



FACULTY MENTOR PROGRAM HANDBOOK

2022-2023

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COLLEGE OF THE DESERT MISSION, VALUES, GOALS & EQUITY

Mission: College of the Desert provides excellent educational programs in basic skills, career and technical education, certificate, transfer preparation, associate degrees, noncredit and distance education, which are continuously evaluated and improved. Our programs and services contribute to the success, learning and achievement of our diverse students and the vitality of the Desert Community College District, surrounding areas and beyond.

Vision

College of the Desert will be a center of collaborations and innovations for educational enrichment, economic development and quality of life in the Coachella Valley and surrounding communities.

Values:

College of the Desert is a learning-centered institution that values:

- *STUDENT SUCCESS:*
Student learning and growth are central to all we do.
- *DIVERSITY AND INCLUSION:*
We embrace the diversity of our community and uphold the dignity and worth of the individual.
- *INTEGRITY:*
We are open, honest and reliable.
- *RESPECT:*
We value the thoughts, words, and actions of our students, colleagues, and community.
- *DEDICATION:*
Our faculty, staff and administrators are responsible leaders who effectively implement programs in support of student learning and efficient college operations.
- *PROFESSIONALISM:*
We are current in our areas of expertise and embody high standards of conduct.
- *COMMUNICATION:*
We communicate with authenticity in pursuit of broad understanding, effective dialog, and inclusive decision-making.
- *LIFELONG LEARNING:*
Learning is essential to living, for our students, faculty and staff.

PURPOSE

The purpose of the mentor program is to provide a one-on-one introduction to College of the Desert's campus community. First-year faculty are already enrolled in the New Faculty Orientation and they will get a brief overview of many of the topics you will cover. We hope that you will take the time to dig into these topics in more depth. 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 educators, who are involved in departmental and/or campus activities. They act as a role model to the mentee as that person becomes socialized into the College of the Desert culture. It is preferable that mentors be tenured professors at College of the Desert. Mentors are the immediate support person for their mentee. Mentors act as confidantes, advocates, and contact persons.

Role of Mentorship in Higher Education



Mentorship in institutions of higher education supports the personal and professional development of faculty as they transition into new roles or seek to advance their careers.

THE MENTOR PROGRAM IS AN EXCELLENT WAY FOR COLLEGE OF THE DESERT TO SUPPORT NEW FT FACULTY AND ADJUNCTS WHO WANT TO GET A FT POSITION. BY PROVIDING A POSITIVE ROLE MODEL WHO HELPS NEW FACULTY REACH THEIR DEVELOPMENT GOALS THE COLLEGE WILL CREATE A STRONG WORKPLACE THAT WILL HELP US REACH OUR OWN ORGANIZATIONAL GOALS.

-Alison Airhart

Research has identified this form of support as particularly important for the professional development of women and minority faculty. Moreover, studies have found a number of positive career outcomes correlated with healthy mentorship, including increases in salary, promotions, job satisfaction, learning, organizational commitment, work productivity, and retention rates. In addition to aiding new tenure-track faculty, mentorship programs can also be used for adjunct professors.

Program Goals

Mentorship programs attempt to address several types of common needs among new faculty, such as:

- Professional development
- Emotional support
- Intellectual community

- Role models
- Safe space
- Accountability
- Sponsorship
- Access to opportunities
- Substantive feedback

PROGRAM OVERVIEW

With a focus on equity, the Faculty Mentor Program spans over one academic year. Mentors and Mentees are recruited through Human Resources in the preceding Spring and Summer semesters.

The program begins in the Fall semester with a program orientation/Kick Off attended by both the mentors and mentees; this orientation presents an overview of the Faculty Mentor Program. This is also the time where the mentors and the mentees initially meet. At this meeting we discuss the requirement for both the mentors and mentees, the program goals, objectives, the timeline and some of the activities. A sample mentor agreement contract is also provided, which should be completed and returned to the faculty mentors by the second week of the Fall semester. The mentee provides a letter to their mentor detailing their personal goals for the program.

The faculty mentors present at workshops and serve on mock interview panels. All of the activities and content for the program is available to the mentors and mentees via CANVAS. The mentors are required to meet with their mentees at least twice a month.

Over the course of the academic year, mentors are given a series of activities they must complete with their mentees. The mentees are expected to perform all of the activities with their mentors that is applicable to their position. Additionally, grading, syllabus construction, assignment creation, course site development, equitable learning environment, as well as other aspects of the teaching and counseling profession are discussed between the mentor and mentee. Mentees are also exposed to the larger campus culture, including but not limited to student life, student services, Academic Senate, College of the Desert Faculty Association (CODFA), committees, Flex Days, and other campus meetings. Continued discussion and emphasis is placed on student success, student learning, and student equity.

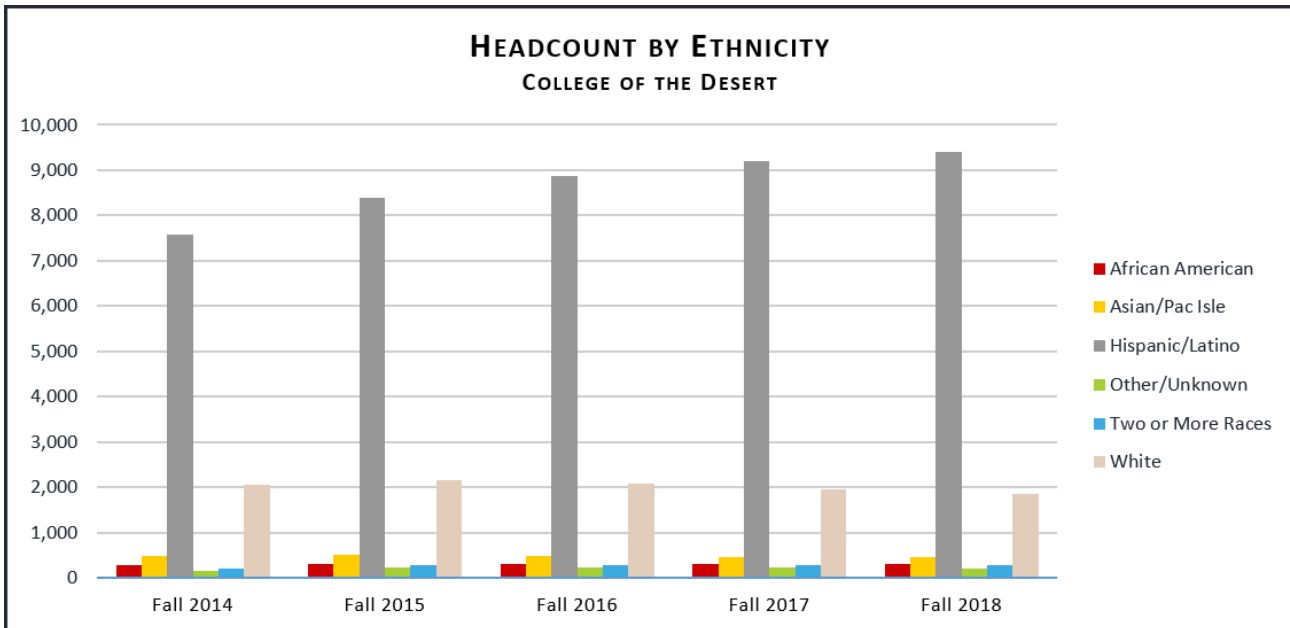
PROGRAM WORKSHOPS & ACTIVITIES

- Flex Week Kick Off Orientation
- Campus Tour
- Tenure Folder Preparation
- Classroom Observation and Feedback
- Curriculum Vitae and Cover Letter Writing Workshop
- SLO and Assessment Preparation
- Job Interview Workshop
- Mock Job Interviews
- PRU/PEP/PEPUP Workshop
- Committee Shadowing Activity
- Curriculum Preparation
- Faculty Development Activity

The program concludes with an end of the year lunch celebration, and all mentees receive a program completion certificate.

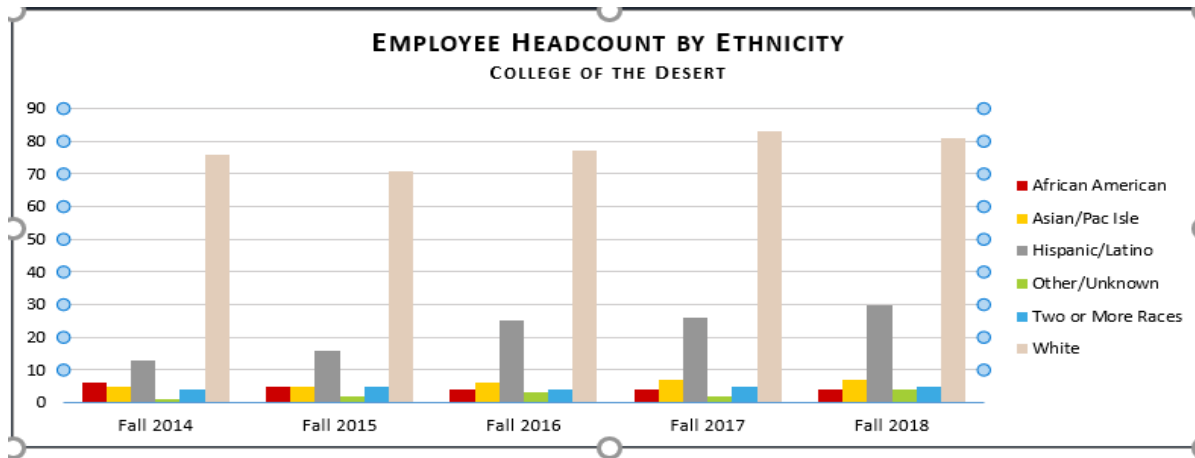


COLLEGE OF THE DESERT FACULTY & STUDENT DEMOGRAPHICS



Source: <https://www.collegeofthedesert.edu/faculty-staff/research/fact-book-headcount.php>

Faculty Demographics (2014-2018)



Headcount	Ethnicity						Grand Total
Term	African American	Asian/Pac Isle	Hispanic/Latino	Other/Unknown	Two or More Races	White	Grand Total
Fall 2014	6	5	13	1	4	76	105
Fall 2015	5	5	16	2	5	71	104
Fall 2016	4	6	25	3	4	77	119
Fall 2017	4	7	26	2	5	83	127
Fall 2018	4	7	30	4	5	81	131
Grand Total	23	30	110	12	23	388	586


Source: <https://www.collegeofthedesert.edu/faculty-staff/research/fact-book-employee-category.php>

BENEFITS OF THE PROGRAM

- Makes a positive impact on mentors, mentees, students, and the College of the Desert community.
- Diversifies our faculty ranks.
- Practices and refines coaching, leadership, and communication skills.
- Builds bridges across disciplines.
- Reinforces professional skills and knowledge of your discipline.
- Fosters meaningful relationships and contributes to mentee's personal and professional success.
- Improves student success by investing in our faculty.
- Creates a legacy! Becoming a mentor creates a legacy that has a lasting impact on our junior faculty and future students.



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THIS WAS ONE OF THE BEST
THINGS I'VE EVER DONE. I HOPE
I'VE MADE A DIFFERENCE.

Dr. Chris Jones-Cage

MENTORING

The concept of mentoring is derived from the ancient Greek epic poem, “The Odyssey,” by Homer. About to depart for the Trojan War, Odysseus, asked his wise friend, Mentor, to guide and groom his son, Telemachus, for the throne while he was away. In medieval times, mentoring grew into a formal relationship of apprenticeships where young boys were apprenticed to master craftsmen to learn and practice a trade. The craft guild was a key social structure of the period. Some of its elements persist in modern trade union apprenticeship programs. Modern definitions of mentoring have evolved, but most people continue to think of mentors as wise and trusted teachers.

Formal training for entering the realm of teaching in higher education is not generally a part of the graduate school experience nor is it a requirement for employment in California community colleges. Like other colleges and universities, value is placed upon discipline expertise with relatively little significance placed upon effective teaching and student learning as an outcome. It is somehow assumed that having practiced a trade or sitting through countless lectures as students, graduates are well-versed in the craft of teaching. Thus, it is not uncommon to see new teachers in higher education simply replicate what they have endured with little thought to the effectiveness of these techniques.

COD has recognized the potential value derived from formal training in teaching techniques and their role in effective learning. The Faculty Mentor Program is an effort to promote the systematic development of future faculty with the assistance and guidance of more experienced faculty, including the Faculty Mentor Program Coordinator who conducts the Fall and Spring workshops.

Being an expert in your academic discipline is not enough to become a successful member of the COD community or an effective teacher. Beyond the nuts and bolts of operating in this complex environment, one needs to learn the obvious and subtle elements of an organizational culture. History, tradition, myths, and language are all activities that make an organizational culture unique. Structured mentoring is a cost-effective, human-centered approach to transmitting cultural norms, information about how an organization operates, and advice on how a new faculty member can adapt to the new environment smoothly. Mentoring also provides a renewal opportunity for faculty mentors as the opportunity to mentor a newcomer may elicit new appreciation for student success, student learning and student equity as well as one’s discipline.

Who are Mentors?


Mentors are identified in a variety of ways. Our mentors are tenured faculty with years of experience in teaching, counseling, administration, and shared governance. They are individuals who seek to share their knowledge with new fulltime and adjunct faculty. Mentors are master teachers, well-versed in the culture of the organization, experienced, knowledgeable, and willing to share. They function to inform, interpret, assist, tutor, model behavior, and provide access and introduction to campus groups, colleagues, and key individuals.

According to Roberts (1993), powerful mentors:

- Exhibit high self-esteem
- Challenge mediocrity
- Use effective communication skills
- Give immediate and specific feedback
- Reward excellent performance
- Build relationships based on trust and respect
- Exhibit patience
- Build confidence
- Provide encouragement
- Show appreciation

Other characteristics of good mentors identified by Murray & Owen (1991) include:

- Have knowledge of the organization, its goals, policies, communication networks, and resources
- Are professionally competent in one's discipline
- Serve as a good role model as classroom teachers
- Display respect for students and commitment to their success
- Are respected by their peers
- Are risk takers
- Display a willingness to assume leadership roles



“YOU CANNOT TRANSIT WISDOM AND
INSIGHT TO ANOTHER PERSON. THE
SEED IS ALREADY THERE. A GOOD
TEACHER TOUCHES THE SEED,
ALLOWING IT TO WAKE UP, TO
SPROUT, AND TO GROW.”
-THICH NHAT HANH

ROLES, EXPECTATIONS, RESPONSIBILITIES & AGREEMENTS

MENTEES

The Fall 2022 semester starts with the August Kickoff event in which the match with a mentor is made. Apart from the opportunity to observe, critique and practice good teaching techniques, mentees benefit from a good mentoring relationship by learning about the intricacies of working relationships at COD. Interns will be provided access to social circles where they can interact with colleagues and other key persons to gain a sense of perspective of their roles in the organization. The experience will introduce interns to communication networks and governance processes as well as to the cultivation of professional relationships and growth opportunities. Mentees will benefit by developing a network of supportive colleagues and friends upon entrance into the community college setting.

Responsibilities:

- Attend bi-monthly meetings with your mentors
- Carry forth specific assignments agreed upon in the Faculty Mentor Program Handbook
- Assist mentor as requested
- Assist students as directed by your mentor
- Share ideas, questions and concerns with your mentor
- Receive and deliver constructive criticism as appropriate
- Develop tenure portfolio for tenure track mentees
- Develop job market portfolio for adjunct mentees
- Evaluate the Faculty Mentor Program

MENTORS

Mentors are considered master teachers. As such, the emphasis will be on helping the intern to develop their skill as a teacher and create effective, equitable learning environments. The relationship between mentor and Mentee allows the mentor to assist in the development of a newcomer to the craft of teaching. Mentees are often newly graduated from school or from research or work environments where discipline information is on the cutting edge. Mentors frequently benefit from a mentoring relationship through a revitalization of the mentor's interest in and knowledge of developments in the discipline. It may stimulate his or her own interest in new developments not only in the discipline, but in teaching itself.

Responsibilities:

- Attend Flex Week Kick-off event and May graduation
- Meet with your mentee on a bimonthly basis
- Provide your mentee with a campus tour identifying key work-related areas, including student services
- Meet with your mentee to establish a Mentoring Agreement
- Review adjunct mentee's portfolio (CV, Cover Letter, Teaching Philosophy, Diversity Statement), providing appropriate feedback
- Conduct mock interview with your adjunct/fulltime temp mentees
- Introduce mentee to faculty, staff, administrators, and students
- Allow mentees to shadow you on your committee assignment
- Work with intern to develop equitable course materials, assignments, CANVAS course site, and examinations
- Expose mentee to faculty responsibilities beyond classroom teaching, including shared governance, faculty association, student clubs, committee work, professional development, and other college service
- Identify professional development and growth opportunities for your mentees

- Engage in conversations with mentee about student success, student learning, and student equity, including course, department, and campus course success rates and equity gaps
- Expose mentee to equitable classroom environment, conducive to meeting needs of all students
- Evaluate faculty mentor program
- Provide letter of recommendation for adjunct or Full-time temp mentee, upon successful completion of the program

STUDENTS

Our students benefit in several ways. Mentored faculty are better prepared to understand and meet the needs of COD students. These faculty are more confident and knowledgeable about their workplace and better able to meet the challenges of a new teaching assignment and to create effective, equitable learning environments. Diverse faculty serve as role models for our student body as well as help dispel stereotype threat. COD is a campus that understands, welcomes, and serves our diverse students.

Mentor Agreements

At the August Orientation Kick-off Event, a sample Mentoring Agreement is presented as a plan to identify goals, expectations and responsibilities for the school year between a mentor and mentee. While the Faculty Mentor Program coordinators introduce the mentoring agreement to help ensure the program goals and mentoring goals are compatible, the mentor and mentee work together on creating the actual mentoring agreement. A copy of the completed Mentoring Agreement is provided to the Faculty Mentor Program Coordinator. The Mentoring Agreement should be periodically reviewed throughout the program to facilitate progress towards achieving the established goals and outcomes.



The Mentoring Agreement Should Include:

- specific expectations and roles of the mentor and mentee
- goals of the relationship and specific activities that may be required to achieve these
- confidentiality issues
- frequency and type of meetings

"Mentoring students and faculty of color at COD has been the highlight of my tenure at COD. Not only do I get to support our faculty of color and make them feel valued, I also help the students by assisting in the retaining and development of excellent faculty who reflect the diversity of our student body."

Jermaine Cathcart



FAQS

1. What is the timeline for the program?
 - Summer 2022: Mentors apply to the program through Human Resources. Mentees apply via responding to the faculty mentor program coordinator.
 - June – August 2022: Mentors and mentees are selected.
 - August 2022 (During Flex Week): Orientation and Kick-off event.
 - May 2023: Mentee graduation.
2. What are the minimum requirements to be a mentor in the program?
 - All prospective mentors in the Faculty Mentor Program must:
 - Submit an application to Human Resources by the deadline
 - Be a current full-time, tenured faculty member COD
 - Be a thoughtful and caring mentor
3. How long is the program?
 - It is a full academic-year program for Mentors and Mentees.
4. If I express interest in serving as a mentor, will I be guaranteed an mentee for the upcoming year?
 - Every effort will be made to place interested and eligible mentors with mentees. However, there are a variety of reasons that mentors may not be asked to participate during a given semester, including but not limited to not enough mentee applications and/or not meeting the minimum requirements.
5. What is the compensation for participation in the program, and when will the compensation be received?
 - At the conclusion of each semester, each mentor will receive \$1,000 in compensation for successful participation in the program.
6. Where can I receive additional information about the program?
 - Contact Jermaine Cathcart (FMP Coordinator) at jcathcart@collegeofthedesert.edu
 - Contact Sara Butler (Administrative Support) Sbutler@collegeofthedesert.edu
7. How much time should I spend with my mentor/mentee?
 - It is required that the mentors meet with their mentees at least twice a month for at least one hour.
 - Your mentor has a genuine desire to be a part of this program, but they too lead busy lives. You will both need to be clear up front on your expectations and availability to commit to the mentoring relationship. Establish early on how to reach each other: by phone, e-mail, and location of face-to-face meet-ups
8. What if my match doesn't seem to go well?
 - The Faculty Mentor Program Coordinator stands by to assist if you are struggling with a problem and will guide you in seeking a remedy. If there is a problem, contact the Faculty Mentor Program Coordinator right away for help.
9. What if I decide to leave the program?
 - Please first have a conversation with us. We may be able to work with you.

TIPS FOR BEING AN EFFECTIVE MENTOR

Mentors: *Tips for being an effective mentor*

Listen more than you speak; be an active listener

- Be proactive, follow timelines, inform mentees what they should be doing
- Be flexible and assessible
- Be a good listener
- Create a timeline for the first semester, share what is important to know, and be clear
- Find answers for questions mentees might have
- Explain policies
- Have a routine, but don't mandate it
- Discuss the culture of the department and the college
- Explain communication protocols
- Invite mentees to join groups
- Be kind, compassionate; love all, serve all
- Encourage cultural competency and professional development trainings
- Be a friend, guide, colleague, coach, supporter
- Be organized
- Have a sense of humor
- Show dedication to the betterment of the college
- Be goal-oriented
- Stay focused and open-minded
- Be non-judgmental, don't pass along negatives about the college or its employees
- Care about the mentee genuinely and invest in their success
- Help mentees identify their strengths
- Be open and caring, accepting new or different ideas, valuing their background, experiences, and training, personal and professional.
- Elicit a mentor's help in developing other informal supportive relationships.
- Avoid a deficiency mindset that's not supportive of what this new faculty person offers.
- Respect the privacy/confidentiality of your mentee.

TIPS FOR BEING AN EFFECTIVE MENTEE

Mentees: Tips for being an effective mentee:

- Take the initiative in the relationship. Invite your mentor to meet with you, suggest topics to discuss, ask for what you need. Use email, phone, and time in person.
- Bring questions, confusions, concerns, and problems. But also bring successes, alternatives, and ideas. New faculty are hired because of all they bring. See your mentor as someone who can help you be you and bring what you bring to College of the Desert.
- Meet as often as is appropriate. Scheduling in advance, spontaneity, and a combination are all fine—as long as they work with you both.
- Be clear what you need, and if an activity or suggestion just isn't of interest, say so. Stick with teaching/learning, academic/community, and work-life balance issues that are truly of interest to you.
- Don't expect your mentor to know everything or be able to help in every situation. But do check with your mentor early on when you need help.
- Ask for information and, if appropriate, advice. Understand that any advice is not the last word, and may not be right for you. The more important a concern, the more important to weigh advice carefully and get second and third opinions.
- Be open to discussions and constructive alternative ways to handle teaching and professional responsibilities.
- Elicit a mentor's help in developing other informal supportive relationships.
- Be honest about any minor concerns regarding the mentoring relationship. If things are just not working, face facts and follow a "no fault" separation policy if the mentoring year is not over.



College of the Desert Mentoring Agreement

We are entering into a voluntary Mentoring relationship that we expect to benefit both of us. We want this to be a rich and rewarding experience with the majority of our time spent in substantive development activities. To minimize confusion, frustration and administrative details, we have noted the following features in this relationship:

Confidentiality: We acknowledge that personal and professional confidences will be treated as such and that the parties will endeavor to maintain a relationship built on mutual trust, respect, and confidentiality.

Frequency of Meetings _____

Duration of Meetings _____

Type of Meetings (face-to face, skype, phone call) _____

Location of Meetings _____

Cancellation Preferences _____

Contact Information:

Mentee _____

Email _____

Office Phone _____

Cell Phone/text _____

Preferred method of contact _____ Best time of contact: _____

Mentor _____

Email _____

Office Phone _____

Cell Phone/text _____

Preferred method of contact _____ Best time of contact: _____

Mentee’s Primary Objectives:

Mentor’s Primary Objectives:

Progress Reporting Frequency: To determine if the relationship is mutually beneficial, if it’s working well and what needs to be changed or addressed (once a month is suggested):_____

Duration of Mentoring Relationship: (12 months suggested):

This mentoring agreement sets forth how we will work together. We agree to commit to the specified period and to make a good faith effort to resolve any issues that may arise between us during the term of this agreement.

Mentee’s signature/date_____

Mentor’s signature/date_____

Activity	Suggested Completion Date	Date of completion
First Meeting	September/ 2022	
Portfolio and Tenure Review Meeting	September/ 2022	
Classroom/ Counseling Observation	October/ 2022	
Campus orientation – Tour	September/ 2022	
Job Market Portfolio (sample syllabus; teaching philosophy statement, equity/diversity/inclusion statement(s), and resume/CV.	November/ 2022	
SLOs and Assessments Meeting	December/ 2022	
Practice Interview	February/ 2023	
PRU and PEP		
Committee Shadowing	March/ 2023	
Curriculum Course Review	April/ 2023	
Professional Development	April/ 2023	
Off Campus Activity	May/ 2023	
Other Activities		
Other Activities		
Other Activities		