

**LAKE TAHOE COMMUNITY COLLEGE
MENTORING PROGRAM
FOR NEW FACULTY**

I. INTRODUCTION

Welcome to Lake Tahoe Community College! We are very pleased you have joined our educational team, and we anticipate your tenure here will be enjoyable and successful. It is our hope you find a comfortable and inspired place alongside your students and colleagues. With that in mind, LTCC has developed a New Faculty Mentoring Program designed to familiarize you with your new surroundings, roles, and responsibilities.

Our goal at LTCC is to provide students an exceptional educational experience. The primary means by which to meet our goal is to ensure excellence and innovation in teaching and learning. But good teaching cannot be reduced to simple technique. Good teaching is drawn from the identity and integrity of each individual teacher. It is an art that is cultivated over time. As Parker J. Palmer has said in, *The Courage To Teach*, "the connections made by good teachers are held not in their methods but in their hearts." It is our goal to develop a process within which teachers weave a complex web of ideas that lead students to new realizations about themselves, each other, and the world around them, one that nurtures a community of learning.

Our New Faculty Mentoring Program is meant to enable you to explore this learning community by encouraging self-realization, furthering your love for your profession, and promoting the connections between you, your students, your colleagues, and the institution. As you begin your professional life here at LTCC, we invite you take a journey of self-discovery. On that journey, you will meet a remarkable faculty from whom you will gain incalculable wisdom. You will discover an excellent staff and administration that will provide you every advantage you need to find success in the classroom. And you will encounter an astonishingly rich and diverse student body.

Students at the community college level include the very best to the very least academically prepared. Some will be tremendously motivated while others will be more passive. Some will be very well equipped to succeed at the college level while others will lack the basic skills necessary to advance without support. It is vital to learn as much about your students as possible, meet them where they are in their own educational journey, and remember that we must teach to the students they are, not those we wish them to be nor to the students we ourselves were in college.

Your mission will be sharing with your students the same love and appreciation for your subject that brought you to dedicate your life to that discipline. In part, you were selected to work at LTCC because your colleagues recognize you possess something very special that will make you a great teacher. We already believe you have the qualities to make a difference in the lives of students. We hope the New Faculty Mentoring Program will give you the tools to succeed and enjoy a long and fruitful tenure at Lake Tahoe Community College.

II. COMPONENTS OF THE MENTORING PROGRAM

As a new faculty member, you will work with an experienced colleague over the course of three quarters in a "Mentor-Student" relationship. We will be teaming you up with a full-time faculty member who will assist you in learning about college policies, procedures, and culture and will give you useful hints that will help you to understand and contribute to Lake Tahoe Community College.

In your role as a "student," Lake Tahoe Community College has something in mind a bit more organized and systematic than the informal exchange during which instructional and college matters are discussed.

During your first quarter as a new faculty member, the college will provide you with 25% (for non-teaching faculty, this equates to 8 hours per week for 12 weeks) reassigned time (i.e., 4 units) in your first term for the purpose of completing the activities described below. These activities are to be completed, reviewed, and approved first by your mentor and then by your dean.

FIRST QUARTER: Instructional and Non-Instructional Faculty

1. Orientation to Program

Early in the quarter, a meeting will be scheduled with your dean, mentor, and you to review the program and answer any questions.

2. Regular Meetings with Mentor

Following this initial orientation meeting, establish a schedule of regular meetings throughout the quarter with your mentor. During these meetings, your mentor will introduce you to:

- college faculty and staff
- instructional/counseling topics, issues, and problems
- reprographic services
- mail services/mailroom
- voice mail
- purchasing processes
- ordering of office supplies
- scheduling procedures
- curriculum procedures & handbook
- Guided Pathways and Meta Majors (including the website)
- Passport
- Gradebook
- Governance structure
- Committees and assignments
- Budgeting
- Lead faculty role and responsibilities
- eLumen
- Student Learning Outcomes (SLOs) and assessment
- Program Review
- Gradebook
- Canvas
- other college procedures not identified above.

3. Attend Meetings

To learn more about the internal organization of the college and its decision-making processes relative to academic and policy issues, arrange to attend one meeting of each of the following groups:

- *Curriculum Committee* (See Executive Assistant to Vice President of Academic Affairs for schedule of meetings)
- *Board of Trustees* (See Executive Assistant to Superintendent/President for schedule of meetings)
- *Academic Senate* (See Academic Senate President for schedule of meetings)
- *College Learning and Enrollment Management Council* (See Executive Assistant to the Vice President of Academic Affairs for schedule of meetings)
- *Institutional Effectiveness Council* (See Executive Assistant to the Superintendent/President for schedule of meetings)
- *Student Senate* (See Student Senate Advisor for schedule of meetings)

Follow-up with your dean and mentor after attending these meetings to discuss your observations and experiences.

4. *Lunch with the President, Vice President of Academic Affairs, and Dean*

The president, vice president, and your dean would like to take you to lunch to get to know you better and to share with you insights about the college and your program area. Please see the executive assistant to the superintendent/president to schedule this lunch date.

5. *Meet with Directors/Coordinators/Officers*

To learn more about the college's programs, services, and organizations, schedule a time to meet one-on-one with each of the following individuals:

- Vice President of Administrative Services
- Director of Library and Learning Services
- Academic Senate President
- Lead Counselor
- Classified Employees Senate President
- Director of Distance Education
- Executive Director of the Foundation & College Advancement
- Director of Enrollment Services
- Director of Fiscal Services
- Director of Outreach and Equity
- Director of Incarcerated Student Program
- Director of the Child Development Programs
- Director of Institutional Effectiveness
- Director of Marketing and Communications
- Director of Community Education
- Director of ADVANCE
- Director of Human Resources
- International Student Program Coordinator
- Coordinator of Outreach and Dual Enrollment
- Student Life Coordinator
- Housing Coordinator
- Lake Tahoe College Promise Director
- Faculty Chair of Teaching and Learning
- Athletics Director/Counselor
- Bookstore Manager

6. Observe the Teaching/Counseling of Your Mentor

Schedule a time that is convenient with your mentor so you can attend a session of a class he or she teaches or observe the individual in a variety of counseling sessions. Schedule a follow-up meeting with your mentor to review your observations and discuss questions related to the class (such as, teaching style, teaching strategies, grading, attendance policy, preparation of course syllabus) or counseling sessions.

7. Classroom/Counseling Session or Program Area Visit

Schedule a time with your mentor to attend one of your classes or counseling sessions or visit you in your program area. Following the visit, schedule a time for you and your mentor to review any suggestions or ideas regarding your presentation.

8. Additional Meetings

A. Meet with Instructional Deans (for Non-Instructional Faculty)

To learn more about the college's array of instructional programs, schedule visits with the two instructional deans.

B. Meet with Vice President of Student Services (for Instructional Faculty).

To learn more about the college's array of student support services, schedule a visit with the VP of Student Services.

C. Meet with the SLO Coordinator

To learn how Student Learning Outcomes and their assessment are an integral part of program review and budget development.

D. Meet with the Faculty Chair of Teaching and Learning

To Learn more about support available to address teaching needs, instructional quality, and faculty training.

SECOND QUARTER: Instructional Faculty

1. Continue Meetings with Mentor as Needed

You should meet with your mentor to review concerns or areas that are unclear or that need further discussion.

2. Readings

A variety of books and publications are on reserve in the "Teaching Learning Resource Center" located in the Adjunct Faculty Office and/or in the Library. You are asked to peruse them and delve deeper into those that seem relevant and useful to you and your teaching. Please focus at least some portion of your attention on the equity-minded reachings attached.

3. Classroom Visit

Schedule a time with your mentor for him/her to attend one of your class sessions. Following the visit, schedule a time for you and your mentor to review any suggestions or ideas regarding your presentation.

- 4. *Mentee to Observe the Teaching of Two Faculty Members (other than your mentor)***
Early in the quarter, you should schedule a time to observe the teaching of two colleagues other than your mentor. It is recommended that you complete these visits prior to the end of the ninth week of the quarter.

SECOND QUARTER: Non-Instructional Faculty

- 1. *Continue Meetings with Mentor as Needed***
You should meet with your mentor to review concerns or areas that are unclear or that need further discussion.
- 2. *Readings***
A variety of books and publications are on reserve in the “Teaching Learning Resource Center” located in the Adjunct Faculty Office and/or in the Library. You are asked to peruse them and delve deeper into those that seem relevant and useful to you and your teaching. Please focus at least some portion of your attention on the equity-minded readings attached.
- 3. *Classroom Visit***
Schedule a time to attend one class session of at least 2 full-time faculty members. Following the visit, schedule a time for you and your mentor to review and discuss your observations. It is recommended that you complete these visits prior to the end of the ninth week of the quarter.
- 4. *Attend one class session of a student support course such as College Success or Career Exploration***
Following the visit, schedule a time for you and your mentor to review and discuss your observations.

THIRD QUARTER: Instructional Faculty

- 1. *SLO Development and Assessment Project***
 - Pick one course that has been part of your load during your first two quarters (preferably one up for assessment).
 - Review the SLOs for the course and confirm mapping the SLOs to the Institutional Student Learning Outcomes (ISLOs)/Gen Ed Core Competencies or Program Level SLOs.
 - After consultation with the SLO Coordinator, conduct an assessment of the selected course.
 - Review assessment results with either the lead faculty in the department or the appropriate division dean.
 - Prepare a recommendation to share with either the department or the appropriate dean including any changes to the SLOs, the methods of assessing the SLOs (MASLOs), or ways to improve student achievement of the SLOs (including budgeting recommendations).
- 2. *Continued Meetings with Mentor***
As needed, you and your mentor should continue to meet.

THIRD QUARTER: Non-Instructional Faculty

1. College Assessment

In order to better understand the student experience, it is important to be aware of the assessment instruments and other student systems used at LTCC. Choose two of the following instruments and schedule a time to conduct it:

- CCCApply;
- Student orientation;
- DRC Learning Disabilities assessment;
- Career Planning assessment.

After completing the requirements, meet with your mentor to review and discuss the process.

2. Continued Meetings with Mentor

As needed, you and your mentor should continue to meet.

III. COMPLETION OF MENTORING PROGRAM

Please schedule the quarterly activities such that you complete the entire mentor program by **June 1**. As each mentoring program activity is completed, please have your mentor initial the *Activity Completion Form* indicating that you have completed that section. **Submit this form to your dean at the conclusion of the third quarter of your mentor program (by June 1).**

As a final aspect of your mentor program, please schedule a meeting with your dean to review the effectiveness of the program. You will also find attached an evaluation form for the program. Please complete and provide any additional comments or suggestions that might improve the mentoring of new faculty. **Submit this form to your dean at the conclusion of the program (by June 1).**

Lake Tahoe Community College
 MENTORING PROGRAM FOR NEW FACULTY
ACTIVITY COMPLETION FORM

New Faculty Member: _____ Mentor: _____ Academic Year: _____

ACTIVITY	DATE OF COMPLETION	MENTOR'S INITIALS
Regular meetings with mentor		
Attend meetings:		
• Curriculum Committee		
• Institutional Effectiveness Council (IEC)		
• College Learning and Enrollment Management Council (CLEMC)		
• Academic Senate		
• Student Senate		
•		
• Board of Trustees		
Lunch with President, Vice President, and Dean		
Meetings with:		
• Vice President of Administrative Services		
• Director of Library and Learning Services		
• Academic Senate President		
• Classified Employee Senate President		
• Director of Distance Education		
• Executive Director of the Foundation and College Advancement		
• Director of Enrollment Services		
• Director of Fiscal Services		
• Director of Student Outreach and Equity		
• Director of Incarcerated Student Program		
• Director of the Child Development Programs		
• Director of Institutional Effectiveness		
• Director of Marketing and Communications		
• Director of Community Education		
• Director of ADVANCE		
• Faculty Chair of Teaching and Learning		
• International Student Program Coordinator		
• Program Coordinator of Outreach and Dual Enrollment		
• Student Life Coordinator		
• Housing Coordinator		
• Lake Tahoe College Promise Director		
• Athletics Director/Counselor		
• Bookstore Manager		
Observe teaching/counseling of:		
• Mentor (during first quarter) Name:		
• Colleague – Name:		
• Colleague – Name:		
Classroom or counseling session or program area visit by mentor		
• Visit during first quarter		

• Visit during second quarter		
Readings		
SLO Assessment Activity (Instructional Faculty)		
• Conduct SLO Assessment Activity		
• Prepare report and review with Mentor and Dean		
Meet with Instruction Deans (Non-Instructional Faculty) or with VP of Student Services (Instructional Faculty)		
College Assessment (Non-Instructional Faculty)		
• LD, Career Planning Assessment, CCCApply, Student Orientation		
• Follow-up review meeting with mentor		

This will serve to verify successful completion of the Mentoring Program.

New Faculty Member

Mentor

Dean

Lake Tahoe Community College
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EVALUATION FORM

Please complete the following questions. Each question can be ranked on a scale of 1 - 5 with 1 being excellent and 5 being poor. Please circle your choice.

	EXCELLENT		AVERAGE		POOR
I would rank the overall mentoring program:	1	2	3	4	5
The mentor provided what level of support?	1	2	3	4	5
The mentor was available to assist when needed.	1	2	3	4	5
My individual meetings with directors/coordinators/ officers provided me with an understanding of the college's various programs, support services, and organizations.	1	2	3	4	5
My attendance at the various meetings (e.g., Board of Trustees, College Learning and Enrollment Management Council, Etc) provided what level of information to assist in my understanding of the college and how it functions.	1	2	3	4	5
The observation of my colleagues' teaching provided information to assist in my instruction.	1	2	3	4	5
The classroom/counseling session or program area visit by my mentor and subsequent discussion about my teaching/counseling methods provided me with useful information and feedback.	1	2	3	4	5
The readings of the instructional material provided me with useful information.	1	2	3	4	5
The SLO Assessment or college assessment project provided information to assist with my instruction/counseling.	1	2	3	4	5

**You are encouraged to use the back of this sheet to further comment on the Mentoring Program.
Thank you for you input.**

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READING LIST

- ❖ The Poverty and Education Reader, Paul C. Gorski and Julie Landsman
- ❖ Case Studies on Diversity and Social Justice Education, Paul Gorski and Seema G. Pothini
- ❖ Mindset: The New Psychology of Success, Carol S. Dweck
- ❖ The Anatomy of a Transformative Course: Critical Competencies for Student Success: Guidebook from the Equity Institute (www.equityinstitute.com)
- ❖ “The Truth about Student Success Report” – The Chronicle of Higher Education
- ❖ Race Matters: How Race Effects Education Opportunities
- ❖ ASCCC White Paper: Equity Driven Systems Paper
- ❖ Other People’s Children: Cultural Conflict in the Classroom, Lisa Delpit
- ❖ The Evolution of Deficit Thinking: Educational Thought and Practice, Edited by Richard R. Valencia
- ❖ Savage Inequalities: Children in America’s Schools, Jonathan Kozol
- ❖ Growth Mindset: Changing the Way You Think to Fulfil Your Potential, Carol Dweck
- ❖ The College Fear Factor, Rebecca D. Cox
- ❖ [Vision for Success](#): California Community Colleges Chancellor’s Office
- ❖ [Educational Master Plan](#): Lake Tahoe Community College
- ❖ [Superintendent/President and Board of Trustees Goals](#): Lake Tahoe Community College
- ❖ [Departmental Comprehensive Program Review](#): Lake Tahoe Community College