

REGULAR (TENURED) FACULTY EVALUATION GUIDELINES

Adopted by Academic Senate, May 8, 2012

PART I - PHILOSOPHY

Napa Valley College Philosophy- What We Believe

Education at Napa Valley College is based upon our belief in people - in their worth as individuals and in their capacity to develop to their fullest potential. We believe that people have the ability to direct their own destinies and to participate in directing the affairs of society. We believe in creating an educational environment, which supports the learning process, where curiosity, ethical behavior, openness, trust, helpfulness, respect, cooperation and understanding flourish. We believe in cooperation between the college and community. We believe in flexible and innovative approaches to learning that stimulate the aspirations of students, staff and community.

Philosophy of Tenured Faculty Evaluations

In accordance with Napa Valley College's philosophy, the role of faculty in evaluation of their tenured peers is one of collegial collaboration in order to facilitate professional growth. The evaluation process is based on a coaching model, in which all members of the coaching team can benefit from the process while focusing on the specific strengths and areas for growth of the evaluatee.

PART II – ROLES AND RESPONSIBILITIES OF PARTICIPANTS

Expectations of Faculty

Tenured faculty members are expected to demonstrate competence and currency within their discipline to advance student learning. They see the value of becoming well-versed in counseling, learning, and assessment theory, in order to effectively address learning differences inside and outside of the classroom. Faculty will utilize various teaching and counseling methodologies to ensure student success and will use varied forms of assessment as a means for providing feedback to students and to faculty. They are seen as leaders and experts within their discipline, and they take the initiative to work with other professionals across disciplines. They are able to work as a team and actively collaborate with faculty, staff, and administration. This evaluation process is designed to allow faculty the time to periodically focus on how well they are fulfilling their professional responsibilities and to identify areas for growth. Faculty members are expected to follow the process and timelines related to evaluation and to work collegially with their respective coach(es). In addition, evaluatees are expected to be prepared for meetings with their coaches and have necessary documents ready for discussions.

Expectations of Coaches

The Tenured Faculty Evaluation process is based on a coaching model, in which faculty members meet to support their colleagues' professional growth. One faculty coach is expected to work with each evaluatee over the course of the evaluation process to identify and address specific goals. Following the areas of professional responsibility developed by the Napa Valley College faculty as a whole, coaches will meet with evaluatees to discuss areas of strength and goals for the evaluation cycle, identify areas on which to focus, collect feedback from students and peer observations, and identify training resources to address specific areas of interest.

Coaches are expected to attend a training on flex day at the start of the academic year for which he/she will be a coach. It is the responsibility of each coach to make sure that the process and timelines are followed and any necessary forms are returned to the Academic Senate Second Vice-President on/by the date due. (All forms are available through the Academic Senate secretary and on the Academic Senate webpage.)

If, at any point in the evaluation process, the coaches and/or evaluatees are not meeting the timelines, the appropriate Division Chair/Dean of that faculty member will be notified by the Academic Senate Second Vice-President to encourage completion of the process in a timely fashion. Further, if any problems arise during the course of the evaluation process, coaches and evaluatees are directed to consult with the Academic Senate Second Vice-President. As necessary, the Second Vice-President will alert the Vice-President of Instruction or Vice-President of Student Services of any significant issues.

Coaches will be trained on topics, including but not limited to: the evaluation process, confidentiality, assessing syllabi, effective techniques for observing faculty in teaching, counseling, and library settings, giving constructive feedback, various teaching pedagogy, the faculty handbooks, and other issues as they arise.

The Academic Senate Second Vice-President and the Director of the TLC will coordinate workshops and other professional development options for coaches and evaluatees.

Expectations of District

Alongside the peer review process is a simultaneous administrative evaluation that focuses on information related to the faculty member's completion of his/her contractual obligations, including office hours and other professional responsibilities.

The District will work collaboratively with the faculty to design and offer professional development opportunities for faculty members based on needs identified through the evaluation process.

While the District supports the peer coaching model, nothing in these guidelines shall be construed to limit in any way the district's right 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. Further, the district may initiate an Administrative Performance Review if faculty members do not meet expectations as determined by their peers, fail to complete the evaluation process, or fail to meet their contractual obligations.

PART III – PROCESS AND TIMELINES

- A. In accordance with Ed Code Section 87663, tenured faculty members will be evaluated every three years. The Academic Senate Second Vice-President will notify those faculty members to be evaluated the semester preceding their evaluation year.
- B. The faculty member to be evaluated will work with a tenured faculty coach during the evaluation year. Upon request of the evaluatee, the Academic Senate Second Vice-President will assign a second coach. All coaches are assigned by the Academic Senate Second Vice-President, although an evaluatee may suggest a specific coach in writing by

the end of the semester prior to being evaluated. The Academic Senate Second Vice-President will honor these requests whenever possible. No evaluatee will be consecutively evaluated by the same coach(es).

C. **Must be completed in FALL SEMESTER**

(The first week of the semester is the week in which the first class for that term starts)

1. On fall flex day, tenured faculty members being evaluated and their coaches will participate in an orientation to the evaluation process and review the evaluation process and timelines.

At this orientation, evaluatees will receive the following:

- a. information on the process and timelines
- b. the Self-Evaluation Survey (SES)
- c. program/class data

Evaluatees should bring their syllabi for fall semester to the orientation.

Evaluatees and their coaches will also schedule meetings for the remainder of the semester at this orientation.

2. **By the end of the fifth week**, the evaluatee will meet with his/her coach(es) to:
 - a. review the evaluatee's completed Self Evaluation Survey and identify training needs.
 - b. review, discuss, and revise, if necessary, syllabi, goals, instructional design, assignments, and assessments for each course
 - c. identify courses for which student evaluations will be collected and select dates for student evaluations.
 - d. discuss any other areas of interest or concern

If the evaluatee has significant job duties falling outside the traditional teaching/ counseling/ librarian areas, the coach(es) and evaluatee will identify alternatives to peer and/or student evaluations. In such cases, the coach(es) will submit a request for alternative evaluation measures to the Academic Senate Second Vice-President for approval prior to collecting the alternative evaluation material. This request will outline the alternative evaluation measures, as well as a justification for these alternatives.

3. **By the end of the sixth week**, the coach(es) will submit the Initial Meeting Form to the Academic Senate Second Vice-President.
4. **By the end of the tenth week**, student evaluations will be collected. (See section IV.A. for process of collecting student evaluations.)
5. **By the end of the first week in December**, each coach will meet with the evaluatee to:
 - a. review student evaluations and give appropriate feedback
 - b. identify additional training needs (the coach will submit the list to the Academic Senate Second Vice President)
 - c. discuss other issues related to the evaluation
 - d. discuss other issues related to assessment of learning outcomes

6. **By the end of the eighteenth week**, the TLC Director, and the Academic Senate Second Vice-President will develop a training schedule for professional development activities.

D. **Must be completed during SPRING SEMESTER**

(The first week of the semester is the week in which the first class for that term starts)

1. **By the end of the third week**, coaches will meet with evaluatees to:
 - a. revise professional development options as needed
 - b. review syllabi, particularly if there were problems in the fall term
 - c. check on other issues
 - d. finalize training needs
2. **By the end of the tenth week**, evaluatees participate in professional development, which includes:
 - a. One peer observation by the coach; and
 - b. Two additional professional development options from the following:
 - Observe another faculty member's course
 - Additional peer observation(s)
 - Trainings
 - Workshops
 - Additional student evaluations
 - Other options as approved by Academic Senate Second Vice President.
3. **No later than April 1, or as adjusted**, coaches and evaluatees meet to:
 - a. review peer observation report(s)
 - b. discuss professional development options in which evaluatee participated
 - c. discuss assessment of learning outcomes
 - d. complete Final Evaluation Report (FER)
4. **No later than April 15**, the Final Evaluation Report must be submitted to the Academic Senate Second Vice-President.
5. **No later than May 1**, the Academic Senate Second Vice-President will submit the Final Evaluation Reports to the appropriate vice-president.

Note: Based on program need/design or extenuating circumstances, requests for timeline adjustments, including justifications, may be made in writing to the Academic Senate Second Vice-President who, along with the appropriate vice-president, will determine whether or not to grant the request within five instructional days of receipt. The Academic Senate Second Vice-President may need to adjust the April due dates in consideration of spring break.

PART IV – COLLECTING FEEDBACK

A. Student Feedback

By the end of the tenth week of the fall semester, student evaluations will be collected from at least three class sections that the faculty member is teaching. If the faculty member is teaching fewer than three sections, evaluations for all sections will be collected. For counselors and librarians, at least 60 student evaluations will be collected. If these faculty

members are also teaching as part of their regular assignment, student evaluations will be collected from both classes and individual appointments/contacts.

Standardized evaluation questionnaires will be used to solicit information from students; the questionnaires allow for written comments. The Academic Senate Secretary will prepare the student evaluation materials and distribute them to the faculty members being evaluated. The faculty member will ask for a student volunteer from each class to administer the questionnaires and return them in a sealed envelope to the Academic Senate Office immediately after the class session. Student evaluations for distance education courses are collected on-line.

Once the Academic Senate Secretary processes the student evaluations, which includes transcribing student comments to ensure anonymity, the summary report and type-written student comments will be sent to the coach(es) and appropriate vice-president. Original student evaluation comments will be shredded once the evaluation process is complete.

B. Peer Observations

The coach(es) will observe at least one class session or one individual counseling session and will prepare a written summary of his/her observations. The coach(es) will discuss the peer observation with the evaluatee and will give appropriate feedback for improvement.

PART V – SELF-EVALUATION SURVEY AND PROFESSIONAL DEVELOPMENT

The Self-Evaluation Survey – The SES is a tool the faculty evaluatee will utilize as part of the evaluation process. It is a dynamic document that can be modified during the process. The SES affords the evaluatee the opportunity to critically analyze his/her performance and to identify professional development needs. The SES is retained by the evaluatee.

Professional Development – Coaches will work closely with evaluatees to identify and select professional development opportunities that best meet the needs of the faculty members. The Academic Senate 2nd Vice President will work collaboratively with the Director of the TLC to ensure that appropriate training opportunities are provided for faculty.

PART VI – DOCUMENT RETENTION

Final Evaluation Report -- Upon completion of the evaluation, the Academic Senate Second Vice-President forwards the Final Evaluation Reports to the appropriate vice-president for review. Final Evaluation Reports are then forwarded to faculty members' personnel files. The evaluatee may choose to have copies of the Self Evaluation Survey, the student survey summary(ies) and/or peer observation(s) included in his/her personnel file.

Student Evaluation Materials -- The original student questionnaires and comments are destroyed once the evaluation process is complete, unless the evaluation is continued for an additional year. The Student Evaluation Summary Form and type-written student comments are forwarded to the appropriate vice-president who shall retain these materials for the three academic years following the evaluation year.

PART VII – INCOMPLETE EVALUATIONS

If the evaluation is incomplete the FCC will make a final recommendation, which could be either a repeated evaluation or a referral for an Administrative Performance Review.

If the evaluation is incomplete after the second cycle, the Academic Senate Second Vice-President will notify the appropriate vice-president that the evaluation has not been completed for two evaluation cycles. This will complete the faculty peer review process. Action after two incomplete faculty evaluations is within the purview of the District.