**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.

March 21, 2024

Submitted to Academic Senate Council.

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