



## **Ohlone College New Faculty Mentor Plan**

The New Faculty Mentoring Program is designed to support the College mission of a “Learning College Model.” The purpose of the mentor program is to assist new faculty to become familiar with the Ohlone College environment and to learn the policies, procedures and standards of the College and department. Additionally, this is a time for faculty to develop and strengthen active and/or collaborative learning methodologies, technology-assisted learning methodologies and become actively engaged in curriculum development, such as Learning Communities.

Faculty mentors are experienced teachers who support a mentee’s professional goals. Mentors are professional, experienced educators, and involved in department and/or campus activities. They act as a role-model to the mentee as that person becomes socialized into the Ohlone College culture. It is preferable that mentors have at least one year experience teaching at Ohlone College. Mentors are the immediate support person for the mentee. Mentors act as confidants, advocates, and a contact person. It is preferable that the mentor not be part of the peer evaluation team as this may present a conflict of interest.

Mentees are early in their professional careers or in their first year at Ohlone College. The mentoring experience lasts for the first one or two semesters of a new faculty’s employment. During this time, the mentee will work with the mentor to create and implement an individualized “First Year Faculty Professional Development Plan.” Questions to consider when developing this plan include:

- Are goals well defined and achievable? Have the mentor and mentee mutually agreed on the goals?
- How do the goals fit into the faculty’s present and/or future professional plans?
- Are the goals consistent with the values and mission of Ohlone College?
- Is it clear how the goals will be achieved?
- How will the experience benefit self, student, the College, the community?
- How will the mentor be accessible to the mentee?

At the end of the mentoring period, the mentor and mentee will assess the implementation of the “First Year Faculty Professional Development Plan” and the mentoring process. At this time a joint report will be completed and submitted to the Lead Mentor or Staff Development Coordinator. It is highly recommended that at least one meeting be scheduled during the second year of employment to continue the connection established during the first semester or first academic year at Ohlone and to answer additional questions that the new faculty member may

not be comfortable asking other faculty or administrative staff. In other words, let's keep this supportive mentoring process active!

Examples of what has been done in the past include:

**Goal 1.           *Orient instructor to college's policies and procedures and physical environment.***

Your mentor is available to review the following items with you during your first year:

- Division Office processes;
- Office of Instruction processes;
- Web Advisor/grade submission;
- Grade issues (paperwork);
- Ordering office supplies;
- Obtaining furniture from warehouse if needed;
- Use of phone system (voice mail and campus phone numbers);
- Use of copy machine in immediate work area;
- Rules of mailroom/duplicating (both hard copy form and online offerings);
- Use of scantron machine;
- Use of PDF Adobe files to send items cross platform, cross campus;
- Review of Faculty Handbook and UFO contract (include discussion on how to advance on the salary scale)
- Locations of classrooms and restroom (other campus-buildings).
- Visit Human Resources, Payroll Offices and Library

**Other (describe):**

**Goal 2.           *Serve as advisor on teaching/learning methodologies and curriculum development.***

- Meet with instructor on a weekly or as needed basis during the first 6 weeks of fall semester;
- Meet with instructor on bi-monthly basis during the 7<sup>th</sup>-16<sup>th</sup> week of fall semester;
- Meet with instructor at least once a month during the spring semester;
- Meet official course outline requirements (The official course outline is the official contract between college, instructor and student. A course outline gives the basic components of a course which are required to be taught by all instructors.);
- Clarify that the syllabus is a tool allowing the individual instructor to carry out the "terms" of the official course outline (The syllabus allows the individual instructor to include learning methodologies, grading standards, and topics which may go beyond the course outline. It gives the instructor the opportunity to bring out own talents and strengths.) ;
- Assist instructor on developing student learning outcomes for course/program, if necessary;
- Discuss successful strategies for teaching/learning which actively engage the student;
- Assist mentee in developing strategies to assess course and program student learning outcomes;
- Mentee can observe mentor teaching or vice-versa with feedback.

**Other (describe):**

**Goal 3.**        *Serve as advisor on faculty evaluation process.*

- Share a self-evaluation report;
- Observe instructor in the fall and spring providing a report on each;
- Assist in selection of a peer group;
- Conduct an informal focus group with students at midterm and share feedback.

**Other (describe):**

**Goal 4.**        *Serve as advisor for specific departmental and division policies and procedures.*

- Discuss duties of full-time faculty and adjunct faculty within the department;
- Discuss the role of the faculty and dean and how to foster a collegial relationship;
- Discuss the Program Review process and how to plan it;
- Discuss how courses and program fit with the College Strategic Plan;
- Discuss the role of faculty in college/department committees and college council;
- Assist instructor with organizing teaching responsibilities with departmental and college-wide activities and responsibilities.

**Other (describe):**

**Goal 5.**        *Explain course development and CurricUNET.*

- Explain procedures for developing a course;
- Identify contacts in Curriculum;
- Assist with course and program development and review.

**Other (describe):**

**Goal 6.**        *Mentor and Mentee submit joint report prior to finals week of Spring semester for payment of stipend.*

## DO AND DON'T's FOR THE MENTEE:

- ✦ Have realistic expectations. Your mentor is human and not expected to know all the answers. They are there to enhance your effectiveness, your career and job satisfaction.
- ✦ Respond to your mentor in a timely manner. Mentors are investing their time and energy in you. Show you are committed by following through with action items, asking for help when needed and, be open to feedback.
- ✦ Be aware of your mentor's approach. Everyone has a different style when it comes to assisting others. The earlier you find out if the fit is not exactly right then more time can be taken to adjust to it. Mentors also have to see if there is a fit too. It takes time to build a relationship—any relationship for that matter, so give it time.
- ✦ In your relationship with your mentor you will move through many processes and steps to becoming a true Ohlone College Faculty member. Be patient if you are not moving as fast as you think you should, talk with your mentor. Likewise, if you feel you are being too rushed to learn the Ohlone Way then open a discussion and review your time plan.
- ✦ Form a network. You are not the only person being mentored. Having someone else in the same position as you often is rewarding because your mentor or Dean may not always be available just when you need them. You may have to reach out to another peer.
- ✦ Develop a “First Year Faculty Professional Development Plan” with input from your mentor. Faculty are professionals who work independently and interdependently with their colleagues; faculty are expected to set their own professional goals, implement activities to meet their goals and evaluate their accomplishments.

## DO'S AND DON'T'S FOR THE MENTOR:

- ✦ This process is not about you but your Mentee. You want to bring the best out in them while at the same sharing your wealth of knowledge and Ohlone Survival tips. Your mentee may not want to follow your career path, be open and aware of that.
- ✦ Stay in touch, do not be distant. Your mentee needs you and may take some time learning that they can initiate an email. Their being distant doesn't allow you to assume your mentor role is over.
- ✦ As a mentor, you are the immediate support person for the mentee. Mentors act as confidants, advocates, and a contact person. It is preferable that the mentor not be part of the peer evaluation team as this may present a conflict of interest.
- ✦ Be prepared. Just like teaching a class... have a plan. Don't mentor on-the-fly and, if you don't know the answer tell the mentee you will get back to them when you do. Mentees are informed that you will not know everything (policies and procedures do change) but do respond with an answer later or a resource where the mentee can go.
- ✦ Don't break confidences. The Mentee may share some items with you for which they need guidance and your trust.
- ✦ Be yourself...no one else. If you try to be something you are not, then the mentee will sense it and the relationship will immediately fade.
- ✦ Have realistic expectations of your mentee. Think back to when you first started at Ohlone. The first year is extremely challenging.
- ✦ Meet face to face as often as you can. A smile can offer so much more support than a text message.
- ✦ Be aware of cultural differences. If this is new please contact your staff developer for workshops that are offered on how to handle such differences.
- ✦ Encourage and ensure your mentee that you are there for them, that you will not judge them and that your office is a safe place if they need to find one.

And while preparing to be a mentor...

- ✦ Think about the best authority figure you ever had.
- ✦ Think of a time when you were empowered at work
- ✦ Be a good/positive role model

References: The Practical Coach, Paula J. Caproni, Pearson, Prentice Hall 2005  
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