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# ***Program Report: Faculty Mentoring@RIT Support from The Wallace Center***

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## Introduction and Summary

The 2011 Academic Year was the first year that RIT began implementing a structured series of events, resources, and recognition to support faculty mentoring. There were 60 members in the 2011 New Faculty cohort who were invited to participate in the mentoring program.

Teaching & Learning Services at The Wallace Center took the lead in creating and developing the mentoring opportunities listed in this report to support the *Faculty Mentoring Network@RIT Implementation Plan* (version 3).

## New Faculty Orientation

### Presentation

2011 New Faculty first learned about the mentoring initiative in a presentation delivered by Donna Dickson and Renee Baker at New Faculty Orientation. This presentation:

- Introduced the concept of mentoring networks as the model for faculty mentoring at RIT.
- Outlined the resources made available to new faculty during this first year:
  - Mentoring guides
  - Events
  - Website
  - Grants

### Mentoring Guides

New faculty also received a copy of a guide to orient them to the role and expectations for faculty mentoring. There was one of a set of three guides developed to support faculty mentoring, aimed at three different audiences:

- Building Your Mentoring Network @RIT: A Guide for New Faculty
- Faculty Mentoring @ RIT: A Guide for Faculty Mentors
- Faculty Mentoring @ RIT: A Guide for Department Heads

In addition to printed copies distributed at various events, the guides are also available on the website:

- As downloadable PDF files
- Through print-on-demand from The Hub (two sets ordered)
- As customizable Microsoft Word files on request (one set requested by NTID)

## Events

A main strategy to assist new faculty in building mentoring networks during their first year at RIT was to provide at least one social/learning event per quarter. New faculty were invited to these events through an invitation letter from the Provost, along with other notices.

### AY2011 mentoring events

Event	Date	Attendees	Notes
<b>2010/2011 Faculty Mixer</b>	9/29/2011 3:00pm–4:30pm	29	An informal reception to bring together new faculty with the previous year's cohort, using a structured activity to facilitate discussion. The 2010 new faculty cohort provided their lessons learned, which were shared through a continuously displayed PowerPoint presentation.
<b>Working with Deaf and Hard-of-Hearing Students</b>	10/20/2011 12:00pm–1:30pm	8	Panelists: Scot Atkins, Deborah Blizzard, Sue Foster, Mike Slifka
<b>Developing Effective Teaching Strategies</b>	12/07/2011 12:00pm–1:30pm	15	Topic determined by New Faculty Orientation follow-up survey.  Presenter: Dr. David Neumann, Department of Communication, COLA
<b>Preparing for Mid-Tenure Review</b>	2/03/2012 3:00pm–4:30pm	15	Panelists: Grant Cos, COLA; S. Manian Ramkumar, CAST; James Hurny, CAST  This event was also open to 2010 new faculty.

Event	Date	Attendees	Notes
<b>Provost's "Meet the Scholars" Launch for the Faculty Scholarship Report</b>	5/02/2012 10:00am– 12:00pm	61 (7 new faculty)	Second annual event
<b>Fundamentals of Online Teaching</b>	6/11–6/14/12 9am–3pm	10 (1 new faculty)	Marketed to new faculty but open to all faculty

## Attendance

A total of 24 new faculty attended at least one of these events.

- 15 attended two events
- 2 attended three events
- 1 attended four events

## Lessons learned and recommendations

- Attendees at the mentoring events were generally satisfied and saw them as valuable; many saw the networking aspect as important as the "formal" topic delivery. (Evaluation results start on page 9.)
- The TLS team will continue to experiment with days and times of events to increase registrations and actual attendance.
- For the Mid-Tenure Review panel, we will prepare questions to keep focus on issues and ideas that are consistent across colleges, and recruit panelists from a wider variety of colleges.
- We will use the same Clipboard evaluation for every event, opening separate response sets for each.

## Website

A website was established off of the Provosts' main site to house resources and information about events and grants. Much of the initial information was adapted from the three guides, along with an event calendar.

Information on mentoring grants and the mentoring award was added as these programs were launched.

## Upcoming plans

We are exploring additional resources that might be added to the website:

- A portal with links to outside resources
- Discussion boards for mentors and protégés.

## Grants

### Intent

The Provost provided funds to support the efforts of formal and informal mentoring groups that met specific criteria. Peer-mentoring or other mentoring groups at RIT could request \$250 to \$1,000 for one project or activity during the academic year.

### Process

Groups completed a Clipboard application to describe their group, the group intent for the funds, and the amount requested. A review committee evaluated proposals.

This was initially intended to be a rolling process with monthly reviews; it was later modified to a single closing date.

Groups receiving grants are required to submit a report on how funds were used. These reports will be shared on the grant section of the website.

### Results

- 11 applications received
- 6 grants awarded
- Each group requested the maximum \$1,000 and was awarded a grant of \$825.

### Lessons learned and recommendations

- More specifically define eligibility criteria on the website and other materials
- Be more specific with the questions posed on the application for the grant award
- Use a specific application period rather than a rolling process

Next year, Lynn Wild will chair the selection committee and faculty who were selected to receive Faculty Mentoring grants in AY2011 will be asked to serve as proposal reviewers for AY 2012 grant submissions.

## Excellence in Faculty Mentoring Award

### Intent

The Provost established the Excellence in Faculty Mentoring Award to recognize an RIT faculty member who demonstrates an outstanding commitment to faculty mentoring by actively helping non-tenured, tenure-track faculty in developing their career(s) at RIT by offering advice, feedback and guidance that reflects a deep understanding of their department, college and university.

The award includes \$1,000 and a framed certificate presented at the Celebration of Teaching ceremony.

### Process

Nominations were solicited from tenure-track faculty who wanted to acknowledge a senior faculty member who acted as a formal or informal mentor.

Nominations were submitted through a Clipboard application. Eleven nominations were received and reviewed by a four-member team led by The Wallace Center staff.

### Participation

**Total Nominations received:** 19 (17 were reviewed by the committee; two were determined ineligible)

**Nominee Gender:** 12 male; 3 female (two nominees received nominations from two protégés)

#### College participation:

- CIAS = 4
- COS = 3
- KCGOE = 2
- SCOB = 2
- COLA = 2
- GCCIS = 1
- NTID = 3

The first award went to Patrick M. Scanlon, Ph.D., Professor and Chair of the Department of Communication, College of Liberal Arts.

### Lessons learned and recommendations

- Since this is a Provost's award, it should be managed at that level along with the other university-wide awards (Trustees, Eisenhart)
- The Selection Committee should be selected by the Provost in early fall quarter.
- The Selection Committee will be responsible for clarifying eligibility criteria, revising the nomination application to address the mentoring relationship more specifically, and ensuring website and other materials are updated by fall quarter. The Selection Committee will also define review process for selection.

## **College Comparison Report**

In April 2012, The Wallace Center compiled a report for the Provost's office to summarize and compare the mentoring processes and activities in individual colleges.

### **Lessons learned and recommendations**

- Provide colleges with a template to provide information in a consistent form.

## **Plans for 2012**

In 2012, we will follow the same general plan for quarterly events as in AY2011. The main change is a replacement for the Summer quarter event, outlined after the tentative schedule.

The Provost will receive an invitation to each event, but only the Mixer and "Meet the Scholars" is scheduled around his attendance. We will also investigate using A650 as a location for events to streamline planning and logistics.

In addition, we will send targeted invitations to the AY2012 new faculty cohort for events such as TWC-sponsored workshops, guest speakers, and Faculty Institute on Teaching and Learning, and the PI Institute and Grant Writer's Boot camp hosted by Sponsored Research Services.

Budgets for these events are in development.

### **Fall Quarter**

#### **2011/2012 New Faculty Mixer**

Set for Tuesday, September 18, at the University Gallery (date confirmed with the Provost); the format will be the same as 2011, though a new icebreaker activity may be designed.

#### **Working with Deaf and Hard-of-Hearing Students**

Week 7; this morning session will feature experienced faculty and students from NTID as a panel group and offer a continental breakfast (date and location TBD).

### **Winter Quarter**

#### **Workshop/Discussion Teaching and Learning**

Week 3; topic to be determined by New Faculty Orientation follow-up survey (date, time, and location TBD).

### **Preparing for Your Mid-Tenure Review**

Week 6; panel discussion with faculty who have served on mid-tenure committees at different RIT colleges (date, time, and location TBD).

### **Spring Quarter**

#### **Faculty Scholarship report launch**

Week 8; “Meet the Scholars” event, in conjunction with the Faculty Scholarship report launch (date, time, and location TBD by SPS).

### **Summer Quarter**

#### **First Year Reflection (tentative title)**

Break week; a half-day informal session for new faculty to reflect on their first year teaching at RIT and to set goals for next year, and discuss maintaining work/life balance (date, time, and location TBD). Design brief is included in the Appendix on page 17.



## Appendices

### Evaluation summaries and comments

#### New Faculty Mixer

Outcomes from the event	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
This event met my expectations.	4	6	0	0	0
This event allowed me to meet colleagues who can provide career guidance and advice.	3	7	0	0	0
This event provided me with useful information.	4	6	0	0	0
There was ample time to network at this event.	6	4	0	0	0
I would recommend this event to other new faculty.	7	3	0	0	0

#### What did you like most about this event? (Please explain.)

- It allowed me to meet faculty outside of my own discipline.
- I thought the event was excellent. I enjoyed see my new colleagues that I met during the orientation as well as meeting the new 2010 faculty. It was so nice to interact with others and to find out they had or have similar struggles during the first few weeks. Moreover, it forced me to get out of my office (exactly what I needed).
- Venue (excellent), and being able to freely move and talk
- It was nice to meet both faculty from last year's orientation and events and new faculty.
- I met some of the new 2010 faculty outside my department with whom I can share research resources and do joint projects. I'm not sure if I would have crossed paths with them if not for this event.
- the location/setting
- It gave us the possibility for networking! We are all busy and this event brought us together.

- meeting new colleagues
- The opportunity to meet faculty from a variety of departments across campus
- having a chance to interact with faculty on campus

**How could we improve this event in the future?**

- I noted that of the five 2010 faculty I spoke to, and asked the required questions of, only one asked me the questions on his list in return. Not sure if that is aligned with the goals of the mixer.
- Did the administration have beads? It would have been nice to also have to exchange beads with them.
- Involve more new/old faculty members
- wine/beer
- I think the idea is good, and more people should sign up, but you cannot control that.
- less corporate exercises, more free willing networking
- The time was difficult

**Do you have any additional comments you would like to share regarding this event?**

- Good job, organizers.
- Perhaps send out a list with other attendees' contact information to all participants.
- great new initiative
- Please share the pictures taken during the event, as a way of publicity for next time around.
- No

**College or Division**

- COE: 1
- COLA: 4
- COS: 5

### Working with Deaf and Hard-of-Hearing Students

Outcomes from the event	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
This event met my expectations.	5	0	0	0	0
This event allowed me to meet colleagues who can provide career guidance and advice.	5	0	0	0	0
This event provided me with useful information.	5	0	0	0	0
There was ample time to network at this event.	2	3	0	0	0
I would recommend this event to other new faculty.	4	1	0	0	0

#### What did you like most about this event? (Please explain.)

- Meet colleagues, reflect on teaching style
- Hearing from both new faculty and veterans was great. I liked the way veterans responded to new ideas. They kept things at a respectful level and shared openly.
- It was like a brainstorming session, ably conducted by a mediator. People came out with all kinds of valuable narratives, both in terms of experiences and suggestions.
- We were able to listen and ask questions from experience... during orientation we didn't have this experience yet.

#### How could we improve this event in the future?

- hate to say it, but more time. This is a huge and important topic. Possibly have us send in questions prior to the event (if you did I missed it).
- I wish that I didn't have a class at 2 across campus...I would have liked to stayed and networked more
- Try to have it better attended.
- Nothing

#### Do you have any additional comments you would like to share regarding this event?

- I'm very grateful for the advice and responses to questions.

- Thank you very much for your efforts in coordinating this informative and relevant event
- No
- Keep doing things like this. It is really helpful to hear experiences and ideas on how best to work in a bilingual classroom.
- Good job.

**College or Division**

- CIAS: 1
- COLA: 3
- COS: 1

**Developing Effective Teaching Strategies**

Outcomes from the event	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A	Did not answer
<b>This event met my expectations.</b>	4	4	1	0	0	0
<b>This event allowed me to meet colleagues who can provide career guidance and advice.</b>	4	4	1	0	0	0
<b>This event provided me with useful information.</b>	3	5	0	0	0	1
<b>There was ample time to network at this event.</b>	3	4	2	0	0	0
<b>I would recommend this event to other new faculty.</b>	4	3	1	0	1	0

**What did you like most about this event? (Please explain.)**

- Dr. Neumann is a good speaker and conveyed in practice several effective communication techniques.
- Finally feeling plugged into a mentoring program and hearing Professor Neumann's presentation. It was nice meeting several other new faculty members.
- The presentation was excellent. Both motivational and insightful. The food was good and I'm sure help with boosting attendance. The venue is very nice.
- I learned a few interesting facts from the perspective of a communication expert. It was interested to hear that perspective because I am in the sciences.

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- It was a comfortable, informal setting; the lunch was good; it was nice to have a networking opportunity.
- I love having the opportunity to talk with other faculty members. I feel that everyone has similar experiences or experiences that we can all learn from as teachers. Having a venue to get together with other faculty and exchange ideas is the most valuable part of these sessions!
- Dave provided some great examples and stories.
- The core communication principles presented by David. They were very helpful to improve my courses. I took lots of notes.

### **How could we improve this event in the future?**

- It was fine as is. I am coming into this process late, so I don't know if everyone else already knew each other, but maybe doing some introductions would have been good.
- I think it was pretty well done... and more time for 'networking' will take time from the presentation. You cannot always have everything all at the same time.
- I wasn't sure of the location because I signed up before a room was selected.
- I wish there was more time for discussion.
- I was expecting more specific suggestions for teaching strategies. Although I know that not every strategy will work in every situation, I would have liked to hear something like 25 suggestions for ways to improve classroom dynamics. I could then sift through them and figure out what would work for me and my current teaching situation. The fact is that with an active research program and day-to-day teaching responsibilities, I don't have time to consult education literature. I was hoping this could fill that gap and help me to learn about some recommended best practices and give me some ideas to try out. I suppose this higher-level type of event could be useful, and I'm not saying I gained nothing from this event, but unfortunately it did not really match my expectations.
- Extend the event just a little longer...even 15 mins. would help. Plus 1 larger table arrangement (not separate isolated tables) for all to sit around when eating to encourage cross conversations.

### **Do you have any additional comments you would like to share regarding this event?**

- Thanks for offering events like these. Looking forward to the next!
- Not regarding the event per se, but regarding the options in question 1, in some cases I had no strong feelings regarding agree vs. disagree, and there is not really an option for that so I had to choose N/A. So it would be useful to have a "neither agree nor disagree" option.
- I incorporated what I learned at the event into the two courses I was teaching later that day. I put the material to work for me immediately (story telling, slowing my speaking,

and playing off student personalities in a positive and fun way). They definitely helped. Both classes had an improved vibe, lots of smiling, and some good work produced.

**College or Division**

- COE: 1
- CIAS: 2
- COLA: 1
- COS: 4
- Institute of Health Sciences and Technology: 1

### Preparing for Mid-Tenure Review

Outcomes from the event	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A	Did not answer
This event met my expectations.	1	6	1	0	0	0
This event allowed me to meet colleagues who can provide career guidance and advice.	3	4	1	0	0	0
This event provided me with useful information.	4	3	0	0	0	1
There was ample time to network at this event.	2	4	2	0	0	0
I would recommend this event to other new faculty.	3	4	1	0	0	0

### What did you like most about this event? (Please explain.)

- The panel discussants provided a lot of valuable information and good suggestions. The provost clarified several important issues. Overall, this mentoring event was great and extremely helpful. Thanks for organizing this event!!!
- Q&A on expectations and preparation.
- That you held it -- it shows you care.
- The informality of the discussion was great. I also liked that the Provost was available to clarify some of the information.
- Practical tips like making a summary of the materials inside the mid tenure folder
- Variety of views.
- It was nice to have the opportunity to ask questions to faculty with a wide range of backgrounds about the mid-tenure review process.
- Hearing from the faculty members who serve on review committees. Getting specific advice.

### How could we improve this event in the future?

- Show samples/drafts of work and how to get to that point,
- Stronger overview of process and deadlines.
- Provide examples of how important sections of the binder can be summarized. Mock samples/examples of tenure binder information are okay if actual samples are not

available. Given the differences between colleges, an entire binder is not necessary, just some examples of a fictional person's work and how he/she could summarize the highlights and make the information clear and concise for the committee. We were told to keep everything, but not report on everything. It's good advice, but also conflicting.

- Please have someone from the college of science on the panel. This would help since so many of the answers are college-specific.
- The mid-tenure process seems to be college specific so it would have been nice to have each college represented. Also, would have been nice to hear the perspective of faculty who recently went through the process.
- It would be useful to have examples (with names blacked out) of what a good third year review binder looks like.

**Do you have any additional comments you would like to share regarding this event?**

- Good event. I recommend similar sessions in the future.
- Good job!
- Thank you for organizing this event!



## Summer mentoring event for 2012 new faculty

### **Rationale:**

The mentoring Summer Quarter event, a four-day workshop in teaching online, did not get much response from new faculty.

We believe that the final mentoring event should be targeted *specifically* to the new faculty cohort and, while valuable, shouldn't appear like a "heavy" or "working" session, coming as it does on the heels of finals, graduation, and FITL.

The event should also let faculty acknowledge what they've learned over the year and reinforce relationships they want to maintain.

### **Design strategy**

**Program:** Informal, but structured, activities and discussions that enable faculty to make some sense of their first year of teaching and set some general goals for next year. They will learn about opportunities and tools to help them work over the summer if they want (such as consultation or use of online resources from TLS), but there will be no expectations of "producing" anything during the session. One theme will be maintaining work/life balance, and it will include opportunities to share challenges and discoveries.

**Length:** Half-day program, 8:30 through lunch (approx. 1:30); participants can stay on for informal discussion or networking, if they want.

**Timing:** Break week/week after FITL

**Theme:** Reflections on your first year teaching at RIT

**Facilitator (proposed):** Lynn Wild

**Location (proposed):** Somewhere in TWC, but where there's natural light; maybe the Idea Factory