

## **YC Peer Faculty Mentor Process**

**Effective Date: April 2023**

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### **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 temporary 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 temporary 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, associate dean, or program director 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 program director 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 from their Mentor Team, the Peer Faculty Mentor Oversight Committee Chair 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, ensuring 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 Mentor Team**

The members of the Mentor Team 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 and hybrid classes, online, lab, clinical, rehearsal, or performance
  - Reviewing course syllabi
  - Consulting on best instructional practices, review
  - 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 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 a 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 at least once during the review process, if possible.
- Before the observation, the faculty mentor should review the syllabus, learning outcomes, intended content, and lesson plans.
- The post-observation meeting should include an evaluation 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 in year three, is by the Vice President of Instruction.

Anytime during the three year provisional process when 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 Chair of the Peer Faculty Mentor Oversight Committee and the Vice President of Instruction.

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 is responsible for conducting this notification.

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

*“The College may elect not to renew the contract of a probationary faculty member at its discretion and will give timely notice. The College will renew the contract of a continuing faculty member unless there exists good cause not to renew, as set forth in these operational policies. 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 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, except where instances of dismissal, reorganization, reduction in force or resignation apply.*

*Every effort should be made to provide faculty with continuing contract with at least seven months' notice of intent to non-renew their contract, recognizing that the timing and specific circumstances may sometimes not make this length of notice possible.”*

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**

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

Each Mentor Team 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. 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 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

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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.
- (2) A replacement of a Mentor Team member(s) with consultation by the PFMOC.

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 mentor 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>) and the 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.

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Under Policy 2.01 <https://www.yc.edu/V6/policies/docs/200hr/201-ecs.pdf> “Employee Classification and Status” provisional faculty are Associate Professors for the first three years, and then are Professors when the continuing contract 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 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.

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 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 Faculty 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 have two faculty members.
August - September	(1) Annual Mentor Team training conducted by the PFMOC. (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 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
<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 Faculty Mentor Team members  (2) and Vice President (VP) of Instruction	(1) Written summaries and individual pre/post observation meetings  (2) Post observation meeting with VP
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 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 form sent to VP of Instruction and Chair of Peer Faculty Mentor Oversight Committee if non-continuance is recommended.	Notification of non-continuance
May	VP of Instruction review of non-continuance recommendation	Review of non-continuance

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<b>Time</b>	<b>Activity</b>	<b>Outcome</b>
<b>Year Two – Fall</b>		
August - September	(1) Annual Mentor Team training conducted by the PFMOC. (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  (2) and VP for Instruction & Student Development	(1) Written summaries and individual pre/post observation meetings  (2) Post observation meeting with VP
Oct 31 <sup>st</sup>	Mentor Team signs Recommendation Form  Mentor Team recommendation form sent to VP of Instruction and Chair of Peer Faculty Mentor Oversight Committee if non-continuance is recommended.	Notification of non-continuance
November – December	(1) Mentor Team meeting  (2) VP of Instruction 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
<b>Year Two – Spring</b>		
January	Mentor Team meeting	Classroom observations scheduled and review of activities for the semester
February – March	Classroom observations by Mentor Team Faculty members and 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 15 <sup>th</sup>	Portfolio provided to Dean for review	Checked for required elements after addition of supervisor summary/ review

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<b>Time</b>	<b>Activity</b>	<b>Outcome</b>
<b>Year Three - Fall</b>		
August - September	(1) Annual Mentor Team training conducted by the PFMOC. (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 1 <sup>st</sup>	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 1 <sup>st</sup>	Provisional faculty member submits completed portfolio to Dean	Checked for required elements and addition of supervisor summary
Nov 1 <sup>st</sup>	Portfolio provided from Dean to VP of Instruction	Portfolio reviewed and recommendation developed for the Vice President
Dec 1 <sup>st</sup>	Recommendation provided by the VP of Instruction to the college President	Portfolio reviewed and recommendation developed for the President
Jan 1 <sup>st</sup>	Final decision on approval/disapproval of continuing-contract status by the college President	Notification to the provisional faculty member of the decision
<b>Year Three - Spring</b>		
Spring Semester	Introduction of new continuing-contract faculty members to the District Governing Board	Faculty Mentor Process completed



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**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. 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 Mentor Team members and from the VP of Instruction  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 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:

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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.

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

The VP of Instruction requests that all portfolios be submitted by electronic format. 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=1456185](https://canvas.yc.edu/courses/5675/pages/sample-e-portfolios?module_item_id=1456185)

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