FACULTY HANDBOOK

WYTHEVILLE COMMUNITY COLLEGE

Revised November 2025

Wytheville Community College

Faculty Handbook
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FOREWORD

The Wytheville Community College (WCC) Faculty Handbook is a resource document that provides WCC Faculty with information about the policies and procedures which affect their employment and which assist them in carrying out their duties and responsibilities.   Most of the policies and procedures that govern WCC faculty are prescribed by the Virginia Community College System (VCCS) and apply to faculty throughout the VCCS. These system-wide policies and procedures are provided in the *VCCS Policy Manual:* http://www.boarddocs.com/va/vccs/Board.nsf/Public.

The system-wide policies and procedures for human resource questions are provided in the *VCCS Policy Manual* http://www.boarddocs.com/va/vccs/Board.nsf/Public.

Local policies, procedures and issues that apply specifically to the faculty at WCC are provided in this *Handbook.*

Policies contained in the handbook are subject to change. The local college board and VCCS governing board will from time to time adopt policies of general application relating to the employment and conditions of employment for members of the faculty, and may authorize the administration to adopt such policies. Appropriate policies will be developed in consultation with the Faculty Assembly regarding process for revision of certain policies contained in the handbook. Those procedures will be subject to approval by the President as required. Policies that pertain to a single academic unit only will be subject to review by the Vice President of Instruction and Student Development.

I. INTRODUCTION TO WYTHEVILLE COMMUNITY COLLEGE

A. About the College

Wytheville Community College is a two-year comprehensive community college serving residents of the counties of Bland, Carroll, Grayson, Smyth (Marion and eastward), Wythe, and the City of Galax. The college, one of 23 in the Virginia Community College System, operates under the policies established by the State Board of Community Colleges and the Wytheville College Local Board. The college is financed primarily with state funds supplemented by contributions from the participating localities. Wytheville Community College is accredited to award the associate degree by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, GA, 404-679-4500, ext. 4504).

Locations:

Wytheville Campus
1000 East Main Street
Wytheville, VA 24382
276-223-4700

WCC at Crossroads
1117 East Stuart Drive
Galax, VA 2433
276-744-4974

WCC at the Henderson
203 N. Church Street
Marion, VA 24354
276-783-1777

WCC WEST
1520 North Main Street
Marion, VA 24354
276-223-4700

B. Virginia Community College System Mission Statement

The mission of the Virginia Community College System is that we give everyone the opportunity to learn and develop the right skills so lives and communities are strengthened.
http://www.vccs.edu/about/

C. Wytheville Community College Mission Statement

Wytheville Community College is dedicated to facilitating student success and fostering excellence through teaching while providing personal development, lifelong career growth, community leadership, economic advancement, and cultural enrichment.
https://www.wcc.vccs.edu/our-mission

D. Wytheville Community College Vision Statement

Leading with innovative accessible programs that meet the needs of our community and region, WCC is dedicated to achieving student success. As a forward-thinking institution, we provide exceptional learning opportunities within a supportive, inclusive, and collaborative environment that values the contributions of every student, employee, and stakeholder.

E. Wytheville Community College Statement of Values

We are dedicated to fostering learning and growth for our students, faculty, and staff. We believe in lifelong learning, the inherent worth and dignity of every individual and their right to work towards their full potential. https://www.wcc.vccs.edu/our-vision-values

Excellence
We are committed to excellence in teaching, learning, and service. We believe in accountability and leverage assessment to drive continuous improvement.

Community
We value our community. Internally and with our external partners, we uphold high standards of professionalism, respect, and collaboration. We recognize and appreciate each person's contributions as we work together to achieve our mission and vision. By partnering with our educational partners, business, industry, and civic leaders, we aim to enhance our community's economic vitality and are dedicated to offering cultural and personal enrichment opportunities for our residents.

Diversity
We value diversity in people and ideas and are committed to fostering an inclusive culture.

F. Program Discipline Offerings and Educational Programs

WCC has many degree and certificate offerings available. For a complete list, please see Programs of Study.

G. College Administration

Dr. Dean Sprinkle	President
Perry Hughes	Vice President of Workforce Development and Occupational Programs
David Dickens	Vice President of Finance and Administration
Dr. Sherry Phelan	Vice President of Instruction & Student Development
Ewell Vernon	Dean of Health Professions and Medical Services
Renee Thomas	Dean of Student Success and Academic Development
Vacant	Dean of Transfer Programs
Roland Hall	Dean of Workforce Development and Occupational Programs
Vicki Delp	Director of Institutional Effectiveness, Research, and Planning
Charlie Ruble	Director of Technology
Deanna Bradberry	Director of Institutional Advancement

H. Roster of Administrative Professionals

Denita Burnett	Office of the President
	Office of the Vice President & Student Development
Lisa Lowe	Office of Workforce Development and Continuing Education
Jennifer Groseclose	Office of the Vice President of Finance & Administration
Lindsey Harless	Office of Institutional Advancement
Sarah Ryan	Office of Transfer Programs
Jessica Phillips	WCC Crossroads
Carol Sheets	WCC Henderson
Zendell Harmon	WCC Information Desk

I. Organizational Structure

Wytheville Community College is organized in such a way as to allow the Office of Student Services, the academic programs within specific divisions, and business/industry training and community service through the Office of Workforce Development to support the college's mission in an appropriate manner (see WCC Organization Charts).

The college achieves its mission by providing student development programs for the enhancement of the academic, cultural, social, ethical, physical, and interpersonal development of students, by offering services in occupational/technical education, transfer

education, and developmental studies, and by offering continuing education and community service programs within the WCC service region.

II.   Faculty

A.   Teaching Faculty Responsibilities

VCCS Policy 3.5 Faculty Responsibilities addresses the four domains for all teaching faculty:
1. Teaching and assessing student learning
2. Scholarly and creative engagement
3. Institutional responsibility
4. Service

The major emphasis shall be on teaching, by working with students in classrooms, laboratories, individual conferences, and related activities to help the students develop their interests and abilities to the fullest capacity to become better persons, better workers, and better citizens. In addition, "faculty responsibilities include committee work, student activities, community activities, student advising and professional activities." (VCCS Policy 3.5)

Teaching Loads
VCCS Policy 3.5.7 Teaching Load states that faculty teaching loads during the academic year shall include such combinations of on- and off-campus, day, evening, distance learning, and weekend classes as the needs of the college require. Twelve-fifteen (12-15) credit hours and fifteen-twenty (15-20) contact hours per semester are required for all full-time faculty. For the purpose of workload calculations, every lecture hour shall equate to one (1) credit hour and one (1) contact hour, and every laboratory hour shall equate to one-half (1/2) credit hour and one (1) contact hour. When the number of credit hours falls below twelve (12) because of the number of laboratory hours involved, the number of contact hours should be increased to bring the teaching load to the minimum of twelve (12) credit hours (utilizing the standard of two (2) laboratory hours equal one (1) credit hour) or to a maximum of twenty-four (24) contact hours.

A faculty teaching load may also be adjusted by the college to take into consideration such factors as the use of instructional assistance, team teaching, the use of non-traditional instructional delivery systems, special assignments, and curriculum development. Curriculum development should be primarily for the development of a new program or new course in a program or new course in a program and/or the complete revision of an existing course or program. (VCCS Policy 3.5)

Teaching-load adjustments shall be expressed in terms of an equivalent teaching load for the purpose of computing a faculty member's total teaching load.

For the purpose of faculty workload, the following definitions shall apply (VCCS Policy 3.5.7.1):

1. Teaching Load – The portion of a faculty member's total workload directly associated with the delivery of instruction as provided the faculty member during a semester or academic term, an academic year, or a contractual period.
2. Credit Hour – 50 minutes of faculty instruction for a 15-week semester of 750 minutes of instruction.

3. Contact Hours – The number of hours faculty spend in direct student contact, per week, in a 15-week course, including lectures, laboratories, clinicals, seminars, supervised practice, or other similar instructional activities as prescribed by the course description in the college catalog. The total number of contact hours associated with a course of any length must be equal to the total number of contact hours associated with a 15-week course (VCCS Policy 5.3.0.1).

4. Workload – The sum of all workload credits associated with a faculty member's assigned responsibilities during a semester or academic term, an academic year, or a contractual period, including teaching load and released time for temporary administrative, professional, or other special assignment duties.

5. Workload Credits – For the purpose of workload calculations, one lecture hour shall equate to one workload credit and one contact hour; a laboratory hour or other non-lecture contact hour shall equate to one-half workload credit and one contact hour; every release time credit hour shall equate to one workload credit and 40 clock hours.

6. Lecture Hour – Equates to one credit hour and one contact hour.

7. Laboratory Hour – Equates to one-half credit hour and one contact hour.

8. Clinical Hour – Equates to one-half credit hour and one contact hour.

9. Reassigned Time – a portion of a faculty member's total workload expressed in workload credits and measured in clock hours that represents a temporary assignment of non-teaching administrative, professional or other special duties, calculated into the workload as one credit hour of reassigned time equals one workload credit and a total of 40 clock hours devoted to the assigned duties. (See VCCS Policy 3.5.4 Teaching Faculty Assigned Temporary Administrative/ Professional Duties).

10. Overload – A faculty member's workload that, for an academic year, is a) greater than 30 credit hours, b) greater than 40 contact hours, or c) greater than 30 workload credits –

whichever figure results in the greatest amount of overload credit hours. (See VCCS Policy 3.8.4 Teaching Overloads); or a faculty member's workload that, for a summer term, is a) greater than 10 credit hours or b) greater than 10 workload credits – whichever figure results in the greatest amount of overload credit hours.

B.   Institutional Responsibilities

Reassigned Time

Reassigned time (VCCS Policy 3.5.4): Regular nine- and twelve-month teaching faculty may be temporarily assigned non-teaching duties (released time) for administrative/professional activities of more than 50% of an individual's full-time teaching load for a maximum of two academic years by the college president. Faculty assigned more than 50% release time for non-teaching duties for more than two years must be classified as administrative faculty unless an extension beyond two years is approved by the Chancellor. The college shall maintain a record of all released time for audit purposes.

For each hour of reassigned time, one workload credit will be added to the faculty member's workload and a total of 40 clock hours will be devoted to the assigned duties. For accredited Health Professions programs reassigned time for Program Heads will be assigned based on individual program accreditation standards. When no program accreditation exists, reassigned time for Program Heads will be based on the following factors and will be adequate to meet college need:

1. Number of programs supervised/program development requiring needs assessment and application to the VCCS
2. Number of faculty, both full- and part-time
3. Additional leadership roles and any special assignments
4. Program student enrollment

All reassigned time must be approved by the appropriate Division Dean and the Vice President of Instruction and Student Development. Reassigned time will be noted on the Faculty Workload form and signed by the faculty member and his or her respective Dean prior to the start of the semester.
Additional Faculty Responsibilities

Additional institutional faculty responsibilities can also include committee work, student activities, community activities, student advising, and professional activities.

In addition to teaching effectiveness, faculty are expected to engage in and contribute toward the good of the college and its community. This requires that faculty members maintain current competence in their disciplines or specializations and that they share their expertise,

time and talents with the larger college community. Performances in this category will be measured not only by memberships or affiliation, but also by the quality of the contributions made by faculty members toward these endeavors. Please refer to VCCS Policy 3.5.5 Non-Instructional Activities and Contributions

Other Faculty Expectations

1. Faculty will be available for meetings on campus that are designated as "required" for faculty to physically attend.
2. Faculty will be given a Zoom option for meetings designated as required to attend but not required to be physically present.
3. Faculty will create an Appointment campaign two weeks prior of Early Registration students can sign up for courses in both Fall and Spring semesters.
    a) Faculty shall instruct their advisees to setup either an online advising appointment or an in-person advising appointment those two weeks during faculty availability times.

C.   Student Advising

VCCS Policy 3.5 Responsibilities of Teaching Faculty defines student advising as a faculty responsibility. To effectively serve students and promote success in individual courses and academic programs, all full-time faculty are assigned advisees. To promote academic success, persistence, and retention, faculty will implement proactive advising strategies to address students' scheduling needs, monitor advisee academic progress, manage early-alerts, implement interventions, and guide to effective resources.

D.   Student Engagement Hours

All full-time faculty members are required to establish a minimum of 10 hours per week to be available to work with students, per VCCS Policy 3.5.3 Student Engagement Hours At WCC, student engagement hours are broken down as

1. A minimum of three (3) hours of in-person student hours each week.
2. The remaining seven (7) student hours will be a combination of email, phone, Zoom, or in-person hours that are determined by each individual faculty and their respective Dean.
3. Student Hours will be posted to the faculty member's door no later than the first day of classes and communicated to students through Canvas and/or individual syllabi.

E.   Full-Time Faculty Personnel Files and Faculty Credentialing

The College is required to maintain a personnel file for each faculty member which is kept in the Office of Human Resources and contains at least the following information:

- Commonwealth of Virginia State Application
- Official transcripts from all colleges attended
- Credentials verification sheet completed by the appropriate dean or director
- Appropriate contract documentation

All faculty members should request official transcripts as quickly as possible after classes are arranged in order to assure that their file is complete and they will be paid in a timely fashion.

WCC adheres to VCCS Policy 3.2 Faculty Qualifications for Academic Rank to credential faculty to teach. Faculty credentials and rate of pay are documented on the VCCS-10 (Faculty Qualifications Summary) by the Division Dean and reviewed by the VP of Instruction and Student Development.

F.   Recruitment and Selection

WCC adheres to VCCS Policy 3.3 Recruitment and Selection. All new employees (full-time and adjunct teaching faculty, administrative/professional faculty, classified staff, and wage employees), and current employees who transfer into such positions as classified, administrative/professional, and teaching faculty positions will be required to obtain a satisfactory background check.

Some positions will require additional background investigation based upon the nature or importance of the position to the college and the community. All background check information should be completed prior to an offer of employment; however, an exception statement may be noted on the contract for employment, indicating conditional employment until a satisfactory background check has been completed.

Any information derived from a background check shall be maintained in the strictest confidence possible and retained in the Human Resource Office. Only essential personnel involved in the hiring process shall be informed, on a need-to-know basis, of the results of the background check.

G.   Teaching Faculty Evaluation Policy and Procedures

WCC complies with VCCS Policy 3.6 Faculty Evaluations. The WCC Full-Time Faculty Development and Evaluation Plan is provided in Section VIII.

H.   Student Evaluation of Instruction

Student evaluation of faculty will be conducted every semester. Faculty will receive a copy of the evaluation instrument(s) from the appropriate Dean. These results will be discussed with

the supervising academic dean each semester to guide each faculty member with developing and/or revising annual performance and professional development objectives.

I. Appointment and Reappointment

Please refer to the VCCS Policy 3.4 Faculty Appointment

J. Promotion of Faculty

All WCC faculty, both nine- and twelve-month, will be considered for promotion on the basis of the Virginia Community College System's normal minimum criteria for each faculty rank. Please refer to VCCS Policy 3.7 Faculty Promotions. Eligibility for promotion does not mean that an immediate supervisor should or would automatically recommend a faculty member for that distinction. The Division Dean will provide faculty with the current WCC procedure for promotion.

K. Faculty Grievance and Dispute Resolution

WCC adheres to the following VCCS policies VCCS Policy 3.12 Faculty Sanctions and VCCS Policy 3.13 Alternative Dispute Resolution and Grievance Procedures.

L. Professional Development

An engaged faculty is essential to accomplishing the Institutional mission of the College, maintaining content competencies, and achieving institutional goals. Every full-time faculty member will submit annual personal and professional development goals to their Division Dean as part of the evaluation process. Professional development activities should help the individual faculty member work toward improving teaching and learning and may include conferences, community activities, presentations, instructional activities (including graduate courses), and approved individual activities. Professional development is addressed in the WCC Full-Time Faculty Development and Evaluation Plan available from the Division Dean and also located in the "Faculty Share" folder on the network drive P: Global Share.

M. Outside Employment

VCCS Policy 3.8.8 allows for faculty to engage in outside employment as long as "it does not interfere with their work performance, or professional responsibilities to the college, or create a conflict of interest as specified on the State Conflict of Interest Policy." To ensure that outside work commitments are consistent with state policy, the WCC President must provide written approval. All requests for approval must be sent to the President annually, prior to the start of the contract period. A copy of the written approval by the President must be kept in the Human Resource personnel file.

N. **Additional VCCS Faculty Policies**

VCCS 3.1 Academic Rank, Special Positions, Administrative Titles
VCCS 3.2 Faculty Qualifications for Academic Rank
VCCS 3.9 Faculty Leave
VCCS 3.10 Educational Assistance and Continuous Learning Program
VCCS 3.11 Reduction in Staff for Faculty
VCCS 3.14 General Policies (all employees)

III.   ADJUNCT FACULTY

A.   **Adjunct Faculty Teaching Responsibility**

VCCS Policy 3.0.8 Categories of Employment categorizes adjunct faculty as "employed to teach less than a normal faculty load or to teach less than a full session on a semester by semester or summer term basis. The total workload includes credit hours taught at all VCCS colleges. Adjunct faculty workload is governed by the equivalent workload credit hour limits established in the Virginia Manpower Control Program, Section 4-7.0.1 of the Code of Virginia. The adjunct faculty contract contains no guarantee of continued employment."

Part-time faculty are categorized as those who teach in-person or online WCC courses, Dual Enrollment faculty teaching WCC courses at the high schools, and SSDL (Shared Services Distance Learning) faculty who are employed by the delivering institution and primarily teach online transfer courses. The primary responsibility of a part-time faculty member in the Virginia Community College System is to provide quality instruction for students. This objective is accomplished by working with students in classes, laboratories, individual conferences, and other related activities that will help them develop their interests and abilities to their fullest capacity.

Each faculty member is responsible for the appropriate preparation and delivery of subject matter to be taught, regular evaluation and feedback of student performance and progress, maintenance of accurate class rolls and attendance records, and the prompt submission of grades. Faculty members are expected to attend the scheduled adjunct faculty development sessions each year.

Adjunct (Total at all VCCS Colleges)	
Fall Semester	12 credit hours
Spring Semester	12 credit hours

Summer Semester	8 credit hours

B.   Adjunct Faculty Personnel Files

The college is required to maintain a personnel file for each adjunct faculty member and contains at least the following:

- Commonwealth of Virginia State Application
- Official transcript from all colleges attended
- Credentials verification sheet completed by the appropriate dean or director
- Appropriate contract documentation

All faculty members should request official transcripts as quickly as possible after classes are arranged in order to assure that they will be received in a timely fashion.

Once a file is complete, it will be sent to the Vice President of Instruction and Student Development office for final review and approval of credentials. Personnel files are kept in the Human Resources office.

C.   Appointment and Credentialing of Adjunct Faculty

Initial appointment of adjunct faculty is governed by VCCS Policy 3.2 Faculty Qualifications for Academic Rank and Explanation of Policy – Qualifications of Faculty

Adjunct faculty are limited to teaching no more than 12 credit hours per semester in Fall and Spring and 8 credit hours during the Summer Session.

Faculty credentials and rate of pay are documented on the VCCS-10 (Faculty Qualifications Summary) using the same standards as those applied for hiring full-time, nine-month faculty. The following procedures are used by the Division Dean to determine the entry-level salary within each academic rank:

- Determine academic rank based on teaching assignment and educational/occupational qualifications
- List minimum salary (as stated on current VCCS-18)
- Additional salary may be given for education, related occupational experience, and teaching experience beyond the minimum criteria.
- This salary equivalent is then converted to the equivalent adjunct rate.

D.   Adjunct Faculty Evaluation

WCC adheres to [VCCS Policy 3.6.2 Adjunct Faculty Growth and Evaluation](#).

Upon successful completion of "Initial Status" items and initial evaluation period, the faculty member will earn a "Good Standing" designation and evaluations will take place biennially. For each evaluation period, adjunct faculty members must:

- Complete at least one professional development activity annually;
- Complete one classroom observation process;
- Receive written evaluation by a college's designee

Once a 'Good Standing' status timeline begins, the specified length of time will be in place regardless of continued or intermittent contract awards. Adjunct faculty members whose break in contractual service results in a "new hire" status shall return to Initial Status.

Adjunct faculty evaluations will be conducted by the Program Head or Division Dean. Additional information about the evaluation process may be obtained from the Division Dean.

E.   Student Evaluation of Instruction

Student evaluation of adjunct faculty will be conducted every semester. Faculty will receive a copy of the evaluation instrument(s) from the Division Dean. Re-employment is based on, among other criteria, evaluation results. The Deans, in consultation with the Site Coordinators and/or other appropriate college staff members, are responsible for recommending re-employment.

F.   Student Engagement Hours

A minimum of one student hour outside of class per class taught must be scheduled each week to assist students. Adjunct faculty should announce these hours at the beginning of the semester and should provide the appropriate Dean, Site Coordinator and/or Evening Administrator a copy of this schedule. A location for student consultation will be arranged when needed. Adjunct office assignments, when needed, are made through the appropriate Dean.

G.   Promotion of Adjunct Faculty

Eligibility for promotion of adjunct faculty is governed by [VCCS Policy 3.2 Faculty Qualifications for Academic Rank](#) and [Explanation of Policy – Qualifications of Faculty](#)

The minimum criteria established for promotion to a higher rank are outlined on the VCCS-29 in terms of academic credentials (degrees, hours in field, etc.) and professional experience. However, many adjunct faculty are not teachers or instructors by profession and it is difficult for them to meet "Teaching Experience" requirements even though they have substantial teaching experience at WCC. "Teaching Experience" requirements have been understood to mean full-time teaching experience; therefore, some adjunct faculty may never be eligible for promotion. The following is established for these faculty members:

For consideration for promotion of adjunct faculty, and for purposes of meeting minimum teaching experience criteria, thirty (30) semester credits of adjunct teaching will be equivalent to one year of teaching experience. Adjunct teaching experience may not be considered in meeting hiring criteria if the adjunct faculty accepts a full-time appointment.

Adjunct faculty who are eligible for promotion will be recommended to the Vice President of Instruction and Student Development using the Eligibility for Promotion Form. It is the responsibility of the adjunct faculty to request a review of eligibility by their Division Dean.

IV.   COURSE INFORMATION

A.   Course Syllabus

A course syllabus, to be submitted to the Division Dean, is required for each course offered by the College. Course syllabi are developed by full-time faculty from a template for use by both the adjunct faculty and dual enrollment faculty. It is the policy of the Wytheville Community College (WCC) to require all teaching faculty, including adjunct and dual enrollment instructors, to use the standardized WCC Syllabus template.

Dual Enrollment Instructors

The Dual Enrollment Coordinator, Lead Faculty member, or Program Head distributes the dual enrollment syllabus template to the dual enrollment instructor teaching the WCC Dual Enrollment Course(s). The dual enrollment instructor completes the course syllabus by inserting the appropriate content into the WCC Dual Enrollment Syllabus Template and submitting the syllabus to the Lead Faculty/Program Head for review, feedback, and approval. Once the syllabus is approved at that level, the Lead Faculty Member/Program Head also updates the Shared Divisional Google Doc indicating the syllabus as approved. Syllabi that do not meet college policy are returned to the dual enrollment instructor for requested revisions. The appropriate Division Dean ensures that all syllabi are submitted and approved by the Lead Faculty/Program Head and documents final approval of the syllabus. The Dual Enrollment Coordinator ensures that any syllabi not submitted in a timely manner are collected and forwarded to Lead Faculty/Program Head for review.

Adjunct Instructors

The discipline Lead Faculty/Program Head distributes the college syllabus template to the adjunct instructor teaching the course. The instructor completes the course syllabus by inserting the appropriate content into the WCC Syllabus Template and submitting the syllabus to the Lead Faculty/Program Head for review, feedback, and approval. Once the syllabus is approved at this level, the Lead Faculty/Program Head uploads the syllabus into the college syllabus database. Syllabi that do not meet college policy are returned to the adjunct instructor for requested revisions. The appropriate Division Dean ensures that all syllabi are submitted and approved by the Lead Faculty/Program Head and documents final approval of the syllabus. The Lead Faculty/Program Head ensures that any syllabi not submitted in a timely manner are collected and forwarded for review.

In order to ensure course consistency, these templates will be used by adjunct faculty and dual enrollment faculty for all sections of the course. (Deans keep a file of course syllabi for each course offered in their division).

The following elements are included in each course syllabus template:
1. Course title and number
2. Faculty member's name, contact information and office hours
3. Textbook, ISBN number, and Materials
4. Course objectives
5. Methods of Evaluations of SLO's
6. Table of Student Resource links
7. Course content in outline form
8. Course requirements, i.e., papers, exams, special projects
9. Grading scale and information

Adjunct faculty may add additional elements to their syllabi, but no elements from the syllabus should be deleted. The current syllabus template can be found in the "Faculty Share" folder in the Global Share P: drive.

B.   Class Meeting Times

Every scheduled class is to be held, including the final examination, for the full scheduled number of minutes in the assigned room. If a change in classrooms is required, the instructor should contact the appropriate Division Dean for authorization and logistical support. In those rare instances when it is necessary to dismiss a class early, permission must be obtained from the instructor's supervisor in advance of the date of early dismissal.

C. **Textbook and Other Required Materials**

Requests to order textbooks should be submitted by the Instructor through the Follett online textbook request system or textbook adoption requests can be submitted via email to Kathy Wright (current Course Materials Manager) at kw@follett.com. Adjunct faculty should communicate any needed textbook orders with the assigned lead faculty member or program head.

Date Request Due (may vary, contact Bookstore for more information)
Fall – April 15
Spring – October 15
Summer – March 15

This schedule will allow time for books to be ordered and delivered by the time needed. Early submittal of textbook request enables the bookstore to better utilize their book buyback program.

Instructors should be realistic in the number of textbooks requested. The average cost of a new book is about $200; however, many cost much more. Faculty who need to make a change in a required textbook must notify the bookstore as well as the division office. Reimbursement of shipping charges and/or restocking fee will apply if a change is made concerning a book already ordered by the bookstore per the instructor's request.

The normal expectation for textbook use in a course is at least two years. Some textbooks may be available via the Textbook Rental Program, or as a used book or in digital format (e-book). If a typical new text costs $200, a typical used text will cost $150, at typical digital e-book will cost $60, and a typical rental will cost $70.

Follett's rental program brings a lot of flexibility and choice to students and parents so they can decide how, when, and where they want to buy their books. The Rent-A-Text program is designated to be available in store and online with in-store pick-up. Students will have the freedom to highlight and take notes all within the normal wear.

Students will have the choice to buy their textbook at the end of the term if they want to keep the book.

D. **Class Admission**

Proper registration must be accomplished prior to the last day to add a class. If there is a question regarding a student's registration, the instructor may request to see a copy of the receipt documenting tuition payment.

E.   Attendance

Students are responsible for their own learning and are expected to attend class. Missing class compromises learning. If the number of student absences EXCEEDS twice the number of weekly meetings of the class, the student may be withdrawn under the terms of the Instructor-Initiated Withdrawal policy; however, faculty are expected to have communicated with students via the early alert system before withdrawing students from class. A note should be placed in the system to document attempt(s) to notify students.

All students who received financial aid are awarded that aid based on (among other things) course credit load. If that load changes (student is withdrawn from class or received an "F" or "U" as a result of nonattendance), the student's financial aid award must be adjusted accordingly and the excess money returned. College policy regarding this issue is:

1.   Instructor <u>must</u> keep attendance records.

2.   Students who have registered but have never attended class by the last day of drop/add (first 2 weeks of class meetings) must be withdrawn and reported to the Admissions Office. The reporting should be done by the end of the week following the last day of drop/add.

3.   For the remainder of the semester, each faculty <u>must</u> review attendance records regularly and fill out a withdrawal form when the number of absences and course grade warrants withdrawal for nonattendance (see above). List the last date of attendance on the form. The faculty must submit the form to the Admissions Office within 5 days after determining the student should be withdrawn.

4.   Faculty who teach distance education courses use the last date an assignment was turned in, or the last date that the student accessed course materials (whichever is most recent), as the last date of attendance. Also, distance education faculty should have some indicator during the first two weeks to prove that students "attended class" and plan to begin or stay in the class, i.e., accessed course materials and produced an introductory letter, etc.

Any student wishing to file a complaint will need to follow the instructions located on the Student Complaints and Grievances page on the WCC website.

F.   Student Conduct

Information about the Student Code of Conduct can be found in the Student Handbook and on the college website.

G.   Faculty and Staff Role in Student Behavior Issues

If and when an individual from the faculty or staff is faced with student disruptive behavior, especially in a classroom setting, that individual may respond to the behavior in one or more of several levels.

Level One
Try to manage the disruptive behavior directly. Faculty members, for example, can manage minor disruptive classroom behavior such as excessive talking or inappropriate use of cell phones without the need for assistance or without the need to initiate disciplinary action. For most minor types of disruptive behavior, individual response is all that is needed.

Level Two
When efforts to manage disruptive behavior (Level One) are not successful or when disruptive behaviors appear to be out of hand, individuals from the faculty and staff should seek assistance from a supervisor or another appropriate individual.

Seek assistance from:

On-Campus/Day	Supervisor/Division Dean, or Dean of Student Success and Academic Development; Vice President of Instruction and Student Development, or Vice President of Finance and Administration
On-Campus/Night	Police Officer/Security Officer on Duty/Campus Police
External location Classes	External Location Support Specialist (Staff) on duty
Other Sites	Site Facilities Specialist (Staff)

Level Three
If a student's disruptive behavior appears to be threatening to self or others, the individual should immediately seek assistance from Campus Police and/or 911. After such notification, the person reporting the disruptive behavior should notify his/her supervisor or a President's Cabinet member.

Student Disciplinary Action
Disruptive students may be subject to disciplinary action by the College. Examples of conduct for which a student may be subject to disciplinary action are listed in the Student Code of Conduct. Any member of the College community, including members of the faculty and staff, can initiate disciplinary action. Faculty and staff may wish to consult with their supervisors or other responsible college personnel about which individual should initiate the disciplinary process.

H.   **Academic Freedom**

[VCCS Policy 3.5.6 Academic Freedom and Responsibility](#) outlines Academic Freedom and Responsibilities.

I.   **Intellectual Property**

Please see [VCCS Policy Section 12 Intellectual Property](#) for additional information on Intellectual Property.

J.   **Field Trips**

The instructional philosophy of Wytheville Community College supports the integration of classroom, laboratory, and field experiences in the belief that relevant education is good education. Therefore, selected learning experiences may be provided at a site other than the campus.

Transportation of students to and from the College and such sites in college vehicles must be scheduled and approved in advance, in writing, through the appropriate administrator.

All trips related to student activities should be cleared through the Dean of Student Success and Academic Development Office. Expenses for student activities trips may be paid out of student activity funds in accordance with official policies and procedures established to govern the express expenditure of these funds. Trip sponsors should have each participant complete the Student Travel Assumption of Risk and Student Assumption of Risk forms, which can be obtained from Global Share P: drive in the Faculty Share folder, Student Forms folder. A copy of each completed form should be kept with any permanent records for that event, as well as a copy submitted to the Dean of Student Success and Academic Development.

V.   Grading

A.   **Grading System**

Please refer to [VCCS Policy 5.6 Academic Policies](#). Grades of A, B, C, D, P, and S are passing grades. Grades of F and U are failing grades. These, along with the R, I, X, and W grades are given more detailed explanation in the [WCC Student Handbook](#). Normally, if a student transfers to a four-year college or university, only grades of A, B, and C will be accepted for credit in courses equivalent to those offered at the four-year college or university. In addition, only grades of A, B, or C will transfer between VCCS community college.

The recommended numerical range of each letter grade is as follows:

> A – 91-100
> B – 81-90
> C – 71-80
> D – 61-70
> F – 60 or below
> I – Incomplete
> W – Withdraw

Instructors are not required to follow this recommended scale; however, if an instructor plans to deviate from this range, students must be informed in the syllabus of the intended scale at the beginning of the term.

Final grades must be posted to the SIS web site no later than the due date at the end of the term, as published in the official academic calendar.

B. **Grade Reports**

Students can access their grades online via MyWCC in the Student Information System (SIS) tile. Grade reports are not mailed to students.

C. **Pass/Fail Policy**

P – (Pass) No grade point credit; applies only to non-Developmental Studies courses.

R – (Re-Enroll) No grade credit (indicates additional time is needed to complete the Developmental course).

S – (Satisfactory) No grade point credit, applies only to Developmental Studies courses.

U – (Unsatisfactory) No grade point credit; applies to Developmental Studies courses and courses with P/U option.

W – (Withdrawal) No credit. Student withdrawal from a course without academic penalty may be made within the first 60% of a semester and the student will receive a grade of "W." After that time, the student will receive a grade of "F," except in rare, documented circumstances. A copy of this documentation must be placed in the student's academic file.

X – (Audit) No credit (permission of the instructor and Division Dean is required to audit a class).

The grade point average (G.P.A.) is determined by dividing the total number of grade points earned in courses by the total number of credits attempted.

D.   Student Non-Attendance Policy

A student who has not attended any classes during the add/drop period will be dropped and deleted from the course.

E.   Auditing a Course

A student may, under certain circumstances, register to "audit" a course. One who audits a course attends classes, but is not required to take examinations and, therefore, receives no credit. To register as an audit student, one must get permission from the instructor and the Division Dean and pay the normal tuition for the course. Students are allowed to audit courses only on a space-available basis and with reasons acceptable to the instructor and Division Dean.

An example of an acceptable reason would be to improve the student's background in a course he/she has taken previously but from which he/she does not feel adequately prepared to undertake an advanced course.

Audit is not a right and will be permitted only when it is clear that the decision is in the best interest of the student auditing, other students, and the College. Since audited courses carry no credit, they do not count as a part of the student's course load nor are they eligible for financial aid. A student who registers to audit a course but then decides to take it for credit must change his/her registration by the last day to drop a course and receive a tuition refund. Changes from credit to audit must be made by the last day to drop a course and receive a tuition refund.

F.   Incomplete Grade

The "I" grade is to be used only for verifiable unavoidable reasons that a student is unable to complete a course within the normal course time. To be eligible to receive an "I" grade, the student must (1) have satisfactorily completed more than 60% of the course requirements and attendance and (2) must request the faculty member to assign the "I" grade and indicate why it is warranted. The faculty member has the discretion to decide whether the "I" grade will be awarded, and since the "incomplete" extends enrollment in a course, consultation between the faculty member and the student is required.

In assigning the "I" grade, the faculty member must complete documentation that (1) states the reason for assigning the grade; (2) specifies the work to be completed and indicates its percentage in relation to the total work of the course; (3) specified the date by which the

work must be completed; and (4) identifies the default (B, C, D, F, P, R, or U) based upon course work already completed. Completion dates may not be set beyond the subsequent semester (to include summer term) without written approval of the chief academic officer of the campus. The student will be provided a copy of the documentation.

Upon completion of the work, a Change of Grade Form should be sent by the instructor to the Registrar's Office and copied to the Division Dean.

All "I" grades that have not been changed by the faculty member through the normal grade change processes are subsequently changed to the default grade assigned by the faculty member. An "I" grade will be changed to a "W" only under documented mitigating circumstances which must be approved by the Vice President of Instruction and Student Development.

Faculty members are further reminded that students may withdraw from a course without academic penalty and receive a "W" during the first nine weeks after the beginning of the semester (for regular session). After that time, the student will receive a grade of "F' except under mitigating circumstances that must be documented. A copy of the documentation must be placed in the student's academic file. This written documentation must be received in the Admissions Office before the deadline to turn in grades. The "W" grades for all students who withdraw after the nine-week period and who do not have the proper documentation, will be automatically changed to an "F" grade.

The assignment of grades is the responsibility of the instructor.

H.   **Student Withdrawals**

Students may withdraw from a course without academic penalty during the first 60% of that course's term and receive a grade of "W." For a standard 15-week academic term, a student may withdraw within the first nine weeks after the beginning of the semester. The latest date that a student can withdraw from a class is called "last date to withdraw without academic penalty." After this date, the student who withdraws will receive a grade of "F" or "U" (for Developmental courses) except under mitigating circumstances. Late withdrawals involving mitigating circumstances must be documented and approved by the Division Dean and a copy of the approval and documentation must be placed in the student's academic file. A student may also receive a grade of "W" through the Instructor Initiated Withdrawal Policy.

A student may not receive a "W" grade unless that student has completed the withdrawal process or a faculty member has withdrawn him/her through the Instructor Initiated Withdrawal Policy. Consequently, faculty members should not assign a "W" grade when completing the grade roster at the end of a class.

I. **Instructor-Initiated Student Withdrawal Policy**

An instructor may withdraw a student from a course without academic penalty ("W" grade) during the withdrawal period for that course when the following conditions are met:

a. The number of student absences equals twice the number of weekly meetings of the class, and

b. The student grade at the time of the absence is "D," "F," or "U."

Any student who meets the conditions described above may be withdrawn after the last date to drop (usually 14 calendar days in a normal session) and during the first 60% of an academic term/session. The student may appeal the withdrawal to the instructor. The instructor's decision to reinstate or not will be based on the circumstances and the student's status in the class.

J. **Final Examinations**

It is the policy of the College that final examinations are required in all courses except those that are skill/competency-based (specific psychomotor skill levels to be achieved) and courses where the final examination and the completion of the course may occur at any time during the semester.

All students will be expected to take examinations at the regularly scheduled times. No exceptions shall be made without the permission of the Vice President of Instruction and Student Development or another appropriate academic administrator and the instructor of the course.

Faculty members may exercise the option of waiving a final examination providing the student has an "A" average just prior to exam time (within one week of the end of the classes and after the last major test), the final examination is not a major part (more than 25%) of the student's course grade, and providing that this option is a part of the faculty member's course evaluation plan provided at the beginning of the semester.

K. **Posting of Grades by Faculty**

The public posting of grades is prohibited, due to FERPA regulations.

L. **Independent Studies**

Definition: An independent study is a course that meets the following criteria:
- Offered outside of the traditional constraints of a scheduled day, hour, and classroom;
- Has an enrollment of 5 or fewer; and

- Would otherwise be cancelled by the Division Dean/Administrators

The procedure for offering an independent study is as follows:
- An Independent Study course will be offered only in extenuating circumstances
- An Independent Study course must be approved by the participating faculty and the appropriate Division Dean. Approval must be in writing on the registration form.
- An agreement form outlining the conditions and requirements of the course must be filed in the appropriate Division Dean's office. The agreement must be filed by the end of the "add" period for that course. It is understood that the course content, the material covered, and the evaluation requirement should be comparable to the traditionally scheduled class.

L.   Academic Records

The retention and disposal of student records is governed by Virginia Community College System policy. The student's academic file is retained for three years after the date of separation from the college. The student's academic file is retained for three years after the date of separation from the college. The student's permanent record (transcript) is the only official document of a student's academic history and is retained permanently.

VI.   STUDENT SUCCESS AND SUPPORT

A.   EAB Navigate

WCC student success management system links students and the services such as tutoring, faculty advising, Project AIM advising and Student Services of the 1 Stop. These services are designed to support WCC students in attaining their educational goals through easy access to faculty and staff.

B.   Early Alert

During the third week of the standard fifteen-week semester, instructors will utilize the Navigate system to report all students earning below a "C" grade. *Note: The timeframe differs for the various summer terms and for courses that do not follow the traditional fifteen-week semester schedule.*

Faculty advisors, counselors, and students will receive these reports via email and advisors will schedule meetings with their advisees to discuss students' academic standings.

Faculty should contact those students who are having difficulty (including those with excessive absences) for a conference and offer their best advice and help. Faculty should try

to do everything possible to assist students who are having problems in classes early in the semester.

Early alerts can be raised at any point in the semester to alert a student and his/her advisor to any difficulty the student may be having in the course, such as attendance concerns, test success, failure to submit assignments on time, etc. When an alert is raised, the student, the student's advisor, and any persons associated with the student's academic performance. (Project Aim counselors, etc.) will receive a copy of the email. Academic advisors should contact students who have had an alert raised to discuss how best for the student to proceed to ensure academic success.

C.   Club Sponsorship

Faculty or staff members may act as sponsors for student organizations or clubs. Student club or organization sponsors have the following responsibilities:

1. Have a thorough knowledge of the nature and objectives of the organization.
2. Express belief and enthusiasm for the sponsored club and its mission.
3. Be willing and make efforts to attend all meetings of the club, along with meetings of club committees.
4. Enforce cooperation and teamwork between the organization and the advisor(s).
5. Serve as a general resource for the club by enforcing college policies and procedures within the club or all planned activities.
6. Develop a successful line of communication with the Student Activities Coordinator and the Dean of Student Success and Academic Development with all club activities and operations.
7. Report any issues, problems, concerns, or suggestions that arise within the club to the Student Activities Coordinator.
8. Initiate and encourage student input, leadership, and participation in all club activities and functions.
9. Serve as a constructive listener and critic for students in order to meet all goals and objectives of the organization.
10. Assist with the setup and logistics of planned meetings and activities.
11. Encourage club members to increase awareness of club activities through the services of the Public Information Office and Student Services.
12. Keep accurate records of club activities, such as meeting agendas, minutes, club activities, budget expenditures, etc.
13. Oversee club fundraising activities, cash collection and verification, preparing deposits, and submitting to the WCC Business Office.
14. Organize, arrange, and meet all travel and expenditure requirements set forth by the college for club activities involving travel.

15. Complete the Student Club/Organization Information Form and Budget Request Form by the end of the Spring Semester in order to receive continued funding.

D.   Learning Resource Center

The LRC, which houses the library, is open Monday through Friday and on Saturday during regular sessions. Please see Hours of Operation on the LRC webpage.

All persons desiring to check out materials from the LRC are required to have a special identification card which carries a barcode. Identification cards are available in the 1 Stop Student Services Center in Bland Hall.

E.   Library Services

Library staff are available to assist students in searching for materials to complete projects. Librarians can provide students with assistance in critically evaluating sources for relevance and objectivity. The LRC staff is available to assist with both print and online searches for materials. Electronic resources can be assessed through both VCCS and VIVA (Virtual of Library of Virginia) services. Please contact the Library staff at 276-223-4743 for assistance.

The materials in the library include print, non-print, and electronic media. Faculty members may check out books and audio-visual materials for two weeks. These materials may be renewed for two weeks if a hold has not been placed on them.

Requests for materials to be placed on reserve should be made at least two days prior to the assignment. Personal copies of books or other materials put on reserve by faculty will be protected and circulated as library holdings, but risk of loss or damage will be assumed by those placing materials on reserve.

Varied resources and services are available in the library. Faculty members are encouraged to avail themselves of these services and to request assistance of the library staff at any time. Faculty members are encouraged to participate in book selection, particularly in their area of specialization, in order to maintain an updated collection. Instruction in the use of the LRC materials and equipment is available upon request. These services will be provided either in the classroom or in the library itself.

Interlibrary loan services are available to faculty members wishing to obtain materials that are not in the WCC collection.

Library services and resources are available online through the Library/Learning Resource Center (LRC) webpage on the college website. The library's catalog may be accessed, as well as numerous electronic databases which support many subject areas. To access the licensed

databases, students and faculty must follow the instructions for remote access on the homepage. Inquiries regarding library services and resources may be referred to the library staff at 276-223-4743.

Faculty members teaching in external locations are encouraged to discuss their needs with the Library Coordinator (Smyth Hall, telephone 276-223-4744).

F.   **Instructional Technology and Audio-Visual Services on Campus**

See the Information Technology and Audio-Visual Services webpage on the college website for more information about services and assistance.

G.   **Program Publicity**

Publicizing a program is an important part of ensuring its success. Individuals wishing to be involved with marketing of specific programs must work through and with the Wytheville Community College Public Information Office (276-223-4880).

H.   **College Email**

All full-time and adjunct faculty must use a college-assigned or VCCS-assigned email address for all student communications in order for the college to comply with Federal FERPA guidelines. Reminder of deadlines and other information from the college will be sent to your official college-assigned or VCCS-assigned email addresses. Please check this address frequently.

I.   **Copyright Guidelines**

All college employees are expected to obey the United States copyright laws in their use of print and audio-visual materials and electronic media. Illegal copies of copyrighted programs may not be made or used on equipment owned by the college. The legal protection of the college or the VCCS will not extend to employees who violate copyright laws. Employees should consult the learning resources staff for guidance as to the applicability of the copyright laws and education--fair use in specific circumstances.

J.   **1 Stop Service Center**

The 1 Stop Student Services Center includes Advisors, Admissions, Testing, Tutoring, Financial Aid, and Student IDs and is available to students who need other help with their academic studies. The 1 Stop Student Services Center is staffed by peer-tutors who are available to work with each student on an individual basis or in small groups to help students become more proficient in their academic areas. Computers are available in the Library for student use.

The 1 Stop Student Services Center offers a variety of materials designed to assist students in making academic and career choices that affect future employment. Materials range from printed material to audio-visual sources; from job listings to resume preparation materials.

In addition, students will find a wide range of computerized interest inventories which may be administered and interpreted by a counselor at no cost to students. There is also a testing center in the 1 Stop Student Services Center.

K.   **Computer Support**

See the Information Technology and Audio-Visual Services webpage on the college website for more information about services and assistance.

L.   **Students with Learning Disabilities**

Information about students with learning disabilities is detailed on the Disability Services page of the WCC website.

M.   **Policy for Accident or Illness**

First Aid (On campus)
The college does not provide medical services on campus. The college is equipped with AED's (defibrillators) on each floor of every building. Please be aware of the location of these units in case of an emergency. The college provides training on these units during in-service or upon request.

Emergency
For all emergencies, dial 911, and immediately notify Campus Police (276) 223-4713.

To report a crime or emergency on the **Wytheville campus**, the College Police Department can be contacted at (276) 223-4713, by the department's cell phone at (276) 631-0131, or in an emergency dial 9-1-1. If calling from any college VoIP phone, dial 56-4713 to reach the Police Officer on duty. Non-emergency reports can also be submitted online here.

To report a crime or emergency at the **WCC Crossroads Institute** location, contact the Officer on duty at (276) 744-4986, by the Department's cell phone at (276) 235-4009, or in an emergency dial 9-1-1. If calling from any college VoIP phone, dial 57-4986 to reach the Police Officer on duty.

To report a crime or emergency at the **WCC Henderson** or **WCC WEST** locations contact the Marion Police Department at (276) 783-8145, or in an emergency dial 9-1-1.

Employees and work-study students are required to file an accident report form with the Human Resources Office or Campus Police immediately after an accident. Students are required to contact the Student Services Office.

N.   Violence and Weapons Policy

Wytheville Community College prohibits threats and acts of violence on college property, within college facilities, at any college-sponsored event; while engaged in college business, educational, or athletic activities, and while traveling in state vehicles. More information on WCC's policy on violence and weapons can be found the [Police Department and Campus Security](#) webpage.

VII.   LOGISTICS

A.   Supplies and Equipment Requisition of Purchase

All requests from faculty for supplies or equipment purchases should be coordinated through the appropriate Dean.

B.   College Emergency and Event Procedures

The College has developed and printed procedures for a variety of emergency events. Each classroom and office on campus and at off campus sites has the following procedures in the event of a college emergency.

1. Emergency Evacuation
2. Emergency Procedures for an Active Shooter Threat
3. Shelter-in-Place Procedure
4. Tornado Shelter Procedure

All employees are expected to know the location of these printed procedures in this work area (classrooms and offices) and to follow the appropriate procedures in the event of a college emergency.

C.   Parking Regulations

WCC provides open, on-campus parking facilities for faculty, administration, staff, and students. All are free to park in any space EXCEPT those spaces which are specifically reserved (for example, Handicapped, Hybrid Vehicle, or Visitor). Cars that are improperly parked are subject to towing at the owner's expense.

For safety reasons, there will be absolutely NO parking allowed along the roadway leading into the college from East Main Street. Everyone should park in designated parking areas.

Please check with External Location Specialists (Staff) concerning parking regulations at off-sites.

D.   **Inclement Weather and Delayed Schedule**

The college inclement weather schedule and related information is posted on the [Inclement Weather Delayed Schedule](#) webpage.

E.   **Use of Tobacco Products**

Smoking is defined as any product or apparatus (such as an electronic or e-cigarette) that emits smoke or is designed to simulate smoking cigarettes or any other tobacco product. At this time, smoking is allowed in certain designated areas. In situations where there is no designated area, the smoker should be 25 feet from the closest building. The use of tobacco products is not permitted inside any WCC building including the WCC Crossroads Institute, WCC Henderson, and WCC WEST, and no tobacco products are allowed in any of the classrooms at external locations.

F.   **Use of College Bulletin Boards**

The College bulletin boards are available to promote College events and to provide information of interest to college students and staff. To ensure that items posted on the bulletin boards are relevant and current, notices should be stamped in Student Services and marked with the date of posting. Persons hanging notices should remove them after announced events are completed or within 30 days to ensure that items on college bulletin boards are timely.

College bulletin boards should not be used to promote commercial enterprises or other activities unrelated to the College, its students, or staff.

For safety and cosmetic reasons, posters and announcements should not be hung on walls, doors or windows.

G.   **Where to Find Assistance**

The following are suggested places to seek answers and/or solutions:

Technology	IT/Audio-Visual Services	(276) 223-4835
Class rosters	Admissions and Records	Ext. 56-4701
Contracts	Division Dean/Human Resources	HR Ext. 56-4869
Counseling services	Student Services	Ext. 56-4758

Copies	Division Support Staff	
HR/Payroll	Payroll Office	Ext. 56-4870
Library Materials	Librarian	Ext. 56-4742
Non-attending students	Admissions and Records	Ext. 56-4701
Paychecks	Payroll Office	Ext. 56-4870
Purchases	Division Dean	
Students not on roster	Admissions and Records	Ext. 56-4701
Supplies	Central Receiving	Ext.56- 4768
Textbook orders	Division Dean/Bookstore	
Tutoring services	1 Stop Student Services Center	Ext. 56-4825

For additional assistance, contact the Division Dean.

VII. Distance Education

A. Overview

Distance education at Wytheville Community College includes instruction delivered when faculty and students are separated by time and/or location. These flexible learning formats support the College's mission to provide equitable access to high-quality education. Courses may be offered in fully online, hybrid, or synchronous remote formats.

B. Instructional Modalities

Wytheville Community College offers in-person, hybrid, online, and Hyflex courses to fulfill the needs of full-time and part-time students.

- In-person classes are available on campus in Wytheville or at WCC at Crossroads in Galax and at WCC at the Henderson in Marion.
- Hybrid courses often consist of a small number of in-person meetings with the majority of student participation and learning occurring online.
- Online courses allow students to access robust resources and complete coursework using a customized learning management system (LMS).
- Hyflex courses allow students to participate in-person or remotely in real-time to best accommodate their needs and situations. Hyflex courses utilize the latest learning

technologies to provide multimedia content and interactivity to all participants regardless of their locations.

Upon the start of a hybrid, online, Hyflex courses, the student is provided with appropriate materials and communication which may include: course outline/syllabus, assignment schedule, and assessments via the VCCS learning management and email systems. These statewide systems are designed to provide a high level of security to ensure student privacy and course integrity.

C. Faculty Responsibilities

Faculty members teaching in any distance format are expected to:

Complete Required Training: Instructors must successfully complete the College's distance education training or equivalent VCCS-approved training before teaching online or hybrid courses.

Use Canvas Consistently: All instructional materials, assessments, communications, and grading must be managed through Canvas. Each course must include:

- o A detailed syllabus, using the syllabus template
- o Weekly learning modules
- o Clear learning outcomes
- o Accessible content
- o Updated gradebook and timely feedback

Engage in Regular and Substantive Interaction (RSI): Faculty must proactively communicate with students throughout the term, as defined in federal regulations (34 CFR § 600.2). RSI includes initiating contact, providing feedback, moderating discussions, and holding virtual office hours.

Support Academic Integrity: Faculty should use Canvas tools such as plagiarism detection (e.g., Turnitin or Similarity Reports) and design authentic assessments that promote integrity.

Ensure Accessibility: All course materials must meet ADA and Section 508 accessibility standards. This includes properly formatted documents, captioned videos, and screen-reader-friendly content.

D. Course Design and Review

As part of our commitment to continuous improvement and high-quality online instruction, the college utilizes a standardized VCCS rubric to conduct regular reviews of online courses. These reviews are designed to support faculty in the development and delivery of engaging, accessible, and pedagogically sound online learning experiences.

It is important to emphasize that the course review process is formative and collaborative in nature, and it is not connected to faculty performance evaluations. The primary goals are to:

- Provide constructive, rubric-based feedback to support course design enhancements.
- Ensure alignment with institutional standards for learning outcomes, student engagement, assessment practices, accessibility, and RSI.
- Faculty receive feedback and may be asked to revise components prior to approval for delivery.
- Courses may be scheduled for periodic reevaluation (e.g., every 3–5 years) to ensure ongoing relevance and effectiveness.

Reviews are typically conducted by trained peers. Faculty are encouraged to view this process as an opportunity for professional growth and innovation in their teaching practice.

Participation in the review process may be prompted by new course development, major course revisions, or routine quality assurance cycles. Feedback from the review is shared directly with the course instructor and is intended solely for developmental use.

E. **Faculty Support Resources**

Faculty teaching in Canvas have access to:

- **Course Design Assistance:** Assist with course planning, design reviews, and applying best practices in online pedagogy.
- **Canvas Help:** Technical support for LMS troubleshooting.
- **Professional Development:** Regular workshops and self-paced training on RSI, accessibility, course design, and instructional tools.

F. **Student Support in Canvas**

Faculty should be familiar with and refer students to the following services:

- 24/7 Canvas support (via chat or phone).
- Online tutoring and writing assistance.
- Virtual library services and research help.
- Technical assistance for Canvas and related software.

Full-time Teaching Faculty Development, Evaluation and Recognition Plan

Updated September 2025

BACKGROUND AND PURPOSE

In 2013, a new Full-time Teaching Faculty Development and Evaluation Plan was implemented across the Virginia Community College System (VCCS). At that time, this model plan was developed at the system level, and colleges were given the option to adopt the model plan as written or implement a modified version with approval from a majority of their teaching faculty and the VCCS. This guided faculty development and evaluation efforts for many years.

In Fall 2023, then-Senior Vice Chancellor for Academic and Workforce Programs, Dr. Sharon Morrissey, asked a group of academic leaders to address one of the key objectives in the VCCS Strategic Plan, *Opportunity 2027*:

> *"Review and revise the faculty evaluation process so that it incorporates measurable SMART goals, encourages faculty ownership and accountability, inspires high performance, and includes feedback that supports faculty development and growth."*

In response to this charge, a workgroup convened in January 2024 to revisit and revise the system. (See Appendix A for membership.) Two subgroups were formed to focus specifically on: (1) clarifying the faculty performance domains and (2) enhancing reward and recognition mechanisms.

The workgroup did not recommend major structural changes to the foundational components of the original model plan. Instead, the revisions focused on clarifying expectations, strengthening alignment with current strategic priorities, and improving consistency across the system. These refinements are reflected in this revised system Faculty Development, Evaluation, and Recognition Plan.

One significant change deserves particular attention: while the prior plan permitted individual colleges to implement approved modifications to the model, the new system aligns with a "one VCCS" approach. In accordance with **VCCS Policy 3.6.0: Teaching Faculty Development, Evaluation and Recognition Policy**, this revised plan is now required for implementation at all colleges. This change promotes greater transparency, fairness, and consistency in faculty evaluation and recognition practices across the VCCS.

It is important to note that the guiding principles that shaped the original system remain firmly in place. As stated in the original plan:

> *"The spirit and intent of the Faculty Development and Evaluation System for Virginia's Community Colleges is to provide a mechanism for investing in the professional growth, development, and performance of each faculty member. Faculty are 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

Several inherent principles guide the Faculty Development, Evaluation, and Recognition Plan:

- Virginia's Community Colleges intend to foster a culture of high performance and a shared commitment to the mission of the VCCS and the individual colleges.
- 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 both an ongoing job responsibility and a responsibility of being a member of the college community.
- Professional development, evaluation, and recognition should be purposefully designed to be mutually reinforcing.
- 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 involved in the Faculty Development and Evaluation process should be well-trained in its purpose and effective implementation.

DEFINITIONS

Annual Professional Development Objectives (APDO): Annual goals, aligned with evaluation domains, required of all teaching faculty, regardless of the length of their appointments.

Data Sources: Information used for evaluative purposes, typically gathered from students, self, supervisors, and peers, in accordance with college policy.

De Minimis: A small, non-monetary gift or token of appreciation. Such items are not taxable under IRS regulations due to their minimal value.

Development: Structured or formal learning experiences intended to enhance an individual's performance or support the acquisition of new knowledge and skills.

Domains (or Performance Domains): The four key areas of faculty responsibility on which each faculty member is evaluated: Teaching, Service, Scholarly and Creative Engagement, and Institutional Responsibility.

Evaluation: The periodic assessment of a faculty member's performance, facilitated by the dean or supervisor.

Evaluation Cycle: The annual performance review period for all teaching faculty within the VCCS, which runs from January through December.

Faculty/Faculty Member/Full-time Faculty/Teaching Faculty: For the purposes of the Faculty Development, Evaluation and Recognition Plan, these terms refer to full-time (nine-month, ten-month, and twelve-month) teaching faculty, excluding those in the associate instructor employment category.

Forms/Instruments/Devices: Documents or templates used to conduct evaluation sessions, set goals and objectives, nominate faculty for recognition or awards, or otherwise carry out the processes of the faculty development, evaluation, and recognition system.

Goals: See *Annual Professional Development Objectives*.

Institutional Responsibility: Fulfilling assigned and expected responsibilities in accordance with applicable laws, policies, and institutional procedures. This includes, but is not limited to, adherence to college and VCCS policies, demonstrating collegiality, advising students, mentoring adjuncts, completing administrative tasks, engaging in required departmental or institutional leadership, serving on assigned internal committees, and carrying out other assigned duties. (See *Evaluation* section for additional details and examples.)

Policy: VCCS policies that provide the principles and guidelines for the faculty development, evaluation, and recognition system. This includes, but is not limited to, VCCS Policies 3.4, 3.6, and 3.12.

Probationary Faculty: Faculty members in their first year of appointment, typically serving during both the fall and spring semesters.

Recognition: A non-monetary or de minimis acknowledgment of faculty achievements. Recognition may include certificates of appreciation, letters of commendation, reserved parking privileges, mentions in newsletters or on websites, or other public accolades. These awards are intended to affirm faculty performance and foster motivation without involving significant financial value.

Reward: A significant, performance-based monetary award granted on a competitive basis to a limited number of faculty each year. Rewards may include bonuses or funding for professional development activities and are intended to recognize exceptional performance in teaching, service, or overall contributions.

Scholarly and Creative Engagement: Involvement in activities related to the faculty member's recognized area of expertise or the broader field of higher education. These efforts demonstrate intellectual development, contribute to the faculty member's discipline or educational practice, and support the academic mission of the institution. Activities may include research, publication, presentations, or creative works. (See *Evaluation* section for additional details and examples.)

Senior Faculty: Faculty members who have completed at least three consecutive one-year appointments and are currently serving under a three-year or five-year faculty appointment contract.

Service: Participation in activities that support students, the college, and/or the broader community, chosen by the faculty member based on personal interest, expertise, or other reasons, rather than being explicitly required by a supervisor. Service may include engagement in college governance, committee work, and community outreach. These contributions reflect the faculty member's commitment to institutional citizenship, to representing the college in various capacities, or engaging with their local community. (See *Evaluation* section for additional details and examples.)

Teaching: Creating and maintaining a learning environment that supports students' acquisition of knowledge and skills within a subject area. This includes instructional design, delivery, effectiveness, and subject-matter expertise. The teaching domain also encompasses activities that enhance the faculty member's ability to facilitate student learning, engage diverse learners, and contribute meaningfully to the institution's educational mission. (See *Evaluation* section for additional details and examples.)

OVERVIEW OF THE FULL-TIME FACULTY DEVELOPMENT, EVALUATION AND RECOGNITION PLAN

Purpose

To foster a culture of high performance, professional growth, and continuous improvement among teaching faculty, the Virginia Community College System (VCCS) has adopted a revised Full-Time Teaching Faculty Development, Evaluation, and Recognition Plan. This system is designed to support world-class instruction and enhance student success.

Faculty Development and Evaluation Plan Summary

The Full-time Teaching Faculty Development, Evaluation and Recognition Plan includes three integrated components:

1. **Annual Professional Development Objectives (APDOs):**
   Each faculty member will develop three to five professional development objectives annually, each aligned with at least one of the four domains of faculty responsibility: Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service. These objectives are created in consultation with and approved by the faculty member's dean or supervisor and are intended to guide continuous professional improvement over the course of the evaluation cycle.

2. **Evaluation:**
   Faculty performance is assessed using a two-level rating system: *Meets Expectations* or *Does Not Meet Expectations*. Evaluations focus on performance and growth across all four domains, with an emphasis on maintaining high standards and supporting professional development.

3. **Reward and Recognition:**
   Each college shall establish a plan for recognizing and rewarding faculty whose performance exemplifies excellence in one or more of the four domains. Faculty who receive a rating of *Meets Expectations* are eligible to participate in their college's Reward and Recognition program. Non-monetary, de minimis, or monetary recognition (as outlined in each college's plan) is intended to celebrate outstanding contributions to teaching, scholarship, service, and institutional responsibility.

INTRODUCTION TO THE PLAN

The VCCS Full-time Teaching Faculty Development, Evaluation and Recognition Plan reflects the highest aspirations of the Virginia Community College System in promoting teaching excellence and faculty growth. From its initial design through subsequent revisions, the plan has been informed by the expertise of award-winning VCCS faculty and input from internal and external experts in teaching and faculty evaluation.

This system-wide plan is organized around three integrated components:

1. **Faculty Development** – through the creation of Annual Professional Development Objectives (APDOs)
2. **Faculty Evaluation** – assessment of performance across key domains
3. **Recognition of Faculty Excellence** – acknowledgement of outstanding contributions in teaching and service

Implementation

The VCCS Full-Time Teaching Faculty Development, Evaluation, and Recognition Plan will be implemented across all VCCS colleges beginning in **Fall 2025**.

Review Process

The VCCS System Office will facilitate a system-level review of the plan at least once within the first two years following implementation. Additional reviews will be conducted periodically in conjunction with relevant governance and advisory groups to ensure continued relevance, effectiveness, and alignment with institutional and system-wide goals.

ANNUAL PROFESSIONAL DEVELOPMENT OBJECTIVES

Purpose

The Annual Professional Development Objectives (APDOs) component of the Faculty Development, Evaluation, and Recognition Plan focuses on the professional growth and continuous improvement of full-time teaching faculty. It is designed to provide structure and institutional support that encourages faculty to set meaningful goals, engage in reflective practice, and enhance their performance over time.

Key elements of APDOs include setting objectives, consulting with the dean or supervisor, identifying resources, establishing timelines, and assessing progress. The process should be collaborative, growth-minded, and forward-looking. Faculty are encouraged to develop objectives that are ambitious, innovative, and occasionally long-term in nature. It is therefore understood that not all objectives may be fully achieved within a given evaluation cycle.

Setting Annual Professional Development Objectives

APDOs are aligned with the Academic Year (fall and spring semesters). Note: Previously, objectives were set on a calendar-year basis. For the first year of implementation (2025), continuing faculty will develop APDOs that span 18 months to accommodate the transition.

Near the end of the spring semester, each continuing full-time teaching faculty member will meet with their supervisor to:

- Develop 3–5 professional development objectives for the upcoming academic year;

- Identify supporting resources and establish timelines; and
- Agree on measures for evaluating success.

Objectives should align with one or more of the four domains of faculty activity as outlined in VCCS policy:

1. Teaching
2. Scholarly and Creative Engagement
3. Institutional Responsibility
4. Service

While it is not required to have an objective in every domain each year, objectives must address all four domains over the course of their evaluation cycle. The supervisor has final approval over the objectives.

Objectives must be documented on the *Annual Professional Development Objectives – Faculty/Supervisor Agreement Form* (Appendix B), signed by both the faculty member and supervisor. Objectives should align with the faculty member's professional interests as well as the strategic goals of their department, division, college, and the VCCS. Faculty and supervisors should regularly include an objective related to evolving technologies, particularly when faculty are teaching across modalities

College Support for APDOs

The college affirms its commitment to faculty development by providing financial and strategic support to help faculty achieve their APDOs. Each year, through the budget planning process, colleges will allocate funds, within state and system budgetary guidelines, to support professional development. A specified dollar amount per faculty member will be designated, pooled, and made available through a formal request and approval process as outlined in college procedures.

Additional support may include:

- Free internal training opportunities
- Reassigned time
- Grant-writing assistance
- Sabbatical and educational leave
- Other faculty-endorsed resources that support institutional and student success

Resources needed to accomplish APDOs must be documented on the *Faculty/Supervisor Agreement Form* (Appendix B). By signing the form, both parties acknowledge the required resources and understand that if resources are unavailable, the faculty member may be unable to fulfill certain objectives.

Review and Revision of APDOs

A mid-year check-in will occur in December, during which the faculty member and supervisor will review progress. Additional check-ins may occur at the request of either party. APDOs may be modified at any point

during the cycle due to evolving responsibilities, institutional priorities, or unforeseen circumstances. Revisions must be documented on an updated agreement form (Appendix B).

Assessment of APDOs

At the end of the academic year, the faculty member and supervisor will meet to assess progress. The assessment should note:

- Objectives met
- Objectives partially met
- Objectives not met
- Relevant context impacting progress

This final assessment will be recorded on the *Faculty/Supervisor Agreement Form* (Appendix B). Unmet objectives should be reviewed and considered when setting goals for the following academic year.

First-Year Probationary Faculty

For newly hired full-time teaching faculty, APDOs are pre-established for the first year (Appendix C). Early in the first semester, the faculty member and supervisor will meet to review these objectives and agree on any appropriate modifications. Faculty and supervisors are encouraged to include at least one objective related to emerging technologies.

At the end of the first semester, they will assess performance against the established objectives. Results are documented on the Agreement Form (Appendix B) and will inform the first of two required evaluations in the first year with support from their supervisor.

Before the third week of the second semester, the faculty member and supervisor will review second-semester objectives (Appendix C) and make any necessary modifications. By the end of the semester, they will meet again to assess and document achievement of those objectives. This assessment informs the second required evaluation during the first year.

If the faculty member receives a *Meets Expectations* rating after the second evaluation, they will proceed with the APDO process outlined for continuing faculty. All applicable policies and procedures in this section will then apply.

EVALUATION SYSTEM

Evaluation Schedule

The evaluation cycles for faculty differ based on their appointment status (first-year probationary, second-/third-year, and senior appointments). A detailed timeline of annual evaluation activities can be found in Appendix D.

To support the evaluation process and provide clarity for both faculty and supervisors, Human Resources will provide a list each June identifying faculty by appointment status. This list will be shared with supervisors, who will then notify faculty scheduled for evaluation by July 1 of that year.

Formal Evaluation

- First-Year Probationary Faculty:
  Probationary faculty will be formally evaluated in both the fall and spring semesters of their first one-year appointment. A summative rating will be issued for each semester, with the spring semester evaluation and rating due before March 15 of the first year.
- Second-/Third-Year Appointments:
  Faculty on second- or third-year one-year appointments will receive a summative evaluation rating before March 15, based on performance during the previous calendar year (January–December).
- Senior Faculty Appointments:
  Faculty in senior status (those who have completed three consecutive one-year appointments and are serving under a one- or multi-year contract) will receive their summative rating by December 15 of the final year of the appointment cycle. The evaluation will reflect performance over each calendar year within the full term of the appointment.

In all appointment years, including the final year of a multi-year appointment, the faculty member will work with their dean/supervisor to establish individual Annual Professional Development Objectives (APDOs).

During the intervening years of a multi-year appointment, faculty members will be presumed to have met expectations if they received a "Meets Expectations" rating in their most recent evaluation, provided they continue to uphold institutional standards and make satisfactory progress on APDOs. Exceptions may occur if a faculty member fails to meet professional expectations (see Policy 3.12).

Mid-Year Check-In

All full-time faculty members who are not in an evaluation year will participate in a mid-year check-in, either in person or via video conferencing, with their dean or supervisor. This meeting serves as an opportunity to:

- Reflect on performance across the four evaluation domains
- Assess progress toward APDOs
- Celebrate achievements
- Identify and address any emerging concerns
- Explore opportunities for additional support

During the check-in, the supervisor will document progress on the *Annual Professional Development Objectives – Faculty/Supervisor Agreement Form* (Appendix B) and complete the *Mid-Year Domain Check-In Form* (Appendix E) to note progress in each of the four domains. In most cases, faculty will not be asked to submit a self-evaluation for these mid-year check-in meetings; however, self-evaluations can be requested

by the supervisor as part of the process of addressing performance concerns. Supervisors will address and document performance concerns as they arise (VCCS Policy 3.12).

Timing of Check-Ins for Faculty in their second/third year or senior faculty:

Note: The timing is slightly different for probationary faculty (See Appendix D).

- Faculty scheduled for evaluation will have a mid-year check-in near the end of the fall semester.
- Faculty not scheduled for a formal evaluation (i.e., senior faculty in non-evaluation years) will meet with their dean/supervisor for a check-in at the beginning of the spring semester.

Summary of Required Meetings:

All faculty will meet with their dean/supervisor at least twice annually, as follows:

For faculty not in an evaluation year: (i.e., senior faculty in non-evaluation years):

- December/January – Mid-year check-in on APDOs and the four domains
- April/May – Review and assess current APDOs and set APDOs for the next academic year (Summer, Fall and Spring)

For faculty in an evaluation year:

- April/May – Review and assess current APDOs and set APDOs for the next academic year
- November/December (for multi-year appointments) or March (for one-year appointments) – Formal evaluation of performance across the four domains

Evaluation Ratings

The summative rating is based on performance in all four domains, as appropriate to the faculty member's appointment and documented responsibilities. At the conclusion of each evaluation cycle, teaching faculty will receive a rating of either:

- Meets Expectations
- Does Not Meet Expectations

Evaluation Domains and Rating

The four evaluation domains are:

1. Teaching
2. Scholarly and Creative Engagement
3. Institutional Responsibility
4. Service

To earn a summative rating of Meets Expectations, faculty must demonstrate:

- Mastery of a *significant* majority of the criteria within each of the four domains, and
- Satisfactory progress toward mastery in areas identified for improvement.

The evaluation covers all job responsibilities in the faculty member's job description and appointment contract, including any assigned administrative or professional duties - even when release time has been granted.

While faculty are expected to contribute meaningfully across all four domains over the course of their evaluation cycle, the Teaching domain must remain the primary focus of both the faculty role and the evaluation process. Recognizing that priorities may shift over time, deans and faculty are encouraged to work collaboratively to ensure that all domains are addressed, even if emphasis varies from year to year.

Table 1: Domain definitions used for establishing college standard criteria

Domain	Definition
Teaching	This domain is characterized by creating and maintaining a learning environment that supports students' acquisition of knowledge and skills within a subject area. This includes instructional design, delivery, effectiveness, and subject-matter expertise. The teaching domain also encompasses activities that enhance the faculty member's ability to facilitate student learning, engage diverse learners, and contribute meaningfully to the institution's educational mission.

Domain	Definition
Scholarly and Creative Engagement	This domain is characterized by involvement in activities related to the faculty member's recognized area of expertise or the broader field of higher education. These efforts demonstrate intellectual development, contribute to the faculty member's discipline or educational practice, and support the academic mission of the institution. The Scholarly and Creative Engagement Domain recognizes the importance of continuous intellectual growth, innovation, and the creation and dissemination of new knowledge or artistic works. Activities can focus on applied, practical, and innovative contributions and may include research, publication, presentations, or creative works. Examples of scholarly and creative engagement can include any professional development offered through the college and state-wide that are not mandatory, or attending and participating in workshops, seminars, or professional conferences in one's field, publishing peer-reviewed articles, books, or book chapters, presenting findings at academic conferences or symposia, creating artistic works (e.g., visual art, music compositions, literary works), performing or exhibiting creative works, receiving recognition for artistic or academic contributions, securing external funding for research or creative projects, developing and submitting grant proposals, , engaging in continuing education or skill development, obtaining relevant certifications or credentials, and participating in cross-disciplinary research or creative project, keeping current regarding developments in education and one's field, engaging in classroom-based research to improve teaching or discipline-based research that may lead to publication

Service	The service domain can be characterized by participation in activities that support students, the college, and/or the broader community, chosen by the faculty member based on personal interest, expertise, or other reasons, rather than being explicitly required by a supervisor. Service may include but is not limited to engagement in college governance, committee work, and community outreach. These contributions reflect the faculty member's commitment to institutional citizenship and to representing the college in various capacities.
	It is important to note that faculty are not expected to satisfy every type of service in any given year. However, across the evaluation cycle faculty are required to have some level of service in either college citizenship or college representation.
	Service activities are divided into three categories:
	1) **College Citizenship**: Service activities that are in support of college or VCCS 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 connecting with students or community members. Examples of college citizenship include student club sponsorship, volunteering at new student orientations or welcome tables, and volunteering and/or attending optional student or college events
	2) **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. College representation service activities can include activities, events, and meetings in which the faculty member's position at the college is a critical component of their engagement in the activity such as representing the college at system level events and workgroups, having an active role with local, regional, or national professional organizations directly tied either to higher education instruction or the faculty member's field of expertise, the development and maintenance of partnerships or activities with community stakeholders, participating in the community service program at the college or community activities that reflect the faculty's role at the college (e.g. science fair judge), and sharing innovations with colleagues at other colleges.
	3) **Community Citizenship:** Service activities that involve an indirect connection between the faculty member their position at the college, such that the faculty member, acting as a community resident who also happens to be a college employee, engages in contributing to community welfare and community development that are consistent with the mission of the college. Activities supporting community service are not bound by the college or VCCS service regions but are instead conducted where the faculty member can help foster community in a manner that is reflective of the college's or VCCS' mission, vision, and values. Examples of the community service domain include participation in community events and programs that support the college's mission while not acting

Domain	Definition
	as a representative of the college or membership and activity in a civic organization as a community member.
Institutional Responsibility	This domain is defined by fulfilling assigned and expected responsibilities in accordance with applicable laws, policies, and institutional procedures. This includes, but is not limited to: • Adherence to college and VCCS policies, demonstrating collegiality, advising students, mentoring adjuncts, completing administrative tasks, engaging in required departmental or institutional leadership, serving on assigned internal committees, and carrying out other assigned duties. Many of these duties reflect the need for faculty discipline expertise (e.g. curriculum development, adjunct mentoring). 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. Additionally, any responsibility in which a faculty member receives release time or other form of compensation should be considered as Institutional Responsibility.

Criteria for Achieving the "Meets Expectations" Standard

The criteria used to determine whether a faculty member has achieved the "Meets Expectations" rating in each of the four evaluation domains are outlined in the Faculty Evaluation Forms (see Appendix F).

Data Sources

Three required categories of data will be used to inform the summative evaluation for each domain:

1. Self-Evaluation
2. Student Surveys of Instruction
3. Supervisor Evaluation, which includes at least one observation

These sources, as detailed in Table 2, provide the foundation for assessing faculty performance. The dean/supervisor will review all relevant evidence from these data sources to prepare a narrative evaluation report that supports the individual domain ratings. These domain ratings are then used to determine the overall summative rating of either "Meets Expectations" or "Does Not Meet Expectations."

Table 2: Required Data Sources that Contribute to Domain Summative Ratings

DOMAIN	DATA SOURCE
Teaching	Self-Evaluation Student Surveys of Instruction Supervisor Evaluation

DOMAIN	DATA SOURCE
Scholarly and Creative Engagement	Self-Evaluation Supervisor Evaluation
Service	Self-Evaluation Supervisor Evaluation
Institutional Responsibility	Self-Evaluation Supervisor Evaluation

Self-Evaluation

Faculty members will submit a written self-evaluation that includes a personal assessment of their performance in each of the four evaluation domains (Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service), as outlined in Table 1. This report should align with the expectations detailed in the *Faculty Evaluation Form* (Appendix F) and include:

- A professional and college activities report detailed enough to support the faculty member's self-assigned rating of either "Meets Expectations" or "Does Not Meet Expectations" for each domain.
- A review of goals met or unmet from the *Annual Professional Development Objectives* (APDOs) for the current evaluation cycle.
- Additional relevant information (e.g., reassigned time, temporary duties, or administrative/professional responsibilities).

Student Surveys of Instruction

Students in all course sections each semester will have the opportunity to complete the *Student Survey of Instruction* (Appendix G). These responses will be summarized by the supervisor in a report, with attachments as needed, and will serve as a tool to help the faculty member and supervisor to explore strengths and weaknesses in course design and course delivery.

Written comments from students submitted directly to the faculty member, the supervisor, or provided through other formats (e.g., LMS) may also be included in either the self-evaluation or supervisor's assessment, where appropriate.

Supervisor Evaluation

The supervisor will evaluate faculty performance using:

- The faculty member's self-evaluation
- Student ratings and feedback
- Classroom observations
- Performance in assigned duties
- Independent assessment of adherence to college policies
- Any additional assigned duties, including reassigned or temporary responsibilities, which may require commentary from other departments or divisions in which additional duties may have taken place

In addition, the supervisor will:

- Assess progress toward APDOs for the current evaluation cycle. While faculty are encouraged to set ambitious and growth-oriented objectives, it is acceptable if some objectives are not fully achieved.
- Conduct classroom observations and complete the *Class Observation Assessment Form* (Appendix H) at a minimum frequency of:
    - Each semester for faculty in a probationary, first-year appointment
    - Annually for faculty in non-probationary, one-year appointments
    - Once during the final three semesters of a multi-year appointment

If a faculty member teaches in multiple modalities (e.g., in-person and asynchronous), documentation of an observation in each modality is expected over time. However, not all modalities must be observed during every evaluation cycle.

The Role of APDOs in the Formal Evaluation

APDOs align with the four evaluation domains and therefore contribute to the formal evaluation by providing examples of engagement in the domains. However, the annual APDO review is in addition to and not a substitute for the comprehensive evaluation. The formal evaluation must reflect a broader and more holistic review of performance.

Supervisor's Summative Evaluation Rating

The supervisor will assign a summative rating of either "Meets Expectations" or "Does Not Meet Expectations" based on the preponderance of evidence from all data sources. To receive a "Meets Expectations" rating, a faculty member must:

- Demonstrate mastery of a significant majority of individual criteria in each domain
- Show satisfactory progress toward areas requiring improvement
- Receive a "Meets Expectations" rating in each of the four domains

Performance concerns must be addressed promptly and documented per Policy 3.12. A faculty member shall not receive a "Does Not Meet Expectations" rating without appropriate documentation, as outlined in Policy 3.6.

Faculty–Supervisor Evaluation Conference

After the summative evaluation is completed, the supervisor will meet with the faculty member—either in person or via video conferencing—to discuss the evaluation and its implications for continued employment as defined in VCCS Policy 3.6.

- For faculty in their first three appointment contract years, the meeting must occur before March 15, the deadline to provide written notice of non-reappointment under VCCS Policy 3.04.
- For senior faculty (beyond the third year of continuous appointment contract years), the meeting must occur before February 15, the deadline to provide written notice of non-reappointment

under VCCS Policy 3.04.

Implications of Summative Ratings

Meets Expectations

Faculty receiving a summative "Meets Expectations" rating:

- Are eligible for one-year or multi-year appointments, subject to provisions in VCCS Policy 3.4 and 3.6
- Will work with their supervisor to establish new APDOs for the next year
- Are eligible for promotion consideration (per VCCS Policy 3.7), assuming all other eligibility requirements are met
- Are eligible to participate in the college's *Reward and Recognition Plan*
  - *Note: First-year probationary faculty are eligible only for recognition, not monetary rewards.*

Does Not Meet Expectations

The consequences of a "**Does Not Meet Expectations**" rating vary depending on faculty appointment status:

- **First-Year Probationary Faculty**
  - Not reappointed if they receive a "Does Not Meet Expectations" rating in either semester
  - May continue to teach or be reassigned at the president's discretion for the remainder of the academic year
  - Must be notified of non-reappointment before March 15
- **Second- and Third-Year Faculty**
  - Not reappointed if they receive a "Does Not Meet Expectations" rating
  - Must be notified of non-reappointment before March 15
- **Senior Faculty (Beyond Year Three)**
  - May appeal a "Does Not Meet Expectations" rating to the college president or a peer review committee through the *Faculty Grievance Procedure (Policy 3.13)*
  - Throughout the appeals process, the supervisor must provide documentary evidence to support the evaluation
  - The president or committee will consider:
    - Input from the dean/supervisor
    - Input from the supervising vice president
    - Additional performance documentation

If the appeal is successful and the faculty member is reappointed, they will participate in the development of a Performance Improvement Plan (PIP). The supervisor will lead the creation of the PIP, focusing on areas of performance deficiency.

Training and Onboarding

To ensure transparent and consistent implementation of the *VCCS Full-Time Teaching Faculty Development, Evaluation, and Recognition Plan*, the following training requirements apply:

Training for Deans/Supervisors

Training includes:

- Overview of roles and responsibilities
- Understanding the four domains and the APDO process
- Timelines and evaluation cycles
- Guidelines for managing workload across domains
- Addressing performance concerns in a timely manner (Policy 3.12)
- Observing courses across modalities
- Recognizing faculty excellence
- Sample documentation (e.g. self-evaluations, narratives)
- Provided for all newly hired supervisors during their first semester
- Required refresher training every three years
- Resources will be housed in a dedicated Canvas site and facilitated by the VCCS System Office

Training for Supervisors' Supervisors (e.g., CAO, VP, Provost)

This training includes:

- Overview of the faculty evaluation process
- Domains, APDOs, and timelines
- Clarifying standards for a "Meets Expectations" rating
- Required for all newly hired administrators during their first semester
- Refresher training required every three years
- Training will be facilitated by the VCCS System Office

Training for Faculty

Deans will provide orientation for new full-time faculty, including:

- Overview of faculty roles and responsibilities in the system
- Understanding the domains, APDOs, and timelines
- Examples of documentation and SMART APDO writing guidance
- Required for all newly hired full-time faculty during their first semester
- Refresher sessions will be provided as new topics arise for continuing faculty

REWARD AND RECOGNITION PROGAM

Purpose and Philosophy

The *Reward and Recognition Program* is designed to honor the full-time teaching faculty whose exceptional professional accomplishments and contributions support the mission of their college and the Virginia Community College System (VCCS). This program promotes a vibrant learning environment and celebrates extraordinary performance in one or more of the four domains of faculty activity: Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service.

The VCCS recognizes that attracting, retaining, and inspiring high-quality faculty requires fair, transparent, and inclusive practices. While all full-time teaching faculty are expected to meet high standards of performance, the Reward and Recognition Program specifically acknowledges those who substantially exceed expectations in one or more domains. Each college within the VCCS is responsible for designing a program that provides meaningful and timely recognition of professional excellence.

Faculty Excellence Framework

The Chancellor's Faculty Advisory Committee (CFAC) has developed the Virginia Community College Statement of Faculty Excellence (Appendix I), which may serve as a guiding framework for organizing and assessing faculty accomplishments for reward and organizing a recognition program.

Evidence-Based Recognition

This program is grounded in a culture of evidence. A faculty member's documented record of exceptional performance should sufficiently demonstrate the nature, extent, and impact of their professional contributions for which reward or recognition is being considered.

As defined in this plan:

- Rewards are monetary awards, such as one-time bonuses, granted in recognition of significant achievements.
- Recognition is non-monetary, such as certificates, letters of commendation, public acknowledgments, or symbolic tokens of appreciation.

Balancing both reward and recognition is essential to creating an equitable and robust program that values a wide range of faculty accomplishments.

College Reward and Recognition Plans

While system-wide consistency in evaluation standards is essential, individual colleges may customize how they celebrate excellence to reflect their unique campus culture and values.

Program Requirements

Each college must establish and publish a *Reward and Recognition Program* that meets the following minimum requirements:

1. A formal program must be established and documented.
2. Annual funding must be allocated and available to support the program.
3. Clearly defined eligibility criteria must be in place (e.g., whether faculty may receive both a reward and recognition in the same year, or receive rewards in consecutive years).
4. A simple, accessible nomination process (e.g., brief narrative submissions).
5. A published timeline for the nomination and selection process.
6. A faculty-led review process (e.g., a committee to review nominations).
7. A published evaluation rubric, with training provided for all individuals involved in the selection process.

Implementation Timeline:

During Academic Year (AY) 2025–26, colleges will continue using their current reward and recognition programs. Each college must convene a faculty-majority workgroup during this year to develop or revise its program to meet the above requirements. Updated college Reward and Recognition Programs must be in place and implemented system-wide by AY 2026–27.

Assessment of Program Effectiveness

To ensure ongoing relevance and impact, each college will conduct a biannual assessment of its Reward and Recognition Program. This assessment should evaluate:

- Faculty awareness and understanding of the program
- Clarity and communication of procedures, eligibility criteria, and deadlines
- Effectiveness of program administration and implementation
- Equity and distribution of rewards and recognition across departments and faculty groups
- Impact on faculty motivation, engagement, and pursuit of professional excellence
- Alignment of the program with the college's mission and values

Findings from this assessment should inform continuous improvement of the program and be shared with college leadership and relevant faculty bodies.

APPENDIX A: COMMITTEE MEMBERS

Table 3: Faculty Evaluation Workgroup

Name	College	Role
Paula Pando	JSRCC	President, Chair
Kim Blosser	LRCC	President, Co-Chair
Charlotte Calobrisi	NOVA	CHRO
Randall Franklin	CVCC	CHRO
Joey Walter	ESCC	ASAC rep: VP
Dave Urso	BRCC	ASAC rep: VP
Molly Lynch	NOVA	ASAC rep: Provost
Debra Dart	TCC	Dean
Leonda Keniston	PVCC	Dean
Amy White	VWCC	Dean
Isaac Sharrett	MECC	Teaching Faculty
Tracy McAfee	WCC	Teaching Faculty
Mirela Fetea	GCC	Teaching Faculty

Table 4: Defining Domain Subgroup

Name	College	Role
Chris Pantazis	BCC	Teaching Faculty, Chair
John "Scott" Stauble	VPCC	Dean
Nicole Winkler	PVCC	Dean
Debra Dart	TCC	Dean
Beth Shelton	CVCC	Teaching Faculty
David Balfour	DCC	Teaching Faculty
Ivan Guajardo	VWCC	Teaching Faculty
Janet Hanks	NRCC	Teaching Faculty
Rachel Dodson	LRCC	Teaching Faculty
Tracy McAfee	WCC	Teaching Faculty
Mirela Fetea	GCC	Teaching Faculty

Table 5: Reward and Recognition Subgroup

Name	College	Role
Dirk Burruss	JSRCC	Teaching Faculty, Co-Chair
Derek Bryant	MECC	Teaching Faculty, Co-Chair
Michelle Alexander	VPCC	Dean
Lee Hunt	VHCC	Dean
Cheri Maea	GCC	Dean
Tiffany Randall	BCC	Dean
Aranda Vance	SWCC	Teaching Faculty
Donna Levy	JSRCC	Teaching Faculty
Jamie Stock	SVCC	Teaching Faculty
Kim Hoosier	PVCC	Teaching Faculty
Tiffany Sledge	TCC	Teaching Faculty
Winona Fleenor	VHCC	Teaching Faculty
Rachel Dodson	LRCC	Teaching Faculty
Tracy McAfee	WCC	Teaching Faculty
Mirela Fetea	GCC	Teaching Faculty

APPENDIX B: ANNUAL 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 Professional Development Objectives (APDO) are integrated with Evaluation and with Reward and Recognition programs. They each provide input into one another.
- APDOs 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 APDOs 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 APDOs 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 APDOs should be clearly stated in one or two sentences.
- **All APDOs should specify a measurable or observable 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."
- APDO 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 reviewing the literature on information literacy, evaluating instructional software, redesigning syllabi, etc.).
- APDOs should focus on professional growth and not just setting easy goals to "check a box." As faculty members are encouraged to establish objectives that are challenging, growth-minded, ambitious, innovative, and/or long-term in nature, it is expected and acceptable that some objectives may not be achieved.

Annual Professional Development Objectives Faculty/Supervisor Agreement Form

Section I: Faculty Information

Position Title	Name	Academic Year
Faculty Member		
Supervisor		

Section II: Objective #1

FACULTY SECTION
Objective Statement:
Domain: ☐ Teaching ☐ Service ☐ Scholarly and Creative Engagement ☐ Institutional Responsibility
Completion Date: ☐ Fall Semester ☐ Spring Semester ☐ Other: _____
Supporting Activities, Resources Required, & Target Dates:
Measures of Success:
SUPERVISOR SECTION
Approval: ☐Yes ☐ No ☐ Revise
Schedule meeting to discuss goal: ☐Yes ☐ No
Supervisor Comments:
MID-YEAR CHECK IN
Faculty Mid-Year Assessment/Revision of Objective (if applicable)
Faculty Mid-Year Assessment/Revision of Objective (if applicable)
FINAL ASSESSMENT
Faculty Member's Assessment
Supervisor's Assessment

Section III: Objective #2

FACULTY SECTION
Objective Statement:
Domain: ☐ Teaching ☐ Service ☐ Scholarly and Creative Engagement ☐ Institutional Responsibility
Completion Date: ☐ Fall Semester ☐ Spring Semester ☐ Other: _____
Supporting Activities, Resources Required, & Target Dates:
Measures of Success:
SUPERVISOR SECTION
Approval: ☐Yes ☐ No ☐ Revise
Schedule meeting to discuss goal: ☐Yes ☐ No
Supervisor Comments:
MID-YEAR CHECK IN
Faculty Mid-Year Assessment/Revision of Objective (if applicable)
Faculty Mid-Year Assessment/Revision of Objective (if applicable)
FINAL ASSESSMENT
Faculty Member's Assessment
Supervisor's Assessment

Section IV: Objective #3

FACULTY SECTION
Objective Statement:
Domain: ☐ Teaching ☐ Service ☐ Scholarly and Creative Engagement ☐ Institutional Responsibility
Completion Date: ☐ Fall Semester ☐ Spring Semester ☐ Other: _____
Supporting Activities, Resources Required, & Target Dates:

Measures of Success:
SUPERVISOR SECTION
Approval: ☐Yes ☐ No ☐ Revise
Schedule meeting to discuss goal: ☐Yes ☐ No
Supervisor Comments:
MID-YEAR CHECK IN
Faculty Mid-Year Assessment/Revision of Objective (if applicable)
Faculty Mid-Year Assessment/Revision of Objective (if applicable)
FINAL ASSESSMENT
Faculty Member's Assessment
Supervisor's Assessment

Section V: Objective #4

FACULTY SECTION
Objective Statement:
Domain: ☐ Teaching ☐ Service ☐ Scholarly and Creative Engagement ☐ Institutional Responsibility
Completion Date: ☐ Fall Semester ☐ Spring Semester ☐ Other: _____
Supporting Activities, Resources Required, & Target Dates:
Measures of Success:
SUPERVISOR SECTION
Approval: ☐Yes ☐ No ☐ Revise
Schedule meeting to discuss goal: ☐Yes ☐ No
Supervisor Comments:
MID-YEAR CHECK IN

Faculty Mid-Year Assessment/Revision of Objective (if applicable)
Faculty Mid-Year Assessment/Revision of Objective (if applicable)
FINAL ASSESSMENT
Faculty Member's Assessment
Supervisor's Assessment

Section VI: Signatures

Objective Approval Signatures	Date
X _____ Faculty	
X _____ Supervisor	

Interim Assessment/Objective Revision Signatures	Date
X _____ Faculty	
X _____ Supervisor	

Final Assessment Signatures	Date
X _____ Faculty	
X _____ Supervisor	

APPENDIX C: FIRST-YEAR PROBATIONARY FACULTY PROFESSIONAL DEVELOPMENT OBJECTIVES

INTRODUCTION

The following 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.

The 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, andragogical 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 a college or 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

- 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: Complete a certification or course approved by the supervisor in online instruction.
- For faculty anticipated to teach only on-campus courses: Complete a certification, training, or course approved by the supervisor in teaching with technology.

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

- 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 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.

APPENDIX D: EVALUATION TIMELINES

TIMELINE - TEACHING FACULTY EVALUATON PROCESS

1. Probationary Faculty Appointment
   - August- Required Check-In
     - Supervisor meets with faculty member to discuss performance expectations and reviews pre-established professional development objectives for the fall semester (Form: Annual Professional Development Objectives Faculty/Supervisor Agreement Form)
   - October
     - Dean/Supervisor completes class observation and meets to discuss with faculty member.
   - November
     - Dean/Supervisor asks faculty member to submit self-assessment of criteria in each of the four evaluation domains: Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service (Form: Faculty Evaluation Form)
   - December- Required Check-in
     - Dean/Supervisor meets with faculty member to assess and document attainment of established semester 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. (Form: Annual Professional Development Objectives Faculty/Supervisor Agreement Form)
     - Dean/Supervisor reviews the pre-established, second semester professional development objectives with faculty member. (Form: Annual Professional Development Objectives Faculty/Supervisor Agreement Form)
     - Dean/Supervisor completes first semester evaluation of faculty member. (Form: Faculty Evaluation Form)
   - February
     - Dean/Supervisor completes class observation and meets to discuss with faculty member.
     - Dean/Supervisor asks faculty member to submit self-assessment of criteria in each of the four evaluation domains: Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service. (Form: Faculty Evaluation Form)
   - Before March 15 – Required Check-in
     - Dean/Supervisor meets with faculty member to assess and document attainment of established semester 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. (Form: Annual Professional Development Objectives Faculty/Supervisor Agreement Form)
     - Dean/Supervisor and faculty member establish annual professional development objectives (APDOs) for next academic year (second 1-year appointment). (Form: Annual Professional Development Objectives Faculty/Supervisor Agreement Form)
     - Dean/Supervisor completes second semester evaluation of faculty member.   (Form: Faculty Evaluation Form)

- April/May- Required Check-in
    - Dean/Supervisor and faculty member meet to establish APDOs for next academic year (second 1-year appointment) (Form: Annual Professional Development Objectives Faculty/Supervisor Agreement Form)

2. Second 1-Year Faculty Appointment
   - July
       - Dean/supervisor notifies faculty members who will be evaluated in the upcoming fall semester
   - October to February
       - Dean/Supervisor completes class observation and meets to discuss with faculty member
   - January
       - Dean/Supervisor asks faculty member to submit self-assessment of criteria in each of the four evaluation domains: Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service. (Form: Faculty Evaluation Form)
   - Before March 15 - Required Check-in
       - Dean/Supervisor meets with faculty member to assess and document attainment of established semester 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. (Form: Annual Professional Development Objectives Faculty/Supervisor Agreement Form)
       - Dean/Supervisor completes second 1-year evaluation of faculty member. (Form: Faculty Evaluation Form)
   - April/May- Required Check-in
       - Dean/Supervisor to establish APDOs for next academic year (third 1-year appointment) (Form: Annual Professional Development Objectives Faculty/Supervisor Agreement Form)

3. Third 1-Year Faculty Appointment
   - July
       - Dean/supervisor notifies faculty members who will be evaluated in the upcoming fall semester
   - October to February
       - Dean/Supervisor completes class observation and meets to discuss with faculty member.
   - January
       - Dean/Supervisor asks faculty member to submit self-assessment of criteria in each of the four evaluation domains: Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service. (Form: Faculty Evaluation Form)
   - Before March 15 - Required Check-in
       - Dean/Supervisor meets with faculty member to assess and document attainment of established semester 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. (Forms: Annual Professional Development Objectives Faculty/Supervisor Agreement Form)
       - Dean/Supervisor completes third 1-year evaluation of faculty member. (Form: Faculty

Evaluation Form)
- April/May- Required Check-in
  - o Dean/Supervisor and faculty member establish APDOs for next academic year (multi-year appointment) (Form: Annual Professional Development Objectives Faculty/Supervisor Agreement Form)

4. Senior Faculty in Last Year of Multi-Year Appointment
   - July
     - o Dean/supervisor notifies faculty members who will be evaluated in the upcoming fall semester
   - August
     - o Dean/Supervisor communicates to faculty members in last year of multi-year appointment information needed to submit for self-assessment of criteria in each of the four evaluation domains: Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service. This will include documentation of attainment of APDOs from previous 3-5 academic years. (Form: Faculty Evaluation Form)
   - September to November
     - o Dean/Supervisor completes class observation of faculty members in last year of multi-year appointment and meets to discuss with faculty member.
   - December- - Required Check-in
     - o Dean/Supervisor completes evaluation of faculty in last year of a multi-year appointment and makes recommendation for next multi-year faculty appointment (Form: Faculty Evaluation Form)
   - Before February 15
     - o Faculty are notified of any change in appointment status.
   - April/May- Required Check-in
     - o Dean/Supervisor and faculty member formally review and assess current year's APDOs and establish APDOs for next academic year. (Forms: Annual Professional Development Objectives Faculty/Supervisor Agreement Form and Domain Mid-Year Check-in Form)

5. Senior Faculty in Middle of Multi-Year Appointment
   - December/January - Required mid-Year Check-in
     - o Dean/Supervisor and faculty member meet to discuss progress in four domains and toward attainment of the faculty member's APDOs. (Forms: Annual Professional Development Objectives Faculty/Supervisor Agreement Form and Domain Mid-Year Check-in Form)
   - April/May- Required Check-in
     - o Dean/Supervisor and faculty member formally review and assess current year's APDOs and establish APDOs for next academic year. (Form: Annual Professional Development Objectives Faculty/Supervisor Agreement Form)

APPENDIX E: DOMAIN MID-YEAR CHECK-IN FORM

Position Title	Name	Academic Year
Faculty Member		
Supervisor		

Teaching Domain
Progressing as Expected ☐ Not Progressing as Expected ☐
Successes/Pride Points
Areas of Challenge/Support Needed
Institutional Responsibility Domain
Progressing as Expected ☐ Not Progressing as Expected ☐
Successes/Pride Points
Areas of Challenge/Support Needed
Creative and Scholarly Engagement Domain
Progressing as Expected ☐ Not Progressing as Expected ☐
Successes/Pride Points
Areas of Challenge/Support Needed
Service Domain
Progressing as Expected ☐ Not Progressing as Expected ☐
Successes/Pride Points
Areas of Challenge/Support Needed

Mid-year Check-In Signatures	Date
X_____ Faculty	
X_____ Supervisor	

APPENDIX F: FACULTY EVALUATION FORM

Part 1 – Faculty Information

Faculty Name:
Employee ID #:
Department or Division:
Period Covered by this Evaluation:
Evaluation Type: ☐**First Year Probationary – Fall** ☐ **First Year Probationary – Spring** ☐**Second Year** ☐**Third Year** ☐**Senior Faculty**

Part 2 –Supervisor Name

Part 3 – Performance Evaluation

Section 1

TEACHING DOMAIN COMPONENTS
Definition: Creating and maintaining a learning environment that supports students' acquisition of knowledge and skills within a subject area. This includes instructional design, delivery, effectiveness, and subject-matter expertise. The teaching domain also encompasses activities that enhance the faculty member's ability to facilitate student learning, engage diverse learners, and contribute meaningfully to the institution's educational mission. Faculty should also include a reflection on the previous semester's student ratings of instruction (if available) and other student feedback about instructional design delivery, effectiveness, and expertise to identify areas for improvement, and implement an action plan to accomplish that improvement. *Standard*: For each component of the teaching domain (instructional design, instructional delivery, instructional effectiveness, and instructional expertise) the faculty member must demonstrate mastery of domain through a written narrative giving concrete examples of their contributions to the domain. See the appendix for examples that could satisfy each component of this domain.
Instructional Design: A written narrative showing mastery of this sub-domain will be completed after review of the appendix with examples that might satisfy this domain will be reviewed and discussed with the faculty member's supervisor.
Faculty Self-Evaluation ☐**Narrative is attached**

TEACHING DOMAIN COMPONENTS
Supervisor Comments ☐**Narrative is attached**
Instructional Delivery. A written narrative showing mastery of this sub-domain will be completed after review of the appendix with examples that might satisfy this domain will be reviewed and discussed with the faculty member's supervisor.
Faculty Self-Evaluation ☐**Narrative is attached**
Supervisor Comments ☐**Narrative is attached**
Instructional Effectiveness. A written narrative showing mastery of this sub-domain will be completed after review of the appendix with examples that might satisfy this domain will be reviewed and discussed with the faculty member's supervisor.
Faculty Self-Evaluation ☐**Narrative is attached**
Supervisor Comments ☐**Narrative is attached**
Instructional Expertise. A written narrative showing mastery of this sub-domain will be completed after review of the appendix with examples that might satisfy this domain will be reviewed and discussed with the faculty member's supervisor.
Faculty Self-Evaluation ☐**Narrative is attached**
Supervisor Comments ☐**Narrative is attached**

Section 2

SCHOLARLY AND CREATIVE ENGAGEMENT EVALUATION
Definition: Involvement in activities related to the faculty member's recognized area of expertise or the broader field of higher education. These efforts demonstrate intellectual development, contribute to the faculty member's discipline or educational practice, and support the academic mission of the institution. Activities may include research, publication, presentations, or creative works.

SCHOLARLY AND CREATIVE ENGAGEMENT EVALUATION

The activities can focus on applied, practical, and innovative contributions. The Scholarly and Creative Engagement Domain recognizes the importance of continuous intellectual growth, innovation, and the creation and dissemination of new knowledge or artistic works.

Standard: A written narrative showing mastery of this domain will be completed after review of the appendix with examples that might satisfy this domain will be reviewed and discussed with the faculty member's supervisor.

Faculty Self-Evaluation
☐**Narrative is attached**

Supervisor Comments
☐**Narrative is attached**

Section 3

INSTITUTIONAL RESPONSIBILITY EVALUATION

Definition: Fulfilling assigned and expected responsibilities in accordance with applicable laws, policies, and institutional procedures. This includes, but is not limited to, adherence to college and VCCS policies, demonstrating collegiality, advising students, mentoring adjuncts, completing administrative tasks, engaging in required departmental or institutional leadership, serving on assigned internal committees, and carrying out other assigned duties.

Many of these duties reflect the need for faculty discipline expertise (e.g. curriculum development, adjunct mentoring). 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. Additionally, any responsibility in which a faculty member receives release time or other form of compensation should be considered as Institutional Responsibility.

Standard: A written narrative showing mastery of this domain will be completed after review of the appendix with examples that might satisfy this domain will be reviewed and discussed with the faculty member's supervisor. Additionally, the faculty member must acknowledge they have completed the core responsibilities listed below.

Core Institutional Responsibilities
☐For each course section taught, develop and/or utilize a course syllabus (course policies and course calendar) that is complete, accurate, and compliant with college standards.
☐Distribute the syllabus to students by the last day of the drop/add period for each course in the first semester of employment and distribute the syllabus to students on or before the start date for each course in the second semester of employment.
☐Follow college policies and procedures for administering and encouraging participation in student surveys of instruction in all course sections taught for the purpose of receiving feedback to inform revisions to instructional design, delivery, effectiveness, and expertise.

INSTITUTIONAL RESPONSIBILITY EVALUATION
☐Make oneself available for consultation with students during published student engagement hours throughout the semester. ☐Demonstrate knowledge of and adherence to college and VCCS policies ☐Submit accurate and punctual attendance reports, grade reports, and other required department, division, and college documentation. ☐Satisfactorily participate in required department, division, campus, committee, and college meetings.
Faculty Self-Evaluation ☐**Narrative is attached**
Supervisor Comments ☐**Narrative is attached**

Section 4

SERVICE EVALUATION

Definition: Participation in activities that support students, the college, and/or the broader community, chosen by the faculty member based on personal interest, expertise, or other reasons, rather than being explicitly required by a supervisor. Service may include engagement in college governance, committee work, and community outreach. These contributions reflect the faculty member's commitment to institutional citizenship and to representing the college in various capacities.

> *College Citizenship*: Service activities that are in support of college or VCCS 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 connecting with students or community members

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

> *Community Citizenship:* Service activities that are <u>indirect</u> in which the faculty member, acting as a community resident who also happens to be a college employee, engages in contributing to community welfare and community development and are consistent with the mission of the college. Activities supporting community service are not bound by the college or VCCS service regions but are instead conducted where the faculty member can help foster community.

Standard: The faculty member must demonstrate mastery of the service domain through a written narrative giving concrete examples of their contributions to the domain. See the appendix for examples that could satisfy each component of this domain.

It is important to note that faculty are not expected to satisfy every type of service in any given year. However, across the evaluation cycle faculty are required to have some level of service in either college citizenship or

SERVICE EVALUATION
college representation.
Faculty Self-Evaluation ☐**Narrative is attached**
Supervisor Comments ☐**Narrative is attached**

Section 5

Overall Evaluation of Performance

During the evaluation cycle the faculty member must
• Demonstrate mastery of a significant majority of the individual criteria in each domain
• Demonstrate satisfactory progress toward mastery of those criteria where improvement is needed
• Demonstrate, through mastery and satisfactory progress as noted above, that <u>expectations have been met in each of the four domains</u> of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service.
     o   ☐ Meets Expectations
     o   ☐ Does <u>Not</u> Meet Expectations

Supervisor Comments:
Faculty Response:

Section 6

Evaluation Signatures	Date
X _____ Faculty	

Evaluation Signatures	Date
X _____ Supervisor	

Appendix to Faculty Evaluation Form: Examples for Each Domain and Sub-Domain

Each domain and subdomain listed below contains a non-exhaustive list of examples that could be used to show mastery of the different domains of the faculty evaluation that could be included in a narrative. *Note: It is not required or expected that every faculty member shows completion of every example on these lists.*

Teaching Domain

Teaching (Instructional Design)

- Design learning activities and materials that facilitate student engagement, active learning, critical thinking, and achievement of prescribed course outcomes.
- Design assessment strategies that effectively measure student achievement of prescribed course outcomes.

Faculty in their second/third year appointment could:

- Select high-quality learning resources, such as textbooks, bearing in mind appropriateness, necessity, accessibility, and cost.

Senior faculty may be expected to:

- Design new courses which may include teaching a course not previously offered at the college and/or in the VCCS
- Teach a course in a new delivery mode (e.g. online) that the instructor has not used to teach the course in the previous three years
- Teach a course not taught by the instructor in the previous three years, or
- Substantially redesigning a course that the instructor has taught in the previous three years.

Teaching (Instructional Delivery)

- Align course activities with target learning outcomes
- Employ activities that foster faculty-student interaction
- Employ activities that foster cooperative learning among students
- Employ methods that facilitate active learning
- Employ methods that develop students' high order cognitive skills, such as analyzing, evaluating, and creating
- Employ required texts and other resources, including resources designated as required by the department or division, to achieve instructional objectives
- Employ technology and other supporting materials to achieve instructional objectives
- Respond constructively and respectfully to student comments and questions.
- Respond promptly (usually by the end of the next business day) to student phone, email, or other communications

- Foster communication with students outside of class meeting times
- Provide students with prompt feedback (usually within one week) on activities and assignments

Senior faculty may be expected to:
- Update instructional delivery which may include changing textbook or other core learning resource for at least one class
- Substantially alter a major test, written assignment or other assignment
- Substantially alter activities or introducing new activities that are substantially different from previous activities in one or more courses; or
- Implement a substantially different andragogy in one or more courses.

Teaching (Instructional Effectiveness)

- Conduct timely assessments of student learning, including at least one assessment within the first 15% of the class
- Deliver effective instruction by making improvements to teaching methodology to improve student learning outcomes measured by learning outcome assessments
- Deliver instruction effectively to foster student success as measured by student performance in related subsequent coursework and/or external tests or certifications (if applicable)

Senior faculty may be expected to:

- Ensure instructional effectiveness, which may include instituting a new activity to assess instructional effectiveness in a course
- Implement a new activity to assess instructional effectiveness for students after they exit a course, or utilize an existing assessment of instructional effectiveness in a substantially new way.
- *Note -: For any of these activities, faculty should demonstrate modifications to instructional design and delivery based on the results of the assessment.*

Teaching (Instructional Expertise)

- Demonstrate currency in academic discipline.
- Demonstrate currency in methods of teaching and learning.
- Demonstrate currency in instructional technology.

Senior faculty expectations may include:

- Engage in activities to advance one's instructional expertise in the instructor's academic discipline and activities around teaching effectiveness, and
- Provide evidence for how the instructional expertise activities changed instructional design, instructional delivery, and/or instructional effectiveness.

Scholarly and Creative Engagement Domain

- Complete professional development offered through the college that is not mandatory

- Conducti original research in one's field or higher education
- Publish peer-reviewed articles, books, or book chapters in one's academic discipline or higher education/andragogy
- Present findings at academic conferences or symposia
- Create artistic works (e.g., visual art, music compositions, literary works)
- Perform or exhibit creative works
- Receive recognition for artistic or academic contributions
- Earn graduate credits of a degree
- Secure external funding for research or creative projects
- Develop and submit grant proposals
- Serve as a reviewer for publications, grants, or textbooks
- Attend workshops, seminars, or conferences in one's field or in higher education/pedagogy
- Engage in continuing education or skill development
- Earn a professional or industry certification
- Participate in cross-disciplinary research or creative projects
- Demonstrate satisfactory progress in developing the knowledge, skills, abilities, and behaviors representative of teaching faculty excellence at the college and in the VCCS

Institutional Responsibility Domain

- Fulfill required duties outlined in the 9-month Teaching Faculty Employee Work Profile (EWP)
- Satisfactorily perform assigned administrative, supervisory, leadership, or other non-teaching duties to include curricular and program review and assessment as required by SACSCOC, other regulatory agencies, and/or ongoing best institutional practice
- Satisfactorily participate in the development and execution of Annual Professional Development Objectives
- Serve on assigned internal committees
- Serve as a Faculty mentor (if assigned)
- Fulfill responsibilities as an academic advisor to students (if applicable)
- Support the delivery of quality instruction in dual enrollment classes in the faculty member's discipline through activities such as mentoring of dual enrollment faculty, course content review, assessment activities, and classroom observation

Second/Third Year Faculty and Senior Faculty may be expected to (if assigned):

- Contribute to one's peer teaching community at the college
- Implement and facilitate the adoption by others of an innovative advising best practice
- Take a leadership role in one's academic discipline or academic department/division at the college to include chairing a committee or leading a special project
- Actively participate on ad hoc college or VCCS committees/projects
- Take a leadership role in an activity or initiative that reaches out to staff, administrators, or faculty

outside one's department/division to advance a cross- functional area approach to student service/success

- Mentor a new full-time or new or returning part-time faculty member in one's department/division.
- Engage in activities that strengthen relationships with K-12 or four-year school partners

Service Domain

Service (College Citizenship):

- Student club (co) sponsorship
- Volunteer for college committees or workgroups
- Volunteer at new student orientations or welcome tables
- Attend or volunteer at college activities for which participation is voluntary
- Organize or lead workshops, seminars or other training activities for one's peers

Service (College Representation):

- Represent the college at system level events and workgroups
- Have an active role with local, regional, or national professional organizations directly tied either the field of higher education instruction or the faculty member's field of expertise
- Develop and maintain partnerships with community stakeholders
- Participate in a college community service program
- Participate in community activities that reflect the faculty's role at the college (e.g. science fair judge)
- Share innovations with colleagues at other colleges (e.g. peer groups events or platforms)
- Take a leadership role in a college or VCCS Foundation activity or participate in activities sponsored by the college or VCCS Foundation

Service (Community Citizenship)

- Participate in community events that support the college's mission while not acting as a representative of the college
- Member or active role in a civic organization as a community member

APPENDIX G: STUDENT SURVEY OF INSTRUCTION

Note: During the AY '25-'26 VCCS colleges will continue to use their currently adopted student survey of instruction. A workgroup will be formed to develop shared student survey criteria to be implemented system-wide in AY'26-27.

APPENDIX H: CLASS OBSERVATION ASSESSMENT FORM

Note: During the AY '25-'26 VCCS colleges will continue to use their currently adopted class observation form. A workgroup will be formed to develop shared class observation criteria for each modality to be implemented system-wide in AY'26-27.

APPENDIX I: CHANCELLOR'S FACULTY ADVISORY COMMITTEE (CFAC) VCCS STATEMENT OF FACULTY EXCELLENCE

VIRGINIA COMMUNITY COLLEGE SYSTEM

STATEMENT OF FACULTY EXCELLENCE

INTRODUCTION

Faculty members in the Virginia Community College System (VCCS) are at the heart of student achievement and institutional success. Their commitment to teaching, service, and scholarship creates an environment in which all students across diverse backgrounds and life experiences can thrive.

This Statement of Faculty Excellence clarifies the ideals and aspirations that guide faculty in delivering on the VCCS mission of accessibility, affordability, and high-quality education. It is founded on four essential categories of excellence: Motivation, Interpersonal Skills, Discipline Expertise, and Teaching Expertise.

ASSUMPTIONS

1. All faculty in the VCCS are dedicated to fostering student success and academic achievement. They design and deliver instruction that encourages students' intellectual and personal development, aligned with the VCCS mission.
2. The four qualities of excellence described here apply broadly across all disciplines, while acknowledging that each discipline may apply these principles in unique ways.
3. The document is not intended as an exhaustive job description nor as a prescriptive evaluation rubric; rather, it is an aspirational guide that supports ongoing professional development and continuous improvement.
4. The framework assumes that all students, regardless of background, benefit from a supportive learning environment characterized by inclusion, equity, and evidence-based teaching practices.

MOTIVATION

DEFINITION

Motivated faculty in the VCCS demonstrate a deep commitment to teaching, service, and scholarship. They inspire students to persist, support students' growth as lifelong learners, and actively seek opportunities to improve the learning experience for all.

KEY DIMENSIONS

Passion and Dedication

- Faculty bring energy and enthusiasm to the classroom, using active-learning strategies and flexible pedagogical approaches to engage students of varied backgrounds and learning styles.
- They nurture students' intellectual curiosity and highlight the real-world value of academic pursuits.

Challenging Goals and Commitment to Growth

- Excellent faculty set high yet attainable expectations for students, balancing rigor with support through timely feedback, supplemental resources, and clear guidance.
- They hold themselves to high standards for professional development, continually seeking to refine their teaching methods and disciplinary knowledge.

Concern for the Whole Student

- Aware that students often juggle multiple responsibilities (e.g., work and family), motivated faculty remain empathetic and responsive, connecting students to institutional and community resources as needed.
- They embrace inclusive teaching techniques that meet students where they are and guide them toward academic and personal success.

INTERPERSONAL SKILLS

DEFINITION

Faculty with strong interpersonal skills communicate effectively and respectfully with students, colleagues, and community partners. They build relationships based on trust, empathy, and mutual respect essential components for a vibrant learning environment and collegial workplace.

KEY DIMENSIONS

Supportive Learning Environments

- Excellent faculty establish inclusive settings where students feel safe, valued, and encouraged to explore, collaborate, and learn from missteps.
- They use various strategies (small-group work, open dialogue, peer review, etc.) that emphasize active student engagement.

Respectful and Diplomatic Interactions

- Faculty demonstrate respect and professionalism in all interactions, addressing questions and feedback constructively and resolving conflicts with sensitivity and fairness.
- They treat students and colleagues with courtesy, empathy, and fairness, acknowledging diverse viewpoints as opportunities for learning.

Collaborative Participation

- In working groups or committees, faculty share insights and disciplinary expertise to strengthen curricula, policies, and broader institutional initiatives.
- They remain open to new ideas and methods, recognizing that diverse perspectives drive innovation.

DISCIPLINE EXPERTISE

DEFINITION

Faculty in the VCCS are well-grounded in their respective fields and the field of higher education, maintaining up-to-date knowledge of their discipline's content, methods, and tools. They cultivate scholarly and creative practice that informs teaching, engages students, and contributes to the broader academic and professional community.

KEY DIMENSIONS

Discipline Knowledge

- Faculty stay current in their fields, integrating research and technological advancements into their teaching.
- They demonstrate the ability to adapt disciplinary content by transforming complex concepts into accessible and engaging learning experiences.

Broader Collaboration and Professionalism

- Excellent faculty contribute to discipline-specific forums, conferences, or publications, while also sharing insights with colleagues from other fields.
- They engage in curriculum revision, program assessment, and cross-departmental projects that reflect institutional goals and the diversity of student needs.

TEACHING EXPERTISE

DEFINITION

Expert teachers in the VCCS effectively plan, execute, and assess learning experiences in ways that transform student engagement and achievement. They demonstrate continuous improvement of pedagogical strategies, effectively use assessment data, and share successful practices with colleagues for the collective benefit of the institution.

KEY DIMENSIONS

Tools for Effective Teaching

- They draw on a wide range of instructional methods including case studies, collaborative projects, formative assessments, and technology enhanced activities to meet diverse learning styles and foster critical thinking.
- They continuously adjust instruction in response to student feedback and performance, demonstrating a mastery-based, student-centered approach.

Career-Long Improvement

- Excellent faculty engage in reflective practice by analyzing student outcomes, seeking collegial input, and participating in professional development.
- They remain open to new ideas and commit to refining their approaches for a continually evolving educational landscape.

Assessment of Learning Progress

- Faculty design fair, transparent, and meaningful assessments that align with learning objectives, provide actionable feedback, and promote student accountability.

- They collaborate with peers to ensure consistency and rigor in evaluating student performance.

SERVICE TO THE INSTITUTION AND COMMUNITY

Although the four domains above center on teaching and learning, the VCCS recognizes the broader scope of faculty excellence involves service to the institution and community. Faculty leadership can manifest in program coordination, committee work, student support initiatives, or community outreach, all of which strengthen the college's capacity to serve diverse constituencies. By actively participating in institutional governance, community engagement, and industry partnerships, faculty expand their impact beyond the classroom, advancing growth and success throughout the institution and the broader community.

CONCLUSION

This Statement of Faculty Excellence reaffirms the Virginia Community College System's unwavering commitment to inclusive, high-quality education. By emphasizing Motivation, Interpersonal Skills, Discipline Expertise, and Teaching Expertise and integrating the system's guiding principles of trust, diversity, high expectations, confidence-building, reflective practice, and community engagement VCCS faculty position students for success in their educational journeys and beyond.

When faculty consistently practice these domains of excellence, they create a classroom environment where students thrive. They cultivate academic curiosity, skill mastery, and civic responsibility in our students. As faculty continually refine their methods through reflective practice and collaboration, they also reflect the VCCS's shared vision to open doors of opportunity for all learners, ensuring their growth as engaged citizens and lifelong learners.