New Mexico State University at Alamogordo Mentorship Program
A partnership between experienced and new regular and adjunct faculty.

Pete Eidenbach,
Adjunct College Professor of Anthropology
Congratulations! You have decided to become either a mentor or mentee in the New Mexico State University at Alamogordo Regular and Adjunct Faculty Mentoring Program sponsored by the Faculty Assembly and supported by the Vice President of Academic Affairs and the Division Heads. As such, you are engaging in a relationship that should benefit yourself and the institution.

This handbook will 1) describe the mentoring program and its processes; 2) describe the duties and responsibilities of the participants; and 3) discuss the attributes of successful participants. In addition, the handbook includes a Frequently Asked Question section which contains information a mentor/mentee might readily need and the administrative forms (contact agreement and an anonymous satisfaction survey).

The Mentorship Program

At a Faculty Meeting in 2014, NMSU-A Faculty requested that the University initiate a formal mentoring system for regular and adjunct faculty members. A Faculty Assembly sub-committee on Adjunct Faculty issues developed a mentoring program that was accepted by the Faculty Assembly and supported by the Vice President of Academic Affairs and the Division Heads.

The purpose of the mentorship program is to provide new faculty access to formal and informal networks of communication in order to understand and participate in the NMSU-Alamogordo organizational culture. Mentorship programs are beneficial to the mentor, the mentee, and the institution. A few of the benefits of the Mentorship program are the retention of excellent adjunct faculty; collegiality due to sharing knowledge; fostering of best-practice teaching methods; and providing a welcoming support system for new faculty.

The mentorship process contains the following steps:

1. Regular and Adjunct Faculty volunteering as mentor or mentees will fill out the Mentoring Program Information Form (available online at the Faculty Assembly’s webpage).

2. The Mentorship Sub-Committee will collect and compile said forms.

3. The Mentorship Sub-Committee will match mentors to mentees usually based on similarity of discipline, campus proximity, or expressed preference. A mentee may decide to have more than one mentor; perhaps the mentee will decide to have one Faculty member as a mentor who is in another division and one from the mentee’s own division. The committee recommends that new regular faculty have two such mentors. Note: Faculty who serve as a supervisor for a particular faculty member should not be a mentor for that individual.

4. The Mentors and Mентees will sign either a one-or two-semester length Contact Agreement. The contact agreement will give the mentee/mentor the option of detailing how often the partners will meet and what areas will be discussed. Note: Mentors and Mentees must mutually agree upon the partnership and either partner can end the partnership by informing the Mentorship Sub-Committee of the decision. The Committee will then work with the Mentee to establish another partnership.

5. The Mentors and Mementees will be required to fill out an annual anonymous satisfaction evaluation form about the program, not on individual mentors or mentees. The data gathered from the form will be analyzed by the Mentoring Sub-Committee to improve the program.

6. The Mentoring Sub-Committee will provide documentation of the completion of the mentorship to the participants in the partnership.
Responsibilities of Mentors and Mentees

The NMSU-Alamogordo Mentorship program is envisioned as a partnership between experienced and new faculty members. Thus, both parties bring their knowledge and expertise to the meeting to share with each other. An experienced faculty member can bring to the meeting a deep understanding of the norms, values and procedures of the institution; the new faculty member can bring to the meeting enthusiasm, and an understanding of new technologies and research. Thus both parties are enriched by the interaction.

There are a number of topics that could be discussed during the Mentorship.

- Campus orientation and academic area;
- Syllabus standards;
- Campus Catalog, Course pre-requisites;
- Textbooks and Handouts; including advice on how much material should be covered during a semester;
- Overview of student evaluation instruments like tests, term papers, quizzes, etc.;
- Grading Tips, including institutional policies like withdrawals, Incompletes, grade disputes, etc.;
- Classroom management tips, for example, handling questions, disruptive students, etc.;
- Instructional Technologies and how to access them for your classroom;
- Current developments in the discipline;
- Institutional resources like the Library and the Academic Support Center;
- College events, for example, plays at the Rohovec Theater;
- Professional Development opportunities;
- Committee participation advice;
- Community Service opportunities;
- Grant writing;
- Campus social events;
- Peer classroom observations;
- Quality Matters training for online courses;
- Time management: juggling service, teaching and research;
- Advice on promotion and tenure (if applicable).

As these topics are discussed, the mentor assumes the role of a sponsor, a coach, protector, a role-model, counsel, and, perhaps, a friend. A successful mentorship program requires that the organizing committee, the mentors, and the mentees, fulfill their responsibilities.

The organizing committee must 1) gather information about the volunteer mentors and mentees; 2) pair new faculty with mentor(s); 3) monitor problems arising in the proposed and existing partnerships; 4) organize events and training sessions for mentors and mentee; 5) maintain and update mentorship program information on the Faculty Assembly webpage; 6) Assess the program through anonymous satisfaction surveys and report findings to the Faculty Assembly.

The Mentors must 1) ensure that contact between mentor and mentee is on a regular basis; 2) introduce the mentee to the academic and social life of NMSU-Alamogordo---as well as the political and social dynamics therein; 3) address the mentees concerns in the areas of teaching, professional development, community service, and research; 4) advise the mentee about how to deal with the pressures of academic life; 5) identifying campuses resources; and 6) assess the program by filling out the annual satisfaction survey.

The Mentee must 1) schedule and attend meetings with the mentor(s); 2) seek guidance from the mentor(s); 3) let the organizing committee know if the mentee desires a change in mentor(s); and 4) assess the program by filling out the annual satisfaction survey.

Traits and Behaviors of Successful Mentor and Mentees

What makes a “good” mentor or a “good” mentee? There are a number of traits and behaviors associated with mentors and mentees that
are associated with positive partnerships. The following list is taken, in part, from the *Mentoring Guide for New and Experienced Faculty in Education* published by the University of South Florida, College of Education.

The “good” mentor should 1) meet regularly with the mentee; 2) provide friendly help and support; 3) introduce mentee to other faculty, staff and administration; 4) read and critique written work by mentee; 5) observe mentee’s teaching and provide a peer critique; 6) develop mutual trust and respect and maintain confidentiality; 7) make suggestions without being prescriptive; help the mentee solve the problem, rather than giving direction; and 8) encourage mentee to take reasonable risks in meeting their objectives.

The “good” mentee should 1) meet regularly with the mentor; 2) be prepared with specific questions and concerns when visiting the mentor; 3) assume responsibility for professional development; 4) accept constructive criticism; and 5) maintain confidentiality.

THANK YOU for offering your service as a mentor or mentee for this needed mentorship program. The organizing committee appreciates and values your participation in this effort.

**Organizing Committee**: James Gallagher, Wayne McGowan, Carrie Baldwin, Susan Swaim, Tammy Dodson, Claire Forsmann, and Colleen Bond.

*Mentoring Guide for New and Experienced Faculty in Education* University of South Florida, College of Education. Dr. Carol A Mullen, 2006

**“Frequently Asked Questions” during a mentorship partnership**

1. **Question:** What if I need to read a book that our library doesn’t have? I really don’t have the money to buy the book.
   
   **Answer:** Let me introduce you to our Library Director; the director is able to order the book and it will soon be here for you to check out.

2. **Question:** I need to schedule a computer lab for my class, what do I do?
   
   **Answer:** Contact your area administrative assistants; they are the ones who schedule these rooms.

3. **Question:** What do I do if I’m sick or unable to hold class?
   
   **Answer:** Contact your supervisor and the administrative assistant in your area. They will put a sign on your classroom that will inform the students that class is cancelled or that you would like the students to do something else that day, perhaps library research, or an assignment on our learning platform.

4. **Question:** A student cheated/plagiarized in my class? What do I do?
   
   **Answer:** You should have a cheating/plagiarizing policy in your syllabus. Follow it-but you will need to make a judgment on how serious the affront is and the just punishment. But whatever your decision is, inform your division head so that a record can be kept of the act; it is good to know when meting out punishment if someone is a repeat offender.

5. **Question:** I teach at night on campus and when I arrived at my classroom, it was locked? What do I do?
   
   **Answer:** Curse like a sailor! Then go to the administrative assistant and ask for the key; and if the administrative assistant is not there, call security at 439-3634. A security guard will let you in your classroom.

6. **Question:** I’m going to be attending a conference and I will need to miss a few classes. What do I do?
   
   **Answer:** You can have a colleague substitute for you; you can schedule research or lab work; or you can have the students work on our learning platform. Or you can give the students a day off; a study-day. Remember to let your supervisor know of your decision.

7. **Question:** I would like to go to a conference in my area of expertise. Will the university help pay for my expenses?
   
   **Answer:** Your division might have professional development monies, so ask there first. If not, then apply to the campus professional development committee; they competitively give money for worthy endeavors by adjuncts and regular faculty.

8. **Question:** I would like to improve as an instructor. Are there resources available to help me?
Well, besides me, your mentor, we have workshops sponsored by the Teaching and Learning Committee, The Quality Matters Committee, and Assessment Committees. You can also travel to Las Cruces, or participate by ITV or video, to attend the NMSU Teaching Academy presentations.

9. **Question**: What committee should I try to be elected or appointed to?

**Answer**: Good question. I would pick one that interests you. For example, if you care deeply about Accommodation issues, pick that committee.

10. **Question**: What if I am unhappy with the way my supervisor is treating me?

**Answer**: Knock on your supervisor’s office door and run away! Policy states that you should talk to immediate supervisor first; if not satisfied, keep moving up the ranks until you are satisfied. If your complaint deals with discrimination, harassment, or sexual misconduct on campus, contact the Office of Institutional Equity. If you feel you need mediation for whatever reason, please refer to policies 3.19.20 and 3.19.30 and visit the Employee Relations web page. You can also submit confidential reports online for the Employee Relations office.

11. **Question**: Who do I talk to about problems with email?

**Answer**: Notify your administrative assistant and contact the computer support people at the Computer Center. The number to call is 439-3767.

12. **Question**: A student asked for an incomplete? Should I allow that?

**Answer**: Incompletes are for students who are passing the class and then an emergency occurs that prevents them from completing the course. It isn’t a way to stop a student from failing your classes. If your student qualifies for an incomplete, by all mean, allow them. Make sure you are clearly state on the form what the student is required to do to complete the course and give them a firm deadline.

13. **Question**: What is a “quick-connect”? Does it hurt?

**Answer**: As a faculty member you have the ability to contact Student Services and let them know if a student has missed three classes or more or is otherwise doing poorly in the course. Student services will contact the student to help them find a way to improve the student’s performance in class. The quick-connect link is on your NMSU Faculty tab.

14. **Question**: My online learning platform class isn’t working right. What should I do?

**Answer**: Click on [http://nmsua.edu/academic-affairs/ltc/faculty-support/](http://nmsua.edu/academic-affairs/ltc/faculty-support/) or go directly to the Learning Technology Center. Help will be there!

15. **Question**: Hey, I’m hungry. Is there somewhere to eat on this campus?

**Answer**: Yes, going north, past the Classroom Building Patio, but before you reach the Townsend Library, is the Campus Café. I recommend the Beef and Lamb gyro! The Egg-Salad sandwich is good too! Note that the campus café is accommodating with special orders.

16. **Question**: I’m a regular faculty. Do I get any special benefits?

**Answer**: One neat benefit is that you and/or a spouse/domestic partner get up to six-credits at any NMSU campus tuition free; and for dependents the tuition is half-price for in-state tuition.

17. **Question**: My students are doing poorly in class. And I’m disappointed in their writings skills. Is there somewhere I can send them for help?

**Answer**: Yes, send them to the Academic Support Center. Tutors are there to help them in many disciplines. For languages, we have a Language Lab on campus with German and Spanish language tutors.
18. **Question:** I’m getting a bit tubby. Are there ways I can exercise on campus?

   **Answer:** NMSU-Alamogordo offers physical education courses like volleyball, aerobics, running and walking, and weight-lifting. In addition, many of the area’s fitness centers offer NMSU-A employee discounts.

19. **Question:** A student has withdrawn from my class. I think it was something that I said in class…

   **Answer:** It probably wasn’t. Students withdraw from our classes for a variety of reasons not related to instructors, for example, health, family, and work reasons. They are with us 2.5 hours a week; for the rest of the week, 165.5 hours, students have to deal with the world.

20. **Question:** Can you help me with my A.P.E. (Annual Performance Evaluation) and my Promotion Documents.

   **Answer:** Yes, I will try.
A successful mentee/mentor relationship requires a commitment on the part of both partners. The following agreement is intended to provide a starting framework for the partnership. Either party should understand that they may withdraw from the relationship at any time by contacting the Regular and Adjunct Faculty Mentoring Program Sub-Committee of the Faculty Assembly Committee. Each party should keep a copy of this agreement and make every effort to fulfill the terms of the agreement.

CONTACT AGREEMENT

The duration of the mentoring program is 1 to 2 semesters long. Partners are encouraged to renew the agreement for subsequent semesters. Contacts with mentee may be in person, email, social media, or by telephone. Mentee/mentor should allow enough time during a contact for questions from the mentee concerning their professional and/or personal development.

*Mentee and Mentor agree to make contact at least once a month for 1 or 2 semesters.*

*Mentee and Mentor agree to review the NMSU-A Mentorship Handbook.*

*Mentee and Mentor agree to complete an anonymous satisfaction evaluation form at the end of the 1 to 2 semester mentorship program.*

Signature of Mentor __________________________ Date __________

Title of Mentor ________________________________

Phone Number/Email ____________________________

Circle one: 1 semester contact agreement or 2 semester contact agreement

Signature of Mentee ___________________________ Date __________

Title of Mentee ________________________________

Phone Number/Email ____________________________

Circle one: 1 semester contact agreement or 2 semester contact agreement
MENTOR Anonymous Satisfaction Survey

Number of Mentor Contacts with Mentee:

Type of Contacts:

Overall, how would you rate the mentoring experience?
□ Excellent  □ Good  □ Satisfactory  □ Fair  □ Poor

Comments:

Rate the following statements on the scale of 1 - 5.
5 - Strongly Agree 4 - Agree 3 - Disagree 2 - Strongly Disagree 1 - Don’t Know

I feel that the mentee has gained knowledge about the college.
□ Strongly Agree  □ Agree  □ Disagree  □ Disagree  □ Don’t know

I feel that the mentee has made social connections in the college.
□ Strongly Agree  □ Agree  □ Disagree  □ Disagree  □ Don’t know

I feel that the mentee has shown improvement as a teacher.
□ Strongly Agree  □ Agree  □ Disagree  □ Disagree  □ Don’t know

I feel that I played an important part in the career and personal development of the mentee.
□ Strongly Agree  □ Agree  □ Disagree  □ Disagree  □ Don’t know

I think the mentee will become a long-term productive faculty member.
□ Strongly Agree  □ Agree  □ Disagree  □ Disagree  □ Don’t know

I feel that I have gained from the mentoring relationship.
□ Strongly Agree  □ Agree  □ Disagree  □ Disagree  □ Don’t know

I would encourage others to serve as mentors.
□ Strongly Agree  □ Agree  □ Disagree  □ Disagree  □ Don’t know

My mentee and I plan to continue our relationship.
□ Yes  □ No  □ Don’t know

What change(s) would you suggest for the mentorship program?
MENTEE Anonymous Satisfaction Survey

Number of Mentor Contacts with Mentor:

Type of Contacts:

Overall, how would you rate the mentee experience?

□ Excellent □ Good □ Satisfactory □ Fair □ Poor

Comments:

Rate the following statements on the scale of 1 - 5.
5 - Strongly Agree 4 - Agree 3 - Disagree 2 - Strongly Disagree 1 - Don’t Know

I am more satisfied with my level of knowledge about the college.

□ Strongly Agree □ Agree □ Disagree □ Disagree □ Don’t know

I feel more satisfied with my level of social connection with my colleagues.

□ Strongly Agree □ Agree □ Disagree □ Disagree □ Don’t know

I feel more satisfied with my ability as a teacher.

□ Strongly Agree □ Agree □ Disagree □ Disagree □ Don’t know

I feel more certain of my career path in the college.

□ Strongly Agree □ Agree □ Disagree □ Disagree □ Don’t know

I feel more valued in the college.

□ Strongly Agree □ Agree □ Disagree □ Disagree □ Don’t know

I would recommend this program to others..

□ Strongly Agree □ Agree □ Disagree □ Disagree □ Don’t know

My mentor and I plan to continue our relationship.

□ Yes □ No □ Don’t know

Can you describe a specific instance where the mentorship program helped you either socially, professionally, or personally?

What change(s) would you suggest for the mentorship program?