Purpose

This document describes the process used during the progression of an eligible full-time faculty member from hiring to continuing status or, in the case of faculty with temporary contracts, in preparation for a possible future offer of continuing status.

The roles and responsibilities of the Peer Faculty Mentor Committee members (hereinafter the Mentor Team) and faculty participating in the process are also assessed.

Rationale

The Peer Faculty Mentor Process has been established to provide an effective mechanism for the successful movement of faculty from hiring to continuing status by offering collegial support, advice, and guidance. This process also applies to those faculty hired under a temporary contract. The Peer Faculty Mentor Process consists of both mentoring and assessing teaching and scholarship. Continuing status faculty and administrators work collaboratively with the provisional faculty throughout the process. The performance management requirements for faculty are addressed and included in the process.

Peer Faculty Mentor Team Composition

The Peer Faculty Mentor Team consists of three members who agree to support and guide the provisional faculty member throughout the entire process. The Team consists of the Associate Vice President (AVP)/Dean, Associate Dean, or Program Director and two continuing status faculty. The provisional faculty member has the right to request changes in the composition of the committee. A change in mentor team membership is not recommended after the first year, and requires approval from the Peer Mentor Program Director.

Responsibilities of the Mentor Team

Once established, the Mentor Team will select one of their members who will serve as Chair. The Chair will be responsible for scheduling and conducting meetings, coordinating classroom observations, ensuring the committee and faculty meet reporting deadlines, and documenting committee activities. The Mentor Team chair shall keep copies of all observation and recommendation forms. The Mentor Team must inform the Peer Faculty Program director whom they selected as Chair of their team.

The Mentor Team shall:

(1) Mentor and evaluate the provisional faculty member as specified in the <u>Timelines</u> section which may include but is not limited to:
   - Observing and evaluating instruction which may include the following delivery methods; f2f and hybrid classes, online, lab, clinical, rehearsal, or performance
   - Reviewing course syllabi
   - Consulting on best instructional practices, review
   - Serving as an instructional resource
   - Providing guidance and recommendations on the provisional faculty's portfolio

(2) Attend all required Mentor Team meetings each semester.

(3) Review the progress of the provisional faculty member toward meeting the required duties of a continuing status faculty member.

(4) Participate in annual Mentor Team recommendations regarding continuance of the faculty member in the process and movement to continuing status.

(5) Attend peer faculty mentor training once a year.

The committee shall issue recommendations according to the schedule described in the Timelines section. The Mentor Team meeting minutes, classroom observation summaries, and recommendations become part of the portfolio evidence used to document the progress of a provisional faculty member throughout their process.

Observations

Each member of the Mentor Team will schedule and complete one classroom observation at least once per semester throughout the faculty member's provisional period. The observation process will include pre- and post-observation conversations between the observing committee member and the faculty member being evaluated.

- Observations are scheduled with individual Mentor Team members.
- Each Mentor Team member should observe each course delivery method, if applicable, at least once during the entire provisional review process, if possible.
- Before the observation, the Mentor Team member should review the syllabus, learning outcomes, intended content, and lesson plans.
- The post-observation meeting should occur within one week after the observation and include an evaluation of the plans — including successes and/or challenges — during the observation duration. How to incorporate those successes in future classes or how to better meet challenges should also be discussed at this time.

Recommendations

During the first year, the Mentor Team provides a formal recommendation in April and in October for years two and three regarding provisional faculty's status in the process. These recommendations become part of the provisional faculty member's portfolio and are distributed by the managing supervisor or Dean where appropriate. Final review and approval in year three, is by the -Provost or Vice President of Workforce Development & Health Sciences.

Anytime during the three-year provisional process if a faculty receives a "Recommend with conditions or Do not recommend" of non-continuance, a copy of the Recommendation form and conditions shall be sent to the Peer Mentor Program Director and the Provost or Vice President of Workforce Development & Health Sciences.

The fall semester recommendation provides for notification of non-continuance to a provisional faculty member before the start of the spring semester. After discussing a non-continuance of that faculty member with the Peer Faculty Program director, the AVP/Dean is responsible for conducting this notification.

This meets the communication requirement of Policy 2.36, Severance of Employment of Full-time Faculty, section Non-Renewal of Contract.

Recommendations should be based upon the evaluation of the provisional faculty member including (but not limited to):

- subject matter expertise,
- teaching effectiveness,
- demonstration of student engagement,
- professional attitude,
- identification and progress on goals,
- and college service to meet the required responsibilities of a continuing-contract faculty member.

Mentor Team Summary

Mentor Team participation is a responsibility for continuing status faculty. Serving on a Mentor Team meets one of the requirements for committee participation.

Each Mentor Team member is expected to work proactively and supportively with the provisional faculty member and recognize is a professional responsibility, but also the provisional faculty member depends on their committee's timely engagement. Mentor Team members shall provide both formative input for improvement and summative input for retention and promotion. Mentor Team members are encouraged to periodically meet informally with the assigned faculty member to mentor and answer questions.

Responsibilities of Provisional Faculty

Each provisional faculty member shall understand the ~~policy~~ process and meet the timelines for completion of activities and submission of documents as described in the <u>Timelines</u> section. The provisional faculty member is expected to work professionally with the Mentor Team members and recognize this is a collaborative effort focused on the successful transition from hiring to continuing status. The provisional faculty member is expected to respond promptly to schedule classroom observations and committee meetings. All parties should communicate directly and openly. The provisional faculty member should share any concerns with the process with their Mentors, their cohort liaison (designated by the Peer Mentor Program Director), and/or instructional supervisor.

Addressing Concerns

<u>Role of the Peer Mentor Program Director and Peer Mentor Committee</u>

The provisional faculty member and Mentor Team members are encouraged to raise and address concerns in a professional, open, and direct manner. Any Mentor Team member is encouraged to express concerns regarding the process or committee dynamics to the Peer Mentor Program Director. When appropriate, the Peer Mentor Program Director will meet with the individual who expressed concern(s) to discuss possible solutions. Possible solutions could include, but are not limited to:

(1) A meeting to be held with any or all members of the Mentor Team to express and resolve issues within the group.

(2) A replacement of a Mentor Team member(s) with consultation by the Peer Mentor Program Director.

The Peer Mentor Program Director is responsible for discussing and deliberating on the issues at hand and recommended a solution that is in the best interest of the provisional faculty member.

Role of the Performance Improvement Plan (PIP)

The Mentor Team can develop a Performance Improvement Plan for the provisional faculty member as needed to provide detailed expectations for any area(s) requiring attention. The plan would clearly state item(s) requiring attention, provide an action plan, and set deadlines for review and documented improvement.

Evaluation Instruments

Approved classroom observation instruments (in-class and online) are posted on HR Toolbox under Provisional Faculty. https://www.yc.edu/v6/human-resources/toolbox.html

Timeline

The following tables summarize the activities required for the provisional faculty member and the Mentor Team members during the mentor process. The summary tables are to be used as a guideline only; the details of each step are found in this document.

Under Policy 2.01 "Employee Classification and Status" provisional faculty are Associate Professors for the first three years, and then are Professors when the continuing status has been approved. The peer faculty mentor process is typically a three-year (six semester) process beginning in the fall semester (the beginning of the academic year) with Mentor Team members completing their committee responsibilities after five semesters. The process may be extended one year per the recommendation of the Mentor Team and the managing dean with the approval of the Vice President of Instruction, and notification of the Peer Mentor Program Director.

The request for an extension must be made before the end of the fall semester in year three. An extension would be considered to accommodate special circumstances due to an extended absence or to address defined areas for performance improvement.

All documentation of the mentor process activities is discussed during each semester's summary meeting. The attendees of the summary meetings must be the entire mentor team including the provisional faculty's AVP/Dean or supervising manager. The provisional faculty members' dean or supervising manager is responsible for sharing any documentation with Human Resources.

Any proposed variations to the normal process as described in this document must be communicated to the Mentor Team, managing AVP/Dean, Peer Mentor Program Chair, as well as the provisional faculty, and a plan to accommodate those changes must be negotiated and agreed upon by all involved *prior* to any changes being implemented.

Timeline Tables

Time	Activity	Outcome
Year One – Fall		
August	Peer Mentor Program Director coordinates the formation of new Mentor Teams.	All Mentor Teams have two faculty members.
August - September	(1) Annual Mentor Team training conducted by the Peer Mentor Program Committee. (2) Mentor Team meeting	(1) Completion documented on tracker form (2) Classroom observations scheduled; goals for provisional faculty member set and documented; minutes
September – October	Classroom observations by Faculty Mentors and AVP/Dean.	Written summaries and individual pre/post observation meetings
November – December	Mentor Team meeting	Discuss classroom observations; meeting full-time faculty responsibilities; progress on goals; development of PIP if applicable; minutes
Year One – Spring		
January	Mentor Team meeting	Classroom observations scheduled and review of activities for the semester
February – March	(1) Classroom observations by Faculty Mentor Team members	(1) Written summaries and individual pre/post observation meetings (2) Post-observation meeting with Provost/V
April	Mentor Team meeting Mentor Team signs Recommendation Form	Discuss classroom observations; student evaluations; meeting full-time faculty responsibilities; progress on goals; self-evaluation summary; development, review, and update of PIP if applicable; minutes
April 15th	Portfolio provided to AVP/Dean for review	Checked for required elements and addition of supervisor summary
April 30th	Mentor Team recommendation form sent to Provost/VP and Chair of Peer Faculty Mentor Oversight Committee if non-continuance is recommended.	Notification of non-continuance
May	V Provost/VP review of non-continuance recommendation	Review of non-continuance

Time	Activity	Outcome
Year Two – Fall		
August - September	(1) Annual Mentor Team training conducted by the Peer Mentor Program Committee. (2) Mentor Team meeting	(1) Completion documented (2) Classroom observations scheduled; goals reviewed, set, and documented, minutes
September – October	(1) Classroom observations by Mentor Team Faculty members	(1) Written summaries and individual pre/post observation meetings (2) Post-observation meeting with Provost/VP
Oct 31st	Mentor Team signs Recommendation Form Mentor Team recommendation form sent to Provost/VP and Chair of Peer Faculty Mentor Oversight Committee if non-continuance is recommended.	Notification of non-continuance
November – December	(1) Mentor Team meeting (2) Provost/VP review of non-continuance recommendation	(1) Discuss classroom observations; student evaluations; meeting full-time faculty responsibilities; progress on goals; PIP if applicable; committee recommendation on continuance; minutes (2) Review of non-continuance
Year Two – Spring		
January	Mentor Team meeting	Classroom observations scheduled and review of activities for the semester
February – March	Classroom observations by Mentor Team Faculty members and AVP/Dean	Written summaries and individual pre/post observation meetings
April	Mentor Team meeting	Discuss classroom observations; student evaluations; meeting full-time faculty responsibilities; progress on goals; self-evaluation summary; PIP if applicable; minutes
April 15th	Portfolio provided to AVP/Dean for review	Checked for required elements after addition of supervisor summary/ review

Time	Activity	Outcome
Year Three - Fall		
August - September	(1) Annual Mentor Team training conducted by the Peer Mentor Program Committee. (2) Mentor Team meeting	(1) Completion documented (2) Classroom observations scheduled; goals for provisional faculty member set and documented; minutes
August - September	Final Classroom observations by Mentor Team Faculty members	Written summaries and individual pre/post observation meetings
Oct 1st	Mentor Team meeting Mentor Team signs Recommendation Form	Discuss classroom observations, student evaluations; meeting full-time faculty responsibilities; progress on goals; self-evaluation summary; PIP if applicable; minutes; committee recommendation on movement to continuing-contract status
Oct 1st	Provisional faculty member submits completed portfolio to AVP/Dean	Checked for required elements and addition of supervisor summary
Nov 1st	Portfolio provided from AVP/Dean to Provost/VP	Portfolio reviewed and recommendation developed for the Provost/VP
Dec 1st	Recommendation provided by the Provost/VP to the college President	Portfolio reviewed and recommendation developed for the President
Jan 1st	Final decision on approval/disapproval of continuing-contract status by the college President	Notification to the provisional faculty member of the decision
Year Three - Spring		
Spring Semester	Introduction of new continuing status faculty members to the District Governing Board	Faculty Mentor Process completed

The Portfolio

The portfolio preparation and submittal by the deadlines described in this document and listed in the Timeline Tables is the responsibility of the provisional faculty member. The portfolio must be developed in an electronic format in Canvas. Faculty can ask the Peer Faculty Mentor Committee for a copy of the Canvas shell. The portfolio can be organized by year and should include the following categories of documentation in the order listed in the following table.

Portfolio Outline:

Category	Item	Frequency
Introduction	Provisional faculty member's self-reflection on teaching	To be included prior to submission to AVP/Dean or hiring manager.
1 – Classroom Observations	Mentor Team member classroom observations Provisional faculty member self-evaluation on teaching	Collected each semester from the Mentor Team members and the ~~VP of Instruction~~ Provost/VP Spring
2 – Student Evaluations	Student evaluations	All courses each semester
3 – Course Syllabi	Course Syllabi	One course each semester
4 – Performance Management	Performance Evaluation per the HR performance management process Faculty self-evaluation: goals and progress; documentation and summary of activities to meet full-time faculty responsibilities; professional development, committee participation, and community service	Completed annually Each Spring
5 – Meeting Minutes	Mentor Team meeting minutes	Collected from all Mentor Team meetings during the process
6 – Continuance	Continuance recommendation forms from the Mentor Team	Years one, two, and three
7– Orientation	Documentation of completion of the First Year Faculty @YC Orientation	End of first year- If appropriate
8 – Improvement Plan	Performance Improvement Plan documentation	If appropriate
9 – Additional Information	Examples of teaching materials, assessments, etc.	Added each semester

Notes:

Item number (7) – Every provisional faculty member is expected to complete the orientation program during year one of the process. Exceptions to completion of the orientation program require the approval of the Mentor Team, the Peer Mentor Program Director, and the Provost/VP.

The portfolio completion and submission dates are outlined in the year three – fall timeline table.

The Provost/VP requests that all portfolios be submitted by electronic format in Canvas. Samples of e-portfolios are posted in the Faculty Association Canvas site in the module called "Peer Faculty Mentor Committee".

https://canvas.yc.edu/courses/5675/pages/sample-e-portfolios?module_item_id=1456185

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