

Memorandum

To: Chris Cartwright, Chair
Faculty Senate

From: Maureen Cahill
Chair, Faculty Evaluation Steering Committee

Date: September 15, 2008

RE: Full-time Teaching Faculty Evaluation Plan

On behalf of the Faculty Evaluation Steering Committee, I am pleased to present the results of the vote and the final report of the committee. After two years of work, the Faculty Evaluation Plan (FEP) has been approved by 64% of the voting faculty members with 53% of the overall full-time teaching faculty voting. The vote closed at the end of the business day, September 12, 2008.

Changing the way in which TCC evaluates faculty was first broached by the Faculty Senate in January 2007. The Faculty Evaluation Steering Committee developed a process to change the current system. From the beginning, the focus was on using evaluation as a way to improve teaching and encourage professional development and growth. Faculty input was used to drive all decision-making, and to be sure we were on the right track, the process was presented at the August 2007 convocation. Faculty members were then surveyed to ensure support before the Committee collected the information needed to design a new Faculty Evaluation Plan (FEP). Once faculty voted yes, five additional faculty surveys helped determine the type of evaluation, acceptable ranges for the responsibilities, selection of source weights, and defined what was meant by teaching effectiveness and service at Tidewater Community College.

Faculty selected a dynamic form of evaluation and the set the ranges as follows:

- Teaching effectiveness: 50 to 85
- College: 5 to 25
- Community: 5 to 15
- Profession: 5 to 15

Prior to sending Survey 4 the Committee the Faculty Evaluation Steering Committee, with the help of Institutional Effectiveness, held 10 meetings on all four campuses and the Visual Arts Center. Those attending helped the committee design Survey 4, and responses to this survey determined the type of activities that define teaching, service to the college, service to the community, and service to the profession.

In the final survey, faculty members set priorities and determined that dean, student, and self evaluations should be used for teaching effectiveness, while dean and self evaluations should be used to evaluate the service areas. Some faculty members indicated an interest in peer evaluation.

The Faculty Evaluation Steering Committee reviewed the data collected to form the FEP, wrote the plan, and created the needed forms. The FEP was presented to the Faculty Senate in a special meeting July 24, 2008, and it was approved.

On July 28, 2008, Chris Cartwright, Chair of the Faculty Senate, sent an email containing the Faculty Evaluation Plan and all accompanying forms to faculty members in preparation for the convocation question and answer session. The vote was opened on Survey Monkey the day after convocation. In the three weeks the vote remained open, Maureen Cahill and Chris Cartwright held four question and answer sessions and opened a blog to allow all faculty members the opportunity to discuss the FEP. The first meeting, held on the Virginia Beach Campus, was webcast and available both synchronously and asynchronously in order to allow all faculty members to make informed decisions.

The vote closed September 12, 2008 with the following results:

- 115 yes
- 64 no
- 179 total votes
- 8 opt out abstentions
187 total responses

According to HR information provided September 11, 2008, TCC has 356 faculty members that meet the criterion to vote on the Faculty Evaluation Plan.

Fifty-three percent of full-time teaching faculty voted with a majority of 64% of the voting faculty supporting the FEP.

The committee asks the Faculty Senate Chair to present the FEP to Dr. DiCroce for approval.