New Faculty Mentoring Guide
Introduction

The purpose of the Southwestern Community College New Faculty Mentoring Program is to assist new faculty members by:

1. Providing an organizational support system with the goal of creating a satisfied and productive faculty member who will contribute to the college’s culture of excellence.

2. Helping the new faculty member to build a network of college wide relationships

3. Bridging the gap between business, industry and academia.

4. Promoting a culture of best practices in education with the goal of producing academic excellence.

5. Creating an understanding of college practices and procedures with the goal of having a happy, productive faculty member.

The new faculty mentoring program is an instructional leadership program that supports the faculty member’s transition from business to academic pursuits or from another college to the SCC culture of excellence. Mentors and new faculty members are purposefully matched by College deans in order to provide the new faculty member with a safe resource within his/her discipline during the transitional period at the College. This matching process includes a careful selection of effective and experienced College faculty mentors who volunteer for the program and who believe in its goals. New faculty members will work with their mentors for at least the first year of employment. The faculty members may have an opportunity to continue the formal mentoring process, if both parties agree.

We at SCC are very proud of our student-focused model of teaching and learning. Mentors will help new faculty members successfully integrate into SCC and the teaching profession. Whether it is academe itself that is new, or simply the SCC campus, assistance from a well-respected mentor can be an invaluable supplement to the guidance and assistance that a department chair or dean provides during the early years at a new college.

We are certain that you will find your teaching experiences here at SCC some of the most rewarding endeavors of your career. Welcome to Southwestern Community College!
**Process for Creating the Mentor-Mentee Relationship**

Once appointed and notified of a start date, the Dean of the division in which the new faculty member will be employed will select a mentor. As soon as practical, but no later than the first day of the semester, the mentor should make contact with the new faculty member. The mentor should accompany the new faculty member to any start of the semester events and to all division meetings. The mentor should meet with the new faculty member on a regular basis that is agreeable to both the mentor and mentee. After all areas on the new faculty orientation checklist are complete, the mentor will meet with the academic dean to recommend the faculty member be allowed to work independently or obtain further orientation. There is no evaluation or assessment of the new faculty member on the part of the mentor, only supportive guidance and constructive criticism.

**Roles and Responsibilities of Mentors**

The mentor should act as a guide and colleague, providing appropriate advice that will help the new faculty member settle in and be able to perform their new job in the most productive manner possible.

The mentor is responsible for:

1. Increasing new faculty member’s knowledge of organizational policies and procedures such as
   - a. The Faculty Handbook
   - b. Datatel use
   - c. Door schedule creation
   - d. Program and individual outcomes
   - e. Workload policies
   - f. Leave/Instructional time make-up forms
   - g. Request for approval of secondary employment
   - h. Work orders
   - i. Travel forms
   - j. Advising procedures (including forms)
   - k. Academic Appeals

2. Introducing new faculty members to college personnel and helping them to build new relationships.

3. Guiding the new faculty member to personnel able to help them do their jobs better (e.g. Admissions, Business Office, Human Resources).
Mentoring Guidelines

All mentoring relationships will differ somewhat based on the personalities of the mentor and mentee and various roles and responsibilities of the individuals involved. Nonetheless here are some general guidelines for mentors to follow.

1. Determine the number of meetings that may be needed and how and where do you want to meet. Regular contact is essential to a successful relationship. Occasional lunch meetings are a good way to get to know your new colleague better.

2. Keep conversations confidential. This creates a feeling of trust and mutual respect. If something the mentee says alarms you talk about it with your dean and not with others in the division.

3. Be proactive in your relationship with the new faculty member. Don’t assume just because you have not heard from the person that they do not have questions or concerns. People are often hesitant to ask questions they feel everyone around them knows the answer to. Reassure the new faculty member that you are there to help and not be judgmental.

4. When you talk with the new faculty member, make sure to ask specific questions rather than general questions such as, "How is everything going?" Instead, you might ask, "What kind of classroom challenges are you facing?"

5. Offer suggestions, but don’t be offended if the new faculty member does not use your advice immediately.

6. Give information and ideas in small amounts and at appropriate times. Don’t overwhelm the new faculty member.

7. Take time to observe the new faculty member and provide immediate positive feedback.

8. Offer an opportunity for the new member to observe you in the classroom and during an advising session (with student permission).

9. Be ready to provide constructive criticism when necessary, but, as with anyone, make sure to start out with a positive comment first.

10. Help the new member get acquainted and involved with other faculty members who can provide help and insight into their new position.
Matching Mentors with New Faculty

Every effort will be made to select a mentor in the same or similar position as the new faculty member. The division dean will compile a list of established faculty who have expressed an interest in mentoring. Faculty chosen for mentoring duties will receive an orientation to the mentoring program. These faculty may count mentoring as professional development hours for their annual reviews. Mentors will be required to attend a short mentor orientation session taught by division deans.

The division dean will select the mentor and introduce the mentor to the new faculty member. Each mentor will be given a copy of this orientation packet containing items and information that they should use to help guide the new faculty member. Meetings will be held quarterly with the Dean, the mentor and new faculty member.

New Faculty Member Responsibilities

In addition to their regular responsibilities new faculty members are required to attend new faculty information sessions facilitated by division deans during their first semester at SCC. Mentors are encouraged to attend if their schedule permits. Dates and times for the information sessions will be shared at the beginning of the semester.
New Faculty Survey

Purpose: This survey is intended to help the mentor determine how knowledgeable new faculty members are with regards to each category. This will help mentors to focus on areas where new faculty are unsure or may need additional training. This survey should be complete at the beginning of the new faculty member’s first semester.

Directions: Check the response that best corresponds to how familiar you are with the topic(s) listed.

**FACILITIES**
1. Layout of my home campus
   - Yes
   - Yes, but could use a review
   - No

2. Location of specific offices and services I may need (such as cashier, business office, admissions office etc.)
   - Yes
   - Yes, but could use a review
   - No

3. Location of your assigned classrooms and lab space.
   - Yes
   - Yes, but could use a review
   - No

4. Location and services provided by the Learning Resource Center
   - Yes
   - Yes, but could use a review
   - No

5. Location and services provided by the Office for Students with Disabilities
   - Yes
   - Yes, but could use a review
   - No

6. Location and services provided by the Learning Assistance Center (LAC)
   - Yes
   - Yes, but could use a review
   - No

7. Location of the Financial Aid Office
   - Yes
   - Yes, but could use a review
   - No

8. Location of the Distance Learning Center
   - Yes
   - Yes, but could use a review
   - No

**PROCEDURES/FORMS**
1. Where to find forms such as grade change, leave, door schedule, workload, outcomes, etc.
   - Yes
   - Yes, but could use a review
   - No

2. How to complete a grade change form
   - Yes
   - Yes, but could use a review
   - No
3. How to complete a leave form
   Yes  Yes, but could use a review  No

4. How to complete a door schedule
   Yes  Yes, but could use a review  No

5. How to complete a workload form
   Yes  Yes, but could use a review  No

6. When and how to be reimbursed for travel
   Yes  Yes, but could use a review  No

7. Where to find information about taking a course at SCC
   Yes  Yes, but could use a review  No
Mentor Activity Checklist for Term 1

Below is a checklist of suggested activities for the mentor to cover with the new faculty member. This is only a suggested timeline and should be altered as needed so as to enhance the individual orientation experience.

<table>
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<tr>
<th>Timeline</th>
<th>Activity</th>
<th>Initial &amp; Date</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Meet with new faculty member prior to the start of “Welcome Back.” Introduce new faculty member to division colleagues and to other colleagues in the college. Go over how to log onto their computer and how to set up their phone. Escort new faculty member to Faculty Development Day. Continue introduction of new faculty to others. Go over procedures for doing a door schedule Have new faculty participate in student orientation as an observer of the process including student tours and advising and registration. Meet with new faculty member to ensure they are ready for the first day of class. (Syllbuses, policy manuals, lesson plans, etc.) Discuss the use of “ice breakers” for the first day of class. Show new faculty member how to report attendance. Demonstrate how to fill out registration, drop/add and withdrawal paperwork.</td>
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<td>Week 2</td>
<td>Have the new faculty member complete the New Faculty Survey in this manual so as to better be able to focus on area of need. Give tour of LAC and Library. Check with faculty member to see how first week is going and answer any questions that may have arisen. Be sure ask if any assistance is needed with attendance reporting Demonstrate the use of Datatel. Have new faculty member perform Datatel functions under supervision. Review the Faculty Policy and Procedure Manual.</td>
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<td>Week 3</td>
<td>Demonstrate the use of “My SCC” and Web Advisor. Verify that new faculty member has scheduled a meeting with the division dean to discuss performance, professional goals and outcomes. Remind faculty member to attend New Faculty Orientation Program 1. Have new faculty member spend 1-2 hours with the division administrative assistant so they can learn what they do.</td>
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<tr>
<td>Week 3</td>
<td>Check with new faculty member to see if they have any</td>
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| Week 4 | Verify that the new faculty member is able to follow the course calendars set at the beginning of the term by sharing where you are in your courses.  
Provide suggestions (such as particular activities) to help keep to the course schedule.  
Discuss appropriate grading policies for the different courses in your discipline. Share your policies and how you weight your grades.  
Have faculty member schedule Blackboard training |
| Week 5 | Discuss the procedure for referring a student for tutoring help, and the procedure for student to obtain accommodations.  
Introduce the new faculty member to personnel in the Financial Aid office and ask them to provide a short discussion on current financial aid policy.  
Introduce new faculty member to Maxient system including how and when to use it. |
| Week 6 | Check to see where the new faculty members are in their courses and provide suggestions if they are having problems adhering to the course calendar.  
Remind faculty member to attend New Faculty Orientation Program 2  
Discuss how to reserve the computer lab |
| Week 7 | Check with new faculty member to see if they have any questions/concerns about their duties, responsibilities, etc.  
Discuss how to address disruptive students and the role that campus security might play.  
Discuss the division admission process and other division specific policies with the new faculty member. |
| Week 8 | Go over early registration policies and advising strategies with new faculty member.  
Mentors attend New Faculty Mentoring Program meeting to discuss how things are going, what is working, what is not, and what needs to be changed right away to help the mentoring program be more successful  
Remind new faculty member to schedule 60 day review with dean. |
| Week 9 | Remind new faculty member to attend New Faculty Orientation 3.  
Check to see if new faculty member feels comfortable with |
| Week 10 | Introduce new faculty member to our various high school and GED programs such as Pathways, ESL, Adult High School, Career and College Promise, etc.

Discuss student recruitment with new faculty member. Prepare to have faculty member attend recruiting event. |
|---|---|
| Week 11 | Meet with faculty member to look at their course documents, and discuss how the semester has progressed. Make suggestions for changes and improvements.

Discuss the academic appeal process with new faculty member. |
| Week 12 | Remind new faculty member to attend New Faculty Orientation 4.

Discuss final exam issues with the new faculty members. Ask to review their final exams and discuss any department policies regarding the exams.

Remind new faculty member to schedule 90 day review with dean |
| Week 13 | Meet with new faculty member to develop plan for additional training in the coming semester. Look at what else needs to be covered, and what has been covered but requires additional training.

Review Faculty Policy and Procedure Manual for anything that has been missed. |
| Week 14 | Discuss grading and end of semester policies.

Discuss procedures for preparing for upcoming semester. |
| Week 15 | Discuss academic forgiveness procedure with new faculty member |
| Week 16 | Remind new faculty member to schedule 120 day review with Dean

Have the mentor and new faculty member fill out the mentoring program evaluation form and turn them into the division dean. |
Mentor Checklist for New Faculty
Mentors play a variety of roles to enhance New Faculty Members’ successful outcomes. Mentors are problem-solvers, coaches, attentive-listeners, and active-resources. The Mentor Checklist below may help mentors facilitate interactive and collaborative engagement throughout the New Faculty Members’ First Year Experience.

<table>
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<tr>
<th>MENTOR CHECKLIST</th>
<th>Record Dates</th>
<th>Check if On-Going/ Comments</th>
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<tbody>
<tr>
<td>1. Attend the initial Mentor Orientation Meeting</td>
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<td>2. Establish regular meeting times with the New Faculty Member</td>
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<td>3. Share SCC’s mission, vision, and values</td>
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<td>4. Provide a Campus Tour (deans, administrative assistants, copy machines, library, etc.)</td>
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<td>5. Review attendance tracking including 10% report</td>
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<td>6. Review SCC Academic Calendar and explain important dates (e.g., last date of withdrawal, In-Service Days, etc.)</td>
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<td>7. Help to establish guidelines for civility in the classroom (cell phones, tardiness, absentees, disruptive behaviors, etc.)</td>
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<td>• Foster a climate that promotes active-learning</td>
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<td>• Promotes collaborative engagement</td>
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<td>• Engage students in assisting with classroom procedures/etiquette (Established within 1st &amp; 2nd week of classes)</td>
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<td>8. Share strategies on evaluating student progress (rubrics for grades, grade expectations)</td>
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<td>• Align assessments with curriculum objectives</td>
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<td>• Uses multiple sources to assess student learning (tests/quizzes, active-participation, homework, portfolios, etc.)</td>
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<td>9. Review Office Hours Procedures</td>
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<tr>
<td>10. Observe the New Faculty Member in his/her classroom environment</td>
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<td>11. Ensure faculty knows how to use Datatel, Web Advisor, Maxient, etc.</td>
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<td>12. Introduce faculty member to the different committees on campus</td>
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<td>13. Introduce faculty member to the Student Life activities such as Welcome Back, Spring Fling etc.</td>
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<tr>
<td>14. Show faculty member how to complete their grades, how to fill out withdrawal forms, course substitution forms and incomplete/change of grade forms.</td>
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<td>15. Foster a positive and supporting relationship</td>
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Mentor Activities for Term II

The second term in the mentoring process is designed to be more flexible and geared toward what the mentor and new faculty member feel fit the needs of the new faculty member. Additional training in some areas may be needed. The formal meetings between mentor and new faculty member may be less frequent as the new faculty member begins to feel more comfortable in their new position. The second semester may also be a good time for the new faculty member to sit down with their respective Deans to discuss their progress and where they feel more training is needed. This may also be a good time to determine if anything was missed during the structured orientation. Both mentor and new faculty member will be asked to fill out a final orientation evaluation questionnaire.