

REGULAR (TENURED) FACULTY EVALUATION PROCESS

Adopted by Academic Senate, May 14, 2024

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 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, 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 can 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 Coach's Evaluations, 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 they 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 submitted to the Academic Senate

Second Vice-President on/by the date due. (All forms are available through the Academic Senate administrative assistant 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 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 Academic Affairs (VPAA) 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 Professional Learning Committee chair will coordinate workshops and other professional learning options for coaches and evaluatees.

Expectations of Administration

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

Administration will work collaboratively with the Academic Senate to design and offer professional learning opportunities for faculty members based on needs identified through the evaluation process.

While the District supports the peer coaching model, nothing in this process 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, an Administrative Performance Review may be initiated 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

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.

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). Similarly, no two coaches may evaluatee each other at the same time.

TIMELINE

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

Fall Semester

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

Meeting 1: Completed by end of week 4

The evaluatee will meet with their coach(es) to:

- Submit the confidentiality agreement
- Review the evaluatee's Self-Evaluation Assessment and identify training needs.
- Review, discuss, and revise, if necessary, syllabi, goals, instructional design, assignments, and assessments for each course
- Schedule one Coach's Evaluation <weeks 5-9>
- Schedule two classes of student surveys <weeks 9-11>
- Discuss any other areas of interest or concern
- Submit the Meeting Form #1

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 surveys. 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.

Meeting 2: Completed in weeks 13 - 14

- Discuss student survey results
- Identify additional training and professional learning needs (VP II will submit list to PLC chair)
- Discuss other issues related to the evaluation and issues related to assessment of learning outcomes.

Week 16: The Academic Senate Second Vice President will forward all required materials to the Vice President of Academic Affairs by week 16.

Spring Semester

Meeting 3: Completed by week 3 (The first week of the semester is the week in which the first class for that term starts)

- Discuss professional learning trainings
- Review syllabi, particularly if there were problems in the fall term
- Schedule one class of student surveys <weeks 9-11>

Evaluatee must choose two additional professional learning options from the following to be completed before the 4th meeting:

- Peer Observation
- Trainings or workshops
- Additional set of student surveys <weeks 9-11>
- Other options as approved by Academic Senate Second Vice President.

Additional Semester Tasks

- Equity Reflection completed by <week 11>
- Administrative Evaluation: Submitted by week 12

Meeting 4: Completed in weeks 13 – 14

- Discuss professional learning options in which evaluatee participated
- Discuss assessment of student learning outcomes
- Discuss Equity Reflection and goals

Note for timeline adjustments:

For adjustments to timelines, the evaluatee may submit a written request to the AS VP II. For postponements or significant changes to the timeline, the request will be determined by the VP II and VPAA. The request determination will be made within 5 instructional days.

Week 16: The Academic Senate Second Vice President will forward all required materials to the Vice President of Academic Affairs by week 16.

PART IV – COLLECTING FEEDBACK

A. Student Surveys

1. Objective: Student surveys 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 evaluatees who teach or give presentations to groups of students in any way, survey responses will be collected through an online survey platform. These student survey links will be open and made available to students for one week as indicated on the timeline.
 - b. One-on-One: For evaluatees that interact with students in a one-on-one setting, student survey responses will be collected using an online platform, or as requested by specific departments/classes, and alternative in person method of survey collection will be used.
3. Quantity: Every effort is made to ensure that we receive a 75% response rate for each class being surveyed. For instructors whose full load is in the classroom, student surveys will be administered to at least three groups/classes, or the instructor's full load, whichever is smaller.
4. Confidentiality: The evaluatee may not remain in the same setting as the students while surveys are completed and collected to protect student anonymity. Student survey results will be emailed to the ET prior to the following meeting. Once discussed, the ET should delete their copy of the evaluatee's results.

5. Student Survey Results: The Academic Senate administrative assistant processes the data from the student surveys, maintains confidentiality, completes, and returns a student survey results to the coach(es).
6. Forwarding: Student survey results (as part of evaluation file) will be submitted to the VPAA but only forwarded to HR if requested by evaluatee.

B. Coach's Evaluations

The coach(es) will evaluate at least one class session or one individual counseling session and will submit Coach's Evaluation Form. The coach(es) will discuss the Coach's Evaluation with the evaluatee and will give appropriate feedback.

PART V – SELF-EVALUATION ASSESSMENT, PROFESSIONAL LEARNING, AND EQUITY REFLECTION

The Self-Evaluation Assessment

The SEA 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 SEA affords the evaluatee the opportunity to critically analyze their performance and to identify professional learning needs. The SEA should be shared with the coach prior to meeting #1 for discussion purposes.

Professional Learning

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

Equity Reflection (See Appendix A)

This reflection is intended to foster a conversation and to facilitate discussion among colleagues that reflects on how we can individually and collectively work to improve student outcomes for historically under-represented groups and disproportionately impacted populations. The reflection should be used to help advance individual professional development and institutional dialogue on change. The reflection document must not be used as evidence to support a less than satisfactory rating, however, nothing in the reflection process shall limit a performance review team's ability to address a faculty member's less than satisfactory performance issues utilizing evidence or information.

The evaluatee may request and review their confidential student success data and use it to inform their reflection.

PART VI – DOCUMENT RETENTION

Evaluation File

Upon completion of the evaluation, the Academic Senate Second Vice-President forwards

the Evaluation File to the appropriate vice president for review. Evaluation File are then forwarded to faculty members' personnel files. The evaluatee may choose to have copies of their student survey results, the Equity Reflection, and/or Coach's Evaluation(s) included in their personnel file.

Student Survey Results

The student survey results will be destroyed once the evaluation process is complete unless the evaluation is continued for an additional year. The Student Survey Results are forwarded to the VPAA who shall retain these materials for the three academic years following the evaluation year.

PART VII – INCOMPLETE EVALUATIONS

If the evaluation is incomplete, the FEC 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.

APPENDIX A: EQUITY REFLECTION

Appendix A: Equity Reflection

A. EQUITY REFLECTION

1. What have you done to improve your proficiency in diversity, equity, inclusion and accessibility-related competencies?

This might include, but is not limited to the following:

- curriculum review related to anti-racism, social justice, decolonization, and equity
- participation in culturally responsive pedagogy workshops and equity related workshops/institutes
- review of professional materials and best practices for equity in your field
- improving the accessibility of your course material to be ADA compliant (online/in person)

2. How have you made or plan to make your practice(s) more culturally responsive to your students and/or help to close opportunity gaps?

This might include, but is not limited to the following:

- how you have adjusted your syllabus
- curriculum and/or course design
- classroom or one on one sessions
- culturally responsive pedagogy, i.e. lesson plans, materials, equitable grading & assessment practices