

Academic Senate Constituent Input/Feedback on LMC Pathways - Faculty Mentor Role

QUESTIONS

- What does “mentor” mean and who are these faculty mentors “mentoring”? The use of “mentor” is unclear as being a mentor, mentoring, and mentorship have very specific definitions, growth-based goals and objectives, and particular duties/responsibilities related to guidance, support, networking and connecting, relationship building, experience sharing and feedback giving, and progress checking.
- How, where, and when would tasks involving working, communicating, and collaborating with other faculty such as (but not limited to) engaging and leading discussions, developing “pathway-specific supports, recommending curricular and pedagogical “interventions” or needs happen and take place within the all (i.e., full-time and part-time faculty, faculty teaching online or in-person) faculty members’ existing workload?
- Why are these positions needed? What is the goal for these positions?
- How can a single faculty member that represents and has the professional expertise in but one of the career and academic areas that comprise each of the five pathways fulfill the expectations of seemingly knowing about all of the other areas within that pathway in order to mentor the diverse students who will be entering, engaging in, and on their way to exit each pathway?
- Why would the “Counselor Role” responsibilities be integrated into counselors’ contractual load, but the “Faculty Role” be compensated at individuals’ “Other Academic Service” rate, necessitating instructional faculty to be paid at an hourly rate and have to find, allocate, and manage time and effort beyond their contracted teaching load? How can they be effective or successful at filling the

responsibilities listed on this description when this is additional work?

- How exactly would faculty “apply” for these roles? What is the specific application process that would follow existing and/or fair hiring/employment processes?
- How would these faculty members be supported by their managers, and by which managers would the positions be overseen? Who would these faculty be reporting to for direction, guidance, and supervision - and why?
- How many hours a week would these faculty being expected to work?
- Are there other colleges that use such faculty mentor roles in their guided pathways implementation plans and efforts? Is there an existing model according to which these roles were designed?
- What are the next steps in the process for clarifying, addressing and implementing faculty input, making needed changes to the positions, and ensuring the faculty approve of these the descriptions and the needed application processes?

CONCERNS

- The description of duties is overly vague, has the potential to balloon in time required and tasks required, and the role could become unwieldy quickly.
- Faculty will be labeled as not participating in this college-wide endeavor, not caring, or not fulfilling our professional responsibilities if faculty members are unable to apply for this new "Faculty Mentor Role" due to our current workload as shown below:
 - preparing lessons and learning opportunities

- designing face-to-face, hybrid, fully online synchronous and asynchronous courses
 - teaching classes within the above listed modalities
 - reviewing, giving feedback, and grading student work in a multitude of forms
 - supporting, guiding, advising, and mentoring students through office/students' hours in person, online, and via hybrid modalities
 - chairing departments and committees
 - undertaking and fulfilling reassigned time duties and responsibilities
 - managing CSLO assessments
 - updating and creating new course outlines of record [CORs]
 - developing new programs/certificates/degrees
 - serving on hiring and governance committees
 - undertaking program reviews
 - completing PSLO assessments
 - engaging in resource allocation proposal processes to secure funding for department, committee, professional development, student equity and success needs and activities
 - striving to engage in our own on-going professional learning and scholarship,
 - engaging in departmental and college/district endeavors such as the OER/ZTC grant
- How does work as a success coach integrate with the work faculty do as Transfer Advocates, Puente mentors, and other learning community mentors? Will there be integration with the learning communities or are success coaches replacing the work faculty do with other learning communities: Umoja, Mesa, Puente, Honors, Transfer Academy etc.
 - There is interest in applying for the role but certainly would NOT if it were not handled via reassigned time due to existing workload obligations. Full-

time/tenured faculty would like to see this position offered either as reassigned time or fulfilling contractual load.

- Adjunct faculty, who make up a significant amount of the LMC faculty, should be given the opportunity to apply. Many of our students are interacting with adjunct faculty more often than FT faculty in their classes given the number of adjunct faculty the college has and thus, have the capacity to be wonderful mentors. Adjunct faculty often do an amazing job in additional roles and utilize these types of opportunities to build their CV, so they can be a marketable FT hiring candidate. There should not be any type of "adjunct faculty ban" for these positions. Adjunct faculty also deserve opportunities to increase their financial earnings. While it may be hard to know if an adjunct faculty member will get classes from semester to semester, this is NOT impossible given the one-year scheduling model. Adjunct faculty seek opportunities to be more engaged at LMC, but they cannot always offer additional time without some compensation. Adjunct faculty would like to be able to apply for these faculty mentor positions.
- Reviewing a detailed application and application process by Senate and a subsequent vote to approve both is needed. "Appointing faculty" for these roles would have to be a UF contract negotiation.
- This has the potential to expand in a large way and if that happens reassigned time is warranted. There's a difference between 5 hours a week at OAS on a project v. 20-30 hours a week on a project. The provided draft does not even GUESS the number of hours a faculty member will be asked to engage with the responsibilities. A more detailed obligation of the number of hours per week this position would require is needed before moving forward.

Additional feedback solicited from a MESA Faculty Advisor:

- What is listed in the document is several people's roles, including mine in MESA to support our only 300+ students, not all of STEM. My biggest concern is when we as a college say "Mentors", we are talking about many mentors with adequate reassign time for each pathway right? These roles of the Guided Pathways teams are important to making the pathways a success and support the academic journey of students and should be taken seriously in planning and reassign time.
- Going through the list of duties, many of which are on the list of duties for the MESA faculty advisor, here's my thoughts of what a faculty would do based on my experience with MESA:
 - Engage and lead discussions on student success within departments in their assigned pathway
 - Attending and planning at/for department meeting, flex activities PLUS putting the ideas into action- designing and implementing.
 - Work with other faculty to develop other pathway-specific academic supports
 - Just thinking about support is one thing, putting it into action is a LOT more work! Designing and implementing just one workshop then offering at different times, locations, and modalities to support students is not a part-time job.
 - We recently reintegrated study skills workshops in MESA. After working with the Director and Program Assistants on the big picture and how to support student learning, I worked with each Program Assistant to develop their workshop with the Director who was also managing scheduling them.
 - Communicate student needs for new courses and/or amendments for existing LMC Pathways Program of study to faculty departments/committees
 - Being the faculty that students go to for this means you are the one that needs to find the right person, follow up and close the circle for each student and their unique need.
 - Something as simple as a student on the waitlist for a hot spot in week six took several emails and reaching out to various support persons while

keeping the student informed over a couple of weeks. And if we look at the extreme of say a program that needs to be reimagined to support students- this is a lot of planning, meetings, paperwork and it seems logical to have the GP Faculty Mentor part of these conversations as a discipline expert and contact with students.

- Utilize current student communication and early alert software (e.g., TargetX CRM, Starfish/LMC Connect) and Canvas tools as part of the student success teamwork.
- So, after learning how to use these softwares (several hours long meetings), following up on student support is time consuming and unique to each student. Even just working with the team in MESA, finding how to support our team doing this, then teaching them how best is many hours each semester, but a blessing because just the three faculty (Director, Counselor, and Advisor) cannot manage this support alone (for only 300+ students).
- Direct/coordinate follow-up with students when academic notifications are received
- Following up with students with academic notifications is more than an email. Best case scenario- a support person reaches out to the student, then student responds, then the support person meets with the student, gives resources, and discusses content or study habits, this is something a faculty member with subject specific expertise needs to do. We then need to follow-up with the student to see if there is progress. This is a lot of personalized attention that some students need and takes a lot of time.
- Collaborate with student success team members to analyze student data for progress towards agreed-upon key performance indicators by assigned pathway and make recommendations on curriculum, pedagogy, and/or student success team interventions
- This is a lot of work even if it is a team! So first this is getting reliable data and analyzing it- one skill set that I acknowledge probably isn't the Faculty Mentors' responsibility. Then we are relying on the faculty to have some recommendations or learns some ideas to make recommendations on

curriculum/ pedagogies- a whole other expertise that requires the skill set of a TLC leader in addition to content knowledge, then the faculty member is to make the recommendations and help implement them.

- Collaborate with the student success team to participate in outreach and in-reach activities that support pathway enrollment and persistence and involve other stakeholders (e.g., Pathway faculty and classified professionals as well as local community partners) in pathway activities
- This can be a TON of work for one event depending on the college support. Somethings that come to mind are big expenditures of time- in-reach: MESA Advisory board, STEM Symposium, STEM Clubs, conferences; outreach: Antioch STEM Day event, HS visits, super Saturday. Each one of these takes planning, scheduling, and faculty time and dedication.
- Provide Career Path mentoring/information within the discipline through LMC Pathways
- Provide Group student drop-in opportunities
- So yeah, the position will have more office hours, but then this means tons more work- supporting applications for transfer, internships & scholarships, writing letters of recommendation (I personally have had 19 individual students just this semester, each with multiple applications), supporting poster preparations and presentations, and helping students prepare for conferences.
- MESA has been a success at LMC because of the individual attention and high touch that our students receive. Before coming to the Academic Senate meeting today, I was at the Nexus faculty meeting and shared that one of the main reasons I picked LMC was MESA and the support I could give STEM students. I currently get 20 hours per month OAS and know that this is not adequate compensation of time or rate but am still happy with the choice I made. I feel that it best serves students and the college to have multiple faculty in this role with adequate reassign time to support each student in their success.

March 29, 2024

Submitted to Academic Senate Council.

Agree to have sent to Dr. T. Maxwell by AS Co-President, Adrianna Simone, along with other feedback.