NAPA VALLEY COLLEGE

Contract (Tenure-track) Faculty Evaluation Process

AS Approved: 5/14/24

Negotiations Agreement: 5/10/17

Mutual Agreement: 5/25/17

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Evaluation Process Mission

At Napa Valley College, the tenure review period 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. Evaluation team performance rating determinations and recommendations for tenure will be given significant weight by the Vice President of Academic Affairs, the Vice President of Student Support Services, the Superintendent/President and the Board of Trustees in decisions to offer contracts and award tenure.

I. Contract Evaluation Process Overview

Napa Valley College Contract Faculty Evaluation is a four-year process that follows a coaching model of collegial peer support in which the faculty members are expected to work together to support the contract faculty member's (evaluatee's) professional learning as a member of the college community. Faculty members brought together for this purpose will form the evaluatee's evaluation team.

Faculty evaluation team members will conduct coach's evaluations. Teams will meet regularly throughout the year to discuss the degree to which the evaluatee is meeting expectations and to identify areas for growth.

The evaluation team has the yearly responsibility of assessing the degree to which the contract faculty member is meeting the professional responsibilities as defined by the college by providing a performance rating. That rating will be forwarded to the district and considered in the decision to offer the next contract.

Additionally, for evaluatees on Contract III Year 2, the evaluation team will make a recommendation on the award of tenure. The Second Vice President of the Academic Senate forwards recommendations for tenure status to the Vice President of Academic Affairs, who subsequently consults with the Vice President of Student Services as appropriate and makes recommendations to the Superintendent/President. The final decision regarding tenure is made by the Board of Trustees at its February meeting, after considering the recommendation of the Superintendent/President.

The tenure review process is confidential and must be treated as such by all persons involved. Furthermore, while the timelines are important to the overall process, they are not intended to hinder the evaluatee or evaluation team members, or to be technicalities by which the entire process can be invalidated. Non-prejudicial procedural errors shall not serve to invalidate the recommendation of the evaluation team.

II. Contract Definitions (Ed Code, 87468, 87475, 87605, 87606, 87608, 87608.5, and 87609.)

A. **Contract I:** A newly hired contract faculty member who has not completed 75% of the previous academic year (175 days) with a full-time load.

B. **Contract II:** A faculty member who completed at least 75% of the previous academic year on Contract I and was offered a new contract by the District, or, a newly hired contract faculty member who completed 75% of the previous year will a full-time load.

C. **Contract III:** A faculty member who completed at least 75% of the previous academic year on Contract II and was offered a new contract by the District. Per Ed Code, a contract beyond Contract II must be for two academic years. These two years will be referred to as Contract III Year I and Contract III Year 2.

D. **Leave Provisions**: In the event that a faculty member completes less than 75 percent of the academic year, time spent on paid or unpaid leave of absence will be included in computing service if the faculty member serves sufficient time during the year to allow for the evaluation of the faculty member as defined by this document. For purpose of this provision, the paid or unpaid leave of absence may include, but is not limited to, any of the following:

   1. Leave for reason of the birth of and bonding with a child or bonding with an adopted or foster child.

   2. Leave to care for a parent, spouse, or child with a serious health condition.

   3. Leave because of an employee's own serious health condition.

E. **Tenure:** While a faculty member is on Contract III Year 2, the evaluation team will make a recommendation as to the award of tenure. This recommendation will have significant weight when considered by the Vice President of the appropriate area, the Superintendent/President and the Board of Trustees.

F. **Grant Funded Faculty Members:** Academic employees hired pursuant to Ed Code Section 87470 are not considered contract (tenure-track) faculty members. Such faculty members may be released at the expiration of the contract or specially funded project; however, they shall be evaluated pursuant to these guidelines. In the event the faculty member hired under this section completes at least 75% of an academic year and is subsequently employed as a contract faculty member, then the year immediately preceding the contract employment year shall be considered the first year of contract status and shall count towards tenure status.

G. **Off-Timeline Hiring:** Any faculty member with a hire date that will include full-time work for less than 75% of the year at the hiring contract classification, will be evaluated according to the process timeline and components in this document to the extent practical, but will remain at the hiring contract classification through the completion of the following contract year.

III. Process Timeline and Components

Note: *Contract I faculty will participate in the New Faculty Learning Community (NFLC) in lieu of an Academic Senate assignment.*

Fall Semester

Orientation: Completed on flex day, or by the end of week 2 of the semester.

- All evaluation teams will meet to set their meeting dates for the semester.

Meeting 1: Completed by week 4

- Go over the Contract Evaluation Process and the Administrative Evaluation Process
- Sign confidentiality agreement
- Review syllabi according to the syllabus checklist
- Schedule two coach's evaluations <weeks 5-9>
- Schedule two classes of student surveys <weeks 9-11>
- Identify one faculty member for the Peer Observation <weeks 5-11>
- Discuss Work Plan (if applicable from previous semester)

Meeting 2: Completed in weeks 13 - 14

- Discuss Coach's Evaluations, student surveys and peer observation
- Make Performance Rating Determination
- Make Recommendation for tenure (Contract III Year 2)
- Develop Work Plan if needed

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: Not Required of Contract III Year 2 Evaluatees

Meeting 3: Completed by week 3

- Schedule one Coach's Evaluation <weeks 5-9>
- Schedule one class of student surveys <weeks 9-11>
- Identify two faculty members for the Peer Observation <weeks 5-11>

Additional Semester Tasks

- Self-Evaluation Narrative and Equity Reflection completed by <week 12>
- Administrative Evaluation: Submitted by week 12

Meeting 4: Completed in weeks 13 – 14

- Discuss Coach's Evaluation, student surveys, peer observations and work plan, if developed.
- Discuss Administrative Evaluation report
- Discuss Self-Evaluation Narrative/Equity Reflection and goals for next year (Contract I, II, III Year 1)

IV. Process Component Descriptions and Procedures

A. Evaluation teams (ET):

1. Composition: Each non-tenured faculty member is evaluated by an Evaluation team (ET) consisting of two tenured faculty members from within the division, and one tenured faculty member from outside the division, who

is the ET chair. It is the responsibility of all ET members to participate fully in all components described in this process. The Academic Senate Second Vice President recommends membership of ETs to the Academic Senate for confirmation.

2. ET Chair: ET chairs will be assigned from Faculty Evaluation Committee members. It is the responsibility of the ET Chair to schedule and conduct meetings as described in this process and to ensure that all components of the process have been completed and the proper paperwork submitted according to the process timeline.
3. Tenured Faculty: For each ET formed, the Academic Senate Second Vice President will solicit volunteers from each division to staff the in-division positions. Priority will be given to division chair and department coordinator volunteers. If no volunteers exist, faculty will be chosen at random from the division.
4. Request for Removal: Every tenured faculty member of the ET can request to be removed. The evaluatee can request a change in membership one time. Such requests must be submitted, along with rationale, to the Academic Senate Second Vice President who will forward a recommendation to the Academic Senate Executive Committee for final decision.
5. Timeline: By the end of each spring semester, the Academic Senate Second Vice President will finalize the membership of ETs for all known contract faculty for the following academic year and distribute that information to ET members and to the Academic Senate for approval. ETs for subsequently hired contract faculty will be formed as soon as practical.

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 ETs through the process requirements and deadlines but should encourage meaningful discussion about the degree to which the evaluatee is meeting their professional responsibilities, strategies for growth in all areas of professional responsibility, and the way in which assessment and implementing change indicated by Student Learning Outcomes is occurring on a regular basis. Professional responsibilities are listed in the Appendix of this document.
2. Development: Forms will be developed and distributed to ET chairs by the Academic Senate Second Vice President.
3. Submission: Meeting forms will be submitted electronically to the process timeline.
4. Forwarding: Meeting forms will be forwarded to the Vice President of Academic Affairs by the Academic Senate Second Vice President.

C. Confidentiality Form

1. Objective: The tenure review process is confidential and must be treated as such by all persons involved.

2. Signing: All tenured faculty ET members must electronically sign the confidentiality form indicating they agree to the confidentiality of the process. The evaluatee is not required to sign the form.
3. Forwarding: The confidentiality form is forwarded to the Vice President of Academic Affairs by the Academic Senate Second Vice President.

D. Syllabus Checklist

1. Development: The syllabus checklist will be evaluated and updated by the Academic Senate Second Vice President in conjunction with the Faculty Evaluation and Professional Learning Committees. The checklist will be made available on the Academic Senate website.

E. Coach's Evaluation

1. Objective: Coach's evaluations 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. ET Involvement: Each ET member conducts one coach's evaluation 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 Coach's Evaluations under as many varied circumstances as possible.
    a. Online Coach's Evaluation: The evaluatee will be notified in advance of the exact day(s) the reviewer will have access to the online classroom. The evaluatee will need to provide access to the online course for this evaluation.
    b. One-on-One Instruction: For faculty who interact with students in a one-on-one environment, ETs will make every effort to perform at least one coach's evaluation in that environment, adhering to student confidentiality guidelines.
    c. Off Campus: If a faculty member performs significant duties off campus, and the ET members are unable to perform the coach's evaluation in that environment, the ASVPII will make every effort to solicit as many coach's evaluations as required from in-division faculty available to that off- campus setting, in addition to the coach's evaluations conducted by the ET in other settings.
4. Forms:
    a. Development: Coach's evaluation forms will be developed and updated by the Academic Senate Second Vice President in conjunction with the Faculty Evaluation Committees. The forms

will be made available on the Academic Senate Website.

b. Submission: Coach's evaluation forms will be electronically submitted according to the process timeline.

c. Forwarding: Coach's evaluation forms will be forwarded to the Vice President of Academic Affairs by the Academic Senate Second Vice President.

F. 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, student survey responses will be from students 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, student survey responses will be collected using an online platform, or as requested by specific departments/classes, an 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 summary report to the ET. Following the Evaluation Team meeting where the survey results are discussed, coaches should delete any copies of the report.

6. Forwarding: The AS VPII forwards all student survey results to the VPAA. Student survey results will be forwarded by the VPAA to Human Resources to be kept on file until such time as tenure is awarded.

7. Destroying: Upon award of tenure original student survey results will be destroyed by HR.

G. Peer Observations

1. Objective: According to the process timeline, the evaluatee observes at least three other faculty or staff members in the performance of their duties (e.g., teaching, counseling) to gain additional exposure to a range of techniques and styles and to develop networks within the college.
2. Submission: The evaluatee keeps a record of each peer observation, including the date, person being observed and any noted insights or outcomes, for later discussion with the ET. This record is not submitted to anyone other than the ET.

H. New Faculty Learning Community (NFLC)

1. Newly hired faculty become a member of the NFLC for their first year. The NFLC is directed by the Vice President of Academic Affairs. The schedule for the NFLC will be developed each spring by the Vice President of Academic Affairs and mutually agreed upon with the Academic Senate Second Vice President. The NFLC schedule will include a maximum of 12 contact hours.

I. Administrative Evaluation

1. The Administrative Evaluation will be completed and shared with the ET according to the process timeline.

J. Self-Evaluation Narrative and Equity Reflection

2. Objective: The evaluatee completes a self-evaluation narrative in accordance with the process timeline, addressing the ways that they have incorporated, learned, or identified areas for growth throughout the semester. The self-evaluation acknowledges peer and student feedback. Although the evaluation will draw from the four areas of professional responsibility (see Appendices), it will focus on the objectives and strategies discussed with the ET throughout the semester. This narrative will also include a response to Equity Reflection questions.
3. Submission: The evaluatee will share their Self-Evaluation Narrative with all the ET members and will separately submit it to the Academic Senate Second Vice President through the appropriate form on the Academic Senate Faculty Evaluation Committee website.
4. Forwarding: The Self-Evaluation Narratives are forwarded to the Vice President of Academic Affairs by the Academic Senate Second Vice President.

K. Performance Rating Determination

1. Objective: In the fall of each contract year, the ET assigns a performance rating determination indicating how well the evaluatee is meeting the professional responsibility standards as defined by the college. The ET will consider all evaluation materials gathered and discussed throughout the evaluation process when making the determination. This performance rating determination will be given

significant weight by the Vice President of Academic Affairs, the Vice President of Student Support Services, the Superintendent/President and the Board of Trustees in decisions to offer contracts and award tenure.

2. Rating Definitions:

a. **Meets or Exceeds the Evaluation Performance Standards**

- The ET may note some areas for continued improvement and still choose this rating as long as the evaluatee'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 ET works with the evaluatee 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 evaluatee 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 ET, regarding the evaluatee's performance, are reached by consensus. However, if consensus is not possible, then the Academic Senate Second Vice President may be consulted to assist with the decision-making process. In the event a decision regarding the evaluatee's performance cannot be reached by consensus, then decisions are made by majority vote of the ET members and will be noted on the rating form. The evaluatee is not a voting member of the committee.

L. Tenure

1. Objective: While a faculty member is on Contract III Year 2, the ET will make a recommendation as to the award of tenure. This recommendation will have significant weight when considered by the Vice President of the appropriate area, the Superintendent/President, and the Board of Trustees.

2. Tenure Recommendation Definitions:

a. **Grant Tenure**

- This choice indicates that the evaluatee has exhibited a satisfactory pattern of performance in the four areas of professional responsibility

and in reference to the position announcement, and there are no areas of significant concern.

b. **Do Not Grant Tenure**
   - This choice indicates that the evaluatee has significantly and/or consistently not met or exceeded the evaluation performance standards outlined in one or more of the professional responsibilities or in reference to the position announcement. These shortcomings would have been noted with a "Needs Improvement to Address Specific Area(s)" or "Does Not Meet the Performance Standards for NVC" performance rating earlier in the evaluation process. In this case, the team will indicate their specific areas of concern on the tenure recommendation form.

3. Decisions: Optimally, all decisions of the ET regarding the evaluatee's tenure recommendation are reached by consensus. However, if consensus is not possible, then the Academic Senate Second Vice President may be consulted to assist with the decision-making process. In the event a decision regarding the evaluatee's tenure recommendation cannot be reached by consensus, then decisions are made by majority vote of the ET members and noted on the recommendation form. The evaluatee is not a voting member of the committee.

M. Work Plans

1. Criteria: If the evaluatee receives a "Needs Improvement" evaluation rating, the ET works with the evaluatee before the end of that semester to develop and implement a work plan to address the area(s) of concern.

2. Objective/Timeline: The work plan identifies specific improvement(s) needed and includes a timeline for implementing change(s) and assessing improvement over the following semester.

3. Resources: If appropriate, the ET works with the Academic Senate Second Vice President and appropriate college personnel to locate relevant professional learning resources.

4. Submission: A copy of the work plan is submitted to the Academic Senate Second Vice President by the end of the semester in which the "Needs Improvement" rating was given.

5. Forwarding: Work plans are forwarded to the Vice President of Academic Affairs by the Academic Senate Second Vice President.

V. Timeline Changes

A. Timeline Objectives: Faculty ETs are encouraged to meet more frequently than the guidelines provide if they feel it is necessary or advisable. It is the intent that all teams adhere to the deadlines set forth each academic year by the Academic Senate Second Vice President, which reflect the timelines set forth in this document. However, non-prejudicial procedural errors shall not serve to invalidate the recommendation of the ET. Nonetheless, the ET must comply with

legally mandated guidelines and deadlines, which means that all rating determination decisions must be completed and available for placement on the February meeting agenda of the Board of Trustees.

B. Timeline Extensions: In extenuating circumstances, an ET may determine that it is necessary to deviate from the timelines outlined in these guidelines. In such cases, a written request from the ET is submitted to the Academic Senate Second Vice President, specifying the deviation which the ET requests and the reasons for the request. The Academic Senate Vice President shall determine whether to grant or deny the request within five instructional days of receipt.

C. Week 16 Deadline: Any extension of timeline resulting in submitting materials to the district past the week 16 deadline must be mutually agreed- upon between the District, the Faculty Association, and the evaluatee.

VI. 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 contract faculty member, they must follow the standard campus complaint policy.

Student Complaints: All student complaints are addressed through the Student Complaints and Grievances Policy and Procedures, with the exception of complaints of unlawful discrimination. The latter are referred to the Office of Human Resources. At the conclusion of the complaint process and in the event, there is merit to the complaint or grievance, division dean, or Vice President forwards written information to the ET outlining the issue or problem for which the evaluatee needs training and/or performance improvement. This does not preclude the District from imposing any disciplinary action.

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.: 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 dean or Vice President forwards written information to the ET 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.

VII. Rights and Responsibilities

A. Evaluatee

1. Responsibilities: The evaluatee is expected to work collegially with the ET 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 they

are meeting NVC's standards of performance through attending ET meetings, Coach's evaluations, student surveys, self- evaluation narrative discussion, and any other evaluation feedback by the ET or Administration.

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 ET meetings as an observer.

4. Appeal: The evaluation findings of the ET 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. Academic Senate Second Vice President (VPII)

The Academic Senate Second Vice President oversees and monitors the evaluation process as follows, in accordance with process components and timeline given in this document:

1. Verify accuracy of Contract faculty to be evaluated.
2. Work with Academic Senate President to assign ET chairs/Faculty Evaluation Committee members.
3. Assign remaining ET members and forward the teams to the Academic Senate for approval.
4. Prepare annual calendar of activities and due dates.
5. Oversee collection of all required forms and documents.
6. Meet with the ET and evaluatee as needed.
7. Submit timely reports and materials to the Vice President of Academic Affairs. Verify that the guidelines have been followed and so state in the report to the appropriate Vice President.
8. Forward all documents as described.
9. Chair the Faculty Evaluation Committee.
10. Work with colleagues and appropriate departments/committees/personnel across campus on professional learning activities.
11. Support members of evaluation team in their understanding of their roles and responsibilities and facilitate necessary training to fulfill duties.

C. District

Nothing in this article shall be construed to limit in any way the District's right to evaluate contract 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 Vice President of Academic Affairs (VPAA)**

    a. Receive Documents: The VPAA receives meeting forms, signed confidentiality agreements, student survey results evaluation forms. Coach evaluations, Self-Evaluation Narrative, from the Academic Senate Second Vice President according to the process timeline.

    b. Forward Documents: The VPAA includes the Vice President of Student Services, as appropriate, in review of all evaluation documents, and forwards the evaluatee's file to the Office of Human Resources. The VPAA will provide confirmation return to the ASVPII such documents have been forwarded.

    c. Copies/Other Duties: As needed, the VPAA may request, in writing, copies of other materials contained in the evaluatee's personnel file. The VPAA may submit those materials to the President/Superintendent, Board of Trustees and/or legal counsel.

    d. Administrative Evaluation: The VPAA is encouraged to conduct a simultaneous Administrative Evaluation of Contract I and Contract II evaluatees, in accordance with the process timeline. The administrative evaluation process for each academic year will be given to the Academic Senate Second Vice President at least one week before the beginning of each fall semester, to be included with orientation materials. Nothing precludes the VPAA from subsequent Administrative Evaluations in cases in which the evaluatee is believed to not be fulfilling their professional responsibilities.

    e. NFLC: The VPAA coordinates the NFLC. Each spring the VPAA will develop a schedule to be mutually agrees upon with the Academic Senate Second Vice President.

D. Human Resources

1. Disseminate Information:

    a. Notify Academic Senate Second Vice President of newly hired faculty, leaves of absence or faculty work restrictions (i.e. reduced or restricted load).

2. Accept Documents: Accept documents from the Vice President of Academic Affairs.

3. Retain Documents: Retains and destroys documents in accordance with the current Educational Code.

4. Destroy Documents: Destroy original student survey ~~evaluation~~ forms after the faculty member receives tenure.

APPENDICES: PROFESSIONAL RESPONSIBILITIES (SELF -EVALUATION NARRATIVE)

1. Self-Evaluation Narrative Overview: This portion of the evaluation process is meant as a guide to help evaluatees and their ETs consider the things that contract faculty already do, things they may not have thought of, and things that they might do in the future to continually improve both teaching ability and contribution to their department, Napa Valley College, and the community.

2. Objective: All faculty members at Napa Valley College are expected to bring the highest caliber of subject matter/area expertise and care 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.

3. Self-Evaluation Narrative Guide: The following appendices should not only serve to guide ET discussions, but also as a guide for the self-evaluation narrative. The evaluatee should consider these professional responsibilities in conjunction with what has been emphasized throughout the year in working with the ET and what the evaluatee might want to work on for the future. The evaluatee should not consider this list as an exhaustive list of required points in their self-evaluation, except for Section E. EQUITY REFLECTION which must be completed in full by all classifications of faculty.

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 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 learning 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.

E. EQUITY REFLECTION

Purpose: 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.*

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

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 Responsibilities[1]:

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 the 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 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.

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[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 learning 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.

E. EQUITY REFLECTION

Purpose: 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.*

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

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. Actively participates in collaborative efforts for program coordination.
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 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.
6. Actively participates in articulation policies and efforts.
7. Actively participates in Academic Senate, District or other standing or ad hoc committees in order to further support the success of the college.
8. Acts as a liaison to programs, divisions, and community agencies.
9. Consults with the college at large, including governance process to make

the environment for students as beneficial as possible to their intellectual, emotional and physical development.

C. PROFESSIONAL LEARNING

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 learning 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.

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   - how you have adjusted your syllabus
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   - culturally responsive pedagogy, i.e. lesson plans, materials, equitable grading & assessment practices