CUNY School of Professional Studies Faculty Peer Mentoring Program

Mentoring Manual

For Mentors and Mentees

CUNY School of Professional Studies, Office of Faculty Development & Instructional Technology
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Faculty mentoring has been recognized as an effective means for new faculty to learn about their institution or department and its values, and to develop the knowledge, skills and approaches needed to be successful in a particular teaching and learning environment (Monk et al, 2010). However, there are several kinds of mentoring models and each has differing strengths and weaknesses.

Types of Mentoring Models	Characteristics	Strengths	Weaknesses
Traditional (Ensher et al, 2001)	Informal and unstructured long-term relationship between an experienced senior faculty member and a newer junior faculty member in the same field	(1) Can be highly effective (2) Mentoring relationship develops organically	(1) Often not enough interactions (2) Positional power relationship
Peer (Mavrinac, 2005)	Short-term relationship in which the mentor has no supervisory role over the mentee	(1) Provides timely feedback on pressing issues (2) Can meet demands of new faculty teaching online classes (3) Bridge the gap between initial training/orientation and first time teaching (4) Mutual and reciprocal relationship	(1) Mentor may not be much more experienced than the mentee (2) Relationship may not continue beyond the short-term
Online (Ensher et al, 2003)	Uses online interactions	(1) Face to face meetings may not be possible (2) Increase mentee self-confidence quickly (3) Greater access to mentor (4) Reduced costs for mentor and mentee	(1) Can be hard to develop a rapport (2) Miscommunication and misunderstandings are more common
Formal (Boyle & Boice, 1998)	Uses scheduled interactions	(1) Can help move the mentoring process along (2) New faculty often need more interactions (3) New faculty can get up to speed quickly	(1) Natural rapport may not develop (2) Mentoring activities may be limited in scope
Mentoring Networks (de Janasz et al, 2004)	Faculty member has several mentoring relationships with different faculty members	(1) Address multiple competencies (2) Not solely committed to one person (3) More reciprocal (4) Builds network fasters	(1) Hard to maintain strong relationships (2) May be hard to find enough mentors
Group Mentoring (Cox, 2004)	Involves more than 2 faculty members	(1) Varying skill levels involve more faculty	(1) Hard to coordinate (2) Lose individual focus
Musing (Zellers et al, 2008)	Hybrid of peer and group mentoring models	(1) Voluntary groups across disciplines (2) Shared power (3) Both personal and professional relationships are developed	(1) Lose individual focus (2) Mentee may not get enough mentoring in his/her discipline

Defining a Mentoring Program for SPS

The traditional mentoring model may not effectively meet the needs of new faculty, especially in an online learning environment.

First, new faculty must integrate and learn institution-specific norms quickly. In the case of online teaching, the adjustment to so many new pedagogical and technological factors in the teaching environment can be overwhelming.

Second, while valuable, informal mentoring does not always provide for sufficient interaction with the mentee. Traditional mentorship takes time to develop. A more formal, structured program can ensure that problems are identified and addressed in a timely fashion and the faculty member is provided with the practical and emotional support needed.

Finally, peer mentors can be an effective and valuable resource for new faculty, who are just starting out, to get up to speed quickly. Peer mentors still offer advice and guidance to a mentee as in a traditional relationship, but peer mentors can offer more timely and targeted assistance since interactions are scheduled from the start of semester. Additionally, peer mentoring serves to bridge the gap between initial training in online teaching and the experience of actually managing one's own course for the first time.

As a result, SPS's Faculty Peer Mentoring Program (FPMP) is a **formal peer mentoring program**, which has 4 primary objectives.

PROGRAM GOALS:

(1) Provide new faculty with the appropriate teaching and learning models and skills to teach effectively at CUNY School of Professional Studies

(2) Offer social and informational support for new faculty

(3) Assist in improving performance of new faculty so as to foster student learning and student satisfaction

(4) Build and strengthen a new faculty member's connection to the online faculty community at SPS

1. Benefits of the Mentoring

Research studies on mentoring have found that faculty members benefit both personally and professionally from mentoring relationships (Eby et al, 2008).

For *mentees*, mentoring has been shown to improve productivity, promote good teaching ideas and methods, increase understanding of the institutional context, and facilitate access to professional support networks.

For *mentors*, a mentoring relationship can have a positive effect on collegiality and expand the professional exchange of teaching strategies and styles.

2. Limits of the Mentoring

Mentoring Discussions and Feedback
Mentoring discussions are only a part of the process of becoming a successful instructor and developing your teaching skills. Mentoring can offer the mentee constructive feedback about teaching and institutional norms. However, the mentee must also undertake self-assessments, consider feedback, and be willing to apply new methods and ideas to his or her teaching.

Mentoring Relationship
While mentoring is most often a rewarding experience for both mentor and mentee, not all mentoring relationships succeed. In an ideal mentoring relationship, mentors and mentees have taken the time to get to know each other and are able to share their experiences and concerns with each other. However, at worst, mentors and mentees are unable to come to a mutual understanding from which to launch constructive discussions about teaching and university life.

Why does this worst-case scenario occur? Common problems in mentoring relationships are: (1) miscommunication, (2) mismatch of expectations, and (3) low involvement (Eby et al, 2000; Feldman, 1999).

- *First*, miscommunication can result from differing communication styles.
- *Second*, sometimes mentees and mentors enter the mentoring relationship with different expectations and a common ground is never established.
- *Third*, low involvement by either mentee or mentor can occur when one or the other cannot put in the time and effort needed to build the mentoring relationship. So a mentee may feel neglected and unsupported by their mentor or a mentee may not give enough time and consideration to the mentor and his or her guidance.

1. Defining mentor:
A mentor is primarily an advisor and a guide to the mentee and not necessarily a friend. It is important for both mentor and mentee to acknowledge this boundary. In addition, a peer mentor will have prior experience teaching at SPS but does not have supervisory power over a mentee.

2. What does a mentor do?

- Serves as a role model and advisor to the mentee
- Assists the mentee in figuring out and achieving their professional goals
- Shares his or her perspective with the mentee so the mentee can have an outside assessment of his or her professional image and teaching skills
- Advances a mentee's understanding of SPS's institutional context so that a mentee knows the history and inner workings of SPS
- Welcomes the mentee into the faculty community at SPS and introduces mentees to professional networks
- Helps mentee interpret and apply the SPS course design and teaching guidelines, models, and expectations to mentee's own course

3. What makes a good mentor?

A good mentor has a combination of skills and knowledge, abilities, and personal values that enable him or her to successfully interact with their mentee.

Competency/Quality:	Mentoring Behaviors that Support Competency/Quality:	
Acceptance	-Empathetic -Free of judgment -Attempts to understand mentee's history and background	-Approachable -Sensitive to the mentee's needs
Optimism	-Affirms mentee -Does not use mentoring time to complain	-Positive tone -Values mentoring
Integrity	-Maintains confidentiality -Maintains commitment to mentee -Keeps professional boundaries	-Be authentic -Offers an outside perspective
Coaching/Guidance	-Role models appropriate behavior -Shares advice and experiences -Promotes independence	-Encourages and motivates -Challenges mentee
Communication	-Actively listens -Establish a preferred feedback style	-Asks open-ended questions
Knowledge/Professional Achievement	-Positive teaching evaluations -Open about core skills and knowledge	-Has a robust professional network
Analytical Skills	-Engages mentee in examining his or her behavior and patterns -Understands differences in mentee's personality and preferences when giving counsel -Can identify problems facing the mentee and offer some solutions	
Process Management	-Adapts mentoring process to mentee's needs -Uses several methods to help mentee achieve their objectives -Helps set specific goals for the mentee	

(Adapted from: RIT, 2011; Plamandon, K. and the Canadian Coalition for Global Health, 2007)

4. Setting expectations with your mentee

As a mentor, you will need to help set expectations for the semester so you and your mentee know what to expect from each other during the semester.

- Ask what the mentee's goals are for the course
- Ask what the mentee hopes to achieve both in the course and in mentorship

After getting a clearer picture of the mentee's objectives for the semester, you and the mentee will need to come to a mutual understanding of what is expected.

- Tell the mentee what you can help with
- Tell the mentee how you see working with the mentee
- Tell the mentee what you will need from him/her to achieve the mentee's goals

5. Communicating with your mentee

Effective interactions with your mentee require that you understand your mentee's questions and concerns and that your mentee understand your advice and counsel. You can help guide communication with your mentee by starting a constructive dialogue.

- With your mentee, analyze your mentee's experience to find patterns or common themes that are occurring
- Ask specific probing questions so that both of you can understand what underlying issues exist and how they can be addressed
- Be candid but maintain a positive tone
- Make sure all discussions are a 2-way dialogue

Types of Questions Used in Mentoring (Clutterbuck, 2005)

Type of Question:	Aim of Question:	Examples:
Reflective	(1) Get the mentee to say more (2) Explore an issue in more depth	(1) Paraphrase mentee…then "can you explain in more detail?"
Hypothetical	(1) Mentor can introduce new ideas (2) Make suggestions	(1) "What if…?" (2) "How about…?"
Justifying	(1) Get more information on reasoning, logic, attitudes	(1) "Can you explain what makes you believe that?"
Probing	(1) Discover underlying motives and feelings	(1) "When did you first notice…?" (2) "What do you think is the reason for…?"
Checking	(1) Determining if your mentee understood you	(1) "Are you sure…?"

6. Maintaining neutrality and managing reactivity (Adapted from RIT, 2011)

As a mentor who has more experience teaching at SPS, you should advise and guide your mentee but remain neutral. It can be easy to overly influence your mentee.

- Let your mentee come to his or her own conclusion
- Use lists of pros and cons to help your mentee
- Put your mentee's goals first

You may have a negative reaction to something that your mentee does or communicates to you. Try and maintain your neutrality and maintain your mentor role.

- Clarify what you understand has been said or done
- Explain your perspective
- Reframe what has happened as a learning experience
- Come to a common understanding

7. Giving feedback to your mentee (Adapted from RIT, 2011)

Giving feedback is a key method to developing your mentoring relationship and to helping your mentee reach their goals. However, when feedback is given or received in the wrong way, feedback can hurt a mentoring relationship.

- Set up a preferred method of giving feedback
- Make sure you have a full understanding the situation
- State the problem clearly and confirm that your mentee understands it as well
- Offer a positive strategy with concrete suggestions that the mentee can use
- Check to see if your mentee understands your guidance
- Come to a common agreement or plan that the mentee will attempt to apply
- Offer support to the mentee
- Follow up

1. Defining mentee:

A mentee is a new or less experienced faculty member that is seeking their mentor's advice and support. A mentee is an active participant in the mentoring relationship.

2. What does a mentee do?

- Establishes goals so the mentee and mentor can develop a plan to achieve those goals
- Communicates his or her goals and expectations for both course and the mentoring relationship
- Seeks advice
- Shares his or her experiences, both good and bad
- Applies what is learned from the mentor
- Starts forming his or her own professional network
- Brings creative energy and new ideas to the mentoring relationship

3. Characteristics of a good mentee:

A good mentee also must possess competencies and qualities that enable him or her to successfully interact with the mentor.

Competency/Quality:	Mentoring Behaviors that Support Competency/Quality:
Commitment	-Value the mentoring process -Seek out opportunities to develop skills -Take responsibility for your own learning -Prepare for mentoring interactions -Participate in faculty development activities
Openness	-Willing to learn from others -Share positive and negative experiences -Willing to try new ideas and make mistakes
Integrity	-Maintain confidentiality -Keep professional boundaries
Self-Awareness	-Aware of own strength and weaknesses -Seek advice when needed -Acknowledges own progress and problems
Communication	-Actively listens -Ask for clarification if needed -Take initiative with mentor
Leadership	-Engage in new teaching styles -Acknowledge your responsibilities -Take informed risks -Offer your own solutions -Actively create your own professional network

(Adapted from: Plamandon, K. et al., 2007)

4. Setting expectations with your mentor

As a mentee, you will have to be prepared for the expectation discussion.

- Assess your weaknesses and strengths as instructor especially as an online instructor
- Figure out what you want to accomplish this semester in your course and in the mentoring relationship
- Determine your teaching goals for the semester
- What kind of guidance do you want?

Bring the product of the above process to your first meeting with your mentor so you both can get on the same page quickly.

5. Communicating with your mentor

Effective interactions with your mentor require that you receive and understand your mentor's feedback and advice. Do not be shy about communicating with your mentor and do not assume that your mentor will always take the initiative.

- Share your experiences and be specific
- Make sure you understand what your mentor has written or said to you
- Clarify any misunderstandings you may have
- Discussions should always be a 2-way dialogue
- Make sure to follow-up with your mentor as needed
- End every interaction with a mutual understanding of what has been discussed

	Interaction Objectives	Specific Tasks for Mentors and Mentees
Required Interaction 1: Pre-Term Setup (Before semester begins or during first week)	(1) Planning conference for the coming semester (2) Review mentoring expectations and requirements (3) Get to know one another (recommended real-time phone, Skype or face-to-face meeting)	(1) Mentor should make sure that he or she is enrolled in mentee's course (2) Mentee enrolled in mentor's course for observation (recommended) (3) Mentor can check in on the setup of the course if asked by mentee (4) Both should sign (just type in name) the mentoring commitment form and return to Susan Ko (Susan.Ko@ cuny.edu)
Required Interaction 2: Early Semester (Weeks 2-4)	(1) Discuss course interactivity, instructor presence, and feedback	(1) Mentor should look at the Design and Interaction Guidelines and comment as needed on the emphasized items (See pages 14-18) (2) Mentee can ask for suggestions on any other items in the Interaction Guidelines
Required Interaction 3: Midterm (Weeks 7 to 9)	(1) Optional: Help mentee prepare for Observation if such is scheduled for mentee (2) Discuss the mentee's maintenance of interactivity, instructor presence, and feedback	(1) Mentor should look at the Design & Interaction Guidelines and comment on the emphasized items (See page 18) (2) Mentee can ask for suggestions on any other items in the Interaction Guidelines
Optional Interaction: Post-Peer Review Discussion (Weeks 11 to 12)	(1) Mentee and mentor can discuss the mentee's Observation	(1) Mentee should contact mentor if he or she wants to discuss the Observation process (2) Then mentor and mentee can discuss ways to improve and move forward from the Observation
Required Interaction 4: Final Review (End of the Semester)	(1) Review overall course organization, course activities, and assessments (2) Consider next semester steps	(1) Mentor and mentee should fill out their respective Final Review forms (2) Mentor and mentee should exchange forms with each other (3) Mentor and mentee should submit their final review forms to Susan Ko

Note that scheduled interactions can take place via: a face-to-face meeting, email, Skype, telephone, or video chat.

For more detailed information on specific interaction points, see "Design and Interaction Guidelines" on pp.14-17.

1. Mentor:

- Your mentee's Academic Director will introduce you to your mentee, generally over email.
- Susan Ko (Academic Director of Faculty Development) will send you a copy of this manual. Review the manual.
- Contact your mentee: (1) Introduce yourself, (2) Send your mentee a copy of the manual, if he or she has not already received one, and (3) Set a date and time to have your first interaction.
- Course Enrollment Procedures:
    - Once we have received the details of your mentoring assignment, you will be enrolled by our Blackboard administrator, Sylvie Richards (sylvie.richards@mail.cuny.edu) in your mentee's course for the semester as a "Grader" so that you will have full access to your mentee's course but not have an "Instructor" role and not be able to change the content. **She will also enroll your mentee as a Grader in your current or past course or Dev course site (whichever was specified by the director when the mentoring assignment was made) unless you have objections to doing so**. In most cases, this will happen in the week leading up to or the first week of the semester and Sylvie will email both you and your mentee. However, if for some reason you want to remove the mentee from your course, do not want the mentee enrolled in your course, or you want to request a particular later date for the mentee to be enrolled in your course, please contact Sylvie to let her know.
    - You should <u>not</u> be enrolled as a "Student" in your mentee's course because this creates problems with registration records.
    - Please "cc" Susan on any requests you send to Sylvie so Susan can follow up if needed.
- After you have met, type in your name and date (or sign and scan if you prefer) the Commitment Form and send it to your mentee to do the same and to send on. Or if you prefer, just type in your own name and send it to Susan Ko (susan.ko@cuny.edu) and ask your mentee to do the same with his or her own copy.

2. Mentee:

- Your mentor will contact you. You will probably want to review the portions of the manual that address expectations for the mentoring relationship (pp 8-12).
- After you and your mentor have scheduled your first interaction, prepare for your first interaction by thinking about your goals and expectations (See page 9).
- Course Enrollment Information:
    - In the week leading up to or during the first week of the semester, your mentor will be enrolled in your course as a "Grader," so he or she has access to your course.
    - Your mentor may also want you to see how his or her own course works and you will likely be enrolled in your mentor's course as a "Grader." **Important: Do not take any actions in your mentor's course—you are there only as an observer.** Please note: Your mentor may have reasons not to have you enrolled or may want to delay your enrollment to a point later in the semester.
    - You should <u>not</u> be enrolled as a "Student" in your mentor's course because this creates registration record problems.
- After your mentor has sent you the Commitment Form, type in your name and date (or sign and scan if you prefer) the Commitment Form and email the completed form to Susan.Ko@mail.cuny.edu with the subject line "Mentoring Commitment Form," and she will

make it available to your Academic Director. If you and your mentor prefer, each of you can fill out and return the commitment form separately.

3. Main Points of Contact for the Mentoring Program

- Your Academic Director
    - Matches up mentor and mentee
    - May follow up with you during the semester
- Susan Ko, Director, Office of Faculty Development & Instructional Technology
    - Sends out the manual and forms
    - Answers questions and concerns
    - Sends periodic reminders
    - All forms should be emailed to Susan Ko

1. Faculty Peer Mentoring Commitment Form (Note: This will be sent to you as a separate form.)

We, _____ (mentor) and _____ (mentee) have both reviewed the guidelines and requirements of the SPS Faculty Peer Mentoring Program. We understand our respective mentoring responsibilities during the semester.

_____ _____

Mentor Signature Date

_____ _____

Mentee Signature Date

2. Design & Interaction Guidelines

Item #	Item	Criteria	Strong	Satisfactory	Needs Improvement	Comments/Suggestions
	COURSE STRUCTURE					
	MAIN PAGE					
1	Banner	Banner is attractive and colorful				
2		Banner includes the course number & name				
3	Course Menu	Menu link names are logical & easy to understand and conform to the program course template, if any.				
4		All menu links are active				
5	Announcements	There is a sample welcome announcement				
		Getting Started--Clear instructions for students at the beginning of the semester; tell them how and where to begin in the course, preferably in a welcome announcement **An introductory video or course tour video** linked from either Announcements, Course Information, or First Week of course materials; includes captions or transcript				
	CONTENT					
7	Course Introduction & Course Documents	Syllabus includes: course name & number; prerequisites; official course description; program learning outcomes; course learning outcomes; textbook information; course schedule; grading scheme; course policies; instructor contact information				
8		Either separately or in syllabus, course policy statements include: Accessibility and Accommodations, Online Etiquette and Anti-Harassment; Academic Integrity; Participation; other course policies (late assignments, make-ups, etc.) SPS menu links are all present at bottom of menu.				
9		Means of access to course materials are clear (links, pdfs, purchase). This also includes links to plug-ins or applications needed to access course materials. Links to external sites are set to open in new browser windows. All links function.				
10	Content Presentation	Material is chunked, multimedia content not overly long but divided into shorter segments; readability and degree of complexity is appropriate for the course; amount of reading material per week is				

Item #	Item	Criteria	Strong	Satisfactory	Needs Improvement	Comments/Suggestions
		appropriate for the course. Course content appears to be up to date.				
11	Course Modules/ Units	Each module/unit includes a brief introduction/overview and learning outcomes				
12		All materials for each module/unit are organized within a folder (weekly folders strongly recommended)				
13		Each folder is labeled with a title & beginning/end dates				
14		Organization & content of units/modules is consistent across course and matches up with what is on syllabus and schedule				
15		Each module/unit clearly states important assignments				
16	Contacts (Instructor Info)	Includes contact information, short professional biography & photo or brief instructor intro video may be here; video includes captions or a transcript				
17		Includes office hours & availability information *Recommended:* Instructor has included an avatar photo or image				
18	Design	Consistent use of fonts & colors and no use of red or green text color to highlight important text (not distinguishable to color-blind)				
19		Course site is free of typographical, grammatical, & other errors				
20	Navigation	Course navigation mechanisms are logical and efficient; in general, no more than three "clicks" should be required to locate materials				
21		All course materials are easy for students to locate				
22	Grade Center	All of the major graded components are setup in Grade Center and align with the course syllabus; there is a column that calculates total points or weights for final grade and it is set up correctly.				
	COURSE ACTIVITIES					
23	Activities	Most activities are complex, engaging, & require that students add, integrate & synthesize knowledge				
24		Assignments are introduced and provide clear directions for students				
25		A variety of different types of activities are used; if real-time activities scheduled that were not stated at time of registration, alternatives are provided				

Item #	Item	Criteria	Strong	Satisfactory	Needs Improvement	Comments/Suggestions
		(transcripts, asynchronous discussion, etc.)				
26		Assignments include both those to be completed by individual students & several that require group work or peer review				
27		Mechanisms for asking questions about the assignment always are provided				
28		Assignments emphasize development of writing, quantitative, & reasoning skills in addition to content mastery				
29		Instructor communicates expectations clearly & consistently				
30	Interactivity	A "Getting to Know You" activity is provided at the beginning of the semester in which students can introduce themselves to one another and to the instructor; instructors add their own introductions				
31		A separate Q&A discussion forum (can be called, Ask Professor, Q&A, etc.) is established for questions from students. Setting is enabled to allow students to subscribe to it.				
32		Assignments include frequent opportunities/requirements for interaction between students, including use of: blogs, wikis, threaded discussions, and/or ePortfolios				
33		External (outside Blackboard like website, lab, or Digication) or Bb tools provider (like VoiceThread, McGraw Hill, etc.) or other resources—adequate preparation and info provided for how to use (see also above #8); use of tools and resources is well integrated and purpose for using explained				
34		Discussion questions and group projects are complex, require critical thinking and problem-solving, and offer the possibility of many different answers and/or approaches				
35		Instructor uses discussions to highlight key topics, terms, and concepts to facilitate learning				
36	Instructor Presence (for live course sites only)	Instructors in some way participate in discussion during the week, either directly with their own posts and/or indirectly by referencing a discussion point				
37		Instructor's postings stimulate discussion and exploration and encourage different points of view,				

Item #	Item	Criteria	Strong	Satisfactory	Needs Improvement	Comments/Suggestions
		and prompt students with follow-up questions or comments				
38		Instructor models the tone and quality of interactions for students				
39		Instructor maintains an active presence on Blackboard throughout the week				
	ASSESSMENT					
40	Grading/ Feedback	The point value or grading plan for each assessment is clearly specified				
41		Grading rubrics or clearly listed criteria are available to students for all major assessments; performance expectations are clearly explained and examples or relevant resources provided when needed				
42	Grading (for live course sites only)	Instructor grades according to the rubric or published criteria and provides comments that will help the student improve				
43		Instructor assigns grades that differentiate between student's levels of participation and quality in discussion				
44		Instructor assigns grades in timely manner				
45	Assessments	Assessment activities address achievement of learning outcomes				
46		Assessment activities include regular opportunities for "low-stakes" assessment, e.g., reflection exercises, self-assessment, progress reports, questions about concepts. **High stakes (any single assessment worth 20%) requires use of Safe Assign or Turnitin or a password for Bb tests and use, as appropriate, of security measures like pool, randomization, etc.** (See Test Tool in Bb and SafeAssign & TurnitIn guides sections at https://spsfaculty.commons.gc.cuny.edu/quick-guides/)				
47		Assessment activities are varied in format				
48		Opportunities are provided for students to give feedback on other students' work, with clear guidelines provided				
49		Learning is assessed frequently throughout the course				
50		Pacing of assessments and times allotted for each step of an assessments are realistic				
51	Assessment of Course by Students	Students are given opportunities to provide feedback to the instructor about the course, within the course itself (e.g., midterm				

Item #	Item	Criteria	Strong	Satisfactory	Needs Improvement	Comments/Suggestions
		evaluations, discussion board for feedback, surveys)				
52	Conforms to Universal Design (Accessibility)	Meaningful images include text tags (alt-text); videos include captions or transcripts; documents are screen reader accessible; all menu items are links, not buttons. All external tools used are accessible. If something cannot be made fully accessible, alternate and equivalent option is offered				

3. How to Use the Design & Interaction Guidelines

General

The Design & Interaction Guidelines are consistent with the standards and rubrics applied throughout SPS and can be used as part of the mentoring relationship in several ways.

- A mentor can fill out the form, focusing on specific areas, and give it back to the mentee
- A mentor can use the form as a reminder of things to watch for, make notes from the form and use the form to start a discussion with the mentee
- Mentee can ask the mentor to focus on specific items

Some additional resources for mentors and mentees to bookmark are our Course Design & Development Tutorial Modules at https://spscoursedesign.commons.gc.cuny.edu/ as well as the various how-to guides for technology and Blackboard available on our SPS Faculty Community site at https://spsfaculty.commons.gc.cuny.edu/quick-guides/ . These are two sites that contain lots of helpful and practical information.

Mentor-Mentee Interaction 1 (Pre-term Setup)

If mentee asks mentor for feedback on course setup, the mentor might consider the following items:

- Items 1-29
- Items 30-35, 40-41, 45-52

Make sure to set expectations during this first interaction. However, once this is done, mentees might ask their mentor additional introductory questions:

- What do you wish you had known as a new faculty member at SPS?
- What was your biggest challenge?
- What was your most important lesson?
- Are there SPS or CUNY events or training opportunities I should attend this semester?

Mentor-Mentee Interaction 2 (Early Semester)

Focus on:

- Items 30-39; 42-44

Mentor-Mentee Interaction 3 (Midterm)

Focus on:

- Items 35-39; 42-44

Mentor-Mentee Interaction 4 (Final)

Focus on any of the items that have proven challenging for the mentee, as well as reinforcement of what he or she did well; discuss what might be improved (and how) in the next teaching semester; encourage mentee to reflect on his or her experience. Create the final review (see pp. 19-20) and encourage mentee to complete the mentee final self-assessment review (pp. 21-23). Share these forms with each other and send to Susan Ko.

4. Final Review for Mentors to be shared with mentee, and sent to Susan Ko (Susan.Ko@cuny.edu)-- this will also be shared with the Mentee's Academic Director. **You need not answer every question** or every question in full but please provide some relevant feedback for your mentee through this form and your final interaction, and send the form to Susan Ko along with the signed timesheet which will be sent to you to process payment for mentoring services. Mentors must submit a final report before any payment can be processed.

(Note: This form will be sent to you as a separate fillable document near the end of the semester.)

YOUR NAME:

YOUR MENTEE'S NAME:

- **Part 1**: Mentee Final Review
    1. Using the form below, review your comments from previous interactions (1-3) and remark on the strengths of the class and elements the mentee might have improved upon during the semester (i.e., interactivity and clarity of announcements). Reference specific items from the Design & Interaction Guidelines as appropriate. **Note: This is not an evaluation of the mentee but solely for the purpose of providing some final feedback to your mentee.**
    2. Using the form below, note whether the mentee has already improved upon those items or whether the mentee needs to continue to address those items. Reference specific items from the Design & Interaction Guidelines as needed.

Item Description	Comment: Strengths and how mentee could have improved	Comment: Action Taken? Action Still Needed?

3. Using the form below, focus on those elements that could not be changed during the semester (i.e., assignment design) but that still need to be addressed before the next semester. Reference specific items from the Design & Interaction Guidelines as needed.

- **Mentors are not expected to comment on every area of the Design & Interaction Guidelines but it is important to note anything that seems to call for further action before the next teaching semester.**

Item Description	Comment: Further Action Needed Before Next Semester

- **Part 2**: Open Response
    1. Do you have suggestions on how this course may have been handled more effectively or could be improved in the future?
    2. How often did you communicate with your mentee outside of the scheduled interaction points? How did you communicate (email, phone, in-person, Skype, video chat)?
    3. Which interactions do you think were most helpful to your mentee? Explain why.
    4. Which mentoring tasks were the most challenging to you? Explain why.
    5. Do you have any suggestions about how to improve the mentoring program?

5. Final Review for Mentees to be shared with mentor and sent to Susan Ko (Susan.Ko@mail.cuny.edu) and will be shared with the Mentee's Academic Director. (Note: This form will be sent to you as a separate document near the end of the semester.)

YOUR NAME:

YOUR MENTOR'S NAME:

- **Part 1**: Self-Assessment Survey

	Needs Improvement	Satisfactory	Strength
COURSE STRUCTURE			
I explained all activities and assessments clearly			
I conducted the course according to the expectations outlined in the syllabus			
I was consistently well-prepared and organized for class			
Students knew on a daily/weekly basis what is expected of them			
Course schedule was followed from the beginning of the course with any changes communicated in advance to students via announcements and email			
CLASSROOM ACTIVITIES: INSTRUCTION			
I differentiated between important points and less important points			
I was effective in reinforcing the course objectives			
I made good use of examples and illustrations			
I explained concepts clearly and effectively			
I stimulated students to think critically about the subject matter			

I broadened students' understanding and ability to apply the subject matter			
I frequently discussed recent developments related to the subject matter			
I provided adequate instruction to help students prepare to successfully complete assignments			
I displayed my knowledge of the subject matter			
I fostered learning of foundation skills (reading, writing, reasoning, problem solving)			
I fostered the application of concepts to real world experiences			
CLASSROOM ACTIVITIES: INTERACTIVITY			
I participated actively in class discussions and responded to all student questions			
I communicated clearly via announcements, email, and discussion postings			
I actively modeled the kinds of interactions expected in an online course			
I was able to lead online discussions and encouraged all students to participate			
I actively encouraged discussion for all students not just a few			
CLASSROOM ACTIVITIES: INSTRUCTOR PRESENCE			
I maintained a positive atmosphere in the online classroom by interacting regularly and meaningfully			
I was sensitive to student difficulty with course work, providing extra attention and resources when appropriate			
I was respectful and fair to all students			
I was enthusiastic about course material			
I was easy to communicate with and available for more consultation during my available office hours			
I provided individual help when students needed it			
ASSESSMENTS: GRADING/FEEDBACK			
My evaluation of students' work was constructive and reflected expectations/criteria I communicated			
Exams and assignments were graded promptly			
I gave individual feedback to students			
I kept students informed of their progress via the Grade Center			

I suggested specific ways students could improve as well as identifying strengths in student work			
Students' grades accurately represented their performance in the course			

- **Part 2**: Open Response
    1. If you rated yourself "needs improvement" in any statement above, what will you do to improve your performance? Create a priority list of your plans for improving your facilitation of this course.
    2. Describe one or two aspects of your instruction this term (interaction with students, facilitation of weekly threaded discussions, supplemental content additions, etc.) that you feel are reflective of your strengths as an online instructor.
    3. Do you have suggestions about how to improve the content or presentation of the course content (provided by the developer)?
    4. How often did you communicate with your mentor outside of the scheduled interaction points? How did you communicate (email, phone, in-person, Skype, video chat)?
    5. How did your mentoring relationship assist you in recognizing problems and formulating solutions to those problems?
    6. Which interactions were most helpful? Explain why.
    7. Do you have any suggestions about how to improve the mentoring program?

VIII. Additional Reading and Resources

Optional Readings, Resources, and References for Mentoring

General
General material on faculty development and mentoring programs

King, K. P. (2003). "Learning the New Technologies: Strategies for Success." *New Directions for Adult and Continuing Education*, vol. 2003: 49–58.

Lawler, P. A. (2003). "Teachers as Adult Learners: A New Perspective." *New Directions for Adult and Continuing Education*, vol. 2003: 15–22.

Traditional Mentoring Models
Traditional Mentoring Relationship: An older, more experienced mentor helps a younger protégée reach vocational goal

Ensher, Ellen A. Craig Thomas, Susan E. Murphy. (2001). "Comparison of Traditional, Step-Ahead, and Peer Mentoring on Protégés' Support, Satisfaction, and Perceptions of Career Success: A Social Exchange Perspective." *Journal of Business and Psychology,* vol. 15, no. 3: 419-438.

Alternative Mentoring Models: Formal Mentoring Programs
Formal Mentoring: Formal mentoring programs involve scheduled interactions rather than informal and unstructured meetings between mentors and mentees

Akin, Lynn and Janet Hilbun. (2007). "E-mentoring in Three Voices". *Online Journal of Distance Learning Administration*, vol. X, no. I.

Boyle, P., & Boice, B. (1998). "Systematic mentoring for new faculty teachers and graduate teaching assistants." *Innovative Higher Education*, vol. 22: 157-179.

Murray, M. (2001). *Beyond the myths and magic of mentoring: How to facilitate an effective mentoring program*. San Francisco: Jossey-Bass. 2nd ed.

Zellers, Darlene F., Valerie M. Howard and Maureen A. Barcic. (2008). "Faculty Mentoring Programs: Re-envisioning Rather than Reinventing the Wheel." *Review of Educational Research*, Vol. 78, No. 3: 552-588.

Alternative Mentoring Models: Group Mentoring
Group Mentoring: A form of mentoring that includes 2 or more faculty members.

Brancato, V. C. (2003), Professional Development in Higher Education. *New Directions for Adult and Continuing Education*, 2003: 59–66**.**

Cox, M. D. (2004). "Introduction to faculty learning communities." *New Directions for Teaching and Learning*, vol. 2004: 5–23.

Zellers, Darlene F., Valerie M. Howard and Maureen A. Barcic. (2008). "Faculty Mentoring Programs: Re-envisioning Rather than Reinventing the Wheel." *Review of Educational Research*, Vol. 78, No. 3: 552-588.

Alternative Mentoring Models: Mentoring Networks
Mentoring Networks: Faculty member has several mentoring relationships with different faculty members

de Janasz, Suzanne C., Sherry E Sullivan. (2004). "Multiple mentoring in academe: Developing the professorial network." *Journal of Vocational Behavior*, vol. 64, no. 2: 263-283.

Perna, F. M, Lerner, B. M., & Yura, M. T. (1995). "Mentoring and career development among university faculty." *Journal of Education*, vol. 177, no. 2: 31-45.

Sorcinelli, M.D. and Jung H. Yun. (2009). "When Mentoring is the Medium: Lessons Learned from a Faculty Development Initiative." *To Improve the Academy* 27 (2009): 365-384.
Also available at: http://works.bepress.com/marydeane_sorcinelli/3

St. Clair, K. (1994). "Faculty-to-Faculty Mentoring in the Community College: An Instructional Component of Faculty Development." *Community College Review*, vol. 22, no. 3: 23–35.

Thompson, Debbie. (2006). "Informal Faculty Mentoring as a Component of Learning to Teach Online: An Exploratory Study." *Online Journal of Distance Learning Administration*, vol. IX, no. III.

Zellers, Darlene F., Valerie M. Howard and Maureen A. Barcic. (2008). "Faculty Mentoring Programs: Re-envisioning Rather than Reinventing the Wheel." *Review of Educational Research*, Vol. 78, No. 3: 552-588.

Alternative Mentoring Models: Musing
Musing: Hybrid of peer and group mentoring

Zellers, Darlene F., Valerie M. Howard and Maureen A. Barcic. (2008). "Faculty Mentoring Programs: Re-envisioning Rather than Reinventing the Wheel." *Review of Educational Research*, Vol. 78, No. 3: 552-588.

Alternative Mentoring Models: Online Mentoring
Online Mentoring: Mentoring model that uses online interactions instead of face to face interactions

Ensher, Ellen A., Christian Heun, Anita Blanchard. (2003). "Online mentoring and computer-mediated communication: New directions in research." *Journal of Vocational Behavior*, vol. 63, no. 2: 264-288.

Mandernach, B. Jean, Emily Donnelli, Amber Dailey and Marthann Schulte. (2005). "A Faculty Evaluation Model for Online Instructors: Mentoring and Evaluation in the Online Classroom." *Online Journal of Distance Learning Administration*, vol. VIII, no. III.

Puzziferro-Schnitzer, Maria and Jeff Kissinger. (2005). "Supporting Online Adjunct Faculty: A Virtual Mentoring Program." JALN Vol. 9, Issue 2.

Shapiro, Peter J. (2006). "The Evolution of Peer Driven Training for Teaching Online Courses." *Online Journal of Distance Learning Administration*, vol. IX, no. III.

Alternative Mentoring Models: Peer Mentoring
Peer mentoring: Non-hierarchical collaborative mentoring relationship between two faculty members

Baker, Jason D., Kristin L. Redfield and Shauna Tonkin. (2006). "Collaborative Coaching and Networking for Online Instructors." *Online Journal of Distance Learning Administration*, vol. IX, no. IV.

Brancato, V. C. (2003), Professional Development in Higher Education. *New Directions for Adult and Continuing Education*, 2003: 59–66**.**

Kram, K.E. and Isabella, L.A. (1985). "Mentoring Alternatives: The role of peer relationships in career development." *Academy of Management Journal,* vol. 28: 110-132.

Maxwell, W., and Kazlauskas, E. (1992). "Which Faculty Development Methods Really Work in Community Colleges? A Review of Research." *Community/Junior College Quarterly,* vol. 16: 351–360.

Mavrinac, Mary Ann. (2005). "Transformational Leadership: Peer Mentoring as a Values –Based Learning Process." *portal: Libraries and the Academy*, vol. 5, no. 3: 391-404.

Zellers, Darlene F., Valerie M. Howard and Maureen A. Barcic. (2008). "Faculty Mentoring Programs: Re-envisioning Rather than Reinventing the Wheel." *Review of Educational Research*, vol. 78, no. 3: 552-588.

Mentoring Program Best Practices
Summary of the recommendations and best practices from the literature on mentoring.

Akin, Lynn and Janet Hilbun. (2007). "E-mentoring in Three Voices." *Online Journal of Distance Learning Administration*, vol. X, no. I.

Boyle, P., & Boice, B. (1998). "Systematic mentoring for new faculty teachers and graduate teaching assistants." *Innovative Higher Education*, vol. 22: 157-179.

Clutterbuck, David. (2005), "Establishing and Maintaining Mentoring relationships: An overview of Mentor and Menteee Competencies." *Journal of Human Resource Management*, vol. 3, no. 3: 2-9.

Monk, Pamela, E. Jane Irons, Nancy Leffel Carlson, and Carlo Walker. (2010). "Mentoring: A Safety-Net for Retention and Tenure for Faculty in Institutions of Higher Education." *National Social Science Journal*. vol. 33, no. 2.

Savage , Hallie E., Rashelle S. Karp and Rose Logue. (2004). "Faculty Mentorship at Colleges and Universities." *College Teaching*, vol. 52, no. 1: 21-24.

Sorcinelli, M. D. (1994). "Effective approaches to new faculty development." *Journal of Counseling and Development*, vol. 72: 474-479.

St. Clair, K. (1994). "Faculty-to-Faculty Mentoring in the Community College: An Instructional Component of Faculty Development." *Community College Review*, vol. 22, no. 3: 23–35.

Zellers, Darlene F., Valerie M. Howard and Maureen A. Barcic. (2008). "Faculty Mentoring Programs: Re-envisioning Rather than Reinventing the Wheel." *Review of Educational Research*, vol. 78, no. 3: 552-588.

Assessing Mentoring Programs
Summary of the methods used to assess mentoring programs and discussion of dysfunctional mentoring relationships.

Berk, Ronald A., Janet Berg, Rosemary Mortimer, Benita Walton-Moss, and Theresa Yeo. "Measuring the Effectiveness of Faculty Mentoring Relationships." *Academic Medicine*, vol. 80, no. 1: 66-71.

Boice, R. (1992). *The new faculty member: Supporting and fostering professional development*. San Francisco, CA: Jossey-Bass Inc.

Eby, Lilllian T., Stacy E McManus, Shan Simon, and Joyce E. A. Russell. (2000). "The Protégé's Perspective Regarding Negative mentoring Experiences: The Development of a Taxonomy." *Journal of Vocational Behavior*, vol. 57: 1-21.

Feldman, Daniel C. (1999). "Toxic Mentors or Toxic Protégés? A Critical Re-examination of Dysfunctional Mentoring." *Human Resource Management Review*, vol. 9, no, 3: 247-278.

Research Studies of Mentoring Programs
Summary of the research studies on mentoring programs

Allen, Tammy D., Lilllian Eby, Kimberley O'Brien, and Elizabeth Lentz. (2007). "The state of mentoring research: A qualitative review of current research methods and future research implications." *Journal of Vocational Behavior*, vol. 73: 343-357.

Boyle, P., & Boice, B. (1998). "Systematic mentoring for new faculty teachers and graduate teaching assistants." *Innovative Higher Education*, vol. 22: 157-179.

Eby, Lilllian T., Tammy D. Allen, Sarah C. Evans, Thomas Ng, and David DuBois. (2008). "Does Mentoring Matter? A Multidisciplinary Meta-Analysis Comparing Mentored and Non-Mentored Individuals." *Journal of Vocational Behavior*, vol. 72, no. 2: 254-267.

Ensher, Ellen A. Craig Thomas, Susan E. Murphy. (2001). "Comparison of Traditional, Step-Ahead, and Peer Mentoring on Protégés' Support, Satisfaction, and Perceptions of Career Success: A Social Exchange Perspective." *Journal of Business and Psychology,* vol. 15, no. 3: 419-438.

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Puzziferro-Schnitzer, Maria and Jeff Kissinger. (2005). "Supporting Online Adjunct Faculty: A Virtual Mentoring Program." JALN vol. 9, no. 2.

Sands, R. G., Parson, A. L., & Duane, J. (1991). "Faculty mentoring faculty in a public university." *Journal of Higher Education*, vol. 62, no. 2: 174-193.

Shapiro, Peter J. (2006). "The Evolution of Peer Driven Training for Teaching Online Courses." *Online Journal of Distance Learning Administration*, vol. IX, no. III.

Taylor, Ann and Carol McQuiggan. (2008). "Faculty Development Programming: If We Build It, Will They Come?" *EDUCAUSE Quarterly*, vol. 31, no. 3.

Thompson, Debbie. (2006). "Informal Faculty Mentoring as a Component of Learning to Teach Online: An Exploratory Study." *Online Journal of Distance Learning Administration*, vol. IX, no. III.

Sample Mentoring Programs and Guides

A selection of mentoring programs and guides from other institutions.

Plamandon, K. and the Canadian Coalition for Global Health Research Capacity Building Task Group Sub-Group on Mentorship. (2007). "Module Two: Competency in Mentoring." Canadian Coalition for Global Health Research

Rochester Institute of Technology. (2011). "Faculty Mentoring @ RIT: A Guide for New Mentors." Rochester Institute of Technology Office of the Provost.

Rochester Institute of Technology. (2011). "Building Your Mentoring Network @ RIT: A Guide for New Faculty." Rochester Institute of Technology Office of the Provost.

Rollins School of Public Health. (2011). "Mentee Guide." Emory Rollins School of Public Health Office of Career Services.

Sorcinelli, M. D. and Jung H. Yun. (2010) "Office of Faculty Development Mutual Mentoring Guide" Available at: http://works.bepress.com/marydeane_sorcinelli/6

University of Maryland Center for Teaching and Learning. (2002). "Peer Mentoring Program Manual and Supplement for Graduate Faculty." University of Maryland University College Office of Distance Education and Lifelong Learning.

University of Rhode Island. (2008). "ADVANCE Faculty Mentoring Tutorial." Available at http://www.uri.edu/advance/MentorTutorial/mentoring_introduction.html