

## **GBC Personnel Committee**

### **Faculty Senate Report – April 2017**

Personnel Committee met on April 13, 2017 to review emeritus applications, the mentoring policy, and tenure/mentoring checklists. From this meeting were two action items to present.

#### **Action Items:**

- Mentoring Policy. Policy attached.
- Emeritus recommendations. Personnel Committee approved to recommend emeritus status for Wendy Charlebois, Dr. Gary Hanington, Cindy Hyslop and John Newman.

#### **Review Items:**

- Checklists are attached for mentoring and tenure. Developed in consultation with Dean Murphy as an aid, rather than a requirement, in completing tenure/mentoring materials

#### **Professional Search Updates:**

Numerous professional searches are in process or completed.

<b><u>Current Faculty Recruitment</u></b>	<b><u>Start Date</u></b>	<b><u>Position Status</u></b>
Paramedic Instructor	Spring 2017	Accepted – John DeArmond
Computer Technologies Instructor	Fall 2017	In process
Education Instructor	Fall 2017	Denise Padilla
English Instructor	Fall 2017	In process
Library Services Coordinator	Fall 2017	Closes 4/19
Nursing Instructor	Fall 2017	Closes 4/23
Online Course Designer	Fall 2017	In process
Physics Instructor	Fall 2017	In process
Social Work Instructor	Fall 2017	Accepted - Laura Debenham



## **POLICY AND PROCEDURE**

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<b>Title:</b>	<b>Mentoring</b>
<b>Policy No.:</b>	<b>3.61</b>
<b>Department:</b>	<b>Academic Affairs</b>
<b>Contact:</b>	<b>Vice-President for Academic Affairs</b>

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### **Policy**

To promote high quality instruction in all disciplines, GBC requires all new academic faculty members to undergo a period of mentorship. GBC tenure-track faculty shall do this as part of the tenure process (Policy 3.60). New faculty members not eligible for tenure in accordance with NSHE Code (Title 2, Chapter 4, Section 4) shall follow the mentoring procedures established here for the initial period of employment as described below.

The major objectives of mentoring are to provide a faculty of high ability, committed to excellence in teaching and service to GBC. Faculty positions not designated as tenure-track positions must follow the mentoring procedures provided here. Part-time, benefits-eligible contract instructional faculty must also follow the mentoring process. In the event that a non-tenure-track faculty member moves to a state funded, tenure-track position, procedures must then be followed toward tenure as per Policy 3.60. If a tenured faculty member makes the transition to a non-tenure position, the tenure process is sufficient and further mentoring is not required.

Completion of the mentoring process described here does not provide any assurances of continued employment beyond those stated in individual contracts. Non-tenure track faculty may be terminated without cause within certain notice periods under any conditions.

### **Procedures**

These procedures are implemented effective for all non-tenure track faculty members as of the time of approval of this Policy.

#### **1.0 Mentoring Committee**

**1.1. Committee Formation.** During the beginning of the first semester of hire, a three-person mentor committee shall be formed for each new faculty member. The composition of the committee shall be of tenured faculty members or faculty members who have completed the mentoring process from these selections:

- a) One member selected by the department of the faculty member;
- b) One member (from any department) selected by the faculty member; and
- c) One member selected by the supervising Dean.

The new faculty member and the member's Department Chair shall report their respective committee member choices to the supervising Dean. The committee should be consolidated by mid-semester of the first semester of employment.

Once faculty members are placed onto a committee, they may continue through sabbaticals or into retirement should they wish and if they can maintain their commitment. If it is necessary to replace a committee member, the Supervising Dean's office will coordinate the process. The vacated member from the list above will be replaced with a member in the same category, if possible.

In the event a non-tenure-track faculty member is placed in a tenure-track position after initial employment, the mentor committee will normally continue and serve as the tenure committee.

**1.2. Confidentiality.** Upon agreeing to serve as a member of a mentoring committee, committee members must adhere to all standards of personnel confidentiality.

**1.3. Committee Meetings.** During each semester of the probationary period the mentored faculty member shall arrange for full committee meetings as described below:

- a) At the first meeting of the first semester of employment the committee shall select a Chair who is responsible for preparing reports and forwarding those to the VPAA and supervising Dean together with any other business that needs to be completed. If a change in Chair is required, this is approved by the supervising Dean.
- b) At the first meeting the committee shall review the time frame for completing the mentoring process. Completion is generally at the end of the second year after hire unless there is a recommendation to extend the period. When a faculty member has been hired to begin teaching full-time starting in January, that spring semester counts as the first full year.
- c) Within the mentoring process, there shall be no years granted toward completion in consideration of prior experience.
- d) During fall meetings the committee works with the faculty member to establish role percentages for the faculty annual evaluation system. The Dean approves percentage settings.

**1.4. Initial Screening.** Before the end of February of the spring semester of the first year of employment, the committee alone shall meet with the supervising Dean to discuss the faculty member in terms of overall initial performance exhibited by the employee. This is an important initial screening for the new faculty member.

## **2.0. Mentoring Period Reporting**

**2.1. Reports.** The mentoring period shall include two years of uninterrupted employment. Each semester of the mentoring period, the committee shall prepare a written report that is submitted to the VPAA and supervising Dean. Each semester report shall include a general summary that includes identification of professional strengths and weaknesses with suggestions for improving performance. The combination of all semester reports from the mentoring period will demonstrate in part how a faculty member is progressing in becoming a fully established instructor.

**2.2. Report Content.** Report content and submission:

**Fall Semester Report:** This is due to the VPAA and supervising Dean by finals week. This progress report provides a general overview of performance including the standards listed below. At least one teaching observation of at least an hour and fifteen minutes of a class period (coordinated with the instructor), or the online equivalent, is required for this report. The observer should introduce her or himself, explain the purpose of the visit, and encourage students to provide constructive feedback on the student rating forms at the end of the term. A short written report on the teaching observation shall be included in the semester report.

**Spring Semester Report:** This is due to the VPAA and supervising Dean by finals week. The spring report is more detailed and should generally be about 2-4 pages long. The report should address IDEA ratings for fall courses of the academic year and spring IDEA ratings from the previous year if available. There should be at least one teaching observation in the spring

following the same guidelines as the fall observation. The report should address teaching observations for each semester, the Faculty Evaluation scores for the academic year, the Teaching and Service Standards in general, and any other relevant information.

### **3.0 Standards for Non-tenured Faculty**

**3.1. Standards.** Standards to be evaluated and addressed in mentoring reports are in the areas of teaching and service. Rubrics for evaluating these are provided within the form at the end of these procedures.

**Standard One: Teaching.** Faculty members are required to achieve an excellent rating for teaching by the end of the mentoring process.

**Standard Two: Service.** The measures of service shall be within the areas of student advisement, collegiality, and service to the college. Faculty members must achieve a satisfactory rating in student advisement and service to the college and a commendable rating for collegiality.

**3.2. Committee Evaluation of Standards.** For Standard 1, the committee shall use Faculty Evaluation ratings for Teaching Design, Assessment, and Management and the Teaching Delivery scores from the IDEA reports. (The form accompanying this procedure provides more detail.) The committee shall examine fall and previous spring student rating forms for any course taught. The committee may review original IDEA forms, report summaries, the student written comments, and grades and consider these in the evaluation, but are reminded that this information is confidential. Classroom observations and student comments should be considered. The committee shall use the GBC form to determine the evaluation rating.

For Standards 2A and 2C the committee shall review the Faculty Evaluation sections that directly apply to these parts of service. The committee shall use the accompanying GBC form to determine the evaluation rating.

Standard 2B is evaluated using the rating rubric found in the accompanying GBC form. This evaluation is based on discussions with department chairs, program supervisors, other department members, the supervising Dean and/or VPAA, and any other persons with direct knowledge of a faculty member's interactions with colleagues and students. The committee shall use the GBC form to determine the evaluation rating.

The committee should review any information within the faculty member's personnel file during the mentoring period. Any other information that may affect the overall evaluation of the faculty member may also be reviewed. All information may be considered in all reports and evaluations and is confidential outside of committee discussions and reports.

**3.3. Committee Reporting on Standards.** For each Standard the committee shall provide details that support the evaluation along with suggestions or recommendations for improvements as needed. For the final report, include the GBC evaluation form provided at the end of this procedure to evaluate the candidate for the following Standards with a clear report heading for each:

- A. Standard 1: Teaching
- B. Standard 2A: Student advising
- C. Standard 2B: Interactions with colleagues and students (collegiality)
- D. Standard 2C: Service to the college
- E. Summary: Performance and progress toward tenure (include recommendations in this section)

Reports are reviewed and signed by all committee members and the faculty member. By signing the report the faculty member acknowledges receipt and review of the report but the signature does not necessarily

indicate agreement with the report. If the faculty member disagrees with any aspect of the report, a written rejoinder may be attached.

**3.4. Administrative Evaluation.** Each year as part of the annual evaluation process, the supervising administrator of a faculty member shall include in the written portion of the annual evaluation a statement on progress in acquiring the needed knowledge and skills required to become an effective instructor. This shall be shared with the committee, and shall include any concerns about performance that the administrator has and what actions should be taken in regard to these concerns.

#### **4.0 Completion of Process**

**4.1 Final Committee Report.** The end of the mentoring period shall be at the end of the second year of teaching unless there is a determination to extend the process. At this time the faculty member shall request a final recommendation and report from the mentoring committee.

The recommendation shall be in a cover letter to the report, signed by all committee members, that provides one of three recommendations based on performance. The recommendation may be that the faculty member, 1) has shown sufficient competency that no further mentoring is required, or, 2) needs to make further progress in certain specified regards and that mentoring should continue on a year-to-year basis, or, 3) has not displayed significant proficiency or progress and should be terminated.

The report accompanying the letter (2 - 4 pages) shall describe and substantiate the competency of the instructor in the following regards:

- a) Competency within the field for which the individual was hired;
- b) Excellence as an instructor in the instructional setting;
- c) Participation in advising students with interest and ability;
- d) Performance of all duties required of teaching faculty of GBC, including a full workload and departmental and college service;
- e) Works effectively and collegially with members of the department and the college;
- f) Follows proper college procedures in all regards;
- g) Other items deemed notable.

The faculty member shall compile a notebook (no thicker than approximately 1 to 1.5") of information to substantiate performance. This shall include tabs for identifying the following components:

- a) Official mentoring completion application form (TBA);
- b) A complete and detailed current professional *Curriculum vitae* (reflecting all professional experience and activities at GBC and elsewhere);
- c) Committee progress reports for each semester;
- d) Faculty annual evaluation forms for each year, including the Dean's summary;
- e) IDEA reports, including student comments, for each course taught; and
- f) Other materials as appropriate or needed.

All materials shall be submitted to the immediate supervisor by the end of finals week of the last semester of the mentoring period. A copy of the recommendation letter and report must also be delivered to the faculty member by the committee.

**4.2. Review and Determination of Performance.** At the time that the final performance report has been completed and submitted, the following steps shall occur:

- a) The supervising Dean shall review the letter of recommendation, report, and notebook. The VPAA, in consultation with the supervising Dean, makes a determination that, 1) sufficient competency has been demonstrated such that no further mentoring is required, or, 2) further progress needs to be made in certain regards and that mentoring should continue on a year-to-year

basis, or, 3) significant proficiency or progress has not been demonstrated such that that employment should be terminated.

- b) If the determination is made that the mentoring process has been sufficient, a letter shall be sent by the supervising Dean to the faculty member with the information of this decision. This determination shall be communicated to the President.
- c) If the determination is made for extending the mentoring period, the faculty member shall be informed in writing by the supervising Dean. The supervising Dean shall also meet with the applicant to discuss the determination and the exact deficiencies in performance that must be addressed. A written plan for improvement shall be created, and mentoring shall continue for at least another year. This determination shall be communicated to the President.
- d) If the determination is made for termination of employment, the supervising Dean will send this written recommendation to the President, copied to the faculty member, and will meet with the President to discuss this decision. The President's final decision will then be sent to the faculty member in writing. If the faculty member disputes the decision, a written request to the President must be received by the President within 15 business days after receipt of the decision. If requested by the faculty member, the President will meet with the faculty member to discuss the decision. If a means of resolution is possible, this shall be provided to the faculty member in a written response within 15 days of the meeting or receipt of the letter, whichever occurs last.

### GBC RATINGS FOR MENTORING FACULTY

The ratings below will be made during the second and fourth semester of the mentoring process. Fall and spring IDEA scores shall be provided by the mentoring committee member. Attach this form to the second and fourth semester detailed report.

The ratings made here will be discussed in detail in the spring report submitted to the supervising Dean.

#### Standard 1: Teaching

Mentored faculty members are required to earn an excellent rating in teaching by the second year of employment. Use the Faculty Evaluation Form (FEF) and IDEA rating scores for this section.

<b>GBC Teaching Role: Design, Assessment, Management</b> average score as indicated on the FEF	A. Excellent B. Commendable C. Satisfactory D. Unsatisfactory	<b>Rating:</b>
<b>GBC Teaching Role: Delivery</b> Average of all scores in annual evaluation on IDEA summary reports per class (fall and spring scores)	IDEA Score 4.0 to 5.0 = Excellent IDEA Score 3.5 to 3.9 = Commendable IDEA Score 3.0 to 3.4 = Satisfactory IDEA Score 0 to 2.9 = Unsatisfactory	<b>Rating:</b>
<b>Overall Teaching Rating</b>	The overall score is an average of the two ratings above. Both must be excellent to achieve an excellent rating. Use IDEA scale ranking for final score here.	<b>Evaluation:</b>

#### Standard 2: Service

GBC assesses performance in three areas for Standard 2. Using information from the FEF forms for guidance, along with discussions of activities with faculty member, the committee rates the following Standards. A satisfactory or higher rating is required for sections A and C and a commendable or higher rating is required for section B.

<b>Service A—Student Advisement.</b>  Use the FEF “Service to Students” section as a guide.	A. Excellent B. Commendable C. Satisfactory D. Unsatisfactory add	<b>Evaluation:</b>
<b>Service B—Interactions with Colleagues and Students</b>  This is assessed by the mentoring committee in conjunction with the supervising Dean and department chair/members, program supervisors, etc., using the rubric provided here.	<u>Excellent</u> —is present in the department; works and communicates with department, programs, colleagues, and students very effectively and with professionalism, courtesy, and integrity; responds to department, program, and colleague needs in a timely fashion; volunteers for and contributes to many departmental/program activities; and completes assigned tasks in a timely fashion. Works with colleagues and students above and beyond basic needs. <u>Commendable</u> —is present in the department; works and communicates with others effectively and with professionalism, courtesy, and integrity; responds to department, program, colleague, and student needs in a timely fashion; contributes to departmental/program activities; and, completes assigned tasks in a timely fashion. Works with colleagues and students exceeding basic needs. <u>Satisfactory</u> —is present in the department on a minimal basis; works and communicates minimally with others; minimal contributions to departmental/ program activities; completes tasks in a timely fashion. Meets the basic needs. <u>Unsatisfactory</u> —does not meet the minimum requirements for a satisfactory rating.	<b>Evaluation:</b>
<b>Service C—Service to the College.</b>  Use the FEF “Service to Institution” section as a guide.	A. Excellent B. Commendable C. Satisfactory D. Unsatisfactory Use IDEA scale ranking for score here.	<b>Evaluation:</b>

Approved by President’s Council: April 8, 2014

Contact the assistant to the President for any questions, changes, or additions.

## FACULTY/MENTORING CHECKLIST

Mentored Faculty \_\_\_\_\_ Hire Date \_\_\_\_\_

Committee Members \_\_\_\_\_ Committee Chair \_\_\_\_\_

Mentoring Start Date \_\_\_\_\_ Semester - Fall / Spring \_\_\_\_\_ Year \_\_\_\_\_

	Reports/Observations	Comments	Date Submitted
<b>1st Year</b>	<b>Semester 1</b> _____		
	Fall / Spring _____ Year Committee Report	Yes / No	
	Teaching Observation # _____	Yes / No	
	<b>Semester 2</b> _____		
<b>2nd Year</b>	Fall / Spring _____ Year Committee Report	Yes / No	
	Teaching Observation # _____	Yes / No	
	<b>Semester 3</b> _____		
	Fall / Spring _____ Year Committee Report	Yes / No	
<b>2nd Year</b>	Teaching Observation # _____	Yes / No	
	<b>Semester 4</b> _____		
	Fall / Spring _____ Year Committee Report	Yes / No	
	Teaching Observation # _____	Yes / No	
	Mentoring Forms Completed	Yes / No	
	Committee Final Report	Yes / No	
	Met with supervising Dean to discuss mentored faculty progress.	Yes / No	

Candidate \_\_\_\_\_

Name

Date

<b>Mentoring Process Completed</b>		<b>Further Mentoring Needed</b>	
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Supervising Dean \_\_\_\_\_

Name

Date



**FACULTY/TENURE CHECKLIST**

Tenure Faculty \_\_\_\_\_ Hire Date \_\_\_\_\_

Committee Members \_\_\_\_\_ Committee Chair \_\_\_\_\_

Tenure Start Date \_\_\_\_\_ Semester - Fall / Spring \_\_\_\_\_ Year \_\_\_\_\_

	Reports/Observations	Comments	Date Submitted
<b>1st Year</b>	<u>Semester 1</u> Fall / Spring _____ Year _____ Committee Report	Yes / No	
	Teaching Observation # _____	Yes / No	
	<u>Semester 2</u> Fall / Spring _____ Year _____ Committee Report	Yes / No	
	Teaching Observation # _____	Yes / No	
<b>2nd Year</b>	<u>Semester 3</u> Fall / Spring _____ Year _____ Committee Report	Yes / No	
	Teaching Observation # _____	Yes / No	
	<u>Semester 4</u> Fall / Spring _____ Year _____ Committee Report	Yes / No	
	Teaching Observation # _____	Yes / No	
<b>3rd Year</b>	<u>Semester 5</u> Fall / Spring _____ Year _____ Committee Report	Yes / No	
	Teaching Observation # _____	Yes / No	
	<u>Semester 6</u> Fall / Spring _____ Year _____ Committee Report	Yes / No	
	Teaching Observation # _____	Yes / No	
	Tenure Forms Completed	Yes / No	
	Committee Final Report	Yes / No	
	Met with supervising Dean to discuss tenure track faculty progress.	Yes / No	

Candidate \_\_\_\_\_  
Name \_\_\_\_\_ Date \_\_\_\_\_

Tenure Process Completed	<input type="checkbox"/>	Further Probation Needed	<input type="checkbox"/>
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Supervising Dean \_\_\_\_\_  
Name \_\_\_\_\_ Date \_\_\_\_\_