



**Current Practices in Faculty Mentoring at RIT:
A Summary of 2013 Questionnaire Results**

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Executive Summary

The following report is a summary of data collected from the RIT Deans (or their designee) in October 2013 regarding their faculty mentoring programs. The goal of the questionnaire was to gather information on existing practices, program structures, criteria and guidelines for faculty at all ranks in an attempt to get an accurate picture of mentoring practices at RIT. Responses were received from the colleges of Applied Science and Technology (CAST), Imaging Arts & Sciences (CIAS), Liberal Arts (CLA), Science (COS), Computing and Information Sciences (GCCIS), Engineering (KGCOE), National Technical Institute for the Deaf (NTID) and Business (SCB). Input from the College of Health Science and Technology (CHST) and Golisano Institute for Sustainability (GIS) was not obtained.

This report may be used to publicize mentoring practices currently in use at RIT, for programmatic development, and to identify ways to assist deans, department heads/chairs, and mentors in identifying best practices for improving their mentoring programs.

Colleges were surveyed on general information about their mentoring programs, questions specific to mentor and mentee (protégé), and the mentoring structure in place for their units. The questionnaire also included open-ended questions for respondents to provide comments on any obstacles or challenges they have encountered, things that deans would like to accomplish with their mentoring programs, unique attributes of their programs, and suggestions on how Faculty Career Development Services (FCDS) in the Wallace Center might provide support.

Key findings and observations from the questionnaire along with specific points reported from the colleges follow. Appendix A includes questionnaire results in their entirety. In spring 2013 a similar survey of all tenure-track faculty at RIT regarding the state of mentoring revealed that some units are more successfully implementing a mentoring program than others. (See [Program Report: Faculty Mentoring @ RIT, Year 2.](#))

This is a “state of the state” report and, as such, is not meant to offer solutions or revisions to current practices and issues. This responsibility remains within the colleges and their academic units to continue to design and nurture a comprehensive mentoring program that will benefit faculty across all ranks, providing support and guidance as they evolve into successful teachers, scholars and members of the campus community.

As the colleges continue to build and foster their mentoring programs, it is important to note that there are institute level materials and resources at RIT that some colleges have already adopted and adapted as part of their mentoring programs (CAST, KGCOE, and SCB). These tools and resources are based on research, best practices, and studies on faculty mentoring models that have proven effective. Since their introduction in 2011, the guidebooks have been shared with all new faculty at the annual New Faculty Orientation.

The list below outlines existing materials and resources for faculty mentoring and offers suggestions for adoption:

- Use the documentation readily available from Faculty Career Development Services (FCDS) to further design college-specific mentoring initiatives. See the [Faculty Mentoring @RIT website](#).
- Provide copies of the mentoring guidebooks to academic unit heads, mentors and mentees:
 - *Faculty Mentoring @RIT: A Guide for Department Heads*
 - *Faculty Mentoring @RIT: A Guide for Faculty Mentors*
 - *Building Your Mentoring Network @ RIT: A Guide for New Faculty*
(Guidelines are available as downloadable PDF files at:
<http://www.rit.edu/academicaffairs/facultydevelopment/mentoring/resources>.)
- Suggest department heads and/or mentors apply for a Provost's [Faculty Mentoring Grant](#).
- Encourage faculty mentees to nominate their mentor for one of the [Provost's Excellence in Faculty Mentoring Awards](#).
- Reach out to colleagues to collaborate on the design and implementation of mentoring initiatives.
- Connect with the [FCDS team](#) or members of the [NSF ADVANCE team](#) for support with designing and assessing current and future endeavors.

Questionnaire Results

General Information on College Mentoring Programs

College deans were asked to respond to general questions about their mentoring programs. All of the respondents reported the existence of a mentoring program, and most have been established within the past 3 years (see Table 1). All colleges mention mentoring as an orientation/onboarding activity.

Table 1: General Information on College Mentoring Programs

	CAST	CIAS	CLA	COS	GCCIS	KGCOE	NTID	SCB
Does your college have a formal mentoring program?	Yes	Yes, but not yet "formal"	Yes	Yes	Yes	Yes	Yes	Yes
How long has it been in existence?	NR	5 years	2 years ⁽¹⁾	3 years	2 years ⁽²⁾	4 years ⁽³⁾	5 years	1 year
Do formal mentoring guidelines exist?	No	Mentoring events and one-to-one.	Yes	Yes	Reference TWC materials ⁽⁴⁾	No	Yes	Yes
Does a formal definition of "mentoring" exist?	No	No	Not in a formal way.	No	Reference TWC materials ⁽⁴⁾	No	No	No
Is mentoring part of your orientation/onboarding activities?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

NR=no response

⁽¹⁾ CLA: *Since AY 11-12; some depts. have had these longer*

⁽²⁾ GCCIS: *Since December 2011*

⁽³⁾ KGCOE: *Many years, but updated within last 4 years*

⁽⁴⁾ GCCIS: *"Reference TWC materials" refers to Faculty Mentoring @RIT website, materials and resources available at: <http://www.rit.edu/academicaffairs/facultydevelopment/mentoring/overview>.*

About the Mentee (Protégé)

Questions posed in this section included clarification on which faculty ranks are offered mentoring (Table 2) and the traits used to make assignments (Table 3). It appears the most common formula is pairing junior faculty with senior faculty within the same department; less common is an assignment by gender (none of the colleges) followed by ethnicity (NTID). In all of the Colleges, the department chair/unit head assigns mentors. In CAST, the Dean makes assignments for college-level and external mentors. CLA uses a “mentoring form” for all new pre-tenure faculty or lecturers that identifies the mentor. In KGCOE, department heads choose the mentor within a department and someone at the college level is identified by the leadership team to serve as a mentor to all pre-tenured faculty within their first two years at RIT. In SCB, department heads will initially act as mentors for new faculty (tenure-track, lecturer, adjuncts), then observe and gradually hand the mentoring over to other senior faculty.

Table 2: Faculty Provided with Mentoring

	CAST	CIAS	CLA	COS	GCCIS	KGCOE	NTID	SCB
All New Faculty, Regardless of Rank or Tenure Status		x		x			x	x
Adjuncts	x			x				x
Lecturers/Senior Lecturers	x	x	x	x	x*		x	x
Pre-Tenure Track Faculty (Assistant or Associate)	x	x	x	x	x	x	x	x
Post-Tenure Faculty (Associate or Full) < 5 Years Post-Tenure		x			x*			
Post-Tenure Faculty (Associate or Full) > 5 Years Post-Tenure		x			x*			
Academic Leaders (Chairs/Department Heads)	x				x			

*GCCIS: *Lecturers/Senior Lecturers, and Associate Professors if they ask.*

Table 3: Traits used to Match Mentee/Mentor

	CAST	CIAS	CLA	COS	GCCIS	KGCOE	NTID	SCB
Gender								
Ethnicity							x	
Junior faculty with senior faculty	x	x		x		x	x	x
By rank (e.g., assistant with associate)	x	x				x		
Same department		x		x	x	x	x	x
Different department						x	x	
Multidisciplinary	x						x	
Other			See below*		Varies by unit		Deaf with Hearing	

*CLA: *Varies and is determined by the department chair depending on a variety of factors (research interests, teaching interests, outside interests, etc.).*

About the Mentor

Mentoring as part of the Plan of Work

Like many universities, RIT believes that partnering new faculty with an experienced faculty mentor can accelerate the learning process for new faculty, which has only become more complex over the years with much more to learn and get oriented to, in addition to teaching. The mentor’s role as a “guide” is a critical one—the mentor brings unique value to the relationship by sharing basic knowledge, skills, attitudes and behaviors for teaching, scholarship and research, and for learning about institute-specific norms (*Faculty Mentoring @RIT: A Guide for Mentors*, 2011). So it is not surprising that a key finding from this study shows that six of RIT’s colleges reported that mentoring is such an important role, it has been included as part of the mentor’s annual Plan of Work (CAST, CIAS, CLA, KGCOE, NTID, and SCB). Incidentally, three Colleges include mentoring activities in their *mentees’* Plan of Work as well (CAST, CLA, and NTID). NTID also reports “mentee expectations tie in with performance objectives.”

Recognition or Rewards for Mentoring

Deans were also asked if mentors are recognized, rewarded or otherwise compensated for their service as a mentor, to which five of the colleges reported that they did in some way. COS states, “They are recognized at the Annual Dean’s Honors, Awards, and Recognitions Ceremony.” GCCIS reports that it is considered part of their “service to the unit,” and therefore is considered of value.

Who Serves as a Mentor?

In all of the colleges, post-tenure faculty and academic leaders are selected to serve as mentors. NTID and SCB also include lecturers and senior lecturers as mentors. In addition to faculty rank and traits, there are a variety of additional factors that influence who is selected to serve as a mentor, including:

- Senior and most recently tenured faculty (CAST)
- Faculty must have experience in the same content area as the mentee relative to research, scholarship or curriculum (CIAS)
- Faculty who are successful teachers and researchers, and who understand the policies and procedures (COS)
- Selection process varies by unit and who is being mentored (GCCIS)
- Individuals who are role models and good communicators; people who have proven to be successful in the college and whose values are aligned with the mission and vision of the college (KGCOE)
- Veteran faculty, based on compatibility and willingness in the area designated for mentoring (NTID)
- Senior faculty who are often accomplished teachers/researchers and teach/research in the same or similar area as the mentee (SCB)

The Mentoring Structure

This section covers questions on the mentor/mentee relationship, expectations, training, and protocol for meetings and reporting. Seventy-five percent of the respondents indicated that formal definitions exist for mentor or mentee expectations, and 75 percent use tools and resources of some kind for mentors. Twenty-five percent of the colleges offer training for the mentor (see Table 4).

Flexibility is a component for most of the colleges' mentoring programs, and several respondents commented that variability exists from mentor to mentor and from department to department. NTID reports that each department has "different faculty needs that are addressed individually ... often the discipline foci and curricula are so different that mentoring needs to be tailored."

In addition, when asked about the frequency of meetings for mentor/mentee the responses were split between "it's up to the mentor/mentee" and a monthly session. In CLA meeting frequency depends on the year of the faculty member, e.g., first-year faculty meet monthly, but third-year faculty may meet quarterly. CAST is unique in that it has "a multi-tiered mentoring system with different mentors meeting with mentees at different points each year." Table 5 shows the types of mentoring

relationships employed in each college, showing that group mentoring is the most common followed by one-to-one relationships.

Table 4: Summary of the College Mentoring Structures

	CAST	CIAS	CLA	COS	GCCIS	KGCOE	NTID	SCB
Do you have a formal definition of MENTOR expectations?	Yes	No	Yes. Perhaps more defined for some departments.	Yes	Uses TWC materials ⁽²⁾	No	Yes ⁽¹⁾	Yes
Do you have a formal definition of MENTEE expectations?	Yes	No	Yes. Perhaps more defined for some departments.	Yes	Uses TWC materials ⁽²⁾	No	Yes. Expectations tie in with performance objectives.	Yes
Do you offer formal training/guidance for mentors?	Mentor expectations are built in to Plans of Work.	No	No	No	Uses TWC materials ⁽²⁾	No	No	No
Do you provide any tools/resources for the mentor/mentee?	Uses TWC materials ⁽²⁾	No	Nothing specific; have access to department and college resources by request.	Yes	Uses TWC materials ⁽²⁾	No	Yes	Uses TWC materials ⁽²⁾

⁽¹⁾ NTID: *Depends on the specific mentoring assignment: for ASL mentoring, we follow the GCOT protocol (Group Communication Observation Tool); for curriculum, we follow the course objectives.*

⁽²⁾ "Uses TWC materials" refers to *Faculty Mentoring @RIT* website, materials and resources available at: <http://www.rit.edu/academicaffairs/facultydevelopment/mentoring/overview>.

Table 5: Types of Mentoring Used

	CAST	CIAS	CLA	COS	GCCIS	KGCOE	NTID	SCB
One-to-One mentoring (1 mentor, 1 protégé)	x	x	x		x	x	x	x
Group mentoring (1 mentor, several protégés)	x	x		x	x	x	x	x
Peer mentoring (group of protégés)	x			x	x		x	x
Multiple mentors	x			x	x	x	x	
Other	Members outside of CAST				Varies			

Evaluation of Mentoring Programs

When asked whether college-specific mentoring programs were assessed for effectiveness or faculty satisfaction, one college (GCCIS) indicated that they do so in a formal way: “We survey faculty annually to get feedback on what is and is not working. We also solicit feedback about whether specific mentoring relationships are working so we can intervene if appropriate.” Other responses include:

- Only to the extent that I ask the pre-tenured faculty about whether or not their needs (including their orientation to the college and to RIT) are being met. I also ask them for input on ways that we as a team can enhance their success at RIT. This is done annually (KGCOE).
- Program is monitored by department chairs and discussed in meetings of department chairs with the AVP (NTID).
- The mentoring policies were put in place just over a year ago. We have not yet had a chance to evaluate/assess effectiveness. But good mentoring practices were shared and promoted (SCB).

The respondents were asked whether their college required reporting or *tracking* of mentoring activities—half of the colleges do so (CAST, COS, NTID, and CIAS). In addition, the mentoring activities in the colleges are *not* related to tenure or promotion currently except “through the understanding that the goal is to help ensure people are ready for tenure when the time comes.” However, as mentioned previously mentoring is included in the annual Plan of Work for mentors (and for mentees in some colleges).

As RIT moves forward with more clearly defining criteria for tenure and promotion and better guidelines for a system of faculty rewards, it may prove advantageous to create a mechanism for tracking mentoring activities. As tenure and promotion committees and future awards committees set forth criteria, it seems appropriate that there should be milestones designated for mentoring the junior faculty member from early teacher to research scholar and accomplished professor who is now a mentor.

Obstacles/Challenges in Establishing Mentoring Programs

The following lists the challenges and obstacles reported by the colleges:

- Now that a systemic approach to mentoring is in place for our pre-tenured faculty, we need to work on consistent application across units. The biggest challenge now will be developing a functional and effective system for mid-career and senior faculty (CAST).
- Would like to see it more formalized (CIAS).
- None that I am directly aware of -- although chairs may have some better details. I can imagine that one challenge is if the mentor and protégé simply don't get along. Another would be to understand the role of the mentor in the tenure process and to be careful that the mentor is not held responsible for tenure decisions (or that a protégé can argue that tenure goals were not met because of a bad mentor). So, things like Annual Tenure Review need to continue to be the determining factor as to whether a faculty member is making progress towards tenure (CLA).
- Scheduling has become more difficult in semesters (COS).
- Faculty are being asked to do too much with too little support (GCCIS).
- The mentoring process works best if the mentor and mentee have things in common that transcend the formal, required component of the mentorship program, much in the same way that a "big brother/little brother" program is enhanced by translating it from formality to a personal connection. Also, resources are tight, so we don't have lots of ways to incentivize the process. Mentors do it because they want to give back to the college and see it as a way to strengthen the college in the long run (KGC OE).
- Primarily, convincing veteran faculty to more fully engage in the process, especially in the area of scholarship, though not so much in curriculum-related issues (NTID).
- As a relatively small college with a high percentage of tenure-track faculty, our challenge is to identify experienced mentors. Some senior faculty may have to take multiple mentees at the same time (SCB).

Unique Components of College Mentoring Programs

Unique components as reported by respondents are listed below:

- I feel that the new faculty are getting a lot of internal support. The key feature, in my opinion, is fostering open lines of communication. If we were to embrace the attitude that the mentoring responsibility is "someone else's responsibility" (namely the person assigned the task of mentor), then I think we actually would suffer as a result. Instead, we have tried to build upon the principle of "community," whereby all faculty share the responsibility of assuring the success of those recently hired into the college (KGC OE).
- Our ASL skill development component is very comprehensive (NTID).
- Our college-wide form that is filled out upon a faculty member's arrival (CLA).
- We have separate mentoring policies for tenure-track faculty members and for lecturer/adjunct faculty members, as they have very different expectations (SCB).

Other unique findings discovered by the FCDS team include elements already discussed in this report such as assigning mentors to associate professors and leadership upon request, the meeting frequency and format in CAST, and the use of myCourses to hold mentoring materials in CLA.

Deans' Wish List

Deans were asked if there was a desire for something that was not available to them at this time:

- Have a more robust program in place (CIAS).
- My goal is for faculty to be productive scholars and teachers, happy employees, and accessible to students. Mentoring can help us get part-way (assuming our mentors are 'productive, happy and accessible to students' and are good role models!). I would like new faculty to feel that they have a support structure in place that includes the department, the college, peers, and the mentor. I don't know whether we are achieving this or not and we probably need an assessment to help us determine that (CLA).
- If only we all had more bandwidth to spend time on this sort of thing. Furthermore, by RIT regulations we are constrained in our ability to fund gatherings of pre-tenured faculty with mentors because this constitutes "a meeting of RIT employees," for which the funding of food is significantly constrained and alcohol is forbidden. Yet it is all about building relationships, and relationships are more easily built around a social platform (KGC OE).

- Tangible support/rewards for mentors to make this activity seriously worthwhile, such as funding and staffing for course releases and the like (NTID).
- I wish we could do a better job mentoring tenured associate professors as they progress towards promotion to full professor (SCB).

How can FCDS help?

The final question asked the deans how Faculty Career Development Services in the Wallace Center might support their college mentoring programs. We received four suggestions:

- Discussion with chairs to see what help they need (CIAS).
- Running an assessment based on our college goals (CLA).
- Sharing research findings and best practices (COS).
- “The mentoring grant has been quite helpful. We always encourage our faculty members to apply for the grant” (SCB).

Conclusion

As stated at the beginning of this report, this is a review of the state of mentoring programs currently in place within the colleges of RIT. It is not meant to offer solutions to current practice, but hopefully sharing with academic leaders and others will help with conversation around common issues. The challenge is left to respective colleges and other academic units to continue to design and nurture a comprehensive mentoring program that will support faculty across all ranks in becoming more effective teachers and engaged scholars.

Appendix A: College Mentoring Questionnaire Results, October 2013

**Question 1 was respondent's name.*

		CAST	CIAS	CLA	COS	GCCIS	KGCOE	NTID	SCB
2) Do you currently have a formal mentoring program in your college?		Yes	We have one but it is not yet "formal"	Yes	Yes	Yes	Yes	Yes	Yes
3) How long has it been in existence?		NR	5 years	Since AY2011-2012, although some departments have had these longer.	3 years	Since December 2011	Many years, but updated within last 4 years	Since 2008	One year
4) Do you have formal mentoring guidelines that are shared with all faculty?		No	We have mentoring events in addition to 1 on 1.	Shared on our myCourses site for all faculty and staff.	Yes, website and internal documents.	We reference Wallace Center materials	No	Yes, it is an internal document.	Yes, it is an internal document.
5) Do you provide mentoring for the following faculty in your college? Check all that apply:	All new faculty, regardless of rank	Yes	Yes	--	Yes	--	--	Yes	Yes
	Adjuncts	Yes	--	--	Yes	--	--	--	Yes
	Lecturers/senior lecturers	Yes	Yes	Yes	Yes	Lecturers, Senior Lecturers, and Associate Professors if they ask.	--	Yes	Yes
	Pre-tenure track faculty (assistant or associate)	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Post-tenure faculty (associate or full) < 5 years post-tenure	--	Yes	--	--	Lecturers, Senior Lecturers, and Associate Professors if they ask.	--	--	--
	Post-tenure faculty (associate or full) > 5 years post-tenure	--	Yes	--	--	Lecturers, Senior Lecturers, and Associate Professors if they ask.	--	--	--
	Academic leaders (chairs/department heads)	Yes	--	--	--	Yes	--	--	--

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		CAST	CIAS	CLA	COS	GCCIS	KGCOE	NTID	SCB
6) What traits do you use to match mentee/mentors (check all that apply)?	Gender	--	--	--	--	--	--	--	--
	Ethnicity	--	--	--	--	--	--	Yes	--
	Junior faculty with senior faculty	Yes	Yes	--	Yes	--	Yes	Yes	Yes
	By rank (e.g., assistant with associate)	Yes	Yes	--	--	--	Yes	--	--
	Same department	--	Yes	--	Yes	Yes	Yes	Yes	Yes
	Different department	--	--	--	--	--	Yes	Yes	--
	Multidisciplinary	Yes	--	--	--	--	--	Yes	--
	Other			Varies and determined by the department chair depending on a variety of factors (research interests, teaching interests, outside interests, etc.).		Varies by unit		Deaf with Hearing	
7) Which faculty are ASSIGNED mentors?	Adjuncts	Yes	--	--	--	--	--	--	Yes
	Lecturers/Senior Lecturers	Yes	--	Yes	Yes	--	--	Yes	Yes
	Pre-tenure track faculty (assistant or associate)	Yes	--	Yes	Yes	Yes	Yes	Yes	Yes
	Post-tenure faculty (associate or full) < 5 years post-tenure	--	--	--	--	--	--	--	--
	Post-tenure faculty (associate or full) > 5 years post-tenure	--	--	--	--	--	--	--	--
	Other		We suggest key faculty.			Lecturers, Senior Lecturers, and Associate Professors if they ask.			

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	CAST	CIAS	CLA	COS	GCCIS	KGCOE	NTID	SCB
8) How are assignments are made and who makes the assignment?	Department Chairpersons make these assignments within their departments, I make assignments for college-level and external mentors.	n/a	Department chair makes the assignment. We have a "mentoring form" that every new faculty member (pre-tenure or lecturer) receives. That form identifies the mentor and the chair, mentor, and faculty member sign the form. Forms are due October 1 of each academic year. An associate dean is assigned the task of ensuring that all forms are received in a timely manner. Forms are filed with faculty files.	The head of the academic unit.	Department chair is responsible for ensuring this happens. Process varies by unit.	In most cases the department head takes responsibility for choosing the mentor within the person's department. In addition, a person at the college level is identified by the leadership team to serve as a mentor to all new pre-tenured faculty within their first two years at RIT.	The department chair typically makes these assignments based on expectations: one person may mentor the new faculty on ASL, another on teaching and specific curricula and a third on scholarship	Area heads will initially act as mentors for new faculty members (tenure-track, lecturer, or adjuncts). The area heads will then observe and gradually hand the mentoring over to other appropriate senior faculty members as mentoring relationships naturally develop over time.
9) Are mentoring activities specifically included in the annual plan of work for MENTEES?	Yes	No	Yes	No	No	No	Yes	No
10) Which faculty SERVE as mentors:	Lecturers/Senior lecturers	--	--	--	--	--	Yes	Yes
	Pre-tenure track faculty (assistant or associate)	--	--	--	--	--	--	--
	Post-tenure faculty (associate or full)	Yes	Yes	Yes	Yes	--	Yes	Yes
	Academic Leaders (chairs/unit heads)	Yes	Yes	Yes	Yes	--	Yes	Yes
	Other					It varies by unit and by who is being mentored.		

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	CAST	CIAS	CLA	COS	GCCIS	KGCOE	NTID	SCB
11) What are your criteria/guidelines for who is selected to serve as mentor (describe your mentor selection process)?	Senior and most recently tenured faculty.	They must have experience in the area of content as the mentee in relation to research, scholarship or curriculum.	Department chairs make these determinations based on a variety of factors.	Faculty who are successful teachers and researchers and understand the policies and procedures.	Varies by unit.	We seek out individuals who are role models and good communicators. We need people who have proven to be successful in the college and whose values are aligned with the mission and vision of the college.	Veteran faculty are selected based on compatibility and willingness in the area designated for mentoring.	1) Mentors are typically senior in rank. 2) Mentors are often accomplished teachers and/or researchers. 3) The mentors often teach or research in same or similar area as the mentee. 4) Full time faculty often act as mentors for adjunct faculty members.
12) For the MENTOR, are mentoring activities specifically included in the annual plan of work?	Yes	Yes	Yes	No	No	Yes	Yes	Yes
13) Are MENTORS recognized/rewarded/compensated for their service (what incentives do you have for Mentors)?	Yes	No	No	Yes. They are recognized at the Annual Dean's Honors, Awards, and Recognitions Ceremony.	This is considered part of their service to the unit.	Yes	Yes	No
14) Has your college adopted an official definition of MENTORING?	No	No	Not in a formal way, but somewhat in our form.	No	We leverage Wallace Center materials.	No	No	No
15) Do you have a formal definition of MENTOR expectations?	Yes	No	Yes -- perhaps more defined for some departments. But still a little fuzzy, I think.	Yes.	We leverage Wallace Center materials.	No	Yes	Yes
16) Do you have a formal definition of MENTEE expectations?	Yes	No	Same as above.	Yes.	We leverage Wallace Center materials.	No	Yes	Yes
17) Is mentoring part of your college's orientation/onboarding Activities?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

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		CAST	CIAS	CLA	COS	GCCIS	KGCOE	NTID	SCB
18) What types of mentoring does your college use?	One-to-one mentoring (one mentor, one protégé)	Yes	Yes	Yes	--	Yes	Yes	Yes	Yes
	Group mentoring (one mentor, several proteges).	Yes	Yes	--	Yes	Yes	Yes	Yes	Yes
	Peer mentoring (group of proteges)	Yes	--	--	Yes	Yes	--	Yes	Yes
	Multiple mentors	Yes	--	--	Yes	Yes	Yes	Yes	--
	Mentors outside of RIT	--	--	--	--	Yes	--	--	--
	Other	RIT mentors outside of CAST.		If you consider group input into a faculty member's progress towards tenure 'mentoring', then this is also done through our annual tenure review process.		Varies by unit and individual.			
19) Is your mentoring program assessed/evaluated on its effectiveness and/or faculty satisfaction?		No	No	No	No	Yes	No	No	No

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		CAST	CIAS	CLA	COS	GCCIS	KGCOE	NTID	SCB
20) Describe how your mentoring program is assessed/evaluated:		n/a	n/a	n/a	n/a	We survey faculty annually to get feedback on what is and is not working. We also solicit feedback about whether specific mentoring relationships are working so we can intervene if appropriate.	Only to the extent that I ask the pre-tenured faculty about whether or not their needs (including their orientation to the college and to RIT) are being met. I also ask them for input on ways that we as a team can enhance their success at RIT. This is done annually.	Program is monitored by department chairs & discussed in meetings of department chairs with the AVP.	The mentoring policies were put in place just over a year ago. We have not yet had a chance to evaluate/assess its effectiveness. But good mentoring practices were shared and promoted.
21) Do you offer formal training/guidance for mentors?		Mentor expectations are built in to Plans of Work.	No	No	No	We leverage Wallace Center materials.	No	No	No
22) Do you provide any tools/resources for the mentor/mentee?		RIT mentoring documents developed last year via the Wallace Center.	No	Nothing specific, although they have access to department and college resources by request.	Yes. Internal document.	We leverage Wallace Center materials.	No	Yes, internal document.	We use the online mentoring materials and resources provided by the institute.
23) What is your expected meeting frequency for mentor/mentees?	Weekly	--	--	--	--	--	--	--	Yes
	Monthly	Yes	--	--	Yes	--	Yes	--	Yes
	Once a semester	Yes	Yes	--	--	--	--	--	--
	Once an academic year	--	--	--	--	--	--	--	--
	It is up to the mentor/mentee	--	Yes	--	--	Yes	--	Yes	Yes
	Other	We have a multi-tiered mentoring system with different mentors meeting with mentees at different points each year.			This depends on the year of the faculty member, as reflected in our form. First year faculty meet monthly, but third year faculty may meet quarterly, for example.				

Appendix A: College Mentoring Questionnaire Results, October 2013

		CAST	CIAS	CLA	COS	GCCIS	KGCOE	NTID	SCB
24) Do you require reporting/tracking of mentor/mentee activities?	Yes, as part of Annual Review/Plan of Work	Yes	--	--	Yes	--	--	Yes	--
	Yes, separate reporting	--	--	--	--	--	--	--	--
	No	--	Not required.	Not required.	--	Not required.	Not required.	--	Not required.
25) Do you offer your departments/schools flexibility in their mentoring programs?		There is some variability from mentor-to-mentor and department-to-department.	Yes	Yes	Yes	Yes	Yes	Yes	Yes
26) Are mentoring activities related to the tenure and promotion policy in your college?		Yes	No	No	Yes	Yes, but primarily through the understanding that the goal is to help ensure people are ready for tenure when the time comes.	No	No	No

Appendix A: College Mentoring Questionnaire Results, October 2013

	CAST	CIAS	CLA	COS	GCCIS	KGCOE	NTID	SCB
27) Describe any obstacles/challenges you have had in establishing your college mentoring program:	Now that a systemic approach to mentoring is in place for our pre-tenured faculty, we need to work on consistent application across units. The biggest challenge now will be developing a functional and effective system for mid-career and senior faculty.	Would like to see it more formalized.	None that I am directly aware of -- although chairs may have some better details. I can imagine that one challenge is if the mentor and protégé simply don't get along. Another would be to understand the role of the mentor in the tenure process and to be careful that the mentor is not held responsible for tenure decisions (or that a protégé can argue that tenure goals were not met because of a bad mentor). So, things like Annual Tenure Review need to continue to be the determining factor as to whether a faculty member is making progress towards tenure.	Scheduling- this has become more difficult in semesters.	Faculty are being asked to do too much with too little support.	The mentoring process works best if the mentor and mentee have things in common that transcend the formal, required component of the mentorship program, much in the same way that a "big brother/little brother" program is enhanced by translating it from formality to a personal connection. Also, resources are tight, so we don't have lots of ways to incentivize the process. Mentors do it because they want to give back to the college and see it as a way to strengthen the college in the long run.	Primarily, convincing veteran faculty to more fully engage in the process, especially in the area of scholarship, though not so much in curriculum-related issues.	As a relatively small college with a high percentage of tenure-track faculty, our challenge is to identify experienced mentors. Some senior faculty may have to take multiple mentees at the same time.

Appendix A: College Mentoring Questionnaire Results, October 2013

	CAST	CIAS	CLA	COS	GCCIS	KGCOE	NTID	SCB
<p>28) Are there any unique components of your program you'd like to share?</p>			<p>I feel that the new faculty are getting a lot of internal support. The key feature, in my opinion, is fostering open lines of communication. If we were to embrace the attitude that the mentoring responsibility is "someone else's responsibility" (namely the person assigned the task of mentor), then I think we actually would suffer as a result. Instead, we have tried to build upon the principle of "community," whereby all faculty share the responsibility of assuring the success of those recently hired into the college.</p>			<p>I feel that the new faculty are getting a lot of internal support. The key feature, in my opinion, is fostering open lines of communication. If we were to embrace the attitude that the mentoring responsibility is "someone else's responsibility" (namely the person assigned the task of mentor), then I think we actually would suffer as a result. Instead, we have tried to build upon the principle of "community," whereby all faculty share the responsibility of assuring the success of those recently hired into the college.</p>	<p>Our ASL skill development component is very comprehensive</p>	<p>We have separate mentoring policies for tenure-track faculty members and for lecturer/adjunct faculty members, as they have very different expectations.</p>

Appendix A: College Mentoring Questionnaire Results, October 2013

	CAST	CIAS	CLA	COS	GCCIS	KGCOE	NTID	SCB
29) What do you wish that you could accomplish with your mentoring program that you currently cannot?		Have a more robust program in place.	My goal is for faculty to be productive scholars and teachers, happy employees, and accessible to students. Mentoring can help us get part-way (assuming our mentors are 'productive, happy and accessible to students' and are good role models!). I would like new faculty to feel that they have a support structure in place that includes the department, the college, peers, and the mentor. I don't know whether we are achieving this or not and we probably need an assessment to help us determine that.			If only we all had more bandwidth to spend time on this sort of thing. Furthermore, by RIT regulations we are constrained in our ability to fund gatherings of pre-tenured faculty with mentors because this constitutes "a meeting of RIT employees," for which the funding of food is significantly constrained and alcohol is forbidden. Yet it is all about building relationships, and relationships are more easily built around a social platform.	Tangible support/rewards for mentors to make this activity seriously worthwhile, such as funding and staffing for course releases and the like.	I wish we could do a better job mentoring tenured associate professors as they progress towards promotion to full professor.
30) Are there ways Faculty Career Development Services can support your mentoring program?	I'm not sure at this point.	Discussion with Admin Chairs to see what help they need.	Perhaps with running an assessment based on our college goals.	By sharing research findings and best practices.		Not sure.	Not sure.	The mentoring grant has been quite helpful. We always encourage our faculty members to apply for the grant.