

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

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
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 , 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 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.

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 Self-Evaluation Assessment and identify training needs.

3.29TBDC q0.000009Qc Review course, and revise if necessary, syllabi, goals, instructional design, assignments, and assessments for each course

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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 12>
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 gID 32/La 11.b1TÆT 792 r

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.

the Evaluation File to the appropriate vice president for review. Evaluation File

