



Cleary Faculty Student Mentor Program

Mentorship Overview

According to Johnson (2016) mentorship is one of the most important roles for higher education faculty. It promotes socialization, learning, career advancement, psychological adjustment and preparation for leadership. A mentorship experience contributes with the socialization of students and “ushers them into adulthood, into academe, and into the professions in which they will serve society” (Johnson, 2016, p. 4). Research has found that mentored undergraduates are:

- More satisfied with their academic major, their institution, and more loyal alumni (Koch & Johnson, 2000)
- Report higher educational aspirations, greater academic achievement, and more personal development (Baker et al., 2003; Pascarella, 1980)
- More likely to persist to degree completion (Baker et al., 2003; Pascarella, 1980)
- More inclined to mentor other students themselves (Baker et al., 2003; Pascarella, 1980)
- More likely to be engaged and higher levels of personal and spiritual well-being (Gallup, 2014)

Mentorship Program Overview

The Cleary Faculty Mentor Program is designed to cultivate an impactful relationship between faculty members and traditional freshman students. Ideally, the program will foster a relationships that assist students to adjust to college life and create an atmosphere where students feel supported in his or her academic success.

Mentorship Program Goals

- Provide each traditional freshman student with a faculty mentor for 2018.19 academic year
- Reinforce and foster the philosophy of the Cleary Mind™
- Inspire and cultivate the “What If” mindset

Mentor Program Coordinator

Contact the program coordinator with any questions or concerns.

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Faculty Mentorship Education & Training

Johnson, B.W. (2016). *On being a mentor: A guide for higher education faculty*. New York, NY: Routledge

Zachary, L.J. (2012). *The mentor's guide: Facilitating effective learning relationships*. San Francisco, CA: Jossey-Bass

Mentor Selection

All attempts will be made to match mentors with students whose academic specialty or interests are similar to the faculty mentor. Each mentor and mentee will complete an application identifying their interests and availability.

Mentee/Mentor Mismatch

Everything possible will be done to ensure a proper match with mentors and mentees. However, there may be instances where a mismatch occurs. Remember the ultimate goal is to ensure that best support is provided to every mentee and mentor. If you want to end an inappropriate match, please contact the mentor program coordinator.

Mentoring Program Expectations

- **Mentor & Student Individual Connections** ○ Each mentor will meet with their assigned student (face-to-face meeting) a minimum of two times per semester.
 - Each mentor should engage with student at a minimum one time per month throughout the fall and spring semester (Method to be agreed between mentor and student).
- **Mentor & Student Group Connections** ○ Mentor may participate in Freshman Orientation weekend.
- **Mentor & Student Group Connections** ○ Each semester two group events will be scheduled to promote relationship building.
 - One event will be fun and relaxing, One event will be more developmental
 - The program will end with a celebration/graduation event (April or May)
- **Mentor Training & Reflection** ○ Mentors will participate in two August training sessions
 - Mentors will meet once a month as a group to discuss and reflect on mentor process

Faculty & Student Mentor Evaluation

- A mid-way evaluation will be taken for feedback and improvements
- Each student will complete a faculty mentor evaluation.
- Each faculty mentor will complete a faculty program evaluation and self evaluation.

Mentor Important Dates

Wednesday, August 15th

- 3:30 to 5:00 – Mentor Training

Thursday, August 23rd

- 2:00 p.m. to 4:00 p.m. - Finalize training and August 25th event

Saturday, August 25th

- 4:15 p.m. to 5:15 p.m. - Freshman Orientation Introduction to Faculty - *Optional*

Mentor Expectations

One of the most urgent questions new mentors may have is “What am I supposed to actually do with my student mentor?” It is one thing to understand mentorship and it is quite another thing to master the skills and behaviors of an effective mentor. It is important to offer both career and psychosocial support and model key professional behaviors. Over time you will find that the mentoring experience along with thoughtful reflection will make you more comfortable combining different mentoring functions.

Competencies	Mentor Functions
Be accessible	▪ Create space for mentees, both physically and emotionally. ▪ Maintain physical availability in the form of real office hours ▪ Engage mentees in conversations by seeking them out and checking in from time to time ▪ Prepare to share more of oneself ▪ Manifest an attitude of invitation and interest that encourages further connection
Provide encouragement & support	▪ Often one of the most meaningful functions offered by mentors ▪ Comes from attentive listening, calm reassurance, kind words, willingness to collaborate ▪ Helps mentees overcome pressures and strains transitioning to college ▪ Balance support with challenge, encouraging mentees to take on new or unfamiliar roles to stretch their comfort zones ▪ Take time to send congratulatory email, highlighting mentee’s accomplishments or milestones
Clarify performance & expectations	▪ New mentees benefit from more structure, formality, and hierarchy at the beginning of a relationship ▪ Offer clear guidance and expectations at the outset of the relationship ▪ Communicate high though not unrealistic expectations of mentees, communicate confidence that the mentee can deliver – this sets the stage for real growth
Teach & train	▪ Naturally offer direct teaching and training outside of the classroom ▪ New mentees need direct instruction in good study habits, effective writing, and specific guidance in the art of preparing for the first day of class
Initiate Sponsorship & promote exposure	▪ Nominate, endorse or promote mentees within an organization and externally ▪ Think about how you can suggest mentees’ entrée into new professional opportunities ▪ Make mentee’s increasingly visible in positive ways
Provide insider information	▪ Take time to clarify and interpret procedures and protocol ▪ Patiently answer questions and help them understand the basics
Challenge anxieties	▪ Challenge mentees to do and experience things that they might otherwise neglect or actively avoid ▪ Get to know your mentee before pushing them, but don’t allow anxiety or selfdeprecation stifle your plans
Constantly affirm	▪ If you can do only thing well – get to know your mentee and affirm their strengths and potential ▪ List and deciphers a mentee’s dream and set about making the mentee see that they can achieve it
Be an intentional model	▪ To mentor is to model. Mentees need to see mentors performing all facets of their professional work ▪ Excellent mentoring risk revealing imperfections and failings
Provide professional socialization	▪ Convey the values and subtle skills that cumulatively make up a professional ▪ Socializing your mentees requires to deliberately model attitudes, values, and skills you like to see them adopt as their own.

Deliver feedback	▪ Gracefully accept errors and shortcomings while acknowledging them opening and challenging mentees to make necessary corrections. ▪ Confront self-defeating, unprofessional, inhibiting, mentee behaviors. Failure to deliver accurate though negative feedback may signal disregard or avoidance
Self-disclosure when appropriate	▪ Reveal yourself and have your mentee grasp your experiences, struggles, insecurities, triumphs and dreams ▪ Needs to be well-timed and carefully delivers. Disclose in a way that fits the mentee's current needs and concerns ▪ For outstanding mentors, self-disclosure is an exercise in humility; opportunity to real failures and lessons painfully learned
Off counsel	▪ Often a sign of solid mentoring connection when a mentee feels secure enough in the relationship to acknowledge significant emotional stressors ▪ Allow a mentee opportunities to explore personal concerns likely to interfere with a positive send of self in the institutions and profession
Allow mutuality and collegiality	▪ Hallmark of an excellent mentorship is progressive change in the relationship. As the mentee's sense of awe and insecurity declines, the space between the mentee and mentor will narrow

Questions for Reflection & Discussion

1. *Which of these come most naturally to you when mentoring students?*
2. *Which of these are most challenging for you to implement consistently? Why do you think this may be the case?*
3. *Based on previous experiences which of these would you list among the "top five" in terms of critical importance for mentee development and success?*

Getting Comfortable with Mentoring Skills

The following skills are all important in facilitating mentoring relationships. Take a moment to review and reflect on how comfortable you are with these skills.

- **Brokering Relationships** – Involves using your own network, connections, and resources to assist mentees in achieving their goals.
- **Building and Maintaining Relationships** – Mentors need to be able to start a relationship and continue with the patience and persistence to maintain it.
- **Coaching** – Focuses on enhancing performance by helping an individual close his or her knowledge and skill gaps. Mentors often need coaching skills to help a mentee determine and close these gaps.
- **Communicating** – Strive for effective communication – being authentic, listening effectively, checking for understanding, and articulating clearly and unambiguously
- **Encouraging** – Encouragement keeps the mentee focused on the future by holding an optimistic vision of what is possible and keep up the momentum while working towards achieving learning goals
- **Facilitating** – Be aware of learning styles and use that knowledge as a basis for enlarging the mentee's thinking and perspective
- **Goal Setting** – Help your mentee clarify, crystalize, and set realistic goals. Engage your mentee in a collaborative goal-setting process that culminates a game plan on how to achieve those goals
- **Guiding** – A mentor guides by being a role model and leads by example. A good guide interprets the language, help mentees make meaning of the experience, and arrive safely.
- **Listening** – Effective listeners balance talking and listening. They listen for the noise and the silence and use what they hear as teachable moments to encourage reflective thinking.
- **Managing Conflict** – Managing conflict effectively requires a direct and honest conversation about differing points of view.
- **Problem Solving** – Provide assistance in problem-solving by engaging mentee in finding solutions to their problems
- **Feedback** – You need to model good feedback practices and ask for feedback on your own.
- **Reflecting** – Mentors should encourage mentee's self awareness and how they frame their thoughts, the way they make meaning, and way they translate ideas into action.
- **Valuing Difference** – Mentors need to understand, learn from and value differing views of their own.

Learning Plan

Identify two or three skills that you need to work on that would most improve your effectiveness in a mentoring relationship. Then determine your measures for success for each skill goal. Finally create an action plan that lays out your strategy for achieving each of your goals.

Stretch Goals:				
Measures of Success:				
Objectives	Activities	Resources	Time Frame	Next Step
<i>Create a list of three techniques to master.</i>	<i>Read a top recommended book.</i>	<i>Purchase book</i>	<i>Next Month</i>	<i>Order book</i>

Beginning a Mentor Relationship

1. **Role Expectations** - Clarify your expectations of your mentees so you both enter into the relationship with clear expectations and consent. This requires discussion of the roles and function you expect from one another.
2. **Goal Clarification** - Begin to help the mentee shape and articulate short-term and long-term goals. Good mentors are patient, but persistent in goal setting. They are ready to help mentees temper unrealistic goals while avoiding deflating dreams.

3. **Frequency of Contact** - Frequent meeting is a key contributor to the transition of mere assigned academic roles to highly engaged mentoring. At the start of the relationship, it is useful to discuss modes of interaction that is preferred or acceptable to you.
4. **Confidentiality** - As a general rule, it is preferable to honor confidentiality with students.
5. **Boundaries** - Discuss early on appropriate professional boundaries.

Possible First Meeting Agenda

1. Get to know each other
2. Bring completed biography and activity sheet
3. Clarify mentor and protégé experience • Program objectives, roles, processes
4. How to measure success of the mentoring relationship
5. Determine the future meetings - Location, frequency, meeting length, how to schedule
6. Communication between meetings - Acceptable time of day to contact Best method: phone, email, etc.
7. Confidentiality
8. Set up the next meeting

Conversation Starters for Mentors

- Which assignments have provided you with the most challenge? The least challenge? Why?
- Tell me about an accomplishment of which you are particularly proud.
- What are your most important values? Which values are met and not met at work?
- What makes you unique? Talk about values, interests, competencies and skills, personal traits, style...
- What part of your education or work experience has been the most valuable over the years?
- What actions have you taken to manage your career? What assistance may I provide?
- What lessons have you learned from your successes and failures?
- What is your biggest challenge in trying to balance your work life and personal life?

Mentoring Partnership Agreement

We are voluntarily entering into a mentoring relationship focused on your success and want this to be a rich and rewarding experience. We will spend our time together in discussion and activities intended to further your success. To make our expectations transparent, we hereby clarify these features of our relationship.

We have agreed on the following goals and objectives as the focus of this mentoring relationship:

- 1.
- 2.

3.

Look for multiple opportunities and experiences to enhance the mentee's learning. We have identified, and will commit to, the following specific opportunities and venues for learning.

We have discussed the protocols by which we will work together to ensure our relationship is a mutually rewarding and satisfying experience for both of us. We agree to:

Specific advisor role expectations:

Specific expectations of the mentee:

Frequency of meetings & duration of relationship:

Communication methods:

Plan for managing confidential information:

Journaling - Suggestions for Mentor Reflection

Journaling is helpful for mentors to summarize the session and make notes about highlights and help you remember and stay on track. Complete these questions after each mentoring session. Then use it as a starting point for the next session.

Progress

1. Words or phrases that describe the quality of our mentoring interaction
2. What went particularly well
3. Our greatest challenge
4. We need to work at improving
5. Action strategies to improve the quality of our mentoring interaction

Meeting

1. Our meeting session was held on
2. We worked on these learning objectives

3. Our progress in achieving these objections
4. Conditions that promoted learning
5. We need to work at improving

Learning

1. One thing I am learning about myself
2. One thing I am learning about my mentoring partner
3. One thing I am learning about our mentorship relationship
4. Personal insights and learnings

Additional Reflection

1. What did I do to support my mentee's learning?
2. In what ways did I challenge my mentee to learn and grow?
3. Did I effectively balance support and challenge?
4. How did I assist my mentee in envisioning and moving towards a possible or desired future?
5. Where is progress occurring?
6. Is the mentee asking good questions and demonstrating personal reflection?
7. What extra support, guidance, challenges, or experiences could the mentee benefit from right now?

Mid-Way Mentorship Evaluation Criteria

1. Aspects of our relationship that are working well are:
2. Our relationship could improve if:
3. I need more of:
4. I need less of:
5. What has been the most useful to me:
6. What has been the least useful to me:
7. The quality and frequency of our communication is:

Student Faculty Mentorship Program - Student Questionnaire

Mentoring is a special partnership between two people based on commitment to the mentoring process, common goals, expectations, and mutual trust and respect.

PERSONAL INFORMATION	
Name:	
Email Address:	
Phone Number:	
Preferred contact method: (Circle all that apply)	Email Call Text Other:
Current Major Interest:	
Do you work? If so, where:	
Current Residence:	On Campus Off Campus
Hometown:	
Would you prefer to meet: (Circle all that apply)	Mon Tues Wed Thurs Fri Sat Sun Mornings Afternoon Evening

Please respond to the questions below to the best of your ability.

1. What are your interests and hobbies outside of school?
2. What are your strongest competencies at this time? (i.e. knowledge, skills, abilities)
3. What are your educational goals at this time?
4. What are your future career goals?
5. What are some competencies you would like to strengthen and/or leverage through working with a mentor?

Student Faculty Mentorship Program - Faculty Questionnaire

Mentoring is a special partnership between two people based on commitment to the mentoring process, common goals, expectations, and mutual trust and respect.

PERSONAL INFORMATION	
Name:	
Email Address:	
Phone Number:	
Preferred contact method: (Circle all that apply)	Email Call Text Other:
Current Major Interest:	
Do you work? If so, where:	
Current Residence:	On Campus Off Campus
Hometown:	
Would you prefer to meet: (Circle all that apply)	Mon Tues Wed Thurs Fri Sat Sun Mornings Afternoon Evening

1. What are your interests and hobbies outside of teaching?
2. What are some competencies you are confident in helping students to achieve? (i.e. knowledge, skills, abilities)
3. What are some competencies you are less confident in helping students to achieve? ? (i.e. knowledge, skills, abilities)

4. Explain how your career/experience be helpful to a student?

5. Is there anyone/anything that you would feel uncomfortable?

6. What are some competencies you would like to strengthen and/or leverage through working with a mentee?

7. What is your current teaching schedule? What is your availability to meet as a group?