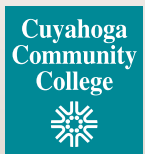


Cuyahoga Community College (Tri-C®)

Faculty Mentoring Program

Sponsored by the Office of
Academic Professional Development



**Faculty
Development**



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Faculty Development



A Message from the Office of Academic Professional Development

Cuyahoga Community College is committed to professional development and understands the importance of onboarding new employees. Mentoring is one way to help with assimilation to the College. Our Faculty Mentoring Program pairs full-time faculty and adjunct faculty new to teaching at the college level (“mentees”) with experienced and enthusiastic full-time faculty (“mentors”) to help them better understand the College’s goals, objectives, programs and procedures. The program also exposes mentees to techniques and resources to 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 reporting requirements.

Best wishes for the new academic year and an engaging mentoring experience!

Sincerely,

A handwritten signature in black ink that reads "Delia (Dee Dee) Pfister".

Delia (Dee Dee) Pfister
*Associate Vice President,
Academic Professional Development,
Instructional Design and Online Learning*



Introduction

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

Tri-C's faculty mentoring program embraces a philosophy about people and their importance to educational institutions. Research overwhelmingly points to the benefits of mentoring to both the mentee and mentor, as well as to the educational institution. Mentoring is useful and powerful in understanding and advancing organizational culture, providing access to formal and informal 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 at each of its 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 dean or associate dean, with assistance provided by the program manager or faculty coordinator in each department. In the case of new adjunct faculty, the assistant deans of academic affairs and adjunct services managers 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 to enable experienced full-time faculty to relate on a one-to-one basis with new full-time and adjunct faculty members.

It is especially important for mentors to communicate with the faculty mentoring campus coordinator throughout their tenure as mentors. Faculty mentors are responsible for providing insights and direction to the 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 continuous improvement of the Faculty Mentoring Program.



Mentee Benefits

As a result of the mentoring relationship, it is expected that mentees 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 formal and informal cultures of the academic department, faculty, student affairs and the 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 department, campus and College resources to support classroom instruction and the counseling experience

Specific to counseling faculty:

- > Receive support and guidance in understanding the curriculum, policy and procedures that govern the awarding of certificates and degrees
- > Become proficient in the use of College technology to assist students in their decision-making process
- > Provide students with a connection to the College, its resources and foster a positive experience with setting goals and deciding on a major and career

Mentor Benefits

It is expected that mentors will:

- > Benefit from the new instructors' community-based perceptions of our students and graduates
- > Gain satisfaction in assisting in the development of faculty peers
- > 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 their designee) will ask experienced full-time tenured/tenure-track faculty* 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. *Only tenured or tenure-track faculty are eligible to serve as mentors due to the nature of the mentoring relationship, content covered, experience level and compensation.*

Tenure Track Faculty

- > Mentored for the academic year (fall and spring semesters).
- > Mentors are compensated with 0.5 ESUs per mentee, per semester for up to three mentees.

Adjunct Faculty and Lecturers

- > Mentored for one semester. However, if special circumstances apply, the dean may approve an additional semester of mentoring.
- > Mentors are compensated based on the mentee’s prior college level teaching experience. Mentors will earn three service credits if the mentee does have prior college level experience or 0.5 ESUs at the part-time rate if the mentee does not have prior college level experience. TAs or GAs who were teachers of record are considered to have taught at the college level.

Notes

- > In the case where faculty mentor workloads are maxed, faculty may elect to receive Service Credits, not to exceed six per semester or nine per academic year.
- > Faculty mentors may have a maximum of three mentoring relationships per academic year.
- > The first meeting should occur prior to the beginning of classes (whenever practical) and at least twice during the semester at a time and location convenient to both participants.

Mentee type	Mentor compensation per mentee WITH college-level experience	Mentor compensation per mentee WITHOUT college-level experience
Adjunct (One semester, or longer by request)	3 Service Credits (Max two mentees per semester; three per AY)	0.5 ESUs (Max three mentees per semester)*
Lecturer (One semester, or longer by request)	3 Service Credits (Max two mentees per semester; three per AY)	0.5 ESUs (Max three mentees per semester)*
Tenure Track (academic year – fall/spring semesters)	0.5 ESUs per semester (max three mentees per semester)*	0.5 ESUs per semester (max three mentees per semester)*

*Mentors who max out on ESUs may elect to receive Service Credits (not to exceed 6 per semester/ 9 per AY).



Meeting topics should include:

- > An orientation to campus and the academic area
- > The official course outline, its purpose, and the need to conform to College policy to provide clarity for faculty members and students
- > Course prerequisites and program semester sequence (where applicable) to make sure students are properly enrolled
- > Syllabus form and function, including the College syllabus template
- > 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, never attended, withdrawal-fail and student 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, database searches, book requisitions and internet access through the libraries on each campus
- > Information regarding campus and College resources for student referrals
- > College and community events of interest to students and faculty in the discipline
- > Placement testing and tutoring services
- > Professional development initiatives and opportunities
- > Tenure portfolio (if applicable)

Continued on next page



Mentoring Experience (Cont.)

For counseling faculty, the meetings should also cover:

- > Certificate and degree requirements
- > Transfer information
- > Enrollment procedures and processing
- > New Student Orientation and First Year Experience (FYE)
- > Career counseling

Many mentors observe a new faculty member's class as a basis for providing helpful discussion and advice. A mentor will often invite a new faculty member to observe one of their own classes for the same purpose. Classroom visitations and peer observations are highly encouraged by the program; however, these visits are not part of the formal observation process. 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. Program managers and deans cannot serve as faculty mentors. When possible, adjuncts should be mentored by someone other than the faculty coordinator.

It is important for the dean or his/her designee and the faculty mentoring campus coordinator to pair experienced full-time faculty with new faculty mentees 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 a sufficient number of full-time faculty may not exist in certain disciplines. 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 has exclusively online or 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 into the mentor-mentee relationship with a high degree 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 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 to offer assistance in other ways.

Both the mentor and the mentee will complete an evaluation 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 overall program evaluation but will not be used to evaluate the performance of individual faculty members.





Reassigned Time Process

The faculty mentoring campus coordinator, in cooperation with associate dean, will submit the mentor/mentee pairing to the Academic Professional Development office as soon as possible for each semester. The following procedure will ensure that the tracking and approval of reassigned time is accurate and current:

- > Faculty mentoring campus coordinators will communicate with all deans or their designees concerning mentoring matches.
- > All mentor assignments will be made in coordination with the faculty mentoring campus coordinators, who will send their lists to the Academic Professional Development office. 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. ESU's earned during summer session will be paid pro rata or part-time rate, depending on the mentor's teaching load per contract language.
- > Faculty mentors and their respective administrative coordinator will be responsible for completing and submitting the reassigned time form for their mentoring ESUs as soon as the assignment has been made.
- > The Academic Professional Development office will confirm assignments with appropriate dean offices.
- > If a faculty member is earning service credits, they should coordinate with their dean and mentoring coordinator.
- > Any changes made throughout the semester to the mentoring assignments or compensation must be communicated to the faculty mentoring campus coordinator.



Administrative Responsibilities

Associate Vice President and Director, Academic Professional Development

The Associate Vice President and Director are responsible for responsible for the overall administration and coordination of the Faculty Mentoring Program.

This includes:

- > Working closely with the deans and campus presidents to ensure that they understand the importance of the program and have assigned appropriate full-time faculty to work with the faculty mentoring campus coordinators
- > Gathering survey feedback 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 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 faculty mentors 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 Academic Professional Development office by the end of the fourth week of the semester, or as agreed upon with the office of Academic Professional Development.
- > The associate deans and their respective administrative coordinators initiate and process the reassigned time forms for mentors.



Faculty Mentoring Campus Coordinator

One experienced mentor from each campus who has demonstrated exceptional interest and skill in the mentoring process has been chosen as the faculty mentoring campus coordinator and will conduct orientation and/or training sessions as needed for new mentors. Each coordinator will also serve in a consultation role with faculty mentors.

The following content areas may be addressed with the mentoring coordinators:

- > Faculty Mentoring Program Handbook
- > Methods and content to be addressed with each mentee
- > Expectations of the mentor-mentee relationship
 1. Establish rapport
 2. Overcome resistance
 3. Encourage independence
 4. Consult informally
- > Completion of appropriate forms and evaluations
- > Other issues and questions as they arise



FAQ

Can deans, program managers/directors or other staff members serve as faculty mentors?

Due to the nature of the mentoring relationship, the content covered and the compensation provided, only full-time tenured or tenure-track faculty members can serve as mentors.

Can professors emeritus serve as faculty mentors?

Not formally, though they may choose to establish informal mentoring relationships with new faculty members outside of this program.

Can adjunct faculty serve as faculty mentors?

No. While adjuncts may be familiar with course content and certain aspects of the department or College, they may not have the same level of knowledge regarding contractual faculty information, College policies and procedures and/or curriculum changes. Additionally, adjuncts are not eligible to receive service credits or ESUs as compensation for this assignment.

Can a full-time faculty member exceed their maximum course load in order to take a mentoring assignment?

Full-time faculty mentors may not exceed their max load.

Can a dean request that a mentor be assigned outside of the department/discipline even if there are enough faculty mentors available within the department?

Due to the nature of curriculum questions, department-specific information, etc., every effort should be made to pair mentees with mentors from the same discipline and campus. In the rare event that no tenured/tenure-track faculty are available (due to PIL or max ESUs or in smaller disciplines), the associate dean may suggest faculty in a closely related discipline or from another campus.



Faculty Mentoring Campus Coordinators AY 24-25

Eastern Campus

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Mentor/Mentee Checklist

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

- Faculty Mentoring Program Handbook
- Academic area overview
- Official course outline and purpose
- Prerequisites
- Program semester sequence (where applicable)
- Syllabus form and function, including 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 student evaluation methods
- Grading and academic standards, including due dates, incompletes, withdrawals and student 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, Ohio LINK, database searches, book requisitions and internet access through the libraries on each campus
- Information regarding campus and College resources for student referrals
- College and community events of interest to students and faculty in the discipline
- Placement testing and tutoring services
- Professional development initiatives and opportunities
- Certificate and degree requirements (if applicable)
- Transfer information (if applicable)
- Review of Academic and Student Affairs enrollment procedures and processing (if applicable)
- New Student Orientation (if applicable)
- Career counseling (if applicable)
- Tenure portfolio (if applicable)





Faculty Development

Revised August 2024