

Mission: Napa Valley College recognizes the essential role of part-time faculty, per article 16.1 of the CBA and ensuring high quality instruction. The objective of article 17-**Part-time Faculty Seniority Rights** is to institute guidelines designed to provide reasonable continuity, protection, and predictability to both unit members and the District relative to the ongoing process of making unit member assignments.

17.1 To facilitate the part-time, unit member seniority list process, the District shall maintain a seniority list of all part-time faculty who have taught for four out of six semesters (fall/spring, beginning in the fall of 2018) with satisfactory service as determined by the following criteria:

1. Courses previously and/or currently taught by part-time faculty member
2. Evaluations beginning in fall semester of 2018
3. Skills related to courses offered, counseling service hours, or librarian hours in a specific department
4. Adherence to District policies and procedures
5. Timely completion of learning outcomes assessments as assigned

(CBA, 2017-2020)

I. Definition of Roles

Evaluatee- Part-time hourly credit instructors who are paid on payslip by the Office of Human Resources, who are currently teaching, and who have taught three of the last five semesters within two consecutive years (CBA, 2017-2020).
(Contract language may change)

Faculty Evaluator Division chair (DC) or program coordinator (PC) will conduct a peer review to evaluate pedagogy and professional responsibilities related to pedagogy.

In the event the Faculty Evaluator cannot conduct a Peer Review, the individual will work with the Administrative Evaluator to select a tenured faculty member to conduct the peer review.

Faculty Evaluator will ask a tenured faculty member from within the division or outside of the division (if an in-division tenured faculty member is not available) to conduct the peer review. When possible, the Faculty Evaluator will ask a Contract III discipline expert faculty to conduct the peer review. The tenured faculty member can decline this request.

In the event a Program Coordinator or Division Chair feels s/he cannot conduct the peer review fairly, then s/he can recuse herself/himself and request another full-time faculty member to conduct the peer review.

(Per Ed Code, 87663 (d) Evaluations shall include, but not be limited to a peer observation)

Administrative Evaluator- Dean of the division in which the Evaluatee teaches.

Will conduct an evaluation to determine if the Evaluatee is completing all of his/her professional responsibilities and will record results on the appropriate form.

May also conduct classroom observation as a component of the entire evaluation. **The Administrative Evaluator will schedule classroom visit with the Evaluatee at a mutually convenient day/time and will inform Faculty Evaluator.**

Is accountable for all components of the process, including oversight for the completion and submission of proper paperwork according to process timeline. The administrative evaluator is accountable for the completion of the final evaluation form and the maintenance of the seniority list.

II. Process Components:

A. Peer Review

1. Objective: To evaluate pedagogy and meeting professional responsibilities.
2. Frequency: No fewer than one peer review shall be completed per academic year until Seniority is earned, after which peer review (and student evaluations) will be conducted every three years. A semester without a peer review will count towards evaluatee's Seniority.
3. Special Circumstances: In the case of faculty who have significant duties outside the traditional classroom environment, such as counselors, librarians, or HEOC faculty in the clinical environment, every effort will be made to perform Peer Reviews under as many varied circumstances as possible.
 - a. Online Peer Review: In the case of online classroom Peer Review, the Evaluatee will be notified in advance of the exact day(s) the reviewer will have access to the online classroom.
 - b. One-on-One Instruction: For faculty who interact with students in a one-on-one environment, Faculty Evaluator ~~will make every effort to~~ perform at least one Peer Review in that environment, adhering to student confidentiality guidelines.
 - c. Off Campus: If a faculty member performs significant duties off campus, and the Faculty Evaluator is unable to perform

the Peer Review in that environment, the Faculty Evaluator will ~~make every effort to solicit~~ as many Peer Reviews as required from in-division faculty available to visit that off-campus setting.

4. Negative Peer Review In the event of a negative peer review, the Administrative Evaluator will conduct a classroom observation.

B. Student Evaluations

1. Objective: To **collect data** on Evaluatee's interactions with students, and will be conducted in accordance with the process timeline.
2. Frequency: No fewer than one class of student evaluations shall be completed, per academic year until Seniority is earned. Once Seniority is earned, student evaluations (and peer review) will be conducted at a minimum of every three years.
3. Setting:
 - a. Groups/Classes: For the Evaluatee who teaches or gives presentations to groups of students in any way, evaluations will be collected from students in that group setting. These Student Evaluations will be administered and collected by Faculty Evaluator, or designee.
 - b. One-on-One: For the Evaluatee that interacts with students in a one-on-one setting, the Faculty Evaluator, or designee, will distribute and collect Student Evaluations.
 - c. Online: Academic Senate Secretary will send a survey link to faculty evaluator. Faculty evaluator will request Evaluatee to forward link to students.

C. Administrative Evaluation

1. Objective: To evaluate adherence to requirements including: faculty responsibilities, contractual obligations and overall classroom management (per the classroom management form).
2. Frequency: Administrative evaluations will be conducted at a minimum every three years. Additional evaluations can be conducted if there are concerns related to Evaluatee's performance of job duties.

III. Evaluation Forms

Objective: To ensure and document that the process is completed in a meaningful and productive way. Forms should not only guide Faculty and Administrative Evaluators through the process requirements and deadlines, but

should encourage meaningful discussion about the degree to which the Evaluatee is meeting his/her professional responsibilities (see Appendix).

Development: Peer Review and Student Evaluation forms will be developed, updated, and approved by the Academic Senate. The Administrative Evaluation form will be developed by the Office of Academic Affairs.

IV. Performance Rating Determination

1. Objective: To assign a performance rating based on all three components of evaluation process. Seniority will be based on the performance rating determination.

2. Rating Definitions:

a. Meets or Exceeds the Performance Standards for NVC

- The Administrative Evaluator will choose this rating as long as the Evaluatee's pattern of performance is satisfactory in the three areas of professional responsibility standards and there are no areas of significant concern.

b. Needs Improvement

- The Administrative Evaluator may note some areas for continued improvement. This will grant the Evaluatee one probationary semester to address the noted areas of concern.
- Another evaluation will be conducted in the same or subsequent semester by a different faculty evaluator. (CBA 16.3)

c. Does Not Meet the Performance Standards for NVC

- The Part-time Faculty has significantly failed to meet the professional responsibility standards outlined in one or more of the areas of responsibility appended to this document. As a result, this person will not be rehired for future employment.

3. Decisions: Optimally, all decisions of the Administrative Evaluator with regard to the Evaluatee 's performance are reached in agreement with the Faculty Evaluator. However, if agreement is not possible, then the Vice President of Academic Affairs will be consulted to make a final determination.

IV. Timeline

For an 18-week course, student evaluations and Peer Review will be completed between week 6 and week 9.

For 8 or 9-week class, student evaluations and Peer Review will be completed between week 3-4 from the start of the class.

Process will be completed 2 weeks prior to the end of the semester.

Non-prejudicial procedural errors shall not serve to invalidate the recommendation of this process.

V. Rights and Responsibilities

A. Evaluatee

1. Responsibilities: The Evaluatee is expected to work collegially with the Administrative Evaluator to complete all aspects of the process as outlined in this document in accordance with the process timeline.
2. Information: The Evaluatee shall be informed of the degree to which s/he is meeting NVC's standards of performance through attending meetings with Faculty Evaluator and Administrative Evaluator.
3. Representation: The Evaluatee may contact the Faculty Association President to request that a Faculty Association representative monitor the process. The appointed Association representative may attend Administrative Evaluator meetings as an observer.
4. Appeal: The final determination of this process is subject to appeal via the Grievance Process in the collective bargaining agreement. All procedures and timelines in the grievance article of the labor agreement shall apply.

~~In the event of a negative peer observation, Evaluatee can request that another full-time faculty member observe the class.~~

Nothing in this article shall be construed to limit in any way the District's right to evaluate part-time faculty at times other than specified in these guidelines or to investigate allegations against unit members when authorized or required by law or to initiate discipline procedures as authorized by applicable provisions of Education Code.

B. Human Resources

1. Accept Documents: Accept documents from the Office of Academic Affairs.
2. Retain Documents: Retain and destroy documents in accordance with current Educational Code.

3. Destroy Documents: Destroy original Student Evaluation forms after faculty member earns Seniority.

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5. Off Campus: If a faculty member performs significant duties off campus, and the Faculty Evaluator is unable to perform the Peer Review in that environment, the Faculty Evaluator will ~~make every effort to~~ solicit as many Peer Reviews as required from in-division faculty available to that off-campus setting.

APPENDICES: PROFESSIONAL RESPONSIBILITIES

1. Objective: All faculty members at Napa Valley College are expected to bring the highest caliber of subject matter/area expertise and caring for our students' education. They are expected to maintain a positive learning environment inside and outside of the classroom. They take advantage of opportunities to work with colleagues both from their own department, and from outside their area of expertise to enhance their pedagogical skills. They are able to work as a team and actively collaborate with other faculty, staff, and administration to promote the success of our diverse student population

APPENDIX A INSTRUCTORS
APPENDIX B LIBRARIANS
APPENDIX C COUNSELORS

Appendix A: Instructors

A. TEACHES EFFECTIVELY – This list of professional teaching responsibilities shall apply to all part-time faculty members teaching a course.

1. Uses a variety of strategies to promote student retention and successful course completion.
2. Provides timely and meaningful feedback to students on their progress throughout the course.
3. Provides a variety of methods to engage students in the learning process.
4. Uses a variety of teaching methods and expands teaching methodologies to address learning differences among students.
5. Uses student learning outcomes assessment to continually evaluate and inform effective teaching practices.
6. Maintains an inclusive and positive learning environment in the classroom.

B. WORKS RESPONSIBLY WITHIN THE PROGRAM/COLLEGE/COMMUNITY

1. Timely completion of learning outcomes assessments as assigned.
2. Demonstrates understanding of college organization and procedures, and promotes campus resources to support student success.

C. SUPPORTS STUDENTS

1. Creates safe, supportive classrooms that focus on student learning and promote student persistence.
2. Actively educates him/herself about available resources within the campus and community to support and encourage students
3. Demonstrates willingness to work with students in and outside the classroom individually and in student groups.
4. Assists students in engaging in activities that will advance their knowledge, skills and opportunities.

Appendix B: Librarians

Librarians teaching courses will be evaluated according to Appendix A, section A. Teaches Effectively, in addition to the following responsibilities

A. Library Responsibilities¹:

1. Reference:
 - a. Knowledgeable in both content and scope of reference collection.
 - b. Continually updates resource offerings in both print and electronic formats.
 - c. Provides appropriate reference service and support to diverse populations.
2. Information Competency:
 - a. Acts as a resource for information literacy in a variety of settings.
 - b. Creates/maintains online information literacy tutorials for the library.
 - c. Provides instruction on use of basic reference tools and research strategies.
3. Collection Development
 - a. Knowledgeable about the scope and content of the collection.
 - b. Proactively identifies areas of the collection to update and enhance.

B. WORKS RESPONSIBLY WITHIN THE PROGRAM/COLLEGE/COMMUNITY

1. Participates in collaborative efforts with faculty, staff and administration.
2. Develops an understanding of college organization and procedures.
3. Engages in actions to promote institutional and departmental goals.
4. Works with advisory and accrediting groups specific to discipline (where appropriate).

C. SUPPORTS STUDENTS

1. Maintains the library as a safe, supportive environment that focuses on student learning and promotes student success.
2. Actively educates themselves about available resources within the campus and community to support and encourage students
3. Demonstrates willingness to work with students individually and in student groups.
4. Assists students in engaging in activities that will advance their knowledge, skills and opportunities.

¹ “Reference”, “Library Instruction/Information Competency”, and “Collection Development” are equivalent to “Teaches Effectively” in the instructional area of the library.

Appendix C: Counselors

Counselors teaching courses will be evaluated according to Appendix A, section A. Teaches Effectively, in addition to the following responsibilities

A. COUNSELS EFFECTIVELY:

1. **Academic counseling** - Assists students in assessing, planning and implementing their immediate and long-range academic goals,
2. **Career counseling** - Assists students in assessing their skills, abilities, values and interests and advises them concerning current and future employment trends
3. **Personal counseling** – Assists students with personal, family or other social concerns, when that assistance is related to the students' education,
4. **Crisis intervention** – Provides intervention directly or through cooperative arrangements with other resources on campus or in the community,
5. **Multicultural counseling** – Counsels students with a respect for their origins and cultural values.

B. WORKS RESPONSIBLY WITHIN THE PROGRAM/COLLEGE/COMMUNITY

1. Creates both formal and informal collaborations with colleagues to promote student success.
2. Demonstrates understanding of college organization and procedures, and promotes campus resources to support student success.

C. SUPPORTS STUDENTS

1. Creates safe, supportive environments that focus on student learning and promote student persistence.
2. Actively educates themselves about available resources within the campus and community to support and encourage students
3. Demonstrates willingness to work with students individually and in student groups.
4. Assists students in engaging in activities that will advance their knowledge, skills and opportunities.
5. Advises students regarding discipline-specific issues and related opportunities.
6. Advocates for students through professional contacts and assist other colleagues in becoming student advocates.