

WV NORTHERN COMMUNITY COLLEGE
FACULTY PROFESSIONAL PLAN & EVALUATION DOCUMENT
Effective _Approved by faculty 11.1.19_

FACULTY
EVALUATION
DOCUMENTS
& FORMS

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4. **List Standing Committees (which do not meet every month) you served on, These committees include: FACDIS, Promotion, Academic Appeals, Danford, Faculty Emeritus, FERC, Financial Aid (Scholarship), Judicial Board, Rules, Student Appeals (non-academic), Textbook Affordability, Faculty Welfare & Advocacy). (Insert additional rows if needed)**

<u>Name of Committee</u>	<u>Did you attend the majority of meetings for this committee and contribute? If not, why not?</u>	<u>Y/N</u>

5. **List Ad Hoc Committees you served on (insert additional rows if needed): This may include special “task forces” formed to work on an issue or a special project.**

<u>Name of Committee</u>	<u>Did you attend the majority of meetings for this committee & contribute? If not, why not?</u>	<u>Y/N</u>

ATTACH FACULTY SUCCESS & RETENTION REPORT (PROVIDED BY INSTITUTIONAL RESEARCH) AT THE END OF THIS DOCUMENT WITH OTHER DOCUMENTATION)

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FACULTY ACCOMPLISHMENT REPORT/SELF-EVALUATION

Each faculty member submits an annual Accomplishment Report that addresses the previous year's goals and any additional accomplishments by the last Friday in January of each year to the Division Chair. The Accomplishment Report can also assist the faculty/staff member in documenting performance when he/she is being considered for formal recognition (e.g., promotion, continuing appointment, merit, awards)

NAME: _____

YEAR: _____

List your Teaching, Service and Professional Development Goals from last year and summarize accomplishments from previous goals during the past twelve months. If you were not able to achieve a certain goal from the previous year, please explain what prevented you from doing that. You should then list any additional accomplishments for the year. If they are meritorious activities, check the activity and provide information about how many activities you participated in under this category and the number of merit points that you believe should be awarded for these additional activities. Documentation of accomplishments can include documentation from Division chair, College Official, or provider, programs and travel forms, CEU, CEH, or a summary report of the activity, which should include the name/title of the activity, date(s), and relevant details. Supporting documentation should be attached, in order, at the end of this evaluation in paper or electronic form. (*Explanation of and acceptable documentation for merit activities is detailed in the FERC procedures document, p. 7-14*)

A. List Teaching Goals from previous year's evaluation & statement of Accomplishments (or explain what prevented you from accomplishing the goal(s):

B. *Additional Accomplishments related to Teaching (including those that can be used for Merit (see below):*

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<u>MERIT ACTIVITIES – TEACHING</u>			Faculty member	Division Chair
Merit activity #	Description of activities (List and describe each activity in the appropriate box, using additional bullets if needed) <i>and attach all documentation at the end of this document</i>	# of activities for this #	Total points requested	Total points approved
1	Added use of new educational technology available for use by students or other faculty. (2 pts each) •			
2	Develop and teach for the first time web-based course using an approved college platform. (3 pts each) •			
3	Offer a new course (3 pts each) •			
4	Other Activity related to Instructional Performance (2 pts each) •			
<u>TOTAL MERIT POINTS REQUESTED/APPROVED FOR TEACHING/INSTRUCTION</u>				

A. List Service Goals from previous year’s evaluation & statement of Accomplishments (or explain what prevented you from accomplishing the goal(s):

B. Additional Accomplishments related to Service (including those that can be used for Merit (see below):

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	<u>MERIT ACTIVITIES - INSTITUTIONAL OR COMMUNITY SERVICE</u>		Faculty member	Division Chair
Merit activity #	Description of activities (List and describe each activity in the appropriate box, using additional bullets if needed) <i>and attach all documentation at the end of this document</i>	# of activities for this #	Total points requested	Total points approved
5	Advise WVNCC student club or organization or newspaper, special project with students, etc. (3 pts each) OR take students on a field trip OR participate in recruitment activities (2 pts each) <ul style="list-style-type: none"> • 			
6	Participate in activities that help advertise the college and which require your expertise in your field OR b.) Speak in public in a capacity representing the college excluding recruitment activities OR c.) Participate in volunteer off-contract advising or orientation activities (not compensated) or mentoring other FT or adjunct faculty (2 pts each) <ul style="list-style-type: none"> • 			
7	Present faculty or staff workshop (2 pts each) <ul style="list-style-type: none"> • 			
8	Principal author of a grant application (6 pts) OR Major contributor to grant application (3 pts) OR Committee work on grant application (1 pt) <ul style="list-style-type: none"> • 			
9	Service on committees which require significant time commitment or activity (see FERC procedures document for list of committees and points) (3 pts). (If you received release time or a stipend for service on the committee, you cannot claim it here) <ul style="list-style-type: none"> • 			
10	Serve on external or community board (3 pts each) <ul style="list-style-type: none"> • 			
11	Other Activity related to Institutional/Community Service (2 pts each) <ul style="list-style-type: none"> • 			
	<i>TOTAL MERIT POINTS REQUESTED FOR SERVICE ACTIVITIES</i>			

A. List Professional Development Goals from previous year's evaluation & statement of Accomplishments (or explain what prevented you from accomplishing the goal(s):

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B. Additional Accomplishments related to Professional Development (including those that can be used for Merit (see below):

	<u>MERIT ACTIVITIES - PROFESSIONAL DEVELOPMENT</u>		Faculty member	Division Chair
Merit activity #	Description of activities (List and describe each activity in the appropriate box, using additional bullets if needed) <u>and attach all documentation at the end of this document</u>	# of activities for this #	Total points requested	Total points approved
12	Participate in institutional or non-institutional faculty professional development activities (excluding those that were mandatory for faculty) (2 pts each) •			
13	Attend professional conference pre-approved by Division Chair (3 pts each) •			
14	Make presentation at conference (4 pts each) •			
15	Serve as delegate to state or national conference (2 pts each) •			
16	Member of professional organization (beyond the 1 required) (1 pt each); Serve on committee in professional organization (2pts each) OR Hold regional/national office in professional organization (3 pts each)			
17	Author textbook or have a patent awarded (8 pts) or section of textbook OR publish in field-related professional journal (3 pts) OR author software or computer program or application for college use (4 pts each); OR researched and developed OER's for a class (3 pts) •			
18	Earn additional degree (10 pts.) OR receive additional certification in the field (3 pts), OR take additional college coursework (1 pt for each 1 credit successfully completed) •			
19	Earn CEUs (1 point per 2 CEU's) •			
20	Other Activity related to Professional Development (2 points each) •			

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	<i>TOTAL POINTS REQUESTED/APPROVED FOR PROFESSIONAL DEVELOPMENT ACTIVITIES</i>		
<u>TOTAL POINTS REQUESTED/APPROVED FOR ALL MERIT ACTIVITIES</u>			

SCORES FOR ACCOMPLISHMENT REPORT

TEACHING =

SERVICE =

PROF DEV =

(Multiply x 2 for a total combined score awarded for accomplishment report for teaching, service and professional development = _____ (30 points possible)

(Record on Faculty Evaluation Summary Report on last page of evaluation)

RUBRIC FOR SCORING OF ACCOMPLISHMENTS (DOES NOT INCLUDING MERIT ACTIVITIES OR POINTS)

5 Points = Excellent (All stated goals from previous year in this area are met & measurable, with at least one goal related to assessment and one goal related to retention, and at least 1 additional accomplishment related to that area (teaching, service, and professional development) are listed)

4 Points = Above Average (The majority of stated goals from previous year are met & measurable, and at least 1 relates to assessment or retention, and at least 1 additional accomplishment related to 2 of the 3 areas (teaching, service, PD) are listed; and an explanation of why any stated goals were not met is provided)

3 Points = Average (Only about half of stated goals from previous year are met & measurable, and no more than 1 additional accomplishment from 1 of the 3 areas (teaching, service, PD) is listed; an explanation of why any stated goals were not met is provided)

2 Points = Below Average (Less than half of stated goals from previous year are met, none relate to assessment or retention, no additional accomplishments are listed, but an explanation of why any stated goals were not met is provided)

1 Point = Unacceptable (Few to none of the stated goals from previous year are met and explanation for goals that were not met is not given or sufficient)

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Each

FACULTY GOALS (<u>PLAN FOR FACULTY DEVELOPMENT FOR NEXT EVALUATION CYCLE</u>)
--

faculty must submit at least 2 specific, measurable, achievable, relevant, and timely goals (See Appendix I for examples of goal statements) in each of the 3 areas listed below, including at least one related to assessment and at least one related to retention, the activity or activities which relate to the goal, and how accomplishment of the goal will be measured. The goals should support the College's mission and vision, and should address what support, funding, training, or other resources the faculty member may need to accomplish the goal(s).

NAME: _____

YEAR(S): _____

List your major academic and professional goals for the next twelve months. For goal(s) related to improved teaching, retention, or student success, please include specific plan/method for assessing/measuring the impact or success of this goal. If that is not possible, please explain.

Teaching Goals for next evaluation cycle:

Service goals for next evaluation cycle:

Professional Development goals for next evaluation cycle:

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SCORE FOR GOALS (Division Chair)

(Multiply x 2 for a total score and record on Faculty Evaluation Summary Report (10 points possible) _____)

RUBRIC FOR SCORING OF GOALS

5 points = Excellent. At least 3 appropriate goals are clearly stated and measurable in each area including at least one regarding assessment and at least one regarding retention, including specific activities and resources needed to accomplish the goal(s).

4 points = Above Average (2 appropriate goals are clearly stated and measurable in each area, at least 1 related to assessment OR retention, including specific activities and resources needed)

3 points = Average (2 appropriate goals in each area, clearly stated, but some are either not clearly stated or measurable, or do not relate to assessment or retention, or do not list specific activities and resources needed)

2 points = Below average (2 goals, but some are not appropriate, none relate to assessment or retention, OR are not stated clearly, OR are not measurable, AND do not list specific activities and resources needed)

1 point = Unacceptable (less than 2 goals, are not appropriate, none relate to assessment or retention, they are not stated clearly, are not measurable, AND do not list specific activities and resources needed)

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SECTION I: FULFILLMENT OF FACULTY POSITION DESCRIPTION AND RESPONSIBILITIES		
Faculty Self Evaluation (Enter 2 points for a "Yes" and 0 points for a "No" In the boxes below)		Division Chair Evaluation (Enter 2 points for a "Yes" or 0 points for a "No" in the boxes below)
	1.) Follow the rules and regulations of the college; abides by College rules, policies & procedures. If No, provide further information here:	
	2.) Teach 30 credit hours, 600 contact hours (health sciences only), or 40 credit hours (12 month instructional specialists only) during the day and/or evening per academic year. The Division Chair and/or the Provost may make adjustments as necessary. If No, provide further information here:	
	3.) Develop and submit a syllabus for each course he/she teaches on time which follows the College template for syllabus construction and post all syllabi to Blackboard If No, provide further information here:	
	4.) Participate in commencement ceremonies unless properly excused If No, provide further information here:	
	5.) Maintain a minimum of 5 office hours per week, except for faculty return week and the first two weeks of registration periods, when faculty should be available for 10 hours for student advising. If No, provide further information here:	
	6.) Notify Program director, Division Chair, and division secretary of intent to travel on college business well in advance of the date of the expected absence, and in a timely fashion for unexpected absences, so appropriate arrangements can be made. Complete and submit the absence form as appropriate. If No, provide further information here:	
	7.) Submits grades and attendance reports on time If No, provide further information here:	
	<u>TOTAL SCORES ON SELF-EVALUATION AND DIVISION CHAIR EVALUATION</u>	
Self-Score		Division chair score

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SECTION II: CONTRIBUTION TO THE COLLEGE		
(Please provide a score from 1-5 on each item using the following rubric)		
Faculty Self evaluation score	5 = exceptional contribution on this item; 4 = above average contribution on this item 3=average/expected contribution on this item; 2=below average contribution on this item 1= minimal contribution on this item	Division chair Score
	1) Meets classes on time as scheduled and provides quality instruction as evidenced by above average to excellent ratings on student course evaluations (If rating is below a 3, provide further information):	
	2) Attends & participates in institutional service & activities such as College-wide events, college standing committees, and ad hoc committees, (faculty assembly meetings, academic division meetings, advisory meetings and other faculty related events) (If rating is below a 3, provide further information):	
	3) Provides quality consultation and/or advising for students in his/her program(s) which may include: academic counseling, aid in scheduling courses, withdrawal/retention counseling, career guidance and preparation (If rating is below a 3, provide further information):	
	4) Actively participates in required assessment activities, including course assessment, general education assessment, and program assessment and submit reports as requested and on time (If rating is below a 3, provide further information):	
	5) Actively participates in College, community or public service activities (If rating is below a 3, provide further information):	
	6) Demonstrates a commitment to participate in professional development (PD) activities and professional organizations (minimum of 1 activity and 1 organization required to meet expectations) (If rating is below a 3, provide further information):	
	7) Works effectively with other faculty and the division chair in the selection of textbook(s) or developing Open Educational Resources (OER's) for courses taught (If rating is below a 3, provide further information):	

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	8) Assists the Program Director and/or the Division Chair with preparation of : program reviews, required reports (self-study, etc); part-time faculty evaluations; recommendations for purchase of equipment; preparing semester schedules; development of new courses or programs; and/or supervision of lab assistants/work study students (If rating is below a 3, provide further information):	
	9) Participates in activities related to internal and external marketing & promotional activities, & recruitment as schedule permits (If rating is below a 3, provide further information):	
Self score	<i>TOTAL SCORES ON SELF-EVALUATION AND DIVISION CHAIR EVALUATION</i>	Division chair score
SECTION III: FULFILLS EXPECTATIONS FOR INTERACTION/COMMUNICATION/PROFESSIONALISM		
Faculty Self Evaluation (Enter 2 points for a "Yes" and 0 points for a "No" in the boxes below		Division Chair Evaluation (Enter 2 points for a "Yes" or 0 points for a "No" in the boxes below)
	1) Generally displays a positive attitude and is cooperative with students, staff, other faculty, and administrators If no, provide further information:	
	2) Communicates effectively and is responsive to students, staff, other faculty, and administrators in a timely manner If no, provide further information:	
	3) Sets appropriate standards and expectations for students and treats students fairly and with respect (based on review of student course evaluations) If no, provide further information:	
	4) Displays professionalism when interacting with students, staff, faculty, and administration If no, provide further information:	
Self-score	<u>TOTAL SCORES ON SELF-EVALUATION AND DIVISION CHAIR EVALUATION</u>	Div chair score

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FACULTY EVALUATION SUMMARY REPORT

SUMMARY/SIGNATURE PAGES TO BE COMPLETED DURING EVALUATION CONFERENCE

Name of Faculty Member _____

Academic Division _____ **SCORES**

- | | |
|---|-------|
| A. Faculty Accomplishment Report (Division Chair) (30 possible)
(21% of total evaluation) | _____ |
| B. Faculty Goals (Division Chair) (10 possible)
(7% of total evaluation) | _____ |
| C. Faculty Position Description/Evaluation (Supervisor) (67 possible (14+45+8))
(46% of total evaluation) | _____ |
| D. Evaluation of Teaching Effectiveness (Organization) (14 possible) + AND
Evaluation of Teaching Effectiveness (Observation) (25 possible) = 39 possible
(26% of total evaluation) | _____ |

Total _____ (146_possible)

Equal to or Above 80% of points (117-146) = Above average/Excellent;

70-79% of points (102-116) =Meets expectations;

(faculty member must have a minimum score of 98 to be eligible for merit consideration)

Below 70% (below 102) = Needs improvement

Division chair or Supervisor Narrative/Summary of findings from overall evaluation, including accomplishment report, goals, fulfillment of position description, classroom organization & observation, and meritorious activities:

Strengths:

Concerns:

Recommendations/Suggestions:

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(SIGNATURES PAGE)

SECTION I TO BE COMPLETED BY THE FACULTY MEMBER:

I (*faculty member*), hereby affirm that all information contained in this completed evaluation packet (success & retention report, accomplishment report, goals, merit activities, and self-evaluation of position description) is true and correct to the best of my knowledge, and contains no willful misrepresentations or falsifications. I am fully aware that should investigation at some time disclose any such misrepresentation or falsification, I would become subject to appropriate disciplinary action which may include dismissal. I authorize any verification of all statements contained in this evaluation as may be necessary in arriving at a decision and agree to hold WV Northern Community College harmless from any information obtained. I realize it is my responsibility to complete fully all sections of the evaluation and submit all documents within specified deadlines, and failure to do so may result in scores that render me ineligible for merit.

I (*faculty member*) have reviewed this evaluation and discussed it with my supervisor.

_____ YES

_____ NO

I (faculty member) _____ have _____ have not (attached a response to this evaluation)

Faculty Member Signature: _____ Date: _____

SECTION II TO BE COMPLETED BY DIVISION CHAIR/SUPERVISOR:

MERIT RECOMMENDATION:

This faculty member: _____ is _____ is not eligible for merit for this evaluation cycle, based on overall score on this evaluation, and his/her request for, and documentation of meritorious activities

of merit points that faculty member has requested on pp. 4-7 of self-evaluation _____ points

of merit points division chair/supervisor is recommending be awarded based on documentation of meritorious activities _____ points

IMPROVEMENT PLAN (SEE APPENDIX IV)

_____ Yes, an improvement plan was deemed necessary and is attached

_____ No, an improvement plan was not deemed necessary and is not attached

Division Chair Signature: _____ Date: _____

Provost Signature: _____ Date: _____

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APPENDICES

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Appendix I
SECTION DIVIDERS

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SECTION I

FACULTY SERVICE TO DIVISION, FACULTY AND COMMITTEES

ACCOMPLISHMENT REPORT

GOALS FOR NEXT EVALUATION CYCLE

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SECTION II

FULFILLMENT OF POSITION DESCRIPTION

CLASSROOM ORGANIZATION & OBSERVATION FORMS

SUMMARY AND SIGNATURE PAGES

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SECTION III

FACULTY SUCCESS & RETENTION REPORT

DOCUMENTATION OF ACTIVITIES RELATED TO:

ACCOMPLISHMENTS

MERIT ACTIVITIES

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APPENDIX II
EXAMPLES OF ACCEPTABLE GOALS

To assure uniformity of acceptable goals among the divisions, the following is a general index of recommended goals. This is not intended to be a complete list, but rather to be used as an example of acceptable goals to be used by the division chairperson and the faculty member when establishing goals. Institutional, Division, and Programmatic goals may also be suggested to faculty. Goals should be ***“SMART”***, meaning ***S***pecific, ***M*** easurable, ***A***chievable, ***R*** elevant, and ***T***imely. include specific information about the activity or activities related to the goal, method of measurement, ***relevance, and when it will be completed*** if possible, especially for retention, or student success goals. ***In general:***

- ***Specific***
 - ***Good: I will attend 3 SGA meetings***
 - ***Poor: I will participate more in student activities***
- ***Measurable***
 - ***Good: I will spend an hour per week in the tutoring center***
 - ***Poor: I will be more involved with the ASC***
- ***Achievable***
 - ***Good: I will write 4 chapters for a new CIT 253 textbook***
 - ***Poor: I will write my own textbook for all of my courses***
- ***Relevant***
 - ***Good: I will set up a virtual machine for student web development projects***
 - ***Poor: I will set up a Minecraft server for my kids***
- ***Timely***
 - ***Good: I will take at least 2 graduate level courses***
 - ***Poor: I will start grad school and get a Master’s degree (nearly impossible in one year)***

Specific examples by teaching, service, and professional development:

A. Teaching Goals

The faculty member will:

1. Develop a learning tool, idea or method to be used in his class or adopted by the division.
(“I will revise the PPT’s which come with the textbook for my XXX course to meet the specific needs of my students by the Fall of xxxxxx” and assess the effectiveness of the revision through course assessment and grade comparison by (date)
2. Examine new materials such as texts, software or audio-visual equipment.
(“I will review 2-3 textbooks for XXXX class in conjunction with other departmental faculty and make recommendations based on the book’s quality, ability to meet stated course outcomes, and cost to students”
3. Develop or pilot a new course or part of a course which supports divisional or institutional goals.

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- “I will develop a course which will be titled xxxxxxxxxx and pilot to students by xxxxxxx(date)”**,
OR “I will add a section to my XXXX course dealing with xxxxxxx to aid in student retention and better achievement of course outcomes, which will be assessed by (xxxxdate)”
4. Conduct a study, survey or research that would serve to improve or update a method or process presently employed.
“I will design, distribute, and tabulate results of a survey for (faculty, students, division) to assess methods that are currently being utilized for (retention, committee membership, faculty evaluation by (xxxdate), etc.....”
5. Work with a student group or team either for the purpose of competition or intellectual development,
“I will work at least 1 hour a week with students in (ASC, SNA, etc.) and the staff in the tutoring center to offer supplemental instruction in xxxxxx (subject) by xxxx(date)”
6. Work with other institutions (colleges or high schools) in developing workshops, activities, programs, etc. **“I will contact WLU and develop a 2+2 program in xxxxx(discipline) by xxx(date); I will develop a workshop for (Workforce Development, Lunch n’ Learn, Student Activities, etc.) in xxxxxxx(subject) and offer it by xxxx(date)”**
7. Experimentally use an alternative learning strategy. **“I will integrate the use of (BBB, OER’s, online research, etc.) to supplement lectures in my online class in XXXXXXXX (subject) by xxxx(date)”**
8. Substantially revise an existing course in support of divisional or institutional goals.
“Due to low enrollment in XXXX course, I will revise and combine this course with XXXX course and present a proposal to approve these changes to Curriculum Committee by xxxx(date)”
9. Develop and implement plans to increase student retention rates and success rates. **“I will increase the use of early warning systems and make referrals to the ASC within 4 weeks of XXXX (class) start date to increase student retention and success rates”**

B. Service Goals

The faculty member will:

1. Participate in a service club. **“I will participate in military mail call xxx (how many times)”**; **OR “I will organize a food drive for xxxx (program) students during the months of xxxxx”**; **OR “I will represent WVNCC at XXXX (local board, community club or organization” in the upcoming year.**
2. Make a presentation to a community organization. **“I will present a seminar on xxxxx to the (Public Library, WPHS, JMHS, MHS, Madonna, Red Cross, YWCA, Lion’s, Women’s, etc.) this year.**
3. Become a part of an accreditation team. **“I will volunteer for xxxxxxxxxxxx (program or institutional) accreditation team in the upcoming year”**
4. Judge an academic related contest **“I will participate as a judge in xxxxxxx (contest) at xxxxxx (location) on xxxx (date)**
5. Serve on a professional board. **“I will continue to serve on the board for the XXXX (organization) during the upcoming year”**

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6. Participate in the work of a College committee *("I will continue to serve on (Curriculum, Assessment, Budget, FERC, Merit, Academic Appeals, etc.) committees in the upcoming year, OR I will volunteer to serve on (a new committee) in the upcoming year)*
7. Actively engage in programmatic or general recruitment activities. *("I will revise the program website for XXXX program and send information out to at least 3 local high schools about my program by xxx(date)"; OR "I will volunteer to speak to high school students who come to visit campus at least once during the next year.")*

C. Professional Development Goals

The faculty member will:

1. Enroll in an approved course to improve teaching skills or further professional development.
("I will enroll in XXXX course at (institution) by xxxx(date)")
2. Attend a conference or seminar in his discipline.
("I will attend the XXXX conference in (month/year) and at least one other professional development activity during the upcoming year")
3. Work toward publishing an article or book.
("I will begin/continue work on xxxxxxxx (topic), and send to xxxxxx for consideration for publication by xxxx (date)")
4. Participate in approved research projects *or make a presentation at a conference*
("I will develop a presentation for xxxxxxxx (conference) on xxxx (topic) and send proposal to at least one upcoming professional conference during the upcoming year")

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APPENDIX III - A

EVALUATION OF TEACHING EFFECTIVENESS BY SUPERVISOR

COURSE ORGANIZATION (to be used for traditional and online classes)

(Course syllabus and other course materials as shared by the instructor)

(CIRCLE YES OR NO FOR EACH ITEM; FOR ANY "NO" DIVISION CHAIR SHOULD PROVIDE FURTHER INFORMATION)

1. Are course materials (syllabi, handouts, quizzes, exams, etc) shared with students clear and understandable?

Division chair comments: Yes No

2. Are the grading procedures shared with students specific, clear and understandable?

Division chair comments: Yes No

3. Do the evaluation tools and supporting material (exams, projects, assignments) appear to relate directly to the objectives, student learning outcomes and course learning outcomes from the master course guide?

Division chair comments: Yes No

4. Does the syllabus comply with the WVNCC syllabus template?

Division chair comments: Yes No

5. Do the student learning outcomes align with course outcomes as listed in the current master course guide?

Division chair comments: Yes No

6. Does the instructor have a variety of different learning activities which provide for multiple methods of formative and summative assessment?

Division chair comments: Yes No

7. Does it appear that the faculty member has attempted to integrate or utilize writing, the use of technology, and/or oral presentations in this class?

Division chair comments: Yes No

Award two points for each "Yes" response; 0 points for any "No" response

DIVISION CHAIR SCORE FOR CLASSROOM ORGANIZATION (MATERIALS)

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APPENDIX III – B- 1

CLASSROOM OBSERVATION FORM FOR TRADITIONAL CLASS (see Appendix IV for rubric)

(When the evaluation is complete, please share a copy in person or electronically with the individual being evaluated within 2 weeks.)

Instructor's Name: _____ Course Number: _____
 Course Name: _____

of students enrolled: _____ # in attendance during classroom observation: _____

5 = Exceptional; 4 = Above average/excellent; 3 = Meets Expectations; 2 = Needs Improvement; 1 = Unacceptable
(Division chair or designee should complete the section below from observing at least one class session, using the rubric in Appendix III at the end of this document

- | | | | | | |
|--|---|---|---|---|---|
| 1. <u>Organization of class session:</u> The instructor appears well prepared and organized for class (lecture prepared & organized, learning aids and activities provided, reviews past lessons, arrives on time and uses class time effectively) | 5 | 4 | 3 | 2 | 1 |
| 2. <u>Communication:</u> The instructor uses eye contact, movement, gestures, or other communication techniques to engage students during the class; instructor asks questions and listens effectively to students; instructor encourages discussion and student input; instructor approaches teaching with enthusiasm and energy | 5 | 4 | 3 | 2 | 1 |
| 3. <u>Classroom management:</u> The instructor exhibits the ability to manage and control classroom activities and to deal with disruptive or irrelevant behavior in a professional manner | 5 | 4 | 3 | 2 | 1 |
| 4. <u>Student Performance:</u> Students appear alert, interested, engaged, and involved in the class; students perform appropriately (take notes, respond to questions, participate in the discussion) and seem to be understanding or learning the material | 5 | 4 | 3 | 2 | 1 |
| 5. <u>Subject matter expertise:</u> The instructor appears to have a high level of expertise regarding the subject matter of the course; brings in life/career experience | 5 | 4 | 3 | 2 | 1 |

Total

<u>Score of 20-25</u> <u>ABOVE AVERAGE/EXCELLENT</u>	<u>Score of 15-19</u> <u>MEETS EXPECTATIONS</u>	<u>Below 15</u> <u>BELOW AVERAGE</u>
---	--	---

WHAT TEACHING TECHNIQUES WERE OBSERVED DURING THIS CLASS?

(check all that apply) Lecture Discussion Group activity Q &A
 PPT audiovisual or multimedia aids Simulation or other activity
 Read from the book Other specify _____

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APPENDIX III – B - 2

CLASSROOM OBSERVATION FORM FOR ONLINE CLASSES

(When the evaluation is complete, please share a copy in person or electronically with the individual being evaluated within 2 weeks.)

Instructor's Name: _____ Course Number: _____
 Course Name: _____

of students enrolled: _____

5 = Exceptional; 4 = Above average/excellent; 3 = Meets Expectations; 2 = Needs Improvement; 1 = Unacceptable
(Division chair or designee should complete the section below from evaluating instructor management, participation, and responsiveness in an online class)

1. Organization of class sessions: The instructor has prepared a variety of activities for the class and course is organized and user friendly for students to negotiate (modules prepared & organized, learning aids and activities provided) 5 4 3 2 1

2. Communication: The instructor provides regular announcements, asks and responds to student questions, concerns, messages, & emails in a timely manner; instructor encourages discussions and student input and participates in discussions as appropriate 5 4 3 2 1

3. Classroom management: The instructor provides and monitors guidelines and expectations for students who are participating in classroom discussions and responding to other students and demonstrates the ability to deal with disrespectful, disruptive or irrelevant behavior in a professional manner 5 4 3 2 1

4. Student Performance: Most students appear to be engaged and involved in the class; most students are submitting assignments, quizzes, exams, and discussion posts on time and of good quality, and the instructor provides detailed feedback about student performance in a timely manner) 5 4 3 2 1

5. Subject matter expertise: Instructor appears to have a high level of expertise regarding the subject matter of the course; includes supplemental material which brings in life/career experience or encourages application of subject to students' lives 5 4 3 2 1

Total

<u>Score of 20-25</u> <u>ABOVE AVERAGE/EXCELLENT</u>	<u>Score of 15-19</u> <u>MEETS EXPECTATIONS</u>	<u>Below 15</u> <u>BELOW AVERAGE</u>
---	--	---

DIVISION CHAIR: PLEASE WRITE A SUMMARY OF YOUR OVERALL OBSERVATIONS ON CLASSROOM ORGANIZATION AND OBSERVATION W/ COMMENTS OR SUGGESTIONS ON THE NEXT PAGE

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Supervisor Narrative/Comments on Course Organization (course materials):

Strengths:

Concerns:

Recommendations/Suggestions:

Supervisor Narrative/Comments on Classroom Observation:

Strengths:

Concerns:

Recommendations/Suggestions:

Comments by faculty member following evaluation feedback:

Supervisor or Designee initials: _____ Faculty member initials: _____ Date Shared w/ Instructor: _____

(Does not indicate agreement with evaluation but merely that evaluation has been read & discussed)

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APPENDIX IV

RUBRIC FOR TRADITIONAL CLASSROOM OBSERVATION/EVALUATION

Revised 10/3/2019

Organization

(5)

Class is structured and effectively organized

Utilizes lecture material and application activities to enhance mastery of the material

Designs and uses creative activities to engage students

Outlines and/or discusses class schedule and/or objectives at beginning of class

Provides a variety of supplementary materials

Prepares materials for lecture and application prior to class

(4)

Class is structured and organized

Uses activities designed to engage students

Outlines and/or discusses class schedule and/or objectives at beginning of class;

Provides supplementary materials as needed;

Prepares materials for lecture and application prior to class

(3)

Class is somewhat structured and organized

Uses activities that are somewhat engaging to students

Outlines and/or discusses class schedule at beginning of class

Provides some supplementary materials

Prepares materials for lecture and application prior to class

(2)

Class is not very structured OR somewhat disorganized

Uses some or no activities to engage students;

Frequently strays off topic

Lacks adequate prepared materials

(1)

Class does not appear to be structured or is very disorganized/confusing

Uses no activities to engage students;

Does not stay on topic

Does not appear to be prepared for class

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Communication Techniques

(5)

Consistently uses posture, eye contact, facial expressions, movement and/or gestures to encourage communication;
Asks questions and listens to answers attentively, allowing some silence if necessary
Avoids interrupting during questions or responses
Considers the question and provides a good answer or questions leading students to find the answer
Knows and uses students' names
Speaks with students before and after class
Conveys non-confrontational and positive attitude
Speaks clearly
Frequently encourages discussion and student input

(4)

Frequently uses posture, eye contact, facial expressions, movement and/or gestures to encourage communication;
Asks questions and listens to answers attentively
Knows and uses students' names
Conveys non-confrontational and positive attitude
Speaks clearly
Encourages discussion and student input as appropriate

(3)

Regularly uses posture, eye contact, facial expressions, movement and/or gestures to encourage communication
Asks questions and listens to answers
Conveys non-confrontational attitude
Speaks clearly
Occasionally encourages discussion and student input

(2)

Use of posture, eye contact, facial expressions, movement and/or gestures to encourage communication occasionally is infrequent
Rarely asks questions of students or does not appear to really listen to answers
Conveys an apathetic or somewhat confrontational attitude
Speaks clearly at times but is confusing or unclear at times
Rarely encourages discussion and student input

(1)

Displays an attitude that is intimidating, superior, hostile, or negative to students
Demonstrates effective communication techniques rarely or not at all

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Disregards differing opinions or discourages student questions & input
Puts down or embarrasses students who ask questions
Refuses to acknowledge questions
Uses sarcasm or shows a lack of respect for student
Exhibits signs of frustration and/or impatience with students

Classroom Management

(5)

Designs classroom activities to achieve a smooth flow of learning
Sets tone to eliminate distractions (i.e. inappropriate use of cell phone / lap top)
Identifies and works with students to discourage disruptive behavior
Deals with disruptive behavior in a professional, fair, effective non-confrontational manner
Returns class to topic following interruptions

(4)

Designs classroom activities to achieve a smooth flow of learning
Identifies and works with students to discourage disruptive behavior
Deals with disruptive behavior in a professional manner
Returns class to topic following interruptions

(3)

Manages classroom activities adequately
Instructor allows some disruptive or disrespectful behavior but deals with it adequately
Regains control if behavior is at a level which interferes with other students rights or is distracting

(2)

Lacks effective management of classroom activities
Appears uncomfortable addressing disruptive or disrespectful behavior
Attempts to deal w/ disruptive behavior are unprofessional or overly confrontational

(1)

Does not appear to be able to manage or control classroom activities
Deals w/ classroom management in a hostile, aggressive, manner which appears to anger or intimidate students
Allows students to disregard behavior policies or create a negative atmosphere in the classroom

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Student Performance

(5)

All students are obviously actively engaged in classroom activity

All students show an interest, curiosity, or understanding of material through questions and discussions with the group

100% of students appear alert, interested, and involved in the class

(4)

Most students are obviously actively engaged in classroom activity

Most students show an interest, curiosity, or understanding of material through questions and discussions with the group

80-90% of students appear alert, interested, and involved in the class

(3)

Some students actively engage in classroom activity

Some students demonstrate lack of interest, understanding or focus

50-75% of students appear alert, interested, and involved in the class

(2)

Students are present but the majority are not actively engaged

Some students demonstrate obvious boredom or lack of focus

Some students demonstrate confusion and frustration with instructor

Less than 50% of students appear alert, interested, and involved in the class

(1)

Nearly all students appear to be distracted and disengaged

The majority of students appear to be bored or lack focus

The majority of students appear frustrated with instructor

Subject matter expertise & approach

(5)

Demonstrates a high level of expertise in subject matter through lecture and application

Is able to answer questions about subject matter in a highly effective manner

Exhibits a high level of enthusiasm, energy, and intellectual curiosity

Frequently brings in life/career experience and real world examples

Reinforces relevance of the material to the students' lives, chosen degree or career field

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(4)

Demonstrates proficiency in subject matter through lecture and application
Is able to answer questions about subject matter in an effective manner
Exhibits credibility, enthusiasm, energy, and intellectual curiosity
Occasionally brings in life/career experience and real world examples
Reinforces relevance of the material to the students' chosen degree or career field

(3)

Demonstrates an adequate level of knowledge in subject matter through lecture and application
Is able to answer questions about subject matter in an adequate manner
Exhibits neutral attitude or average level of expertise toward subject matter
Delivers instruction with some enthusiasm or energy
Brings in life/career experience OR real world examples

(2)

Demonstrates some knowledge of subject matter through lecture and application
Is tentative, unsure, or lacks confidence when answering questions about subject matter
Exhibits neutral attitude or little expertise toward subject matter
Delivers instruction with very little enthusiasm or energy
Rarely brings in life/career experience OR real world examples

(1)

Does not appear knowledgeable of subject matter
Is not able to answer questions about subject matter
Exhibits a negative or apathetic attitude toward subject matter
Acts bored or "too good" for the subject
Makes learning of the subject an intolerable experience

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APPENDIX V
FACULTY IMPROVEMENT PLAN (only if necessary & justified)

FACULTY MEMBER NAME	DIVISION
I.	Identify specific Issues/Concerns including when and how they were identified:
II.	What specific steps or actions are required for the faculty member to make adequate improvements?
III.	What is the time table for improvements to be completed, and how often, and on what dates will meetings between the Division Chair and the faculty member be held to discuss and monitor progress?
IV.	What form of documentation is required (if any, to verify that improvements have or have not been made)?
V.	On what date will final conference be held to discuss final disposition of improvement plan?

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Faculty Member Signature: _____ Date: _____

Division Chair Signature: _____ Date: _____

Provost Signature: _____ Date: _____

(Items VI and VII are to be completed AFTER improvement plan period has concluded)

VI. Results of improvement plan (successful completion of all activities, partial completion of activities, insufficient improvements made w/ specific summary and/or documentation)

VII. Final Disposition/Recommendations regarding improvement plan:

_____ Adequate improvements made – discontinue improvement plan, return faculty member to good standing, and recommend continued employment

_____ Some improvements made, some still needed (continue with improvement plan for XXXX with the following requirements/modifications to original improvement plan:

_____ Insufficient improvements made (recommend we do not re-hire this individual/discontinuation of employment)

Faculty Member Signature: _____ Date: _____

Division Chair Signature: _____ Date: _____

Provost Signature: _____ Date: _____