Cuyahoga Community College

Faculty Mentoring Program

Teaching, Learning and Academic Professional Development

AY ‘12–‘13
A Message from the Associate VP

Message from the Associate Vice President, Faculty Affairs and Professional Development

Cuyahoga Community College is committed to professional development and understands the importance of onboarding new employees. Mentoring is one initiative to help with the assimilation to the College. Our Faculty Mentoring Program pairs new full-time faculty and adjunct faculty new to college-level teaching (“mentees”) with experienced and enthusiastic full-time faculty (“mentors”) to help the new faculty members better understand the College’s goals, objectives, programs, and procedures. The program will also expose mentees to techniques and resources that will support the enrichment of student learning. At the same time, new faculty members are expected to share their expertise with their mentors.

This practical guide is designed to maximize the experience of both mentees and mentors. This guide will help to define roles, suggest meeting topics and learning activities, and explain the reporting requirements.

Best wishes to a new academic year and an engaging mentoring experience.

Sincerely,

Sandy McKnight
Associate Vice President, Faculty Affairs and Professional Development
Introduction

The concept of quality improvement has been incorporated into higher education in many ways within the last decade. Incumbent with this concept is the empowerment of college faculty to harness their unique talents and skills and promote their professional growth. In translating these same mentoring concepts to higher education, the Office of Teaching, Learning and Academic Professional Development has developed, implemented, and supported a program to empower faculty through mentoring.

Tri-C’s mentoring program embraces a philosophy about people and their importance to educational institutions. The literature overwhelmingly points to the benefits of mentoring to the mentee, mentor, and the educational institution. Mentoring is useful and powerful in understanding and advancing organizational culture, providing access to informal and formal networks of communication, and offering professional stimulation to both junior and senior faculty members.

Cuyahoga Community College employs a number of new adjunct instructors and part-time counselors and librarians on each of the three campuses and at many off-campus sites. In addition, each year the College hires a number of new full-time lecturers and full-time tenure-track faculty to replace retiring faculty or to support program expansion. The task of orienting new faculty to the College and assisting them in understanding their instructional responsibilities has traditionally been the responsibility of the Associate Dean or Dean. Assistance in some cases has been provided by the program manager or faculty coordinator in each department. In the case of the new adjunct faculty, the Assistant Deans of Academic Affairs and the Managers of Adjunct Services have provided substantial support as well.

The Faculty Mentoring Program now enhances the efforts of the Deans and others in orienting new faculty by providing resources in the form of reassigned time to enable experienced full-time faculty to relate on a one-to-one basis with new full and adjunct faculty members.

New mentors are expected to participate in a formal or informal orientation session conducted by the Faculty Mentoring Campus Coordinator. Depending on the number of new mentors, a Faculty Mentoring Campus Coordinator may have a single session or provide full information to each mentor individually.

It is especially important for the mentors to continue to communicate with the Faculty Mentoring Campus Coordinator throughout their tenure as mentors. Faculty mentors are responsible for providing insights and direction to the Faculty Mentoring Campus Coordinator on how to handle issues which may surface during the mentoring relationship. The Faculty Mentoring Campus coordinators will use end-of-term feedback to engage in a continuous improvement process of the Faculty Mentoring Program.
Mentee Benefits

As a result of the mentoring relationship, it is expected that new faculty members will:

- Gain a more complete understanding of the mission, goals, and objectives of Cuyahoga Community College.
- Feel a greater sense of belonging to the College community and gain insights into the informal and formal cultures of the academic department, faculty, student affairs, and College.
- Receive individual support and encouragement in developing more effective teaching methods, using contemporary instructional technologies, and balancing life, work, and family responsibilities.
- Provide a more rewarding learning or counseling experience for their students.
- Know how to access the resources of their department, campus, and College to support their classroom instruction and the counseling experience.
- Receive support and guidance in understanding the curriculum, policy, and procedures that govern the awarding of certificates and degrees (counseling faculty).
- Become proficient in the use of College technology to assist students in their decision-making process (counseling faculty).
- Provide students with a connection to the College and a positive experience with setting goals and deciding on a major and career (counseling faculty).

Mentor Benefits

It is expected that the faculty mentors will:

- Benefit from the new instructors’ community-based perceptions of our students and graduates.
- Gain satisfaction in assisting in the development of another faculty peer.
- Learn from the new faculty about the world of work outside of academia.
- Gain a perspective on the general expectations of an educated citizenry.
- Be willing to consider techniques or approaches that new faculty might bring to their students.

Overall, it is hoped that both parties in the mentoring relationship will be stimulated to rethink and discuss pedagogical and philosophical issues that will improve the teaching/learning process.
Mentoring Experience

Prior to the beginning of each semester, each Dean (or his/her designee) will ask experienced full-time faculty members in the appropriate academic areas to act as mentors for one to three new faculty members. The Dean will coordinate these requests with the Faculty Mentoring Campus Coordinators. These faculty mentors will receive 0.5 reassigned ESUs for each new faculty with whom they work, for a maximum of 1.5 ESUs per semester.

Tenure-track faculty are mentored for the entire academic year. Lecturers and adjunct faculty new to college-level teaching are mentored for one semester. If special circumstances apply, the dean may approve an additional semester. The first meeting is to be prior to the beginning of classes whenever practical and at least twice during the semester at a time and location convenient to both.
The content of the meetings should cover such topics as:

> An orientation to campus and the academic area.
> The official course outline, its purpose, and the need to conform to College policy and provide clarity for both faculty member and students.
> Course prerequisites and program semester sequence (where applicable) to make sure students are properly enrolled.
> Syllabus form and function, including introducing the college syllabus template.
> The textbooks and handouts to be used, including understanding how much material is to be covered during the course of the semester.
> Expected tests, term papers, quizzes, and other methods of student evaluation.
> Grading and academic standards, including due dates, incompletes, withdrawals, and students’ understanding of grading practices.
> Classroom management techniques, including handling questions, disruptions, emergencies, and student complaints.
> Use of instructional technologies with emphasis on what is available and how to acquire the appropriate resources for classroom use.
> Current developments in the discipline.
> Community, transfer, and on-the-job expectations of our students and graduates.
> Library resources and how to use them, including interlibrary loan, OhioLINK, computer data-based literature searches, book requisitions, and Internet access through the libraries on each campus.
> Information regarding campus/college resources for students so that appropriate referrals can be made.
> College and community events of interest to students and faculty in the discipline.
> Services of the Campus Learning Centers with regards to placement testing and tutoring.
> Professional development initiatives and opportunities at the college.
> Tenure portfolio (if applicable).

Continued on next page
In addition, for counseling faculty, the meetings should cover:

- Requirements for certificates and degrees.
- Information on transferring to other institutions.
- Review of the Academic and Student Affairs Operating Manual.
- Enrollment procedures and processing.
- New Student Orientation.
- Career counseling.

Many mentors observe a class the new faculty member is teaching as a basis for providing helpful discussion and advice. Often, a mentor will invite a new faculty member to observe one of the mentor’s classes for the same purpose. Classroom visitations and peer observations are highly encouraged by the program; however, these visits are informal and not part of the formal evaluation process.

It is recommended that, as a general rule, faculty mentors not be the formal evaluator, faculty coordinator, or program manager of the mentee. Because of the mutual helping relationship that is expected to develop, it is considered wise to keep the formal evaluation process separate from the mentoring process.

When pairing the experienced full-time faculty with the new faculty members, it is important for the Dean or his/her designee and the Faculty Mentoring Campus Coordinator to attempt to have them in the same discipline or one that is closely allied. At the same time, the Faculty Mentoring Program recognizes that such pairings are not always possible since some disciplines do not have a sufficient number of full-time faculty. As a matter of fact, in some instances the mentor and mentee might not be on the same campus or at the same teaching site. This is particularly true when a new adjunct person has exclusively off-campus assignments.

In such a case, mentoring assignments should be coordinated through the Dean’s office in conjunction with the Faculty Mentoring Campus Coordinator. Care must also be taken to assure that the logistical arrangements for meetings are in fact feasible for each party prior to making and accepting the mentoring assignment.
Expectations and Reporting Requirements

It is expected that each faculty member will enter the relationship in a spirit of collegiality, professionalism, and open-mindedness toward mutual learning. In addition to the three scheduled meetings, it is expected that each faculty participant will also want to be available for informal consultation (e.g., a quick question by phone). As noted previously, participants often visit each other’s classes to observe teaching styles and techniques, make suggestions for improvement, or in other ways offer assistance to one another.

Both the mentor and the mentee of each team will complete a survey at the end of each semester to provide insight and feedback about the mentoring experience. These surveys will be sent via Tri-C email for electronic submission. The results will be used as a component of the evaluation of the Mentoring Program, but not of any individual faculty member.
Reassigned Time Process

At the beginning of each semester, session, or part of term, the Faculty Mentoring Campus Coordinator, in cooperation with each of the Associate and Assistant Deans, will submit to the Office of Teaching, Learning and Academic Professional Development the name of each full-time faculty mentor and the name of each new adjunct and/or new full-time faculty member that will be mentored. The following procedure will be followed in order for the tracking and approval of reassigned time to be accurate and current:

- Faculty Mentoring Campus Coordinators will communicate with all Deans or their designees concerning mentoring matches.
- All assignments of mentors will be made in coordination with the Faculty Mentoring Campus Coordinators. Faculty Mentoring Campus Coordinators will send their list to the Office of Teaching, Learning and Academic Professional Development.
- Faculty member(s) will be responsible for completing and submitting the reassigned time form for their mentoring ESUs as soon as the assignment has been made.
- No faculty member may mentor more than three faculty for a maximum of 1.5 ESUs per semester and a maximum of 3.0 ESUs per academic year.
- The reassigned time form will be given to the Dean’s office for approval and inclusion in the appropriate adjunct replacement information. The replacement form must include the adjunct faculty replacement’s name and ‘S’ number, department Org, and Program number.
- Each Dean’s office should enter the reassigned time in kWeb and send all mentoring reassigned time forms to the Office of Teaching, Learning and Academic Professional Development.
Administrative Responsibilities

District Director of Teaching, Learning and Academic Professional Development

The District Director of Teaching, Learning and Academic Professional Development is responsible for the overall administration and coordination of the Faculty Mentoring Program.

This includes:

- Developing the annual budget.
- Working closely with the Deans and Campus Presidents to assure that they understand the importance of the program and have assigned appropriate full-time faculty working with the Faculty Mentoring Campus Coordinators.
- Assuring that reassigned time costs are transferred to the academic departments.
- Preparing an annual evaluative report on the program.

Deans

The Associate Deans or their designees are responsible for identifying full-time faculty members who are willing to serve as mentors for new full-time and new adjunct faculty members. The assignment of mentors to mentees shall be done in collaboration with the Faculty Mentoring Campus Coordinator on each campus.

Other responsibilities include:

- Assigning the faculty prior to the beginning of the semester whenever possible.
- Collaborating with the Faculty Mentoring Campus Coordinator to make sure that an accurate list of faculty mentor and mentee pairings is submitted to the Office of Teaching, Learning and Academic Professional Development by the end of the second week of the semester.
- Attaching the information that is required for adjunct faculty replacement to the reassigned time form that is generated by the full-time faculty mentor.
- Sending all forms to the Office of Teaching, Learning and Academic Professional Development.
Campus Faculty Mentoring Coordinator

From each campus, one experienced mentor who has demonstrated exceptional interest and skill in the mentoring process has been selected to be the Faculty Mentoring Campus Coordinator and to conduct orientation and/or training sessions as needed for new mentors. Each will also serve in a consultation role with the faculty who are identified as mentors.

The orientation portion of the program is offered to faculty who have not previously been mentors and consists of an appropriate amount of time for informal orientation sessions as needed on each of the campuses. The orientation period is followed by individual consultations as necessary throughout subsequent semesters. The specifics of the orientation program (who, what, when, where, how) will be determined by the Faculty Mentoring Campus Coordinator on each campus. It is understood that there may be variations among the campuses.

The consulting portion of the program might consist of informal group dialogue or individual meetings with faculty who are experienced mentors. The purpose of these sessions is to create a setting which will encourage the faculty to share their experiences and to assist one another. These sessions should be scheduled as appropriate for each campus. The consulting process continues through informal contacts throughout the year.

Both the consultation and the orientation sessions might consist of the following content areas:

- Overview of the Faculty Mentoring Program Handbook
- Review of methods and content to be addressed with each mentee
- Review of the expectations of the mentor/mentee relationship
  1. Establish rapport.
  2. Overcome resistance.
  3. Encourage independence.
  4. Consult informally.
- Completion of appropriate forms and reports
- Review of other issues and questions as they arise
Faculty Mentoring Campus Coordinators

FY 2012

Eastern Campus
Michele Hampton
Associate Professor, Business & Administration
216-987-2465

Metropolitan Campus
Laila Abadir
Professor, Mathematics
216-987-4566

Western Campus
Mary Hurst
Associate Professor, English
216-987-5490

Westshore Campus
Mary Hurst
Associate Professor, English
216-987-5490
Mentor and Mentee Checklist

Use this checklist to keep track of topics discussed during course of the semester.

☐ Orientation to campus
☐ Overview of the academic area
☐ Official course outline and its purpose
☐ Course prerequisites
☐ Program semester sequence (where applicable)
☐ Syllabus form and function, including introducing the college syllabus template
☐ Textbooks and handouts
☐ Understanding how much material is to be covered during the course of the semester
☐ Expected tests, term papers, quizzes, and other method of student evaluation
☐ Grading and academic standards, including due dates, incompletes, withdrawals, and students’ understanding of grading practices
☐ Classroom management techniques, including handling questions, disruptions, emergencies, and student complaints
☐ Use of instructional technologies with emphasis on what is available and how to acquire the appropriate resources for classroom use
☐ Current developments in the discipline
☐ Community, transfer, and on-the-job expectations of our students and graduates
☐ Library resources and how to use them, including interlibrary loan, OhioLINK, computer data-based literature searches, book requisitions, and Internet access through the libraries on each campus
☐ Information regarding campus/college resources for student referrals
☐ College and community events of interest to students and faculty in the discipline
☐ Services of the Campus Learning Centers with regards to placement testing and tutoring
☐ Requirements for certificates and degrees (if applicable)
☐ Information of transferring to other institution (if applicable)
☐ Academic and Student Affairs Operating Manual (if applicable)
☐ Enrollment procedures and processing (if applicable)
☐ New Student Orientation (if applicable)
☐ Career Counseling (if applicable)
☐ Professional development initiatives and opportunities at the college
☐ Tenure portfolio (if applicable)