

Administrative Evaluation of Contract Faculty

Appendix A: Definitions

Contractual Obligations

Contractual obligations are defined by the Faculty Collective Bargaining Agreement and include the following:

- Assigned days and hours of services in teaching, librarianship, or counseling.
- Teaching assigned courses, fulfilling roles, or providing services consistent with the position announcement
- Office hours
- Committee service
- Hours of other professional service, including committee meetings, class preparation, and non-classroom responsibilities

Professional Responsibilities

Professional responsibilities are further defined through an MOU between the District and the Faculty Association and signed into Mutual Agreement with Academic Senate most recently in 2017 in appendix A of the Contract Faculty Evaluation peer evaluation process. Professional responsibilities include work in the following areas:

- Effective teaching, counseling, or librarianship
- Working responsibly within the program, college, and community
- Professional development
- Supporting students

The specific responsibilities under each category are further differentiated by faculty group: classroom faculty, counseling faculty, and librarians. The administrative evaluation process evaluates faculty for professional responsibilities, in part, through review of the following:

- Attendance at assigned committee and division meetings
- Meeting deadlines, including those established for student or instructional support services
- Fulfilling Academic Senate responsibilities (e.g., committee assignments)
- Participation in curriculum review, development
- Student learning outcome assessment
- Meeting administrative deadlines, (e.g., census, grade, and positive attendance rosters, program review, and scheduling deadlines)
- Responding to staff and office requests related to student issues (e.g., enrollment, attendance, grading, retention and success, assessment), and
- Meeting professional expectations related to contractual agreements and reasonable business practice standards (e.g., adhering to posted office hours, email, mail, telephone protocol, response consistent with good practice, compliance with organizational rules and regulations)
- Following college policies and processes (e.g., attendance, leave, etc.)

Evaluation Rating Definitions

- **Meets or Exceeds the Evaluation Performance Standards**

The Supervising Administrator 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.

- **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).

- **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.

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Appendix B: Statements on Professional Responsibilities

The following lists are from an MOU signed into agreement between the Faculty Association and the District in 2009. This list was also subject to review and discussion through mutual agreement with the Academic Senate and is included in the mutually agreed-upon Contract Faculty Evaluations document, revised most recently in 2017.

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

I. Instructors

A. TEACHES EFFECTIVELY

This list of professional teaching responsibilities shall apply to all contract faculty members teaching a course.

- Uses a variety of strategies to promote student retention and successful course completion.
- Provides timely and meaningful feedback to students on their progress throughout the course.
- Provides a variety of methods to engage students in the learning process.
- Uses a variety of teaching methods and expands teaching methodologies to address learning differences among students.
- Uses student learning outcomes assessment to continually evaluate and inform effective teaching practices.
- Maintains an inclusive and positive learning environment in the classroom.

B. WORKS RESPONSIBLY WITHIN THE PROGRAM/COLLEGE/COMMUNITY

- Actively participates in Academic Senate, District or other standing or ad hoc committees in order to further support the success of the college.
- Contributes to the department, program, and college level development and assessment of Student Learning Outcomes.
- Creates both formal and informal collaborations with colleagues to promote student success.
- Demonstrates understanding of college organization and procedures, and promotes campus resources to support student success.
- Engages and mentors others to engage in actions that promote institutional and departmental goals.

- Actively works with advisory and accrediting groups specific to discipline (where appropriate).
- Seeks participation in outside grants or programs to enhance student success.

C. DEVELOPS PROFESSIONALLY

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

D. SUPPORTS STUDENTS

- Creates safe, supportive classrooms that focus on student learning and promote student persistence.
- Actively educates themselves about available resources within the campus and community to support and encourage students
- Demonstrates willingness to work with students in and outside the classroom individually and in student groups.
- Assists students in engaging in activities that will advance their knowledge, skills and opportunities.
- Advise students regarding discipline specific issues and related opportunities.
- Advocates for students through professional contacts and assist other colleagues in becoming student advocates.

II. Librarians

Librarians teaching courses will be evaluated according to Appendix A, section A. Teaches Effectively, in addition to the following responsibilities

A. LIBRARY RESPONSIBILITIES

- Reference
 - Knowledgeable in both content and scope of reference collection.
 - Continually updates resource offerings in both print and electronic formats.
 - Prepares LibGuides on timely subjects, selecting quality print and online resources to support specific subject disciplines.
 - Creates library displays that relate to campus life and current topics.
 - Maintains and enhances library website.
 - Provides appropriate reference service and support to diverse populations.
- Information Competency
 - Acts as a resource for information literacy in a variety of settings.
 - Creates/maintains online information literacy tutorials for the library.
 - Provides instruction on use of basic reference tools and research strategies.
- Collection Development
 - Knowledgeable about the scope and content of the collection.

- Proactively identifies areas of the collection to update and enhance.
- Oversees periodicals collection to ensure adequate coverage to support curriculum college-wide.

B. WORKS RESPONSIBLY WITHIN THE PROGRAM/COLLEGE/COMMUNITY

- Actively participates in Academic Senate, District or other standing or ad hoc committees in order to further support the success of the college.
- Contributes to the department, program, and college level development and assessment of Student Learning Outcomes.
- Creates both formal and informal collaborations with colleagues to promote student success.
- Demonstrates understanding of college organization and procedures, and promotes campus resources to support student success.
- Engages and mentors others to engage in actions that promote institutional and departmental goals.
- Actively works with advisory and accrediting groups specific to discipline (where appropriate).
- Seeks participation in outside grants or programs to enhance student success.

C. DEVELOPS PROFESSIONALLY

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

D. SUPPORTS STUDENTS

- Maintains the library as a safe, supportive environment that focuses on student learning and promotes student success.
- Actively educates themselves about available resources within the campus and community to support and encourage students.
- Demonstrates willingness to work with students individually and in student groups.
- Assists students in engaging in activities that will advance their knowledge, skills and opportunities.
- Advocates for students through professional contacts and assist other colleagues in becoming student advocates.

III. Counselors

Counselors teaching courses will be evaluated according to Appendix A, section A. Teaches Effectively, in addition to the following responsibilities

A. COUNSELS EFFECTIVELY

- Academic counseling - Assists students in assessing, planning and implementing their immediate and long-range academic goals,
- Career counseling - Assists students in assessing their skills, abilities, values and interests and advises them concerning current and future employment trends
- Personal counseling – Assists students with personal, family or other social concerns, when that assistance is related to the students' education,
- Crisis intervention – Provides intervention directly or through cooperative arrangements with other resources on campus or in the community,
- Multicultural counseling – Counsels students with a respect for their origins and cultural values.

B. WORKS RESPONSIBLY WITHIN THE PROGRAM/COLLEGE/COMMUNITY

- Actively participates in collaborative efforts for program coordination.
- Contributes to the department, program, and college level development and assessment of Student Learning Outcomes.
- Creates both formal and informal collaborations with colleagues to promote student success.
- Demonstrates understanding of college organization and procedures, and promotes campus resources to support student success.
- 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.
- Actively participates in articulation policies and efforts.
- Actively participates in Academic Senate, District or other standing or ad hoc committees in order to further support the success of the college.
- Acts as a liaison to programs, divisions, and community agencies.
- 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

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

D. SUPPORTS STUDENTS

- Creates safe, supportive environments that focus on student learning and promote student persistence.
- Actively educates themselves about available resources within the campus and community to support and encourage students
- Demonstrates willingness to work with students individually and in student groups.
- Assists students in engaging in activities that will advance their knowledge, skills and opportunities.
- Advise students regarding discipline-specific issues and related opportunities.
- Advocates for students through professional contacts and assist other colleagues in becoming student advocates.