

YC Peer Faculty Review Process
Effective Date: November 2015

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 Review Committee members (the Mentor Team) and faculty participating in the process are also reviewed.

Rationale

The Peer Faculty Review 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 Review Process consists of both mentoring and evaluative components. Continuing-contract faculty members and administrators work collaboratively with the provisional faculty member (the faculty member under review) throughout the process. The performance management requirements for faculty are addressed and included within the process.

Peer Faculty Review Committee Composition

The Peer Faculty Review Committee (otherwise known as the Mentor Team) consists of three members who agree to support and guide the provisional faculty member throughout the 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 Review Oversight Committee Chair in consultation with the managing Dean 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 requires approval of the Vice President for Instruction and Student Services 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.

Responsibilities of the Peer Faculty Review 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
 - Providing guidance and recommendation on their portfolio
- (2) Attend all required Mentor Team meetings every semester.

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- (3) Review progress of the faculty member towards meeting the required duties of a full-time 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 December of years two and three regarding a faculty member's status in the process, with final review and approval by the Chief Academic Officer.

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 Review Oversight Committee, the managing 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 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 the 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 full-time 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 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 Review Oversight Committee), and/or instructional supervisor.

Addressing Concerns

Role of the Peer Faculty Review Oversight Committee (PFROC)

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 PFROC. The PFROC will then meet to discuss the issue(s). When appropriate, the PFROC 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 PFROC and approval by the Vice President for Instruction and Student Services

The PFROC 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 PFROC consists of a Chair appointed by the Faculty Senate each spring semester and two to four faculty members appointed by the Faculty Senate for two-year staggered terms. The PFROC also maintains a list of all Mentor Team members and documents the completion of required peer review training. In addition, the PFROC 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.

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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 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 Services.

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 2 and 3 of the process.

Any proposed variations to the normal process as described in this document must be communicated to the Mentors, managing Dean, Peer Faculty Review 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

Time	Activity	Outcome
Year One – Fall		
August	PFROC 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
Year One – Spring		
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	(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 th	Portfolio provided to Dean for review	Checked for required elements and addition of supervisor summary
May 1 st	Mentor Team recommendation provided to Vice President	VP decision on continuation status by May 30 th with communication to the committee and provisional faculty member

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Time	Activity	Outcome
Year Two – Fall		
August - September	(1) Annual Mentor Team member and peer review training conducted by PROC (2) Mentor Team meeting	(1) Completion documented (2) Classroom observations scheduled; goals reviewed, set, and documented, minutes
September – October	Classroom observations	Written summaries and individual pre/post observation meetings
November – December	(1) Mentor Team meeting (2) 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) Notification of non-continuance
Year Two – Spring		
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	(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; PIP if applicable; minutes
April 15 th	Portfolio provided to Dean for review	Checked for required elements after addition of supervisor summary/ review
May 1 st	Mentor Team recommendation provided to Vice President	VP decision on continuation status by May 30 th with communication to the committee and provisional faculty member

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Time	Activity	Outcome
Year Three - Fall		
August - September	(1) Annual Mentor Team member and peer review training conducted by PROC (2) Mentor Team meeting	(1) Completion documented (2) Classroom observations scheduled; goals for provisional faculty member set and documented; minutes
September – October	Final Classroom observations by Mentor Team members	Written summaries and individual pre/post observation meetings
November – December	(1) Mentor Team meeting (2) VP review of non-continuance recommendation	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 (2) Notification of non-continuance
Year Three – Spring		
February 1 st	Provisional faculty member submits completed portfolio to Dean	Checked for required elements and addition of supervisor summary
March 1 st	Portfolio provided to Vice President	Portfolio reviewed and recommendation developed for the President
March 15 th	Recommendation on continuing contract provided by the Vice President to the college President	Recommendation reviewed by the President for final decision
April 1 st	Final Decision on approval/disapproval of continuing-contract status	Notification to the provisional faculty member of the decision
April - May	Introduction of new continuing-contract faculty members to the District Governing Board	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 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:

Category	Item	Frequency
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 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.

The portfolio completion and submission dates will be determined by the faculty member, the Peer Faculty Review Oversight Committee, the Peer Faculty Review Committee (the mentor team), and the hiring Dean or direct supervisor.

Samples of previous portfolios are in the GIFT Center, 3-105 as well as posted in the Faculty Association website.