <u>support materials</u> (technology, media, handouts, etc.) will be used to achieve instructional objectives?

PART 2: ASSESSMENT

(To be completed by dean/supervisor observer no more than one week after the class observation.)

1. The instructor was prepared for the class session.		
☐ YES	☐ NO	☐ PARTIALLY
Comments:		

2. The instructor described the learning outcomes to students at the start of the class session.		
☐ YES	☐ NO	☐ PARTIALLY
Comments:		

3. The instructor successfully interacted with students.		
☐ YES	☐ NO	☐ PARTIALLY
Comments:		

4. The instructor facilitated student-to-student interaction to achieve instructional objectives.		
☐ YES	☐ NO	☐ PARTIALLY
Comments:		

5. The instructor employed methods to facilitate active learning.		
☐ YES	☐ NO	☐ PARTIALLY
Comments:		

6. The instructor employed methods to develop students' high order cognitive skills (e.g. analyzing, evaluating, creating).		
☐ YES	☐ NO	☐ PARTIALLY
Comments:		

7. The instructor employed methods to target a variety of student learning styles.		
☐ YES	☐ NO	☐ PARTIALLY
Comments:		

8. The instructor effectively used support materials (e.g., technology, media, handouts, etc.) to achieve instructional objectives.		
☐ YES	☐ NO	☐ PARTIALLY
Comments:		

9. The stated learning outcomes were achieved.		
☐ YES	☐ NO	☐ PARTIALLY
Comments:		

10. The instructor summarized learning outcomes for the class session, explained how they connect to previous and to upcoming learning outcomes, and communicated to students, both verbally and in writing (e.g. through Blackboard, on the chalkboard, in the syllabus), the assignments due for the next class session(s).		
☐ YES	☐ NO	☐ PARTIALLY
Comments:		

11. Within the categories of (1) instructional design, (2) instructional delivery, (3) instructional effectiveness, and (4) instructional expertise, identify a total of 3-5 specific instances where the instructor exceeded expectations. (If the instructor did not exceed expectations in any of the four areas, please note that.)
Comments:

12. Within the categories of (1) instructional design, (2) instructional delivery, (3) instructional effectiveness, and (4) instructional expertise, identify a total of 3-5 specific teaching behaviors the instructor could improve upon. (Note: A behavior targeted for improvement does not necessarily indicate subpar performance; instead, it may indicate the potential to further develop an excellence.)
Comments:

PART 3: RESPONSE

(To be completed by the instructor no more than one week after reviewing the completed Part 2 above.)

Instructor comments after reviewing Part 2 above or after meeting with the supervisor observer to discuss Part 2 above.
Comments:

_____   _____
Instructor Signature   Date

_____   _____
Dean/supervisor Observer Signature   Date

TNCC-5: Student Response to InstructionStatement	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
1. The course content was well prepared, organized and presented in a clear manner.					
2. The class sessions, activities, tests and assignments were related to the course content.					
3. The instructor clearly stated the policies, procedures, goals & expectations of the course.					
4. The instructor followed the policies and procedures as stated.					
5. The instructor posted and maintained regular and/or virtual office hours and encouraged students to seek help when needed.					
6. The instructor encouraged questions and comments from the students.					
7. The instructor promoted an atmosphere of mutual respect.					
8. The instructor responded to student inquiries in a timely and professional manner.					
9. The instructor graded tests and assignments in a timely and professional manner.					
10. The instructor facilitated learning and encouraged me to think.					
11. The instructor created a positive learning environment.					
12. I would recommend this instructor to another student.					
13. I found the textbook / supplemental materials to be a valuable resource for this course.					
14. Compared to other college courses I have taken, the subject matter of this course was:	More Difficult		Equally Difficult		Less Difficult
15. I was absent from this class:	Never	Seldom	Occasionally		Frequently
16. The average number of hours I spent per week, outside of class, on the course was . . .	1-3 hrs.	3-6 hrs.	6-10 hrs.		Over 10 hrs.

TNCC–6: MENTOR'S REPORT FORM

Faculty Name		Title/ Position	
Mentor Name		Title/ Position	
Period Covered by This Report (semester/year):			

Instructions: Please describe in the space below activities you and the faculty member have engaged in to improve performance in the four domains or make progress in achieving the Annual Performance and Professional Development Objectives.

Domain: _____Teaching   _____Service   _____Scholarly/Creative _____ Responsibility _____ APPDO

Domain: _____Teaching   _____Service   _____Scholarly/Creative _____ Responsibility _____ APPDO

Domain: _____Teaching _____Service _____Scholarly/Creative _____ Responsibility _____ APPDO

Domain: _____Teaching _____Service _____Scholarly/Creative _____ Responsibility _____ APPDO

Mentor's Report Signature:

Mentor _____ **Date** _____

TNCC–10: LEARNING ENVIRONMENT AWARD
NOMINATION FORM

Name of Person Being Nominated:

First Name: _____   Last Name: _____

Teaching Discipline/Academic School: _____

Identification of Award for which Faculty Member is being nominated (Please check one):

Faculty Teaching Effectiveness Award ☐   Faculty Community Impact Award ☐

Faculty Scholarly and Creative Engagement Award ☐   Faculty Multicultural Enrichment Award ☐

Faculty Institutional Responsibility Award ☐   Faculty Leadership Award ☐

Rationale for Nomination: (Please provide a brief narrative describing the activity, behavior, or contribution for which the nominee is being nominated.)

Name of Person Submitting the Nomination:

First Name:_____   Last Name: _____

Organization (if other than the College): _____

Title: _____

Office Telephone #: _____   E-Mail: _____

Signature: _____   Date: _____

TNCC–12: SPIRIT OF THOMAS NELSON AWARD FOR PROFESSIONAL EXCELLENCE
NOMINATION FORM

Name of Person Being Nominated:

First Name: _____ Last Name: _____

Teaching Discipline/Academic School: _____

Check primary domain to consideration for this nomination.

☐ Teaching ☐ Scholarly & Creative Engagement
☐ Institutional Responsibility ☐ Service

Rationale for Nomination: (Please provide a brief narrative describing the activity, behavior, or contribution for which the nominee is being nominated.)

Name of Person Submitting the Nomination:

First Name: _____ Last Name: _____

Title: _____

Organization (if other than the College): _____

Office Telephone #: _____ E-Mail: _____

Signature: _____ Date: _____

**TNCC–12A-D: SPIRIT OF THOMAS NELSON AWARD FOR PROFESSIONAL EXCELLENCE
APPLICATION FORMS**

The following pages contain application forms for Faculty Awards for Professional Excellence in the four domains of faculty activity:
- Teaching
- Scholarly and Creative Engagement
- Institutional Responsibility
- Service.

TNCC–12A: SPIRIT OF THOMAS NELSON AWARD FOR PROFESSIONAL EXCELLENCE

IN TEACHING APPLICATION FORM

(To be completed by Award Nominee)

Nominated by:_____ Nomination Date:_____

Name of Nominee:

First Name:_____ Last Name: _____

Title: _____

Office Telephone #: _____ E-Mail: _____

Signature: _____ Date: _____

1. In the space provided below, please provide a brief summary of the accomplishment, contribution, or activity for which you have been nominated to receive this award. Please identify which area(s) from among the following are most closely associated with your accomplishment, contribution, or activity:

   ☐ Instructional methodology
   ☐ Student achievement and success
   ☐ Student engagement
   ☐ Learning outcomes assessment
   ☐ Innovative use of instructional technology
   ☐ Offering a course in a new delivery modality (e.g. online)

2. In the space provided below, please describe how the accomplishment, contribution, or activity for which you have been nominated to receive this award was innovative, distinctive, or impactful.

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3. In the space provided below, please describe how the accomplishment, contribution, or activity for which you have been nominated to receive this award was supportive of the college mission.

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4. In the space provided below, please describe how the accomplishment, contribution, or activity for which you have been nominated to receive this award was supportive of the strategic goals of the college and/or the Virginia Community College System.

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5. In the space provided below, please describe how the accomplishment, contribution, or activity for which you have been nominated to receive this award substantially exceeded performance expectations.

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TNCC–12B: SPIRIT OF THOMAS NELSON AWARD FOR PROFESSIONAL EXCELLENCE
IN SCHOLARLY & CREATIVE ENGAGEMENT APPLICATION FORM
(To be completed by Award Nominee)

Nominated by: _____ Nomination Date: _____

Name of Nominee:

First Name: _____ Last Name: _____

Title: _____

Office Telephone #: _____ E-Mail: _____

Signature: _____ Date: _____

1. In the space provided below, please provide a brief summary of the accomplishment, contribution, or activity for which you have been nominated to receive this award. Please identify which area(s) from among the following are most closely associated with your accomplishment, contribution, or activity:

   ☐ Continuing education, academic coursework, or degree attainment
   ☐ Publications, presentations, or creative works
   ☐ Activity in professional organizations
   ☐ Scholarly research
   ☐ Grant activity

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2. In the space provided below, please describe how the accomplishment, contribution, or activity for which you have been nominated to receive this award was innovative, distinctive, or impactful.

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3. In the space provided below, please describe how the accomplishment, contribution, or activity for which you have been nominated to receive this award was supportive of the college mission.

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4. In the space provided below, please describe how the accomplishment, contribution, or activity for which you have been nominated to receive this award was supportive of the strategic goals of the college and/or the Virginia Community College System.

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5. In the space provided below, please describe how the accomplishment, contribution, or activity for which you have been nominated to receive this award substantially exceeded performance expectations.

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TNCC–12C: SPIRIT OF THOMAS NELSON AWARD FOR PROFESSIONAL EXCELLENCE

IN INSTITUTIONAL RESPONSIBILITY APPLICATION FORM

(To be completed by Award Nominee)

Nominated by: _____ Nomination Date: _____

Name of Nominee:

First Name: _____ Last Name: _____

Title: _____

Office Telephone #: _____ E-Mail: _____

Signature: _____ Date: _____

1. In the space provided below, please provide a brief summary of the accomplishment, contribution, or activity for which you have been nominated to receive this award. Please identify which area(s) from among the following are most closely associated with your accomplishment, contribution, or activity:

☐ Special projects
☐ Student advising
☐ Administrative responsibilities
☐ Leadership in one's academic discipline, department, or division
☐ Other non-teaching duties

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2. In the space provided below, please describe how the accomplishment, contribution, or activity for which you have been nominated to receive this award was innovative, distinctive, or impactful.

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3. In the space provided below, please describe how the accomplishment, contribution, or activity for which you have been nominated to receive this award was supportive of the college mission.

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4. In the space provided below, please describe how the accomplishment, contribution, or activity for which you have been nominated to receive this award was supportive of the strategic goals of the college and/or the Virginia Community College System.

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5. In the space provided below, please describe how the accomplishment, contribution, or activity for which you have been nominated to receive this award substantially exceeded performance expectations.

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TNCC–12D: SPIRIT OF THOMAS NELSON AWARD FOR PROFESSIONAL EXCELLENCE

IN SERVICE APPLICATION FORM

(To be completed by Award Nominee)

Nominated by:_____ Nomination Date:_____

Name of Nominee:

First Name:_____ Last Name: _____

Title: _____

Office Telephone #: _____ E-Mail: _____

Signature: _____ Date: _____

1. In the space provided below, please provide a brief summary of the accomplishment, contribution, or activity for which you have been nominated to receive this award. Please identify which area(s) from among the following are most closely associated with your accomplishment, contribution, or activity:

   ☐ Service to the institution
   ☐ Service to the community
   ☐ Service to the profession

2. In the space provided below, please describe how the accomplishment, contribution, or activity for which you have been nominated to receive this award was innovative, distinctive, or impactful.

3. In the space provided below, please describe how the accomplishment, contribution, or activity for which you have been nominated to receive this award was supportive of the college mission.

4. In the space provided below, please describe how the accomplishment, contribution, or activity for which you have been nominated to receive this award was supportive of the strategic goals of the college and/or the Virginia Community College System.

5. In the space provided below, please describe how the accomplishment, contribution, or activity for which you have been nominated to receive this award substantially exceeded performance expectations.