

## **Purpose**

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

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

## **Rationale**

The Peer Faculty Mentor Process has been established to provide an effective mechanism for the successful movement of faculty from hiring to continuing contract status by offering collegial support, advice, and guidance. This process provides the same mechanism (one of support, advice, and guidance) to those faculty hired under a limited contract. The Peer Faculty Mentor Process consists of both mentoring and evaluative components. Continuing-contract faculty members and administrators work collaboratively with the provisional faculty member throughout the process. The performance management requirements for faculty are addressed and included within the process.

## **Peer Faculty Mentor Committee Composition**

The Peer Faculty Mentor Committee (otherwise known as the Mentor Team) consists of three members who agree to support and guide the provisional faculty member throughout the entire process: The division dean (or designated supervisor) and two continuing-contract faculty members. The continuing-contract faculty members are recommended to the team by the Peer Faculty Mentor Oversight Committee Chair in consultation with the dean or managing supervisor and will include at least one faculty member from the faculty member's assigned division/discipline whenever possible. The faculty member has the right to request changes in the composition of the committee during the provisional period. A change in mentor team membership requires approval their Mentor Team, the Peer Faculty Mentor Oversight Committee Chair, and of the Vice President for Instruction and Student Development and is not recommended after the first year.

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, insuring that the committee and faculty meet reporting deadlines, and documenting committee activities. The mentor team chair will keep a copy of all observation and recommendation forms. The Mentor Team must inform the Chair of the Peer Faculty Mentor Oversight Committee whom they selected as Chair of their team.

## **Responsibilities of the Peer Faculty Mentor Committee Members**

The members of the committee will:

- (1) Mentor and evaluate the provisional faculty member as specified in the Timelines section which may include but is not limited to:
  - Observing and evaluating instruction that may include any of the following delivery methods; f2f/hybrid classroom, online, lab, clinical, rehearsal, or performance
  - Reviewing course syllabi
  - Consulting on best instructional practices
  - Serving as an instructional resource

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- Providing guidance and recommendation on their portfolio
- (2) Attend all required Mentor Team meetings every semester.
  - (3) Review progress of the provisional faculty member towards meeting the required duties of a continuing-contract faculty member.
  - (4) Participate in annual Mentor Team recommendations regarding continuance of the faculty member in the process and movement to continuing contract status.
  - (5) Attend and complete peer review training once a year.

The committee shall issue recommendations according to 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 review process.

### **Observations**

Each member of the Mentor Team will schedule and complete one classroom observation at least once a 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 under review.

- Observations are scheduled with individual committee members.
- Each committee member should observe each course delivery method at least once during the review process.
- The pre-observation meeting should include a review of the intended content, lesson plans, and contingency plans developed by the provisional faculty to use during the observation period.
- The post-observation meeting should include a review of the plans — their 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**

The Mentor Team provides a formal recommendation in April for first year provisional faculty and October for years two and three regarding their 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 is by the Vice President of Instruction and Student Development.

The fall semester recommendation provides for notification of non-continuance to a provisional faculty member prior to the start of spring semester. After discussing the issues surrounding non-continuance of that faculty member with the Chair of the Peer Faculty Mentor Oversight Committee, the division dean of the division is responsible for conducting this notification.

This meets the communication requirement of Policy 2.74, Severance of Employment of Full-time Faculty, section Non-Renewal of Contract: *“In order to provide employees with time to seek other employment, written notice that the President intends to recommend non-renewal of a probationary appointment will be given to the faculty member prior to the first day of instruction of the spring*

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*semester. Employees not receiving notice of non-renewal by the first day of instruction of the spring semester will be offered a contract for the following year... “*

The recommendation of continuing or completing the process is based upon the evaluation of the provisional faculty member including (but not limited to):

- subject matter currency and 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 Committee Summary

Serving on a Mentor Team meets the requirement for committee participation and is listed as a responsibility for continuing-contract faculty on the Service Matrix report submitted each year. Mentor Team members must understand the process and know the timelines that must be followed.

Each committee member is expected to work proactively and supportively with the provisional faculty member and recognize that this not only 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. Committee 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 and meet the timelines for completion of activities and submission of documents as described in the Timelines section. The provisional faculty member is expected to work professionally with the Mentor Team members and recognize that this is a collaborative effort focused on the successful transition from hiring to continuing-contract status. The provisional faculty member is expected to respond promptly for scheduling of 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 Faculty Mentor Oversight Committee), and/or instructional supervisor.

### Addressing Concerns

#### Role of the Peer Faculty Mentor Oversight Committee (PFMOC)

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 Chair of the PFMOC. The PFMOC will then meet to discuss the issue(s). When appropriate, the PFMOC 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.

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- (2) A replacement of a Mentor Team member(s) with consultation by the PFMOC and approval by the Vice President for Instruction and Student Development.

The PFMOC is responsible for discussing and deliberating on the issues at hand, and come to a recommended solution that is in the best interest of the provisional faculty member.

Membership of the PFMOC consists of one to two faculty members from each academic division. The PFMOC will elect a Chair from their membership. The PFMOC also maintains a list of all Mentor Team members and documents the completion of required peer review training. In addition, the PFMOC reports to Faculty Senate at least once a semester to provide an update and recommend process improvements and modifications as necessary.

#### 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 the Faculty Association website as well as under the Regular Full-time Faculty Performance Management webpage (<https://www.yc.edu/v5content/human-resources/performance/faculty.htm>). Alternative evaluation instruments or simple narratives may be used as long as there is agreement between the committee members and provisional faculty member before the observation.

#### **Performance Management**

In the fall, each provisional faculty member works with his or her dean or supervising manager to determine the goals to be reached in that academic year in their Performance Management report. At least one goal must include the successful completion of all provisional process activities required of that provisional faculty member.

#### **Timeline**

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

This 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 for Instruction and Student Development and notification of the Chair of the Peer Faculty Mentor Oversight Committee.

The request for an extension must be made prior to the end of fall semester in year three. An extension would be considered in order to accommodate special circumstances due to an extended absence or to address defined areas for performance improvement. A Mentor Team recommendation for continuation is provided and reviewed during years one, two, and three of the process.

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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 team including the provisional faculty's 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 Mentors, managing Dean, Peer Faculty Mentor Oversight Committee and 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.

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**Timeline Tables**

<b>Time</b>	<b>Activity</b>	<b>Outcome</b>
<b>Year One – Fall</b>		
August	PFMOC Chair coordinates formation of new Mentor Teams.	All Mentor Teams set for the year
August - September	(1) Annual Mentor Team member and peer review training conducted by the PROC. (2) Mentor Team meeting	(1) Completion documented on tracker form and placed in portfolio (2) Classroom observations scheduled; goals for provisional faculty member set and documented; minutes
September – October	Classroom observations	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
<b>Year One – Spring</b>		
January	Mentor Team meeting	Classroom observations scheduled and review of activities for the semester
February – March	(1) Classroom observations by Mentor Team members  (2) and Vice President (VP) for Instruction & Student Development	(1) Written summaries and individual pre/post observation meetings (2) Meeting with VP
March	Mentor Team meeting	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 15 <sup>th</sup>	Portfolio provided to Dean for review	Checked for required elements and addition of supervisor summary
April 30 <sup>th</sup>	Mentor Team recommendation provided to VP for Instruction & Student Development	VP decision on continuation status by May 30 <sup>th</sup> with communication to the committee and provisional faculty member







**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 may be developed in hard copy or electronic format. 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:**

<b>Category</b>	<b>Item</b>	<b>Frequency</b>
Introduction	Provisional faculty member's self-reflection on teaching	To be included prior to submission to Dean or hiring manager.
1 – Classroom Observations	Mentor Team member classroom observations  Provisional faculty member self-evaluation on teaching	Collected each semester from the committee members and from VP in Spring semester  Spring
2 – Student Evaluations	Student evaluations	All courses each semester
3 – Course Syllabi	Course Syllabi	One course each semester
4 – Performance Management	Performance Evaluation and Service Matrix Forms 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 with input and review by the Mentor Team  Each Spring
5 – Meeting Minutes	Mentor Team meeting minutes	Collected from all Mentor Team meetings during the process
6 – Continuance	Continuance recommendation letters from the Mentor Team	Years one, two, and three
7– Orientation	Documentation of completion of the New Faculty Orientation Program	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 and the Vice President of Instruction and Student Services.

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

Samples of previous hardcopy portfolios are in the GIFT Center, 3-105. Samples of e-portfolios are posted in the Faculty Association Canvas site in the module called “Peer Faculty Mentor Oversight Committee”.

[https://canvas.yc.edu/courses/5675/pages/sample-e-portfolios?module\\_item\\_id=495524](https://canvas.yc.edu/courses/5675/pages/sample-e-portfolios?module_item_id=495524)