



EASTERN IOWA COMMUNITY COLLEGES  
CLINTON ♦ MUSCATINE ♦ SCOTT

***Mentor Program***  
**New Faculty Development**

**2021-2022**

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## Contact Information

### Mentee's Name

College Telephone #

Email Address

Office Location

Office Hours

### Mentor's Name

College Telephone #

Email Address

Office Location

Office Hours

### Collaboration

Collaboration is the key to success for the faculty mentoring process. It is vital that the relationship that exists between the new faculty member and the mentor be a two-way street. This means that both parties need to practice effective communication, including active and empathic listening. If either person has any concerns about this aspect of the mentoring relationship, he or she should contact an EXCEL member.

### Privacy

The relationship between mentor and mentee is intended to be professional and confidential. In the rare case of some very serious concern on the part of either the mentor or the new faculty member, the following is recommended:

Discuss concerns openly and honestly with each other. If the situation is not resolved after serious and direct discussions, the concerned party should go to the campus EXCEL representative. If there is still no satisfaction, both the mentor and mentee should make an appointment with the academic dean to jointly discuss the issue.

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## Mentoring Program at EICC

Faculty mentoring in the Eastern Iowa Community Colleges provides a number of benefits to new faculty, mentors and, as a result, to the entire college district. By pairing recently hired faculty members with instructors who are more experienced in the EICC culture, newcomers learn details about the district's curriculum, teaching methods and various procedures of one's department, division and college. In addition, mentors benefit by learning new ideas from colleagues who have, in many cases, just completed an advanced degree and who have access to up-to-date technological and pedagogical insight.

This mentoring program is designed to complement the New Faculty Development course, as well as current programs and orientation activities taking place at different levels of the college. It is important to note that Faculty Mentoring does NOT involve any type of peer evaluation. It is a collaborative process that is intended to make the transition into full-time teaching at EICC as effective and positive as possible.

### What is a Mentor?

#### A mentor is someone who...

- Is a loyal friend, confidant and advisor who takes personal interest in the career development of a colleague,
- Is a teacher, guide, coach and role model through the New Faculty Development course and beyond,
- Is entrusted with the care and education of another; can point the way and offer evidence of what one can become,
- Is supportive, enthusiastic, patient, and challenging in order to help others reach new levels of competence,
- Nurtures a person of talent and ability and exposes others to new ideas, perspectives and standards,
- Wants to share knowledge, materials, skill, and experience with those they mentor,
- Welcomes newcomers into the profession and relate the values and norms of the profession and the institution

### Goals of Faculty Mentoring

1. To provide faculty with the highest quality of orientation
2. To make use of all available resources for ensuring the inclusion of new faculty
3. To increase collegiality and shared goal-setting
4. To facilitate and enhance communication with professional peers

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## Procedure for Faculty Mentoring

### Who is Mentored?

All newly hired full-time faculty members are provided with a mentor. The formal mentoring process will last for at least one academic year, after which, one's mentoring obligation will be completed. The informal mentoring relationship may continue long into the future.

### Getting Started

The first responsibility of the mentor is to attend the mentor orientation. There will also be a meeting at the Startup Days where both mentors and new faculty will attend. At this first meeting, the schedules should be shared and the following items planned:

- Regular meeting times for the coming semester or year (this could take place via a phone call, at the local coffee shop, in the library, etc.),
- Which of each other's classes where observations will occur (at least one observation each per semester),
- A meeting to discuss and complete the Professional Goals. The mentor should help the mentee identify at least one goal from each of the three areas: Teaching Practices, Addressing the Whole Student, Engagement in the Teaching and Learning Community

### A Dynamic and Purposeful Mentorship

There is no one mentoring system that will work for every mentoring relationship; there are too many different goals and personalities. Therefore, it is critical to customize the mentoring process as needed. Mentors and mentees will jointly decide on how and when to meet for at least three hours per month. This does not mean that the two will meet every week for 45 minutes, nor does it mean that these need to be formal meetings in one's office. Rather, it is important that the time is regularly scheduled for activities that may take place each week (For example, one week might be a scheduled introduction to the bookstore manager who will explain textbook ordering, or a meeting with the library staff to learn how the students use the library and in turn, how the library staff can understand the needs of your discipline.) It is also highly encouraged to have the meeting's discussion based off the theme of the upcoming New Faculty Development Course.

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## **For the Mentor, the Primary Responsibilities are...**

1. To commit the necessary time to the mentoring relationship (at least three hours per month)
2. To assist your mentee in identifying, developing and applying their selected goals
3. To assist your mentee in identifying and facilitating the use of resources
4. To introduce new faculty members to those people at one's college who are the experts in specific areas; facilitate and arrange meetings with these experts
5. To complete a log of the meetings/discussions to not only keep track and reflect on what has been discussed, but also serve to help document activities for the District's Quality Faculty Development requirement.
6. To communicate with your mentee regularly; meetings/phone calls/email
7. To provide appropriate guidance for your mentee's questions, needs, or concerns
8. To observe your mentee's class and provide opportunity for the mentee to observe yours (at least once per semester)
9. To share knowledge and experience with your mentee in a way that benefits the mentee's goals and career at EICC
10. To maintain a confidentiality of all shared information, including the professional relationship with your mentee, throughout this process
11. To have on-going communication with your mentee's instructional dean and EXCEL representative on your campus

## **For the Mentee, The Primary Responsibilities are...**

1. Attend all sessions of the New Faculty Development Course
2. To commit the necessary time to the mentoring relationship (at least three hours per month)
3. To identify, develop and apply 3, or more, specific goals
4. To keep a private, reflective journal of observations (These observations become a private reflection journal that will be used as a starting point for discussions with the mentor and will help to generate goals for their second semester. (These reflections might only be "question to ask my mentor," or "what I liked/didn't like about a certain class/student interaction/meeting... today," etc.)
5. To communicate with your mentor regularly; meetings/phone calls/email
6. To ask your mentor questions, and to share your needs and/or concerns
7. To visit mentors or another master teacher's class (ideally one in your discipline) at least once each semester
8. To maintain a confidentiality of all shared information, including the professional relationship with your mentor, throughout this process
9. To have on-going communication with your instructional dean and EXCEL representative on your campus

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## Themes of the New Faculty Development Course

**Pedagogy: Best Practices** – As one of the essential pillars of being a faculty member, pedagogy (the method and practice of teaching), will be discussed throughout the course. We will share and demonstrate best practices for collaborative learning, basic lesson planning, assessment, engagement, and much more for the various modes of instruction.

**Techagogy: Tech Practices** – Technology is engrained our teaching practices more than it has ever been. We will share some techniques, tools, and best practices to utilize for effective classrooms. These will include Canvas and ZOOM strategies among many other topics.

**Serving Our Students** – Knowing our student population across the entire district and on our campuses is beneficial for faculty members. Under this theme, we will cover accommodations, diversity, and the demographics of our student body. As well as discussing some classroom management practices along the way.

**Nuts and Bolts**-This theme will cover the basics of being an instructor at EICC. This includes knowing how to use CDMs, understanding administrative deadlines (attendance verification, drop dates, grades, etc.), EICC structure and leadership, collecting and using student feedback, drop out detective, and other tips and tricks to help you manage your classes!

**Faculty Needs** – Similar to the Nuts and Bolts theme, we will expand our discussions to basic benefits, insurance, travel forms, the Quality Faculty Plan, committee work, and evaluation. EICC's Human Resources Representative will speak to the class to share on benefits, insurance, sick days, vacation days, etc. In addition, we share time management and organization strategies to help make life a little easier for you, your family, and your classes.



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## Suggested Topics for Discussion at Weekly Meetings

### Pedagogy

- Group activities in class/Collaborative learning
- Teaching and learning theory/styles
- Constructing materials for students (syllabus template, tests...)
- Test Construction (Requirements? Alternative Assessments)
- Working with the Library/ Media Service
- Engagement techniques/Icebreakers

### Techagogy

- Technology– in education and at our campus
- Teaching through different modalities (online, Zoom, etc.)
- Engaging online and live online classrooms
- Canvas tips and tricks
- Classroom management live and online

### Nuts & Bolts

- Meeting deadlines for important instructional forms
- Developing new courses
- Content specific issues (CDM)
- NACEP
- DIGARC and Acalog
- Grades
- Giving students feedback
- The Community College philosophy
- The organizational structure at the college and the district
- Committee work and expectations
- The politics of the college/department/district

### Serving Our Students

- The unique student population at our community college
- Hard to deal with students
- Academic Dishonesty
- What's in the student handbook – key resource
- Accommodations
- Diversity
- Classroom management

### Faculty Needs

- Travel Authorizations procedures
- Quality Faculty Plan
- Venting frustrations appropriately
- The Faculty Association
- Opportunities for participation on district-wide committees
- The Master Contract (what's in there, negotiation process)
- Social Networking (Introductions to key people on campus)
- Staff development opportunities throughout the year
- Center for Teaching and Learning
- Special events on one's campus and at the District
- Time management strategies
- Organization tips and tricks
- Finding a work-life balance

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## Professional Goal Statements

Mentees are responsible for writing goal statements. The goals should be attainable and measurable while recognizing that there is a limited amount of time to accomplish the goals. The goals should be assessable at the end of the semester/year. Mentees are to share these goal statements with the EXCEL team: Gina Bielski ([gbielski@eicc.edu](mailto:gbielski@eicc.edu)), Bret Benson ([bbenson@eicc.edu](mailto:bbenson@eicc.edu)), Jayln Parker ([jmparker@eicc.edu](mailto:jmparker@eicc.edu)), or Andrea Williams ([awilliams@eicc.edu](mailto:awilliams@eicc.edu)).

### Explanation and Examples of Goal Statements

For example, if the mentee is interested in working on collaborate learning in the classroom, the mentor/mentee team should research and identify possible strategies that the mentee could utilize in the classroom. The mentee would then utilize one or more collaborative learning strategies in their classroom, and follow up with an assessment and discussion with their mentor.

Goal Statement: I will identify and practice a collaborative learning strategy in my classes on a weekly basis.

Another example might be if a mentee selects to become more involved in college or district committees. The mentor would assist in identifying and understanding the roles of various committees, and facilitate the inclusion of the mentee on such committee.

Goal Statement: I will seek out and become an active participant on a college/district committee.



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## Fall 2021 Semester Professional Goals

List your instructional goals (at least one in each area) for the coming semester. Be as specific as possible. Include how you will measure/assess if the goal was accomplished (expected outcome).

### 1. Teaching Practices

Goal: \_\_\_\_\_  
\_\_\_\_\_

Measured/Assessed: \_\_\_\_\_  
\_\_\_\_\_

### 2. Addressing the Whole Student: Resources and Services

Goal: \_\_\_\_\_  
\_\_\_\_\_

Measured/Assessed: \_\_\_\_\_  
\_\_\_\_\_

### 3. Engagement in the Teaching and Learning Community

Goal: \_\_\_\_\_  
\_\_\_\_\_

Measured/Assessed: \_\_\_\_\_  
\_\_\_\_\_

### 4. Other (Optional):

Goal: \_\_\_\_\_  
\_\_\_\_\_

Measured/Assessed: \_\_\_\_\_  
\_\_\_\_\_

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## Spring 2022 Semester Professional Goals

List your instructional goals (at least one in each area) for the coming semester. Be as specific as possible. Include how you will measure/assess if the goal was accomplished (expected outcome).

### 1. Implementing Collaborative Teaching Practices

Goal: \_\_\_\_\_  
\_\_\_\_\_

Measured/Assessed: \_\_\_\_\_  
\_\_\_\_\_

### 2. Addressing the Whole Student: Resources and Services

Goal: \_\_\_\_\_  
\_\_\_\_\_

Measured/Assessed: \_\_\_\_\_  
\_\_\_\_\_

### 3. Engagement in the Teaching and Learning Community

Goal: \_\_\_\_\_  
\_\_\_\_\_

Measured/Assessed: \_\_\_\_\_  
\_\_\_\_\_

### 4. Diversifying the curriculum

Goal: \_\_\_\_\_  
\_\_\_\_\_

Measured/Assessed: \_\_\_\_\_  
\_\_\_\_\_

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