

NAPA VALLEY COLLEGE

Part-time Faculty Evaluation Process

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Evaluation Process Mission

At Napa Valley College, the **Part-time faculty evaluation process** is designed to facilitate formation of a partnership of faculty, colleagues, students, and administration in which the perceptions of each inform the others. Given this partnership, peer professional judgment is paramount. **Napa Valley College recognizes the essential role of part-time faculty. 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 on-going process of making unit member assignments. (CBA 2017-2020)**

I. Part-time faculty evaluation Process Overview/Contract definitions

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

17.2 Seniority List Procedure:

17.2.1 The evaluation process for seniority list placement shall begin in the fall semester of 2018.

17.2.2 The evaluation shall be completed by the Dean in coordination with the Division Chair, Program/Department Coordinator or voluntary designee.

Ed.Code §87663 a-i specifically, (c) Evaluations shall include, but not be limited to, a peer review process.

17.2.3 No fewer than one (1) student evaluation and one (1) classroom observation conducted by a faculty peer shall be completed per academic year prior to inclusion on the list. The lack of an evaluation will be the equivalent of a positive evaluation. The District may choose to conduct a simultaneous administrative evaluation.

17.2.4 Beginning in the fall of 2020, part-time faculty who have taught for four of the last six semesters (fall/spring, beginning in the fall of 2018) shall be placed on a discipline-specific seniority list of part-time faculty. Part-time faculty hired in the spring shall begin the evaluation process the following fall.

17.2.5 The District shall maintain a current discipline-specific seniority list of part-time faculty. Date of hire and teaching schedule for the past four semesters will create the initial seniority lists.

17.2.6 After inclusion on the seniority list, student evaluations and classroom observations shall be completed every three academic years thereafter.

17.6 Part-time faculty members may be removed from the seniority list if the part-time faculty evaluation process concludes with a "needs improvement" or "unsatisfactory" rating based upon classroom observation, student evaluation and/or administrative evaluation.

Each Part-time faculty member will be evaluated through the use of no fewer than one(1) student evaluation and one (1) classroom observation per academic year.

II. Process Timeline and Components

Evaluation Process (to be distributed to Division Chair/Dean by (week of the semester?)

Division Chair/Dean shall ensure part-time faculty are apprised of evaluation process prior to implementation.

1. Program Coordinator/Division chair/Tenured faculty member schedules a mutually convenient day/time with the part-time faculty member to perform classroom observation.

2. Program Coordinator/Division chair/Tenured faculty member observes the class and writes up observation on the part-time faculty classroom observation form.

3. Program Coordinator/Division chair/Tenured faculty member distributes and collects student evaluation forms at the time of classroom observation

4. Student evaluation forms are forwarded to Office of Academic Affairs where they will be scanned and returned to Program Coordinator/Division chair/Tenured faculty member.

5. Once student evaluation forms are scanned and returned to Program Coordinator/Division chair/Tenured faculty member, a meeting will be scheduled with the Part-time Faculty to discuss student evaluations and comments and Program Coordinator/Division chair/Tenured faculty member's classroom observation.

Note: student comments are to be shared with the Part-time Faculty member at the time of your meeting.

6. Program Coordinator/Division chair/Tenured faculty member and Part-time Faculty sign and date the classroom evaluation form as well as the final meeting form which is then forwarded to the Dean. All copies of the evaluation forms are given to the Part-time Faculty for his or her records.

7. Dean reviews observation form and Student Evaluation comment forms and with recommendation from Program Coordinator/Division chair/Tenured faculty member assigns a rating:

- Meets or Exceeds Performance Standard
- Needs Improvement
- Does not Meet Performance Standards

8. Dean will forward the original classroom observation form and rating to the Office of Academic Affairs. The completed, signed and returned classroom observation form and final meeting form finalizes the process.

III. Process Component Descriptions and Procedures

A. Team:

Each Part-time faculty member is evaluated by a tenured faculty member from within the division or outside of the division if an in-division tenured faculty member is not available

1. Dean: Will ensure that all components of the process have been completed and the proper paperwork submitted according to the process timeline.
2. Tenured Faculty: The dean/Division chair in coordination with Program Coordinator/Division Chair will solicit volunteers/tenured faculty member from each division to staff the in-division positions. An out of division tenured faculty member will be chosen when an in-division faculty member is not available

B. Meeting Forms

1. Objective: Meeting forms are the way in which we ensure and document that the process is completed in a meaningful and productive way. Forms should not only guide **Deans/Division chairs and Program Coordinator/Division Chair/tenured faculty members** through the process requirements and deadlines, but should encourage meaningful discussion about the degree to which the Part-time Faculty is meeting their professional responsibilities. Professional responsibilities are listed in the Appendix of this document.
2. Development: Forms **relative to the peer observation and student evaluations** will be developed **and approved by the Academic Senate** and distributed to **Deans by the Office of Academic Affairs**. **Forms used in the administrative piece of the part-time evaluation process will be developed by the Office of Academic affairs.**
3. Submission: **Meeting** forms will be submitted to the **Office of Academic Affairs** according to the process timeline.
4. Copies: Copies of meeting forms should be held by **the Dean** as they oversee the process to completion. Upon completion of the process, meeting forms will be returned to the Part-time Faculty . **In the event that a chair or an Part-time Faculty does not follow the process to completion, the meeting form copies will be returned to the Dean of Academic Affairs.**

C. Peer Review

1. Objective: Peer reviews are based on the responsibilities identified in the position announcement and the professional responsibilities in the four areas of evaluation (A. Teaches/counsels effectively. B. Works responsibly within the program, college and community. C - Develops professionally and D. Supports students) appended to this document.
2. Program Coodinator/Division Chair/tenured faculty member Involvement: Each **Program Coodinator/Division Chair/tenured faculty member** conducts one peer review according to the process timeline.
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 evaluations under as many varied circumstances as possible.
 - a. Online Peer Review: In the case of online classroom peer review, the Part-time Faculty 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, **Program Coordinator/Division Chair/tenured faculty members** will make every effort to perform at least one peer review in that environment, adhering to student confidentiality guidelines.

4. Off Campus: If a faculty member performs significant duties off campus, and the **Program Coordinator/Division Chair/tenured faculty member** are unable to perform the peer review in that environment, the **Dean** will make every effort to solicit as many peer reviews as required from in-division faculty available to that off-campus setting,
5. Forms:
 - a. Development: Peer review forms will be developed and updated by the **Academic Senate**. The forms will be distributed to **Deans** and made available on the **Office of Academic affairs website**.
 - b. Submission: Original peer review forms will be submitted to the **Dean according** to the process timeline.
 - c. Forwarding: Original peer review forms will be forwarded to the **Dean and then to the Dean of Academic affairs**
 - d. Copies: Copies of peer review forms should be held by **Deans** as they oversee the process to completion. Upon completion of the process, peer review forms will be returned to the Part-time Faculty . In the event that a chair or an Part-time Faculty does not follow the process to completion, the meeting form copies will be returned to **Dean**

D. Student Evaluations

1. Objective: Student evaluations will reflect as many facets of the way in which a particular faculty member interacts with students as is practically possible, and will be conducted in accordance with the process timeline.
2. Setting:
 - a. Groups/Classes: For Part-time Faculty s who teach or give 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 **Program Coordinator/Division Chair/tenured faculty members**.
 - b. One-on-One: For Part-time Faculty s that interact with students in a one-on-one setting, the **Dean** will coordinate with the appropriate instructional area to have student evaluations distributed and collected.
3. Quantity: Every effort is made to ensure that at least **one class of evaluations** for each evaluate **is collected**.
4. Confidentiality: The Part-time Faculty may not remain in the same setting as the students while evaluations are completed and collected. Student responses are collected on Student Evaluation Forms, or by an online survey for online students. Written comments are typed and returned to the **Program Coordinator/Division Chair/tenured faculty member** via a Summary Report before being shared with the Part-time Faculty to protect student anonymity.
5. Summary Reports: The **Office of Academic affairs** secretary processes the raw data from the student evaluations, maintains confidentiality, completes

and returns a summary report to the **Program Coordinator/Division Chair/tenured faculty member**. Only the Part-time Faculty may keep the summary report, no other team members should retain any copies of the report.

6. **Forwarding:** The **dean** forwards original student evaluation forms along with the summary report to the **Dean of Academic affairs**. Original student evaluation forms will be forwarded by the **Dean of Academic affairs** to Human Resources to be kept on file.

E. Administrative Evaluation

1. If the district chooses to perform an administrative evaluation, it will be completed and shared with the **Program Coordinator/Division Chair/tenured faculty member** according to the process timeline.

F. Performance Rating Determination

1. **Objective:** The **Dean** assigns a performance rating determination indicating how well the Part-time Faculty is meeting the professional responsibility standards as defined by the college. The **Dean** will consider all evaluation materials gathered and discussed throughout the evaluation process **with the Program Coordinator/Division Chair/tenured faculty member** when making the determination. This performance rating determination will be given significant weight in decisions to offer **seniority**.
2. **Rating Definitions:**
 - a. **Meets or Exceeds the Evaluation Performance Standards**
 - The **Dean** may note some areas for continued improvement and still choose this rating as long as the Part-time Faculty's pattern of performance is satisfactory in the four areas of professional responsibility and in reference to the position announcement, and there are no areas of significant concern.
 - b. **Needs Improvement to Address Specific Area(s)**
 - This rating either denotes a pattern of performance that does not adequately meet NVC professional responsibility standards or exhibits weakness in some area(s).
 - In this case, the **Dean** works with the Part-time Faculty to develop a work plan for implementation the following semester that directly addresses the area(s) of concern.
 - 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 or the position

announcement and/or has not made satisfactory progress in the areas outlined in a previous work plan.

3. Decisions: Optimally, all decisions of the **Dean** with regard to the Part-time Faculty 's performance are reached by consensus. However, if consensus is not possible, then the **Dean of Academic affairs** may be consulted to assist with the decision-making process. In the event a decision regarding the Part-time Faculty 's performance cannot be reached by consensus, then decisions are made by majority vote of the **team** members, and will be noted on the rating form. The Part-time Faculty is not a voting member of the committee.

IV. **Timeline Changes (Office of Academic Affairs should handle this)**

- A. **Timeline Objectives:**
- B. **Timeline Extensions:**
- C. **Deadline:**

V. **Negative Information Originating Outside of This Process**

When any member of the college community receives material of potentially substantive impact from any individual regarding a **Part-time** faculty member, s/he must follow the standard campus complaint policy.

All Other Complaints: Negative information, concerns, or complaints from all other sources, including college employees and community members, are addressed through the chain of command (i.e.: division chair or dean, with referral to supervising administrator when necessary). At the conclusion of the complaint process and in the event there is merit to the complaint or grievance, the division chair, division dean, or Vice President forwards written information to the Program coordinator outlining the issue or problem for which the evaluate needs training and/or performance improvement. In the event the issue is substantive or represents a pattern of behavior that violates policies, procedures, laws, and/or the collective bargaining agreement, the matter is referred to the respective vice-president for inclusion in the Administrative Evaluation. This does not preclude the District from imposing any disciplinary action.

VI. **Rights and Responsibilities**

A. **Part-time Faculty**

1. Responsibilities: The Part-time Faculty is expected to work collegially with the **Dean** to complete all aspects of the process as outlined in this document in accordance with the process timeline.

2. Information: The Part-time Faculty shall be informed of the degree to which he/she is meeting NVC's standards of performance through attending **Dean** meetings, peer evaluations, student evaluations, , and any other evaluation feedback by the **Dean**.
3. Representation: The Part-time Faculty may contact the Faculty Association President to request that a Faculty Association representative monitor the process. The appointed Association representative may attend **Dean** meetings as an observer.
4. Appeal: The evaluation findings of the **Dean** may not be appealed; however, the 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.

B. District

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.

1. Responsibilities of the Dean of Academic affairs

- a. Receive Documents: The **Dean of Academic affairs** receives original meeting forms, original student evaluation forms, summary of raw data, all typed student comments, peer observation reports, and the Final Evaluation Report from the **Dean** according to the process timeline.
- b. Forward Documents: The **Dean of Academic affairs** includes the Vice President of Student Services, as appropriate, in review of all evaluation documents, and forwards the Final Evaluation Report and all other evaluation materials received to the Office of Human Resources. The **Dean of Academic affairs** will return to the **Dean** signed confirmation that such documents have been forwarded.
- c. Administrative Evaluation: The **Dean of Academic affairs** is encouraged to conduct a simultaneous Administrative Evaluation of **Part-time** Part-time Faculty s, in accordance with the process timeline. The administrative evaluation process for each academic year will be given to the **Deans** at least one week before the beginning of each fall semester. Nothing precludes the **Dean of Academic affairs** from subsequent Administrative Evaluations in cases in which the Part-time Faculty is believed to not be fulfilling his/her professional responsibilities.

C. Human Resources

1. Accept Documents: Accept documents from the **Dean of Academic affairs**
2. Retain Documents: Retains and destroys documents in accordance with current Educational Code.
3. Destroy Documents: Destroy original student evaluation forms after faculty member receives **Seniority**

APPENDICES: PROFESSIONAL RESPONSIBILITIES

1. Overview: This portion of the evaluation process is meant as a guide to help Part-time Faculty and their Deans to consider the things that Part-time faculty already do, things they may not have thought of, and things that they might do in the future to continually improve their teaching ability.
2. 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 contract-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. Actively participates in Academic Senate, District or other standing or ad hoc committees in order to further support the success of the college.~~
2. Contributes to the department, program, and college level development and assessment of Student Learning Outcomes.
- ~~3. Creates both formal and informal collaborations with colleagues to promote student success.~~
4. Demonstrates understanding of college organization and procedures, and promotes campus resources to support student success.
- ~~5. Engages and mentors others to engage in actions that promote institutional and departmental goals.~~
- ~~6. Actively works with advisory and accrediting groups specific to discipline (where appropriate).~~
- ~~7. Seeks participation in outside grants or programs to enhance student success.~~

C. DEVELOPS PROFESSIONALLY

- ~~1. Maintains connections to relevant organizations within their discipline.~~
- ~~2. Participates and ultimately takes leadership roles in continuing education activities within and across disciplines.~~
- ~~3. Stays current through reading and/or research, and demonstrates leadership in activities to share knowledge with colleagues.~~
- ~~4. Participates in and ultimately organizes professional development activities to promote an understanding of learning theory and pedagogy and cross-cultural awareness.~~
- ~~5. Attends conferences and workshops relevant to discipline and pedagogy.~~

D. SUPPORTS STUDENTS

1. Creates safe, supportive classrooms 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 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.
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.

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. ~~Prepares LibGuides on timely subjects, selecting quality print and online resources to support specific subject disciplines.~~
 - d. ~~Creates library displays that relate to campus life and current topics.~~
 - e. ~~Maintains and enhances library website.~~
 - f. 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.
 - c. Oversees periodicals collection to ensure adequate coverage to support curriculum college-wide.

B. WORKS RESPONSIBLY WITHIN THE PROGRAM/COLLEGE/COMMUNITY

1. ~~Actively participates in Academic Senate, District or other standing or ad hoc committees in order to further support the success of the college.~~
2. Participates in collaborative efforts with faculty, staff and administration.
3. Develops an understanding of college organization and procedures.

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

4. Engages in actions to promote institutional and departmental goals.
5. Works with advisory and accrediting groups specific to discipline (where appropriate).
6. ~~Serves as a mentor/coach within/across disciplines.~~

C. DEVELOPS PROFESSIONALLY

1. ~~Maintains connections to relevant organizations within their discipline.~~
2. ~~Participates and ultimately takes leadership roles in continuing education activities within and across disciplines.~~
3. ~~Stays current through reading and/or research, and demonstrates leadership in activities to share knowledge with colleagues.~~
4. ~~Participates in and ultimately organizes professional development activities to promote an understanding of library offerings, information competency and research techniques.~~
5. ~~Attends conferences and workshops relevant to discipline.~~

D. 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.
5. Advocates for students through professional contacts and assist other colleagues in becoming student advocates.

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

6. Actively participates in collaborative efforts for program coordination.
7. Contributes to the department, program, and college level development and assessment of Student Learning Outcomes.
8. Creates both formal and informal collaborations with colleagues to promote student success.
9. Demonstrates understanding of college organization and procedures, and promotes campus resources to support student success.
- ~~10. Engages in outreach activities to students and community, to encourage potential students to avail themselves of services that will maximize their potential to benefit from the academic experience.~~
- ~~11. Actively participates in articulation policies and efforts.~~
- ~~12. Actively participates in Academic Senate, District or other standing or ad hoc committees in order to further support the success of the college.~~
- ~~13. Acts as a liaison to programs, divisions, and community agencies.~~
- ~~14. Consults with the college at large, including governance process, in an effort to make the environment for students as beneficial as possible to their intellectual, emotional and physical development.~~

C. PROFESSIONAL DEVELOPMENT

- ~~1. Attends conferences and workshops relevant to discipline and pedagogy.~~
- ~~2. Maintains connections to relevant organizations within discipline.~~
- ~~3. Participates in continuing education activities within and across disciplines.~~
- ~~4. Stays current within discipline through reading and/or research and shares knowledge with colleagues.~~
- ~~5. Participates in and/or organizes professional development activities to promote an understanding of counseling theory and pedagogy cross-cultural awareness.~~

D. 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.