

LSC Mentoring for New Faculty

Action Learning Project

Action Learning Project Title: LSC Mentoring for New Faculty

Problem:

Lake Superior College's current new faculty orientation process includes a first-week orientation session, a handful of online training modules, and voluntary, unstructured mentoring relationships with experienced full-time faculty. The college would greatly benefit from a strategic annual new faculty mentoring program that would provide new faculty with the information, skills, and recourses necessary to teach at the college, including information about department practices, grading policies, curriculum development, classroom management, teaching pedagogies, and academic assessment.

Team Charge:

Develop a procedure for a structured, annual new faculty mentoring process that would be used by the Academic Affairs to orient new faculty to teaching and other professional activities at Lake Superior College. The team will analyze current best practices in faculty mentoring and recommend a college-wide mentoring process that supplements and complements MnSCU's system-wide new faculty orientation.

Team Members:

Samantha Erickson, Director of User Services, Metropolitan State University
Catherine Houghtaling, Instructor, North Hennepin Community College
Lynn Johnson, Associate Director of Extended Learning, Bemidji State University
Jean Mershon, Customized Training Representative, Central Lake College
Martha Scheckel, Assistant Professor of Nursing, Winona State University
Linda Tetzlaff, English Faculty, Normandale Community College

Executive Sponsor: Kathleen Nelson, President of Lake Superior College

Team Advisors: Mark Magnuson, Vice President of Academic Affairs and Hanna Erpestad, Dean of Liberal Arts and Sciences, Lake Superior College

Summary of Activities:

Our Action Learning Team met for the first time during Week 1 of the Luoma Leadership Academic, in July, with the Executive Sponsor of the LSC Mentoring for New Faculty project, Dr. Kathleen Nelson, the President of Lake Superior College and one of the two team advisors, Dr. Hanna Erpestad, the Dean of Liberal Arts and Sciences at LSC. Our initial meeting with Dr. Nelson and Hanna was a very positive experience, as we utilized our reflective inquiry skills as a group. After our meeting, we had learned a great deal about the project from the inquiry process and decided to set another team meeting before we left for the week.

We met as a team later in Week 1, to formalize our roles and set a timeline for the year (Appendix A). Cat Houghtaling offered to/agreed to serve the role of Action Learning Coach for our team and attended the training provided. We determined at this meeting to meet monthly, beginning in September. Because of the geographical distances between members of the team (from Winona to Bemidji and locations in between), Sam Erickson agreed to explore alternative options to face-to-face meetings, including the use of interactive television (ITV) and WebEx.

Team members agreed to use the remaining summer months to research new faculty mentoring programs, theories and existing literature, both in general higher education journals and in

discipline specific journals. Our conversation revolved around focusing on three areas: 1) what is college mentoring; 2) success of college mentoring; and 3) best practices in mentoring. We decided to share results of our individual research at our next group meeting in September. We also agreed to investigate faculty mentoring as it occurs at our own colleges and universities as well as researching any mentoring programs or tools provided through the system.

We also discussed the usefulness of a Desire2Learn shell for our team's work. Sam Erickson, who works in Info Tech at Metropolitan State University, was able to create a D2L shell for our team at Metro State in August, which we used as a document repository, a place to house meeting agendas and notes, and ultimately to work on our final report as a group.

At our September ITV meeting, we reported out significant findings from our research to the team. Many of the articles we shared and discussed were posted in our D2L course shell. The articles referred to in this project approach mentoring from a number of different perspectives, each adding to the discussion for the present project, and have been summarized briefly here.

The setting for "Mentoring and Beginning Teachers' Workplace Learning" by Carter and Frances is K-12 public schools in Australia. They saw mentoring relationships as key to the quality of new teachers' professional experiences as well as long-term professional learning. As is the case for most educators, the relative isolation of the work makes mentoring relationships valuable. A key finding in this study is identification of critical criteria for successful mentoring relationships: "the availability of the mentors, and whether they were approachable, friendly, open and actively interested in the development of their beginning teachers." The study also includes a list of seven traits of a successful mentor.

"Mentoring as a Developmental Tool for Higher Education" by Knippelmeyer and Torracco is a literature review of research done related to mentoring in higher education, an area where few mentoring programs exist and little research has been done on its need and effectiveness. The authors first look at theories of adult learning, to lay a foundation for most effective processes for mentoring programs. They then look at literature defining the nature of mentoring and the various forms mentoring can take. They then look at studies that explore the benefits of mentoring for the mentees (development of teaching, writing, research, and analytical skills), for the mentors (effective use of experiences and skills, enhanced job satisfaction, self-reflection, and administrative and/or peer recognition), and for institutions (relatively minimal cost for effective professional development, increased commitment and productivity, decreased turnover, the ability to attract or recruit faculty who want this sort of professional development opportunity). The authors then look at potential barriers to mentoring in higher education and, finally, present models for cyclical reactions in effective mentoring.

In "Building Social Capital in a Knowledge-Building Community: Telementoring as a Catalyst" by O'Neill, an online mentoring system of middle-school and high school students was explored by experts in fields of interest. This article had little in common with faculty mentoring but was of interest because of the focus on online instruction at Lake Superior College. The concept tried out "mentoring in the open," in which the online discussions of the mentoring pairs were open for all mentoring groups to read. This cross-fertilization both enriched the discussions of each and inspired different ways of interacting for some, by observing how other pairs were working. While the benefits of online mentoring seem clearly less than the in-person

relationships traditionally developed, it could be interesting to at least consider the role an online component could play.

“Functional Mentoring: A Practical Approach with Multilevel Outcomes” by Thorndyke, Gusic, and Milner explores a mentoring program in medical education that focused on mentoring for specific projects (hence, the functional aspect). A strong recommendation from this study is the use of cross-institutional pairing, that is, mentors being from a different department than the mentee. They emphasize the importance of clearly defining the role of the mentor and preparing the mentor accordingly, as well as clearly limiting the time of the program (the academic year). Participation of mentors was voluntary, and no compensation was provided; however, both the professional and social development was valued as well as being recognized at graduation ceremonies by being inducted in the Mentoring Academy of the College of Medicine.

The final article focused on an expanded faculty mentoring program at Purdue University in Indiana. “Mentoring Faculty for Success: Recommendations Based on Evaluations of a Program” by Wasburn and LaLopa claim that the findings from their study will apply at community colleges, four-year colleges, and universities.

Following and during the discussion of the available literature, we also spent a significant amount of time discussing how to proceed with the collection of information we would need to make an informed and relevant recommendation to the team advisors at the end of our project. It was determined that a qualitative assessment of the LSC faculty already involved in the informal mentoring program could be an important tool for gathering information about the campus climate and processes, and most importantly, a way to gauge faculty needs on the campus. From this conversation, Sam and Cat agreed to work on a draft needs assessment for review before the next meeting, to direct our conversation and next steps.

During our next meeting, based on the needs assessment outline (Appendix B) presented by Sam and Cat, the team’s discussion led to a decision that we would develop and administer two types of assessment for information gathering. First, we would develop a series of questions to ask via phone of the current faculty participating in the information mentoring on the LSC campus. Hanna provided the team with the names and contact information for seven faculty who had served the college as faculty mentors in the past, as part of the college’s informal program.

Three of the team members interviewed 6 of the 7 faculty whose contact information Hanna had provided. Scheduling conflicts prevented the last interview from being completed. Inserted here are the questions that were asked of the LSC faculty mentors and summaries of the responses. More complete transcripts of the 6 individual interviews are found in Appendix C.

Please provide a description of the mentoring program you have been involved with at LSC. (for example, how often did you meet, how long did the relationship last, what kind of activities did you participate in?)

The faculty mentors met with mentees frequently...weekly at first and more informal as the year continued. Some mentors sat in on classes with mentee and shared curriculum resources and Lake Superior College resources in the time together.

What were your expectations going into the program? Where any met? Not met?

All respondents reported a very positive yes to the expectations going into the program. The interviews included many fine comments on the progressive mentoring program.

Did you participate in any training as part of your participation? What kind of training/support would have been helpful?

Overall no one reported any significant training but they all felt training and sharing experience should be a two tiered approach. It would depend if it was discipline specific or generic and that everyone is different and their needs a very specific.

What resources were available to you-including technology? What would have been helpful?

Most respondents shared that their personal experience on D2L links, text books, video clips were helpful to the mentees.

How were you matched with your mentee?

Most were either asked or volunteered to be matched with the mentee.

How do you believe the mentoring role contributed to the mentee's professional development?

The mentees gained skills, finding resources, course development, handling student interactions and basic information about the culture at LSC.

Do you think mentoring the mentee in developing a project to promote professional expertise would be a useful in a mentoring program?

All respondents reported an overwhelming yes in sharing resources and expertise in the classroom.

What rewards or recognition did you gain from your experience?

Many personal satisfactions and internal rewards of appreciation were reported by the mentors.

Would you do it again? Why or why not?

All responded with an affirmative Yes/Absolutely.

Would there be value to the college in expanding mentoring into a campus wide program?

All respondents felt the expansion of the mentoring program would create a real Win/Win and strong connections for new faculty. But overall they felt it would be important to keep the program rather informal and not another duty.

After we completed and reported our results from our phone surveys with LSC faculty mentors, we developed the questions we felt would be useful to ask of all LSC faculty, using an online survey tool called "Survey Monkey".

With the help of Hanna, the following message was emailed to 230 full and part time faculty on December 4, requesting their participation in our online survey by December 11:

This year, the Luoma Leadership Academy has formed a team of faculty and staff from across the system to help Lake Superior College design a structured process for a faculty mentoring program. The Luoma Team has been reviewing information on the best practices for developing a faculty mentor program, looking at what programs exist on other MnSCU campuses, and interviewing some faculty who have participated in mentoring.

According to the League for Innovation in the Community College, “the development of a formal mentoring program is based on the needs of the organization, is aligned with institutional goals, has evaluation embedded throughout for continuous quality improvement, and is well coordinated.”

In order for our team to develop a program that best fits your environment and one that is aligned with your college mission and is sustainable, we need to get additional information. We have developed a survey to assess faculty needs related to a beginning mentoring program at Lake Superior College.

The survey is being administered through Survey Monkey for the convenience of faculty participating. Faculty will be able to respond to the survey December 4 – 11, 2009. All responses will be anonymous; however, if you would like to provide additional feedback to the Luoma Team, you will have an opportunity to do so at a later time. The information collected in this survey will only be used by the Luoma Team for the purposes of this project.

A copy of the questions included in the online survey is found in Appendix D. Also included in Appendix E are the detailed results of the survey, including comments from survey responders.

Summary of Online Survey:

Thirty-seven members of the LSC faculty completed the survey. The quantitative results (Table 1) indicate that most of the faculty believe in and support a formal mentoring program (82 and 83.8 percent respectively) with 72.9 percent indicating that they would have benefited from an assigned mentor when they were hired to work at LSC. Approximately 95 percent of the faculty believe that a formal structured mentoring program should consist of sharing information on policies, resources, and curriculum and teaching strategies. Additionally, about 92 percent want mentoring guidelines and program expectations. The results also support less formalized methods of mentoring with only 24.3 percent actually wanting structured requirements such as journals and professional development plans and 40.5 percent desiring formal workshops and seminars on topics of interest. Despite faculty support for formal structured aspects of a mentoring program, 70.5% of them believe that participation in a mentoring program should be voluntary. Once the mentor-mentee establishes a relationship, 72.2 percent of faculty believe monthly meetings between the mentor and mentee are important in ensuring an effective relationship and 75 percent indicate that a yearlong (or longer) relationship is important. Although the faculty responding to the survey indicate that one-on-one time and relationship building generally between the mentor and mentee is important, only 56.7 percent indicate that this relationship should extend to a larger group through meetings and/or socials. From an administrative perspective, just over 60 percent of faculty believe that, if they volunteer to be a mentor, compensation through a stipend would be beneficial. Additionally, 75.7 percent believe that a formal mentoring program needs to be shared with the entire campus so that every faculty member knows about it and 83.4 percent indicate that the mentoring program should be reviewed annually to assess satisfaction rates and determine needs for improvement.

The qualitative results (analysis of the commentary) indicate three prominent themes: a.) ensuring dedicated mentors b.) avoiding a patriarchal/mandated mentoring program and c.) being able to commit time to being a mentor and mentee. In relation to ensuring dedicated mentors, faculty are somewhat protective of new faculty and convey that it is important that the mentee has a faculty member who cares about him/her. Faculty stated mentees can be “overwhelmed” with information and that mentors need to be a readily available resource who offers support, nurturing, and comfort as he/she learns to work at LSC. One faculty person thought the mentee, rather than the mentor, may benefit from a stipend, and that the mentor could benefit from release time. Ensuring dedication to being a mentor was also evidenced by disquiet about offering a stipend to faculty because it may encourage anyone to be mentor (i.e., money rather than dedication as a motivation for mentoring). Concern about avoiding a patriarchal/mandated mentoring program was evident through comments that a program should not be “autocratic” or “controlled.” Faculty conveyed fairly consistently a need for freedom in determining the needs of the mentee through somewhat autonomous relationship building. They were certainly not closed to the idea of guidelines and protocols, but comments reflected their caution in unquestionably adopting a formal, structured mentoring program. For instance, one faculty member commented that mentors should not become “another layer of management.” Part of faculty concern about overly formalizing a mentoring program may be related to time. The third theme reflects this through comments faculty made about being able to commit the time they need to mentor a new faculty member, and likewise, for the mentee to be available for mentoring. One faculty commented he/she is working two other jobs, which would make it difficult to accommodate a mentee. Another faculty commented that too much time spent mentoring through formal methods (e.g., individual development plans) could deplete time needed for students. Another faculty suggested meetings with mentee’s should not have a “prescribed” time.

The results of the quantitative portion of the survey indicate that, even though faculty overwhelmingly support a mentoring program, they perhaps are conveying that it should be semi-formal in nature. For example, while many faculty want the program to include information on policies and teaching and learning strategies, fewer wanted formal professional development plans or workshops. Building a relationship with the mentee also appears to be a very important aspect of the mentoring program. Faculty did not indicate that this relationship needed to extend into the larger faculty community, but they did value one-on-one time with the mentee where they could not only establish, but maintain a relationship over time. Finally, the data indicates a need for some administrative oversight to make sure the program is visible to others, perhaps offering mentors a stipend to compensate their efforts, and ensuring that the program is continuously improved. The results of the qualitative portion of the data analysis reveal philosophical concerns of faculty that underpin the quantitative findings indicating a desire for a semi-formal mentoring program. Faculty responding to the survey are committed to ensuring mentee’s have a good experience in the context of LSC. To them this may mean having control over the program by designing it with the mentee. They seem to be opposed to strong administrative oversight and wish to retain flexibility but would appreciate a toolkit of sorts upon which to draw to ensure the best mentoring experience possible.

In relation to the quantitative survey results, it may be important to explore the meaning of “formal” mentoring among and between administration and faculty. This could include an analysis of the benefits and barriers of having a semi-formal mentoring program verses a formal mentoring program. It may also be important to explore the college milieu related to community/social networking, particularly in light of the fact that mentors seem to prefer one-

on-one relationships rather than community-centered mentoring efforts. Marketing the mentoring program within the college appears to be needed to make the program more “public.” An exploration of approaches to compensation will also prove to be beneficial. There is also a need to design continuous improvement methods to ensure the program’s ongoing success. The qualitative results more definitively indicate a need to design a semi-formal mentoring program that is efficient, yet effective. It should perhaps include identifying those who want to be dedicated mentors and providing them with the tools and resources needed to design their own mentoring program. The voice administration and mentee’s are absent in this survey, and this must be considered along with best practices in mentoring prior to proceeding with final recommendations.

Table 1. Survey Responses Strongly Agree (SA)/Agree (A) Combined Totals (N= 37)

<u>Survey Question</u>	<u>Percentage SA/A</u>
LSC would benefit from a formal mentorship program for faculty only.	81
Mentoring is a critical component of career advancement for new faculty.	83.8
The mentorship program should include shared information on policies, sharing resources, curriculum and teaching strategies.	94.5
A faculty mentoring program should include large group meetings of all new faculty and their mentors, for both training and social purposes.	56.7
Mentoring guidelines and program expectations should be provided to mentors at the beginning of the mentoring relationship.	91.8
A mentoring program should include structured requirements such as journals and individual development plans with stated goals and outcomes	24.3
A mentoring program should include formal workshop and seminars on topics of interest for both mentors and mentees	40.5
Mentors and mentees should be matched within departments only.	48.6
Participation in the mentorship program should be voluntary.	70.5
Mentors and mentees should meet at least once a month for the relationship to be effective.	72.2
Mentors and mentees should commit to the relationship for at least one academic year, with the option to continue if both parties are interested.	75
The mentorship program should be reviewed annually for participant satisfaction and to solicit suggestions for improvement.	83.4

The mentorship program would be more effective if a stipend or release time were provided.	61.1
Information about a faculty mentoring program should be shared with the entire campus community as part of a campus wide communication effort; to inform and educate the campus as to how the program fits in with the college mission.	75.7
I would have benefitted from having an assigned mentor as a new faculty at LSC.	72.9

Recommendations:

Based on the information we gathered from our literature reviews, the phone interviews we conducted with LSC mentors and the results of the online survey of current LSC faculty, there are a number of recommendations in terms of how to structure a program and which elements to include. We met in February at Metropolitan State University to review the information we had researched and the results of the surveys and discuss the following recommendations to present that could be supported by our work.

- 1) Formal vs. informal: While the feedback provided did indicate that faculty would be interested in having some degree of structure provided for this type of program, including information provided up front to both mentors and mentees about the requirements and expectations of the program, survey results and phone conversations with current mentors indicated that faculty are concerned that too much formality could make the program a burden that “has to” be done, rather than a useful collaboration. There were also concerns voiced about requiring a set number of meetings or scheduling large group meetings that are not useful but seen as another task that is not favored.
- 2) Voluntary vs. required: On a related topic, most faculty agreed that participation in a faculty mentoring program should be voluntary. While there was little disagreement that sharing information and establishing relationships among colleagues and peers is a good practice, there is the concern that forcing this program on all new faculty could cause faculty to see this program as a burden rather than helpful. Although some faculty felt that making a program like this mandatory for all new faculty would have benefits, most were also cognizant of not taking up time from already busy faculty, new or otherwise.
- 3) Types/numbers of group meetings: Based on the feedback and survey results, it seems that large group, formal trainings and meetings would not need to be an integral part of the mentoring program.
- 4) Topics for training: Although we did not find support for formal, large group, required training, there was agreement that providing opportunities for professional development related to pedagogy and successful classroom management techniques would be welcome.
- 5) Mentor/mentee matches: While there may be benefits of matching new faculty with experienced faculty outside of their specific academic discipline, it was believed that

faculty who teach in areas under the same deans would find more common circumstances and professional interests than those across areas. Therefore, we suggest faculty mentors and mentees would benefit most from being matched within the three academic divisions of Allied Health and Nursing, Liberal Arts and Sciences and Business and Industry, rather than across them. It also seems logical that faculty who are interested in serving as a mentor contact his or her Dean and that the Dean would work with the Vice President of Academic Affairs to determine appropriate matches.

- 6) Length of mentor/mentee relationship: There was agreement in the literature and faculty survey results that mentors and mentees should agree to remain in this relationship for at least one semester and longer if it is working for both parties. While there was not a desire for a required number of meetings, it is recommended that mentors and mentees meet at least once a month to be able to establish a meaningful peer relationship.
- 7) Reporting requirements: Two recommendations in this area include having mentors and mentees report on their specific experiences to the Dean and that any reporting structure or overall program recommendations for the program go through the Vice President of Academics.
- 8) Stipends: While it is agreed upon that the option to provide stipends or even release time to participants would be ideal, almost all parties understand the economic reality will quite likely not allow for that. Our recommendation for a reward that may be less costly would be to create an internal award for mentor recognition on campus. For example, Kansas State University gives out annually “Excellence in Mentoring Awards”. This type of recognition could be provided through the professional development organization on campus and could be a peer nomination process, to provide credibility among peers.

The final step of this project involved a meeting at Lake Superior College on May 19th in which we presented our report and recommendations with our team advisors. In addition to sharing our research findings and recommendations, we requested feedback from our team advisors in relation to what additional information they would find helpful. It was suggested that we could include some procedural ideas for implementing some of the recommendations on their campus.

Suggested Procedures:

Based on the above recommendations and the conversation we had at our May meeting at Lake Superior College, we would suggest the following procedures for implementing the recommendations.

- Hold a “kick off” event for all mentors and mentees to provide some structure to the program and bring involved faculty together
- Develop and share with mentors and mentees some general guidelines to include the expectations of the program and suggestions for activities and topics of discussion between mentors and mentees
- Recommend that mentors and mentees meet at least twice each semester, and that the relationship continue for (at least) one academic year.
- Provide materials and training for mentors and mentees around the following topics: pedagogy; campus resources for success; and classroom management techniques.

- Evaluate the program annually, by requesting feedback from both mentors and mentees about their experience with the program and suggestions for improvement.
- In lieu of the ability to offer stipends and/or release time, incorporate a reward process on campus to recognize the mentors for their efforts, such as an “excellence in mentoring” award given during an employee recognition event.

In addition to these specific suggestions, we also recommend reviewing the resources developed and used by Central Lakes College (CLC). The CLC Mentoring Program 2009-2010 was very successful. Nancy Paulson, Director of Human Resources and Betsy Picciano, Center for Teaching and Learning (CTL) Coordinator and faculty member at Central Lakes College presented the mentoring program at CLC to the "Realizing Student Potential/ITeach 2010 Conference" on February 26 - February 27, 2010 held at the Minneapolis Community & Technical College. The applications for Mentor and Mentee plus additional resources of the Central Lakes College Mentoring Program are included in Appendix F.

Limitations:

As mentioned previously, the research and recommendations are limited in scope. While our phone interviews with current LSC mentors were very insightful, we only spoke with six faculty. Their insight was helpful, but a larger number of conversations would provide a great deal more information from the faculty who have participated in these informal mentoring relationships.

Also, the online survey that we administered had a relatively low response rate. It was emailed to 230 full and part time faculty and only 37 completed and submitted their results, for a 16% return rate. In retrospect, the timing of the survey was not ideal. It was sent out in December, when faculty are gearing up for finals and preparing for the next semester. A mid-semester survey may have received a better response. We did not send any follow up emails, either. More than one request to faculty to complete the survey may have increased our response rate.

Another limitation of this report that was mentioned earlier is that our survey focused solely on gaining faculty perspective. It would be useful to also gather information from the administration perspective.

Project Conclusions:

In addition to the knowledge that all team members gained about faculty mentoring programs and the benefits and considerations of these programs, our experience as an Action Learning team was a very positive one. We learned a great deal about using the tools of the system to communicate across campuses, including interactive television and Desire2Learn. The concept of action learning was new to most members and it was a very powerful experience to learn to ask the right questions, to develop a common purpose from our questions and creating trust among members to be able to continue to question until we felt we had solved the problem presented to us.

Our hope is that this information is helpful to our team advisors at Lake Superior College and we appreciate the opportunity to explore this topic with them and learn both about the project and about the process of action learning.

Appendix A:

Luoma Action Project: LSC Mentor Program **2009-2010 Time Line**

July 2009

Meet at Luoma Leadership Academy (Oak Ridge)

August - September 2009

-Research time

Monday, Sept. 14

-Action Project Meeting (via ITV) (10:00 - 11:30 a.m.)

Monday, Oct. 19th

-Action Project Meeting (via ITV) (10:00 - 11:30 a.m.)

[Lynn, Martha, and Linda meet ITV to create questions for interviews.]

Sunday, Nov. 1st

-Interview Questions Completed

Monday, Nov. 16th

-Interviews Completed (Step 1: Gap Analysis)

-Action Project Meeting (via ITV) (10:00 - 11:30 a.m.)

Wednesday, Nov. 18th

-“Introduction” for Survey Monkey for Hanna and Mark to send out (Sam)

Friday, Nov. 20th

-Questions for Survey Monkey submitted to Lynn

Monday, Nov 23rd

-Lynn give questions to Sam to put into Survey Monkey

Tuesday, December 1st

-Sam completes and tests Survey Monkey (Martha help test)

Friday, December 4th

-Survey Monkey goes live at LSC (Mark and Hanna will distribute)

Friday, December 11th

-Survey Monkey closes??

Monday, Dec. 14th

-Action Project Meeting (via ITV) (2:00 - 3:30 p.m.)
(Step 2: Priorities)

Jan 25th, 2010

-Action Project Meeting (via ITV) (8:00 - 9:30 a.m.)
Analysis of interviews and survey monkey

Feb 26, 2010

-Meeting at Metro State (face-to-face) to develop the Final Report/Proposal

March 30, 2010

-All parts of the Final Report/Proposal complete

April 19, 2010

-Action Project Meeting (via ITV) (10 a.m. - 11:30 a.m.)

May 18-19, 2010

-Arrive in Duluth May 18th for dinner and celebration!
-Visit LSC May 19th to present proposal/report

June 2010

-Make adjustments to the Mentor Program based on LSC feedback

July 2010

-Present Action Project to Luoma

Appendix B:

Needs Assessment: A Needs Assessment is a systematic exploration of the way things are and the way they should be. These "things" are usually associated with organizational and/or individual performance.

Why design and conduct one at LSC? In order to propose any faculty mentoring models we have to determine the specific needs of LSC faculty, map out priorities, and identify opportunities and weaknesses.

Step 1: Perform a “Gap” analysis

- ❖ Current Situation: Identify the current faculty mentor program(s) used at LSC.

We do know only one departments has been using an ad-hoc mentor program, but there is no formal structure, budget, or professional requirements associated with this program.

- ❖ Desired Situation: Identify what the current faculty at LSC know about mentoring opportunities on their campus, what they would like to see in a faculty mentor program, and what levels of participation they would personally invest.

Obtaining this information will require discussions with faculty from all academic departments at LSC. This information can be gathered either by email discussions with individuals, or through surveying faculty who are both in the ad-hoc mentor program and not in a mentor program.

A list of potential questions to ask:

1. Are you familiar with what a faculty mentor program is, and what the benefits of one are?
2. Are you aware of any faculty mentor program at LSC? If you are, what is your level of experience with the program (a mentor, or a mentee)?
3. Have you participated in a faculty mentor program at another institution? What benefits/obstacles did you experience in the program?
4. As a faculty member would you be interested in serving as a mentor for new faculty? Do you feel you have the experience and/or knowledge to serve as a mentor?
5. Do you feel a faculty mentor program aligns with the mission of LSC?

The difference between the current and desired situation (the gap) will help in determining the needs, purposes, and objectives for establishing an faculty mentoring model.

2. Priorities

Step one should produce a list of faculty understanding of the program, what their needs and expectations, and what their level of involvement may be. The next step is to prioritize these by importance of college mission, faculty needs, and possible constraints.

This step is a little difficult to flush out until we have responses from faculty, but some possible outcomes could be:

1. Administrative Support: Do faculty feel administration would support such a program?
2. College Missions: Does such a program fit within the mission of the college and/or academic departments? (I imagine so, but do faculty share that perception)
3. Do faculty have a sound understanding of such a program, or does more information about a program need to be “marketed” to them?
4. Are faculty expectations of such a program realistic and feasible?

Step 3. Identify Strengths and Weaknesses

Again this step will be completed after identifying the priorities in step 2. We could do a SWAT analysis at this point, but the main focus of this step is to identify some potential strengths and weaknesses as we begin to review existing faculty mentoring programs and determine how to develop a successful model for LSC.

Some potential examples:

1. We could have faculty at LSC who are not familiar with or feel a faculty mentoring program at LSC is needed, so looking at how other institutions overcame such “threats” will be critical in our analysis.
2. We could get an overwhelming response from faculty interested in participating in such a program but will the program have support from administration?
3. Do faculty feel they would participate, but is their current teaching load too much to accommodate? Are there creative solutions can we draw from other institutions to help with these concerns.

Appendix C: Transcripts of individual phone interviews with LSC faculty mentors

(Interview 1)

Please provide a description of the mentoring program you have been involved with at LSC. (for example, how often did you meet, how long did the relationship last, what kind of activities did you participate in?)

It was and informal and flexible program. I mentored the new music director. I had known her previously. New faculty need a chance to talk through the alphabet soup. I first talked with her over coffee and discussed getting started and who could help her; hr questions. Then she had her 2 day new faculty introduction and all kinds of people come and talk to the new employees and answers questions. I teach online, she teaches on campus so I when I was on campus I stopped by to see her and we otherwise communicated via e-mail.

Why did you decide to participate in this voluntary experience?

I was more than happy to do volunteer activities. I serve on a lot of committees and feel it is integral to participate and be involved. I also know how it felt to be new.

What were your expectations going into the program? Where any met? Not met?

I do wonder if they ought to have in place some sort of checklist to go over with person you are mentoring on various topics. Maybe use someone who is mentoring here already could help develop the list of things the new faculty would need to know. LSC needs a formal structure informed also by those who have been mentored.

Did you participate in any training as part of your participation? What kind of training/support would have been helpful?

No

What resources were available to you-including technology? What would have been helpful?

Anything I asked for would have been available. Much of what I think of is online in the web site so if you find it... handbooks and policies and procedures and so on all sorts of stuff on the web site. There is so much stuff all at once though. The mentors help mentees go backs and clarify things that they may be overwhelmed with.

How were you matched with your mentee?

I already knew her. We work in the same field.

How do you believe the mentoring role contributed to the mentee's professional development?

She felt like she had more background information that when you walk into a new job that you just don't get. She also knew her predecessor who she had gotten to together with her and they would talk about what she had and had not done and got deeper background of stuff. Not everyone will get deeper background of student needs and how dept has worked.

Do you think mentoring the mentee in developing a project to promote professional expertise would be a useful in a mentoring program?

Yes if someone wanted some help in finding professional development or resources that would not be mandatory. It would be a nice piece on the checklist to talk about. She needed help getting used to how the e-mail works. Technical instructions would be good. Working with college students development stages and so on..

What rewards or recognition did you gain from your experience?

Not anything-it is something I would put in my portfolio-not something that is rewarded

Would you do it again? Why or why not?

Sure-relationships on a college campus are important. It is important to put extra effort into relationships. Don't assume they know how a college works.

Would there be value to the college in expanding mentoring into a campus wide program?

Yes. For some positions it does not need to be a full year. Faculty would benefit from a full year.

(Interview 2)

Please provide a description of the mentoring program you have been involved with at LSC. (for example, how often did you meet, how long did the relationship last, what kind of activities did you participate in?)

Hanna contacted Steve in the spring of 2008 to ask if he would be willing to serve as a mentor for a newly-hired history instructor, who would be starting in the fall. Steve mentioned he had not had a mentor, but could have used one when he was hired at LSC. Steve was not given any guidelines and there was no paperwork involved. Steve and Paul initially connected in the summer, when Paul was in the process of moving to the Duluth area. Steve initiated the first meeting, which was an informal lunch meeting.

Steve and Paul talk on a regular basis, but they have never had a scheduled meeting or an agenda. They discuss whatever it is Paul wants to talk about, and at times, is not related to work. Steve does make an effort to check in with Paul and Paul would use that time to ask questions related to campus processes. If Steve didn't know the answers, he would help Paul find the correct resource people. Their offices are located in the same general area of campus, so often they see each other in the building and visit on items that Paul has questions about.

Steve indicated they are meeting less frequently this fall, but they have developed a close relationship and now more often visit on issues as colleagues rather than mentor/mentee. Steve does believe the conversations they have had initially would have been less frequent if Steve had not been assigned to be Paul's mentor; therefore he credits the mentor relationship to the closeness of their working relationship now.

Why did you decide to participate in this voluntary experience?

Steve believes it is good practice to introduce new faculty to more experienced faculty to help them learn about campus. He stated that faculty can often be isolated in their work, that they are busy, and it can take a while to connect with people when starting work at a new campus. He experienced that himself as a new faculty at LSC and agreed to participate in this experience when Hanna asked him because he believes it is a good idea. Also there were no strings

attached, no reports to write, and it was “painless”. He called the program “meaningful, not burdensome”.

What were your expectations going into the program? Where any met? Not met?

Because Steve did not know LSC had a mentor program (formal or informal), he did not have any expectations. In fact, he had questions about what the expectations were of him which did not have answers. The expectations given to him were vague but he made sure to check in with Paul on a regular basis, which was his own guideline, even if it was just to chat.

Did you participate in any training as part of your participation? What kind of training/support would have been helpful?

Steve did not receive any training and agreed that clearer expectations would have been helpful up front. He believes the mentor/mentee relationship worked well with he and Paul because they connected personally, but is concerned that there may be other mentors and mentees who do not connect which could lead to a failed experience. He stated that guidelines and parameters in terms of what should be done would encourage people to make the relationship work on at least a formal level, if they did not establish a friendship through the process.

What resources were available to you-including technology? What would have been helpful?

He was not aware of any resources available to him and he did not seek any out. He indicated that an initial informal group meeting/event of all new faculty and mentors would have been welcomed and helpful.

How were you matched with your mentee?

Steve is not sure how he was matched with Paul; Hanna made the call after she had made the match. He believes their personalities were taken into consideration, as well as the fact they both teach in the same department, since they are not teaching the same subject. Faculty in liberal studies would share the same issues whereas a faculty in auto services would have a different set of issues.

How do you believe the mentoring role contributed to the mentee’s professional development?

Steve does not know how/if the mentoring relationship contributed to Paul’s professional development, but does believe Paul has adjusted well to LSC and seems comfortable there. He expects Paul would have succeeded anyway, but does believe that the relationship he developed with Paul did help him build bridges on campus that have helped him out.

Do you think mentoring the mentee in developing a project to promote professional expertise would be a useful in a mentoring program?

Steve is not sure if this is a good idea or not. His concern is that the program/relationship could become burdensome if it is more formalized. However he also believes that some formality could be useful to keep the relationship on task, especially for mentors/mentees that don’t get along personally, or find it easy to put this on the “back burner”. He believes there is a fine line between too much and not enough formalization. He suggested perhaps two required meetings each semester would be reasonable with some type of short report to make people accountable.

What rewards or recognition did you gain from your experience?

There were no formal rewards or recognition for Steve, but he did not think any was needed. He did say Paul refer to him as his “mentor”, sometimes in jest, but it seemed that he thought it was pretty cool.

I asked Steve if he knew of other faculty who serves as mentors on campus and at first, he said he did not, but then he remembered one or two others who he did know participated in this same type of arrangement.

Would you do it again? Why or why not?

Steve answered yes, without hesitation, to this question. He had a great quote for this answer - he believed that “building community is important” and it is his “contribution to the greater good”.

Would there be value to the college in expanding mentoring into a campus wide program?

Steve also answered yes to this question....he agrees it would be good to know who else is doing this kind of thing and thought a once a semester social event would be a great way to connect with other mentors and mentees. He also mentioned again that he would have appreciated some guidelines to get started.

He mentioned that as a new faculty at LSC he was able to find his way, but he didn’t have that one person he could go to with confidence for all of his questions and not feel as if he were annoying them. I think this was a good summary statement from Steve to explain the value this program has from his perspective.

(Interview 3)

Please provide a description of the mentoring program you have been involved with at LSC. (for example, how often did you meet, how long did the relationship last, what kind of activities did you participate in?)

Jocelyn has been teaching in the English dept at LSC for 8 years. She taught English at Riverland CC 5 year prior to that. In the fall of 06, Hanna asked her to mentor a new adjunct faculty, who would be teaching online English. In the fall of 08, Hanna also asked her to mentor a new online adjunct in humanities and another adjunct faculty person teaching English courses on campus.

She indicated she has met all of the faculty in person once or twice, but the majority of her contact with them has been via phone and email. Most of them email her once every 2 -3 weeks. Jocelyn made the initial contact with each of them to introduce herself as their mentor, etc; after that all of the conversations have been initiated by the adjunct faculty as they have questions.

Why did you decide to participate in this voluntary experience?

Jocelyn had also served as a mentor at Riverland CC and did so because she has empathy for new faculty. She did have a mentor as a new faculty at RCC, but not at LSC. She also thinks being a mentor is a great way to meet new colleagues.

What were your expectations going into the program? Where any met? Not met?

Her only expectation going in was that she hoped she could be a helpful resource to the new faculty.

Did you participate in any training as part of your participation? What kind of training/support would have been helpful?

No training; Jocelyn likes the informality of the program now and likes that the current structure allows the relationship to be driven by the new faculty needs.

What resources were available to you-including technology? What would have been helpful?

Because the new faculty were not located in the same community, much of their conversations were online or on the phone. Jocelyn did think that a web cam of some type might have been helpful so they could “see” each other. She said she once spent an hour in a meeting with her mentee and didn’t know it until he introduced himself at the end of the meeting, because she had not yet met him in person so she didn’t know what he looked like.

How were you matched with your mentee?

She was paired with adjunct faculty in English because that is her department. She believes she was paired with the adjunct faculty in Humanities because the permanent instructor on their campus in Humanities is “territorial” and may scare faculty off....she believes Hanna was able to choose Jocelyn as a mentor because at the time she was co-chair of their joint department.

How do you believe the mentoring role contributed to the mentee’s professional development?

Jocelyn believes the best contributions she has given to the new faculty have been practical and logistical. She did share that one of the faculty asked her about developing a new course and share the outline with her first, and also would run ideas past her for online course content. One of the English faculty would call with questions about appropriate feedback on papers, so she was able to provide advice and direction on teaching methods, etc.

Do you think mentoring the mentee in developing a project to promote professional expertise would be a useful in a mentoring program?

No; Jocelyn believes this is unrealistic. New faculty already have a very steep learning curve and in the case of adjunct faculty, are often hired late in the process. Often just getting a syllabus ready to go and having the next course lined up are large enough tasks. She believes their discussions about teaching are adequate activities from a developmental stand point and that formalizing the program would be resisted without providing the mentors with release time or other financial incentive.

What rewards or recognition did you gain from your experience?

Her reward was personal in the form of true appreciation and gratitude from the new faculty.

Would you do it again? Why or why not?

Jocelyn would definitely do this again. In fact, Hanna just contacted her a few weeks ago because her initial mentee is going to be teaching an online course at LSC this spring after taking a semester off, so Jocelyn will be contacting her with information on updated to the department’s policies, etc/

Would there be value to the college in expanding mentoring into a campus wide program?

Yes, but it needs to stay reasonable. Jocelyn believes any new teaching faculty (adjunct, full time, online, on campus) should have someone specifically assigned to them and that these pairings should be announced at a departmental level so everyone is aware of them. She is concerned if the program becomes any more formal than it is, it would be too prescriptive and could become “false”. She reiterated that the strength of the program now is that it has the flexibility to meet individual faculty needs and she finds the current situation satisfying.

(Interview 4)

Please provide a description of the mentoring program you have been involved with at LSC. (for example, how often did you meet, how long did the relationship last, what kind of activities did you participate in?)

Why did you decide to participate in this voluntary experience? She had done it before on an informal basis.

What were your expectations going into the program? Where any met? Not met? Absolutely they were met. Their department is very progressive and she had a great experience.

Did you participate in any training as part of your participation? What kind of training/support would have been helpful? No but training and sharing experience should be a two tiered approach. It would depend if it was discipline specific or generic and that everyone is different and their needs a very specific.

What resources were available to you-including technology? What would have been helpful? She shared her own resources with the mentee on D2L links, text book, video clips and other resources, her mentee was also working on her PhD and really appreciated Betsy’s resources.

How were you matched with your mentee? Betsy volunteered.

How do you believe the mentoring role contributed to the mentee’s professional development? She helped her mentee by lightening her load with finding resources, etc.

Do you think mentoring the mentee in developing a project to promote professional expertise would be a useful in a mentoring program? Yes, She shared her expertise in the classroom.

What rewards or recognition did you gain from your experience? No external rewards but she had many internal rewards and a lot of thank you and appreciation from her mentee.

Would you do it again? Why or why not? Yes

Would there be value to the college in expanding mentoring into a campus wide program?

Yes, it is currently college wide for new faculty. She felt it should be an expectation of employment. It would be hard to say on how to expand the program college wide and she would like to see some specific department mentorship expectations and she would be interested in training on what is the role of the mentor.

(Interview 5)

Please provide a description of the mentoring program you have been involved with at LSC. (for example, how often did you meet, how long did the relationship last, what kind of activities did you participate in?)

Why did you decide to participate in this voluntary experience? She had done it before and had 15 years of teaching experience.

What were your expectations going into the program? Were any met? Not met?

She had no expectations of mentoring.

Did you participate in any training as part of your participation? What kind of training/support would have been helpful?

No but she felt if it was a formal program it should have a time line and structured expectations.

What resources were available to you-including technology? What would have been helpful?

Neither she nor her mentee taught online so technology was not an issue.

How were you matched with your mentee?

She was asked!

How do you believe the mentoring role contributed to the mentee's professional development?

Her mentee had never taught before and she sat in on her mentee's classes and worked with her course development, flow of the course and handling student interactions.

Do you think mentoring the mentee in developing a project to promote professional expertise would be a useful in a mentoring program?

Yes

What rewards or recognition did you gain from your experience?

Personal satisfaction and mentee appreciation.

Would you do it again? Why or why not?

Yes

Would there be value to the college in expanding mentoring into a campus wide program?

Yes, It is a great way to make connections with new faculty.

(Interview 6)

Please provide a description of the mentoring program you have been involved with at LSC. (for example, how often did you meet, how long did the relationship last, what kind of activities did you participate in?)

New faculty mentorship with adjunct faculty, they met frequently... weekly at first and now have a more informal time to get together to share. Kelli sat in on her class and helped her with D2L, course descriptions, and other everyday pieces of teaching at the college level.

Why did you decide to participate in this voluntary experience? She was asked and appreciated the idea of mentoring new faculty.

What were your expectations going into the program? Where any met? Not met?

They were met and she really enjoyed the process and met a new friend.

Did you participate in any training as part of your participation? What kind of training/support would have been helpful?

No

What resources were available to you-including technology? What would have been helpful?

She had a lot of experience as faculty and felt whatever help she gave her mentee was useful. There were no real resources available.

How were you matched with your mentee?

Hanna gave her descriptions of the faculty who needed to be mentored and she chose her mentee based on her description.

How do you believe the mentoring role contributed to the mentee's professional development?

Her mentee gained skills about the culture at LSC.

Do you think mentoring the mentee in developing a project to promote professional expertise would be a useful in a mentoring program? She felt this would really depend on the mentee.

What rewards or recognition did you gain from your experience?

Her rewards came from the appreciation of her mentee!

Would you do it again? Why or why not?

Absolutely!

Would there be value to the college in expanding mentoring into a campus wide program?

Yes. If it is formal, college wide it should be innovative and a real Win/Win!

Appendix D: Online Survey Questions

Survey Items:

- LSC would benefit from a formal mentorship program for faculty only.
- Mentoring is a critical component of career advancement for new faculty.
- I have participated in a mentorship program at a previous university.
- The mentorship program should include shared information on policies, sharing resources, curriculum and teaching strategies.
- A faculty mentoring program should include large group meetings of all new faculty and their mentors, for both training and social purposes.
- Mentoring guidelines and program expectations should be provided to mentors at the beginning of the mentoring relationship.
- A mentoring program should include structured requirements such as journals and individual development plans with stated goals and outcomes
- A mentoring program should include formal workshop and seminars on topics of interest for both mentors and mentees
- Mentors and mentees should be matched within departments only.
- Participation in the mentorship program should be voluntary.
- Mentors and mentees should meet at least once a month for the relationship to be effective.
- Mentors and mentees should commit to the relationship for at least one academic year, with the option to continue if both parties are interested.
- The mentorship program should be reviewed annually for participant satisfaction and to solicit suggestions for improvement.
- The mentorship program would be more effective if a stipend or release time were provided.

Likert scale: Strongly agree, Agree, Neutral, Disagree, Strongly Disagree

Text box option for additional comments after each question and at the end of the survey

Appendix E: Online survey results with comments

1. LSC would benefit from a formal mentorship program for faculty only			
	<i>answered question</i>		37
	<i>skipped question</i>		0
		Response Percent	Response Count
Strongly Agree		40.5%	15
Agree		40.5%	15
Neutral		21.6%	8
Disagree		0.0%	0
Strongly Disagree		0.0%	0
 Hide replies Comments			5
1.	In my department we do this extensively but informally.	Wed, Dec 9, 2009 12:03 PM	
2.	It would truly help new faculty members.	Sat, Dec 5, 2009 8:11 PM	
3.	Too much is thrown at new faculty in the beginning, and they may hesitate to ask questions after orientation. They will need to, however!	Fri, Dec 4, 2009 5:07 PM	
4.	It depends on how it works and who is involved. In my experience, the best approach is to use mentors as resources, but not as another layer of management that new faculty have to defer to.	Fri, Dec 4, 2009 1:51 PM	
5.	What about staff?	Fri, Dec 4, 2009 1:49 PM	
2. Mentoring is a critical component of career advancement for new faculty			
	<i>answered question</i>		37

2. Mentoring is a critical component of career advancement for new faculty				
			<i>skipped question</i>	0
			Response Percent	Response Count
Strongly Agree			29.7%	11
Agree			54.1%	20
Neutral			13.5%	5
Disagree			2.7%	1
Strongly Disagree			0.0%	0
			 Hide replies Comments	2
1. Most benefit would be helpful if done within the same program (for new faculty).				Wed, Dec 9, 2009 1:27 PM
2. See above.				Fri, Dec 4, 2009 1:51 PM

3. I have participated in a mentorship program at a previous university				
			<i>answered question</i>	37
			<i>skipped question</i>	0
			Response Percent	Response Count
Yes			13.5%	5
No			86.5%	32
			 Hide replies Comments	2

3. I have participated in a mentorship program at a previous university		
1.	It was rather informal, but a helpful process.	Sat, Dec 5, 2009 8:11 PM
2.	My experience was not positive or helpful; however, this may have been an exception and not the norm.	Fri, Dec 4, 2009 1:51 PM

4. The mentorship program should include shared information on policies, sharing resources, curriculum and teaching strategies			
<i>answered question</i>			37
<i>skipped question</i>			0
		Response Percent	Response Count
Strongly Agree		45.9%	17
Agree		48.6%	18
Neutral		5.4%	2
Disagree		0.0%	0
Strongly Disagree		0.0%	0
 Hide replies Comments			2
1.	Depends entirely on the needs of the mentee--and the relationship/approach between mentor/mentee	Mon, Dec 7, 2009 4:52 PM	
2.	Yes - but these should be provided to new faculty as guidelines, not as directives.	Fri, Dec 4, 2009 1:51 PM	

5. A faculty mentoring program should include large group meetings of all new faculty and their mentors, for both training and social purposes			
<i>answered question</i>			37

5. A faculty mentoring program should include large group meetings of all new faculty and their mentors, for both training and social purposes			
			<i>skipped question</i>
			0
			Response Percent
			Response Count
Strongly Agree			8.1%
Agree			48.6%
Neutral			35.1%
Disagree			8.1%
Strongly Disagree			0.0%
			 Hide replies Comments
			2
1.	I can see both potential benefits, but might well be unnecessary. Depends on fit between mentor/mentee		Mon, Dec 7, 2009 4:52 PM
2.	This is neither necessary nor particularly advisable.		Fri, Dec 4, 2009 1:51 PM

6. Mentoring guidelines and program expectations should be provided to mentors at the beginning of the mentoring relationship			
			<i>answered question</i>
			37
			<i>skipped question</i>
			0
			Response Percent
			Response Count
Strongly Agree			48.6%
			18

6. Mentoring guidelines and program expectations should be provided to mentors at the beginning of the mentoring relationship			
Agree		43.2%	16
Neutral		8.1%	3
Disagree		0.0%	0
Strongly Agree		0.0%	0
 Hide replies Comments			3
1.	I suppose--if your aim is a more controlled, formalized program		Mon, Dec 7, 2009 4:52 PM
2.	Being part of the mentoring program should mean a commitment to the guidelines and expectations.		Mon, Dec 7, 2009 12:41 PM
3.	BEFORE the commitmet is made.		Fri, Dec 4, 2009 12:53 PM

7. A mentoring program should include structured requirements such as journals and individual development plans with stated goals and outcomes			
		<i>answered question</i>	37
		<i>skipped question</i>	0
		Response Percent	Response Count
Strongly Agree		2.7%	1
Agree		21.6%	8
Neutral		35.1%	13
Disagree		27.0%	10

7. A mentoring program should include structured requirements such as journals and individual development plans with stated goals and outcomes			
Strongly Disagree		13.5%	5
 Hide replies Comments			5
1.	Why?		Mon, Dec 7, 2009 4:52 PM
2.	I'm unsure about this. I believe it would be better to have the mentor and individual work together on plans and expectations. I'm not sure a journal is necessary.		Sat, Dec 5, 2009 8:11 PM
3.	Starting a new time can be very stressful and time consuming in itself. It might be really tough to find the time to write journals, development plans, etc.		Fri, Dec 4, 2009 2:37 PM
4.	No, no, no. This is where "mentoring" moves from being helpful to autocratic.		Fri, Dec 4, 2009 1:51 PM
5.	No journal requirement. If journaling is required, then one would expect, as this is a job, that an administrator would have the right to request the journal - in order to verify compliance - this is a very bad scenario and should be avoided at all costs. A wise new faculty member would best be advised to write very shallow thoughts only. The professional development plan is a good idea though.		

8. A mentoring program should include formal workshops and seminars on topics of interest for both mentors and mentees			
	<i>answered question</i>		37
	<i>skipped question</i>		0
		Response Percent	Response Count
Strongly Agree		8.1%	3
Agree		32.4%	12
Neutral		43.2%	16

8. A mentoring program should include formal workshops and seminars on topics of interest for both mentors and mentees			
Disagree		16.2%	6
Strongly Disagree		0.0%	0
 Hide replies Comments			5
1.	Why?		Mon, Dec 7, 2009 4:52 PM
2.	If a mentoring program is program specific, this may be difficult to do.		Sat, Dec 5, 2009 8:11 PM
3.	This sounds like a good idea, but again, I'm wondering about the time commitment.		Fri, Dec 4, 2009 2:37 PM
4.	See above. One of the best things we can do for new faculty is not confuse the issue of their commitment to students by over-committing their schedules to non-student related activities.		Fri, Dec 4, 2009 1:51 PM
5.	Nice idea.		Fri, Dec 4, 2009 12:53 PM

9. Mentors and mentees should be matched within departments only			
		<i>answered question</i>	37
		<i>skipped question</i>	0
		Response Percent	Response Count
Strongly Agree		18.9%	7
Agree		29.7%	11
Neutral		24.3%	9
Disagree		21.6%	8

9. Mentors and mentees should be matched within departments only			
Strongly Disagree		5.4%	2
 Hide replies Comments			4
1.	Not necessary		Mon, Dec 7, 2009 4:52 PM
2.	This would be the most helpful to all those involved.		Sat, Dec 5, 2009 8:11 PM
3.	Non-departmental matches would ensure that the focus is on teaching and institutional policy.		Fri, Dec 4, 2009 1:51 PM
4.	Faculty don't interact professionally outside of their disciplines enough. I have learned lots of good teaching strategies from people in other disciplines and I enjoy the creative process that goes with hearing about something used in another discipline and then figuring out how to use it in my discipline.		Fri, Dec 4, 2009 12:53 PM

10. Participation in the mentorship program should be voluntary			
<i>answered question</i>			36
<i>skipped question</i>			1
		Response Percent	Response Count
Strongly Agree		25.0%	9
Agree		50.0%	18
Neutral		11.1%	4
Disagree		16.7%	6
Strongly Disagree		0.0%	0

10. Participation in the mentorship program should be voluntary		
		 Hide replies Comments
		4
1.	Voluntary, yes, along with release credit depending on #. It is often a year-long relationship that needs nurturing regularly, with sharing of experience, tips, how-to's, etc.	Tue, Dec 8, 2009 3:40 PM
2.	I don't know on this one	Mon, Dec 7, 2009 4:52 PM
3.	Of course. Mentoring/menteeship should always be voluntary - or it should be called something else.	Fri, Dec 4, 2009 1:51 PM
4.	You need willing mentors, but people who have never taught at another college should be required to have a mentor and participate.	Fri, Dec 4, 2009 12:53 PM

11. Mentors and mentees should meet at least once a month for the relationship to be effective			
		<i>answered question</i>	36
		<i>skipped question</i>	1
		Response Percent	Response Count
Strongly Agree		19.4%	7
Agree		52.8%	19
Neutral		25.0%	9
Disagree		0.0%	0
Strongly Disagree		2.8%	1
		 Hide replies Comments	2
1.	Perhaps more often the first two months to get a relationship established.	Mon, Dec 7, 2009 12:41 PM	

11. Mentors and mentees should meet at least once a month for the relationship to be effective

2. Meetings should take place as needed. No timeframe prescription is necessary or advisable.

Fri, Dec 4, 2009 1:51 PM

12. Mentors and mentees should commit to the relationship for at least one academic year, with the option to continue if both parties are interested

		<i>answered question</i>	36
		<i>skipped question</i>	1
		Response Percent	Response Count
Strongly Agree		16.7%	6
Agree		58.3%	21
Neutral		25.0%	9
Disagree		0.0%	0
Strongly Disagree		0.0%	0
 Hide replies Comments			2
1.	One semester may be long enough.	Sat, Dec 5, 2009 8:11 PM	
2.	One semester may be sufficient for some.	Fri, Dec 4, 2009 1:51 PM	

13. The mentorship program should be reviewed annually for participant satisfaction and to solicit suggestions for improvement

		<i>answered question</i>	36
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13. The mentorship program should be reviewed annually for participant satisfaction and to solicit suggestions for improvement			
		<i>skipped question</i>	1
		Response Percent	Response Count
Strongly Agree		30.6%	11
Agree		52.8%	19
Neutral		16.7%	6
Disagree		0.0%	0
Strongly Disagree		0.0%	0
 Show replies Comments			2

14. The mentorship program would be more effective if a stipend or release time were provided.			
		<i>answered question</i>	36
		<i>skipped question</i>	1
		Response Percent	Response Count
Strongly Agree		25.0%	9
Agree		36.1%	13
Neutral		22.2%	8

14. The mentorship program would be more effective if a stipend or release time were provided.			
Disagree		16.7%	6
Strongly Disagree		0.0%	0
 Hide replies Comments			5
1.	While reading this survey, I couldn't help but wonder where I would put this into my already busy schedule (I also have two other jobs besides here.) Would be difficult for those who are at the campus on a limited amount of time to fit this in. However, if release time were given, we would have the challenge of getting someone to fill in for that faculty. This may want to be done as a "shadowing experience" at the discretion of the new faculty.		Wed, Dec 9, 2009 1:27 PM
2.	See comments #10		Tue, Dec 8, 2009 3:40 PM
3.	Not necessary		Mon, Dec 7, 2009 4:52 PM
4.	The mentor and mentoree would feel more inclined if there was a reward such as this.		Sat, Dec 5, 2009 8:11 PM
5.	These questions should be better defined. I think it would be useful to provide a stipend to the new faculty member (the mentee) - this would help create space in what is typically a very hectic schedule. However, I worry that mentors should not be offered a stipend - release time maybe ok. You don't want people agreeing to be mentors just because of the extra cash. Also, it seems that this is one of those things that might fit nicely under the heading "professional responsibilities", which all higher ed. faculty are supposed to engage in.		Fri, Dec 4, 2009 12:53 PM

15. Information about a faculty mentoring program should be shared with the entire campus community as part of a campus wide communication effort; to inform and educate the campus as to how the program fits in with the college mission			
		<i>answered question</i>	37
		<i>skipped question</i>	0
		Response Percent	Response Count
Strongly Agree		18.9%	7
Agree		56.8%	21

15. Information about a faculty mentoring program should be shared with the entire campus community as part of a campus wide communication effort; to inform and educate the campus as to how the program fits in with the college mission			
Neutral		21.6%	8
Disagree		2.7%	1
Strongly Disagree		0.0%	0
 Hide replies Comments			3
1.	I am not sure it is needed--the whole trick is to establish an effective match and help the new faculty member feel comfortable, know who to call or visit with Qs, etc.	Mon, Dec 7, 2009 4:52 PM	
2.	It would be good to know what the expectations and possibilities would be.	Sat, Dec 5, 2009 8:11 PM	
3.	Isn't this kind of a no-brainer? I think events should also be shared with the campus community - there might be some that others would like to attend...	Fri, Dec 4, 2009 12:53 PM	

16. I would have benefited from having an assigned mentor as a new faculty at LSC			
<i>answered question</i>			37
<i>skipped question</i>			0
		Response Percent	Response Count
Strongly Agree		27.0%	10
Agree		45.9%	17
Neutral		18.9%	7
Disagree		8.1%	3
Strongly Disagree		0.0%	0

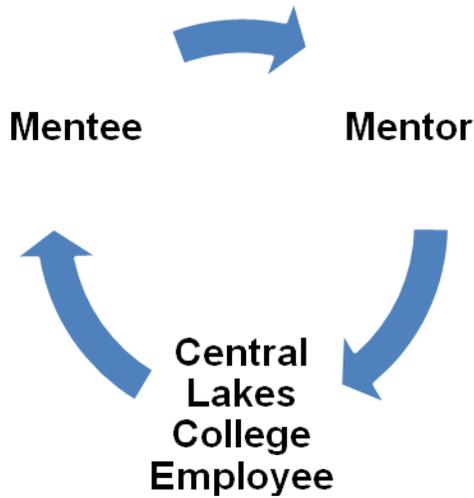
16. I would have benefited from having an assigned mentor as a new faculty at LSC

 [Hide replies](#) [Comments](#)

7

1. I started with this program when it first came to LSC. Wed, Dec 9, 2009 1:27 PM
2. I had teaching experience in the system at another college. Wed, Dec 9, 2009 12:03 PM
3. In fact, I did have an assigned mentor and I benefited greatly from our conversations. I am really grateful for this program and hope that it will continue to be expanded! Mon, Dec 7, 2009 9:20 AM
4. Starting new at LSC is difficult if you have no one to let you know the basics and where things are at. Sat, Dec 5, 2009 8:11 PM
5. My case was unique; I do not feel that having a mentor would have helped me, and it may have distracted me from the important goals of curriculum development and student interaction. Fri, Dec 4, 2009 1:51 PM
6. I came to LSC with many years of higher education experience, and having benefited from having a mentor in my first teaching year already. However, if the workshops were interesting and relevant and my mentor was from a discipline different from mine it still would have been a learning experience for me. I would have resented being forced into a mentoring relationship that was as narrow as having a mentor from my same discipline. Fri, Dec 4, 2009 12:53 PM
7. I've had Becky Bradshaw mentoring me throughout the last year and a half (with assistance from the other members of my office) and it has been a great help for materials, strategies, (and staying in-the-loop). Fri, Dec 4, 2009 12:44 PM

Appendix F: Resources from Central Lakes College Mentoring program



Central Lakes College Mentee Sign-Up

MY VITALS

Name: _____

Office Phone _____ Office Location _____

CLC Email Address _____ Department _____

Best Days/Times to Contact me: _____

MY MENTOR PREFERENCES (check all that apply)

_____ Within my Department/Division or _____ No Preference

_____ On my home campus _____ On Line

My Background – (NOTE: This information will be shared with your mentor to better assist your needs)

Highest Diploma/Degree Awarded, Field, and the Institution Name

Past Teaching or Job Related Experience:

Hobbies, Interests, etc.

Items of interest to discuss with my mentor (Please check all that applies).

	Effective classroom teaching techniques		Effective use of technology in the classroom
	CLC faculty governance		CLC policies & procedures
	Academic and other support services		Professional development opportunities
	Balancing workload/managing time		Fitness & recreation facilities
	Campus events & activities		Committees and service activities
	Community resources & activities		Other:

What are 1-2 things you would want to learn from an experienced faculty person?

As you begin this academic year, what are your greatest concerns as a faculty member?

Additional Comments or Questions (optional):

I give permission for this form to be shared with my mentor. ____ Yes ____ No

Signature



Central Lakes College Mentor Application

MY VITALS

Name: _____

Office Phone _____ Office Location _____

CLC Email Address _____ Department _____

Best Days/Times to Contact me: _____

MY MENTEE PREFERENCES (check all that apply)

_____ Within my Department/Division or _____ No Preference

_____ On my home campus _____ On Line

My Background - This information will be used to better match a mentee.

Highest Diploma/Degree Awarded, Field, and the Institution Name

Past Teaching or Job Related Experience:

Hobbies, Interests, etc.

Items of interest to discuss with my mentee (Please check all that applies).

	Effective classroom teaching techniques		Effective use of technology in the classroom
	CLC faculty governance		CLC policies & procedures
	Academic and other support services		Professional development opportunities
	Balancing workload/managing time		Fitness & recreation facilities
	Campus events & activities		Committees and service activities
	Community resources & activities		Other

What are 1-2 things you believe you could offer a new faculty member?

Additional Comments: (optional)

Signature **Date**

Some Dos and Don'ts

FOR MENTEES

The mentoring relationship is a complex one—like most human relationships, different each time, and successful to the extent that both Mentor and Mentee (protégé, fellow, colleague) are committed to it and willing to work at it. It works best when there is open, honest communication and mutual trust and respect.

- DO** seek the advice of your Mentor in planning and teaching faculty development programs and services, selecting summer projects, applying for grants, and serving on committees.
- DO** show receptivity to your Mentor's advice and constructive criticism.
- DO** show up on time, and prepare for meetings with your Mentor to maximize use of the time available. Consider bringing an informal agenda so you both stay on topic.
- DO** treat the mentorship as *professional development*—an undertaking that requires serious commitment of time and effort. Show your Mentor that you are committed to your own professional development.
- DO** take initiative.
- DO** seek help and advice from the Director of your Mentee Program or your dean if the mentoring relationship is not working well for you.
- DON'T** expect the Mentor to tell you what to do. A Mentor can help you better define and explore your interests and ideas, and can support you in your efforts to acquire the necessary skills. The interests and ideas need to come from you.
- DON'T** expect your Mentor to have all the answers; rather use the Mentor's experience as a "sounding board" to try out ideas and options. Seek advice from other faculty and administrators. You are responsible for your fate!
- DON'T** interpret critical review of your performance/progress as a personal attack.
- DON'T** avoid your Mentor when you are having difficulties. This is the most important time to keep your Mentor informed about what is going on.
- DON'T** get involved in negative departmental or college politics.

Some Dos and Don'ts

FOR MENTORS

Leadership

- DO** discuss the purpose and syllabus of leadership activities, projects or initiatives with your Mentee Colleague, and invite your Mentee Colleague to observe you or another experienced leader in planning, conducting, and afterwards reviewing committee meetings, planning sessions, events. Discuss specifically what worked and what didn't, and why.
- DO** invite your Mentee Colleague to contribute to the planning of a new activity or project, including its conceptualization, the assignment of responsibilities, the selection of resources, and the preparation of materials, communications, etc.
- DO**, along with your Mentee Colleague, evaluate leadership projects and their products, discussing the criteria for what makes excellence.
- DO** discuss with your Mentee Colleague how to effectively manage and consult.
- DO** invite your Mentee Colleague to collaborate on all or part of a presentation with you.
- DO** encourage your Mentee Colleague to discuss what he or she is learning from his or her own leadership experiences.

Professional / Disciplinary Knowledge And Expertise

- DO** encourage your Mentee Colleague to become involved in appropriate committees and initiatives.
- DO** assist your Mentee Colleague in becoming an expert at using and recommending appropriate literature (on both research and practice) and technology tools available.
- DO** assist your Mentee Colleague in: designing and carrying out independent study; classroom research; attending and presenting at faculty development meetings and conferences
- DO** inform your Mentee Colleague of departmental, college, systemwide and other grants and assist him/her in submitting applications.

Service

- DO** inform your Mentee Colleague about—or better, involve him or her in—your other faculty development work, such as service as a coordinator, member of a committee, organizer of a professional meeting or conference, and so on.
- DO** inform your Mentee Colleague about lectures, conferences, or other academic events of interest.

- DO** invite your Mentee Colleague to accompany you to a professional lecture, meeting or conference.
- DO**, as appropriate, encourage your Mentee Colleague to become involved in faculty development-related projects and to serve as a liaison between administration and the faculty, or as the faculty representative to a governance committee.
- DO**, if possible and appropriate, invite your Mentee Colleague to accompany you to faculty meetings of the department or college.
- DO** help your Mentee Colleague to build good time management skills and discretion about when it's right to say "yes" and when and how to say "no."
- DON'T** do all the talking. Mentoring requires far more active, careful listening than talking.
- DON'T** dispense wisdom in the form of judgments or advice. Help the mentee to discover what is working, and might work, best for him or her.
- DON'T** let the mentorship become only about social or emotional support. These can be important aspects of a mentorship, but its real benefit is in the practical knowledge a mentee gains about his or her new work, and the environment in which it is done.
- DON'T** over-formalize the mentorship, but instead aim for structured informality.

Remember:

Whatever the focus of a particular mentorship, it should help further the goal of the college to encourage faculty to develop their talents and skill as teachers. It should also encourage individuals to become actively involved members of the college community and to choose to remain at the college or university as an engaged member of the faculty. To that end, Mentor and Mentee should meet regularly and plan for how the Mentee can take advantage of opportunities to expand on work begun in the classroom and gain experience in all areas of service to students, to the college, and to the profession.

Source: Lynda Milne, Minnesota State Colleges & Universities, Center for Teaching & Learning, February 2010

References

Zachary, L.J. (2005). *Creating a mentoring culture*. San Francisco: Jossey-Bass.

Zachary, L.J. (2000). *The mentor's guide: Facilitating effective learning relationships*. San Francisco: Jossey-Bass.

Zachary, L.J. (2000). *The mentee's guide: Making mentoring work for you*. San Francisco: Jossey-Bass.

From Minnesota State Colleges & Universities CTL Resources:

Exemplary Junior Faculty Mentoring Programs

<http://www.yale.edu/wff/pdf/ExemplaryJunior%20Faculty%20MentoringPrograms.pdf>

Faculty Mentoring Resources @ UW Oshkosh

<http://www.uwosh.edu/mentoring/faculty/>

Mellon Mutual Mentoring at UMass Amherst

<http://www.umass.edu/ofd/mentoring/pguide.html>