

A STUDY OF THE MENTORING PROGRAM
AT LAKESHORE TECHNICAL COLLEGE

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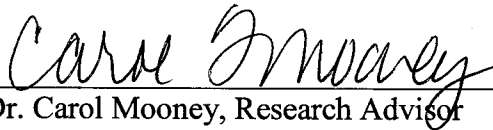
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ABSTRACT

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A mentor is a trusted counselor or guide who tutors or coaches his or her mentee. At Lakeshore Technical College (LTC) in Cleveland, Wisconsin, the mentoring program is one component of a comprehensive training initiative that was implemented as a result of a demonstrated need for new faculty training. The college experienced a high turnover of faculty previous to the program and made a commitment to thoroughly train new employees.

This study researched the perceptions of the participants of the mentoring program at LTC. The participants included faculty who serve as mentors and the new

faculty who were paired with them. The participating faculty members were hired in the years 2000, 2001, and 2002.

The goals of the mentoring program at LTC include: facilitating student success; providing improvement in instruction and services to students; developing professional, competent faculty; and improving instruction skills, delivery methods, and classroom management (LTC, 2002). The Mentor/Mentee Handbook was developed and contains guidelines for participants that spell out compensation, structure, expectations, confidentiality, and a three-year timeline.

Initial perceptions by the Dean of Faculty Training, Curriculum and Program Development have revealed that retention has improved dramatically since the inception of the program. A more thorough study was desired to reflect the participants' perceptions as far as positive experiences, negative experiences, and general suggestions for change.

The research was accomplished by conducting an online survey distributed among the mentors and the mentees who participated in the mentoring program in the years 2000, 2001, and 2002. Participants received an e-mail message that contained a link to the online survey. This study was developed to better understand the successes or failures of the mentoring program at LTC.

ACKNOWLEDGEMENTS

There's been an evolution in my life over the last ten or so years – and much of it revolves around life long learning. I owe my closest circle of friends and family a debt of gratitude for listening to years of “class talk.” I only hope I have instilled in everyone I touch – from my classroom students, to my family, and to my friends, that one can never stop learning...and growing.

As I always say, “you’ll be just as old in a few years, whether you continue your education or not.” Thanks guys! Thank you also, to my advisor, Dr. Carol Mooney, for her support.

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CHAPTER 1

INTRODUCTION

“Human beings thrive best when we grow in the presence of those who have gone before.” That quote is from Lois J. Zachary who wrote *The Mentors Guide: Facilitating Effective Learning Relationships* (2000, p.8). As Zachary and others assert, the mentoring experience is a tried and true method for fostering growth, retention, and value in employees. While mentors in the past conjure up images of the older, wiser, usually male, long-time employee, this is not necessarily the case anymore. Different organizations may have differing criteria for selecting a mentor, but age is not usually a factor. The pairings often mix age, gender, and race. The sets may also join employees from differing departments and disciplines (Seldin, 1995). What is most important is an enthusiasm for teaching and learning, and for developing a supportive work environment.

Mentors provide three distinct functions; they support, they challenge, and they provide vision (Daloz, 1990). Support includes listening and expressing positive expectations. It can also include serving as an advocate. Providing a challenge is a way to draw the faculty member out by setting tasks, setting high standards, and forcing some risks. The mentor provides vision by modeling the person whom the protégé wants to become.

This study examined the growth, or the lack of growth, that those mentors and mentees perceived happening at Lakeshore Technical College since the fall of 2000. The

three groups of faculty hired in 2000, 2001, and in 2002 have all been matched to a mentor to provide one-on-one coaching and guidance. The faculty members were allowed to change mentors each year. The purpose of the mentoring program is to foster professional relationships that will help to develop LTC faculty, increase faculty retention, and ultimately serve to help students succeed by being taught by fully competent faculty (LTC, 2002).

Teaching is not as easy as it may look. Most new instructors find new challenges at every turn. As the Mentor/Mentee Handbook of LTC states:

One of the unique features of a technical college is its ability to hire professionals experienced in a field to teach students interested in that field. While these instructors usually have substantial “hands-on” experience in their field of expertise, teaching that subject to adult students (sometimes in a non-campus setting) may be new and somewhat awesome. This is further compounded by the fact that students are a diverse group; diverse in terms of background needs and levels of ability. In addition, adult students are discriminating “consumers.” With many demands on their time, they expect quality instruction and instructors, (LTC, 2002, p.1).

organization focuses on student success. There is a direct relationship to student success and faculty effectiveness. LTC strives to provide instructors with support through the mentoring program by coaching them in their instructional skills, delivery methods, and classroom management techniques. Experienced mentors sit in on their mentees' classrooms and provide constructive feedback. Regularly scheduled sessions then can provide a learning environment. "In a confidential environment, experienced faculty share their knowledge and provide companionship, feedback, support and assistance for the purpose of refining present skills, learning new skills, and solving classroom and student-related problems." (LTC, 2002, p.6). This system is intended to promote faculty effectiveness.

LTC needed a means to effectively monitor the successes and failures of the mentoring program. Faculty feedback is essential to this procedure provided a basis for future refinement.

Purpose of the Study

The purpose of this study was to conduct an independent evaluation of the mentoring program as described. It solicited comments encouraging faculty to provide suggestions for improvement and/or reasons for failure. The Dean of Faculty Training, Curriculum and Program Development has shared the details of the program with other area college new-teacher support programs and will use

this study as a vehicle for continuous improvement. Previously, the accrediting process being used by LTC, in their report, targeted training (along with mentoring) as a method for retaining faculty. The process is titled, Academic Quality Improvement Process (AQIP).

Objectives of the Study

This study addressed the following objectives:

1. To determine faculty perceptions of the effectiveness of being a mentor.
2. To determine faculty perceptions of the effectiveness of being mentored.
3. To determine faculty likes and dislikes about the current program.

Significance of the Problem

The results of the identification of suggested strategies for success of the mentoring program could change the guidelines for the future of the program. At this time, the structure has been altered slightly since the beginning to reflect needs for adjunct faculty, to deal with budget constraints, and to address hiring issues. The refinement of the program is critical in order to stay on the cutting edge of the needs of the incoming faculty. Budget issues cannot go unmentioned in this time of department cutbacks. It is essential that the feedback be gathered and used to create a “lean” process. The impact that mentoring programs have on

an organization is hard to quantify. Program administrators talk of incremental and intangible changes in behavior (Zielinski, 2000). It is the researcher's hypothesis that providing the college a measure of these changes will help the program to succeed. Knowing that their input may be read by many might encourage candid and constructively creative suggestions. Previous end-of-term surveys are not being used here for privacy reasons. The researcher's results did not divulge any departments or identities. Any identifying comments were omitted; however, the results of the study will be made available to the college.

Limitations

The primary limitations of this study are:

1. The study is limited to LTC faculty and may not be applicable for suggestions in other technical colleges.
2. The study is limited to LTC faculty who partake in the program.
3. The survey results are limited to those faculty and staff that complete the survey.
4. There was not a 100% response rate; therefore, findings do not accurately reflect the entire college's perceptions.
5. The subjects may have had ulterior motives in responses – i.e. to result in a generally favorable report.

6. The mentors and mentees may not have fulfilled the program requirements.

Definition of Terms

Terms used in this study and their appropriate definitions include:

1. Academic Quality Improvement Process. The accrediting process currently being used by LTC, known as AQIP (Retzak, 2002).
2. Full-time professional staff – Those faculty who have signed an individual contract with LTC (LTC, 2002-2004).
3. General instruction – Sixteen 55-minute class periods equals 5 percent workload (LTC, 2002-2004).
4. Learning Central – A faculty and staff support department for the development of technical skills, help desk, and curriculum development (LTC, 2003).
5. Overload – Percentages that totals in excess of 100 percent (LTC, 2002-2004).
6. Orientation period – The first two years of teaching at the district for a new staff member (LTC, 2002-2004).
7. Professional Development – Each full-time faculty member is required to put in 9 days per year engaging in curriculum development, school club guidance, personal development in their

particular field of study, and various other activities as mutually agreed upon by department deans (LTC, 2003).

8. Teaching load – A 100 percent assignment for a full-time faculty member (LTC, 2002-2004).
9. Wisconsin Technical College System: Wisconsin Technical System (WTCS) is a post-secondary educational institution to provide an associate degree, technical diploma, and technical certificate. Wisconsin is divided into 16 regional college districts with a total of 47 campuses and numerous outreach centers statewide. (www.witechcolleges.com)

CHAPTER II
LITERATURE REVIEW

Introduction

The purpose of this study was to conduct an independent evaluation of the mentoring program as described. It solicited comments encouraging faculty to provide suggestions for improvement and/or reasons for failure.

The review of literature provides support for the development of suggestions for the continuous improvement of the mentoring program at LTC. It will begin with a discussion mentoring and the program at LTC. The last portion of the review shifts the focus from LTC to real-life examples of mentoring in other colleges and in business organizations. A summary will follow.

Current Mentor Perceptions

As Joan Lloyd, President of Joan Lloyd & Associates declared in accepting her 2001 Award at the Eleventh Annual Tempo Mentor Awards Luncheon in Milwaukee, Wisconsin, "I don't want anyone putting on my tombstone, 'She was a hard worker.' When you think of your mission in life, it should be who you help and how it makes a difference" (Lloyd, 2001). Making a difference is what most mentors strive to accomplish. Having a formal compensation program in place is recommended highly (Daloz, 1990), but most mentors talk extensively about "reaping the benefits" (Zachary,

2000) and the experience very rewarding. Maintaining the human touch in the workplace is an accomplishment of the mentoring programs throughout business and education. Cathy Leonard, a learning manager at Deloitte & Touche, a New York professional service firm, claims that being asked to be a mentor is one of the most flattering things than can happen in your career, and a side benefit is that she often learns as much from the mentees as they learn from her (Barbian, 2002, May).

June Perry, Co-Founder/Director of New Concept Self Development Center, Inc. stated in her acceptance speech at the Eleventh Annual Tempo Awards Luncheon, “Mentoring is a privilege and an honor. I couldn’t do it if others had not taken the time to do the same for me” (Perry, 2001)

While employees want to feel valued on the job, some have different ways of judging that value. Women employees, in particular have indicated that they want to be explicitly told of their value, to hear their contributions verbally acknowledged, and to have career options openly discussed. They don’t always necessarily judge monetary compensation as the prime method for supportive feedback. (Zielinski, 2000).

The Costs and Benefits of Mentoring

Many school districts are struggling with budget issues and are working to refine strategies that have a demonstrated payoff. The new teacher licensing law in Wisconsin, known as PI34 creates three new stages of licensure: Initial Education, Professional Educator, and Master Educator. School districts will now be required to provide each

Initial Educator with a qualified mentor. The Wisconsin Education Association Council (WEAC) is currently seeking more funding for the mentoring and states:

WEAC believes mentoring is one of the best ways to keep new teachers in the profession. The state should provide funds to pay for these mentoring services (Hass, 2003, p. 5).

According to the National Commission on Teaching and America's Future, teacher retention rates from 1987 to 2000 reflect that a third of new teachers leave the classroom within three years, and nearly half leave within five years. The weakened economy may be driving people back, but many schools have also increased recruitment as well as pay. The American Federation of Teachers claims the national average for teachers' salaries was \$43,250 in 2001, up 3.4 percent from the previous year (Hayasaki, 2003).

Mentoring's value as a retention tool, in *The Road Best Traveled*, by Jeff Barbian in *Training Magazine* is detailed. He states that 77 percent of companies reported that mentoring programs were effective in increasing retention, according to The Center for Creative Leadership, Greensboro, N.C. and that 35 percent of employees without a mentoring plan would be looking for another job within a year, according to an Emerging Workforce study conducted by Spherion, Fort Lauderdale, Florida (Barbian, 2002, May). The costs of maintaining a mentoring program, whether it is in compensation, work time,

or training for mentors, are often recouped in the added value of retention successes (Zachary, 2000).

Retention of employees has increased to 77 percent for the 2002 Top 100 companies surveyed by Training magazine. The companies accomplished this by using mentoring programs (Barbian, 2002, March). The magazine awarded these 100 companies for effective workforce development techniques. These examples show that people obviously believe in the mentoring process and find that the costs are well worth it.

Guidelines in Mentoring

In his study of the Caddie Woodlawn Elementary School in Durand, Wisconsin, Brent Hawkins found that teachers surveyed had a few suggestions. They felt that their program of mentoring could use clearer guidelines. Hawkins suggests a mandatory evaluation at the end of the year and a survey to be given to the mentees. A third of his respondents also indicated they weren't given adequate training to partake in the program (Hawkins, 2002). Having a structured program, as long as it isn't bogged down in bureaucracy is advised by Chip Bell, a senior partner with Performance Research Associates, Minneapolis, Minnesota. He advises people to make mentoring a natural part of the organization – and to provide training that promotes interpersonal skills so that it comes more naturally (Barbian, 2002, March). Having an end in sight – either formal or informal, is also suggested. Sometimes all the positives have been accomplished and

pairs are simply “venting” instead of quitting and moving on (Zachary, 2000). Zachary also suggests that pairs may want to consider some type of contract with a sunset that spells out how long the program will last.

Mentoring at LTC

The mentoring program at LTC has been in existence since the year 2000. It is part of the three-year new instructor training program. During the first and second year, new instructors meet weekly with their mentors. In year three, they meet every other week. Workload is reduced the first year 11.6 percent, the second year 8.7 percent, and the third year 5.8 percent to partake in the whole program. Attendance is taken and monitored. During each of the three years, meetings are held in December and April with the instructor, the mentor, the dean, and the Dean of Faculty Training, Curriculum, and Development. During the first three weeks of orientation, mentors and mentees met at a lunch and tour and began to work together. The program will be slightly modified for the 2003/2004 school year in that the second year will call for one half hour of mentoring instead of one, less training hours in years two and three with accordingly lesser loads allotted for those years.

In 2000, 13 new instructors were a part of the program. In 2001 it was seven and in 2002 it was nine for a total of 29 new instructors out of 103 total employed at the college. Sixteen mentors took part in the program. Beginning in July, 2002, new part-time faculty members were incorporated into the program.

The costs for this program are significant. For the three-year total training program, of which mentoring is a part, the cost for each new instructor is \$20,195. This includes the load granted to new faculty and the compensation granted to mentors. Mentors can receive load, depending on periods (16 period maximum each semester). They can receive payment at the rate of .00075 times the number of periods, or they can use the periods for professional development or certification hours.

Recruitment and hiring of new instructors is also expensive; however, making these costs relevant. The mentored faculty members are required to be evaluated at the end of the semester by all their students. Feedback from students has been very positive and the college has seen an improvement in student as well as faculty rates (Retzak, 2002).

Mentors are selected by mutual agreement and must be recognized as a master teacher – hold five-year certification, be a contract faculty member for three years or more, be current on educational issues and instructional methods, and be willing to take on the responsibility. One of the goals of the program is for mentors to have the opportunity to develop leadership and teaching skills along with the mentee.

Mentoring Examples

“Mentoring programs have become regular components of many faculty development efforts (Wunsch, 1994). What follows is a brief collection of a variety of colleges and their efforts at using the mentoring process. The researcher will focus on the

beneficial aspects and some unique characteristics. In some cases, the programs are highly structured and include monetary incentives for participants. In others, they are not elaborate. Some colleges also recognize that a prescribed end to the program is a necessary component.

Cardinal Stritch College, Milwaukee, Wisconsin, has developed a three semester orientation and mentoring program with a faculty coordinator who receives one course release time each year to administer the program. Mentors receive one-half of the time. The “New Faculty Mentoring Program” as it is called, includes a classroom observation unit in the first phase. In Phase II, the mentor serves primarily as a problem-solver. The mentor and mentee review the chair’s assessment of teaching, the students’ ratings, and their own evaluation of instruction (Seldin, 1995). The third phase is called the “Peer Coaching Program” which includes continued feedback. In all phases, classroom visits, reviews, and meetings are scheduled with goals in mind. “When pairs feel they have exhausted their ability to suggest new ideas, they can part ways” (Seldin, 1995).

Waukesha County Technical College, (WCTC) has a more informal peer mentoring program explained in their handbook for the Teacher Improvement System (TIS). New instructors are assigned a cooperating teacher for his/her first teaching semester. Mentors are compensated with a one-time \$1,500 stipend and are expected to submit a log of all interactions to the Human Resources Department. Instructors who had mentored, and not been paid, shared that the specifics of the program are not spelled out

accurately to all faculty and that it was a “hit or miss” type program (Waukesha County Technical College, 2000).

The University of Georgia looks upon their Teaching Improvement Program (TIPS) as an inexpensive way to tap into the expertise of tenured faculty. The program lasts one semester only. “The mentor and mentees visit each others classes and engage in ongoing discussions about teaching. In many cases the mentors report learning as much as the mentees (Seldin, 1995).

The University of Massachusetts uses a program in which 8-10 one-year fellowships are awarded to junior faculty to develop their expertise. The program includes, besides a project and seminars; a mentor. Each mentor receives \$200 for the year. Current and former mentors and fellows are recognized at an annual Celebration of Teaching dinner (Seldin, 1995). At the end of the semester, all involved also attend a teaching seminar. The mentees (or fellows) are given release time from one course per semester to accommodate the program.

Cornell University, Ithaca, New York, conducted a survey of mentoring programs in their Academy for Leadership and Development Program. They found at Community Colleges that responded, social mentoring was perceived to be at higher levels than career mentoring, especially when the mentor was assigned; not chosen. The Academy also suggested training be done for the mentors, because those with previous experience also

reported a higher level of success. Mentors who met more frequently, and for more than 12 months also reported higher perception levels (Hopkins, 2003).

Temple University, Philadelphia, Pennsylvania, is unique in its mentoring program in that all mentors are retired. They receive a \$500 stipend per protégé and most mentors work with two protégés over the course of one academic year. Mentees receive from \$300 to \$1,500 in grant monies (Seldin, 1995).

The University of Maryland expanded their mentoring program in 1990 and also supports adjunct faculty. Mentors are selected from the college's Excellence in Teaching Award. One unexpected but positive outcome is that mentees at the university often become mentors themselves after completing the program (Seldin, 1995).

First Data, Greenwood Village, Colorado, is a global e-commerce provider that offers all 27,000 employees a chance to participate in their "First Hand Mentoring Network." Throughout each section, mentors and mentees attend monthly training sessions and meet regularly to work on the mentees' development. Additionally, mentoring journals are provided to encourage focused mentoring meetings and to ensure that the program's objectives are met (Barbian, 2002, May).

Ernst & Young, LLP, New York, New York, was ranked 7th by Training Magazine's 2002 Top 100 companies committed to workforce development. The company is dedicated to ushering in women to senior positions through their "Women's ACCESS Program." Women managers and senior managers are matched with a selected

ACCESS partner as a leader, creating a one-on-one, informal mentoring relationship. Mentoring groups are paired and grouped into a sphere of nine people where issues are shared and gradually grown into a circle of a dozen or so members where senior management is included (Barbian, 2002, March).

Target Corporation, Minneapolis, Minnesota, uses a 15-week Business Analyst (BA) program that blends mentoring with job shadowing. Each new BA member shadows a mentor who then gradually increases the amount of responsibility given to the mentee (Barbian, 2002, March).

Synovus Financial Corporation, Columbus, Georgia trains local teachers for various learning institutions during the summer. The company uses a mentoring program they call Georgia Industrial Fellowships for Teachers (GIFT) in which teachers shadow various business segments, and take what they've learned back to their students. This motivates them to learn more about math, science, and computing by enabling them to experience how these topics apply in the "real world" (Barbian, 2002, March).

Northwest Airlines, St. Paul, Minnesota, uses their Skills Management System (SMS) to identify employee's specific skills. The airline identifies mentors through this process that they can then use to assist others struggling to develop a skill (Barbian, 2002, March).

Proctor & Gamble Co. (P & G), Cincinnati, Ohio, has met a particular cultural goal within its management levels with the use of mentoring. This maker of household

products uses “reverse mentoring” to stem the departure of up-and-coming female managers. They call it “Mentoring Up.” Mid-level female managers mentor to senior-level executives, selected by results of a questionnaire, in an effort to raise consciousness about work-related issues affecting women. P & G claims success in that in the last two years, the loss of female managers is down 25 percent (Zielinski, 2000).

In her study of women administrators in the WTCS, Carla Kimberling suggests that a mentoring program for women moving into administrative positions be developed from her data to strengthen the role of female administrators in the WTCS as well as in the University of Wisconsin System (Kimberling, 2002). One of her respondents, when asked about fellow administrators’ support stated: “Males are mentored and guided for years before actions are initiated. Males who are not performing get moved to other jobs – females get fired” (Ibid).

Summary

Presentation magazine polled 228 people as to what training they would recommend for people making their first speech. The largest segment, 39 percent suggested having a good mentor was the preferred training type (Presentations, 2003). Mentoring is one of the most important factors contributing to the development of leaders in education (Hockaday & Puyear, 2000). Many school districts are using mentoring in their fast-track training programs for non-credentialed teachers (Hayasaki, 2003) as they

try alternative teacher training programs in order to place mid-career adults or recent college graduates without education backgrounds into the classroom.

Bill Kowalski warns in an article in Training Magazine called *The Engagement Gap*, (Kowalski, 2003) that in today's economy, employees no longer believe that job security is a real expectation. He warns that employees value empowerment, recognition, respect, self-development, creativity, achievement, advancement, economic security, freedom, integrity, family happiness and enjoying coworker relationships. Using precious organizational resources, such as mentoring, can provide much in engaging employees to their jobs. Kowalski suggests that as people lose control of job security they seek other ways to meet needs. America has long relied on employee loyalty in the workforce; however, with 4.5 million losing jobs due to downsizing since January 2001, loyalty can prove to be a fleeting resource (Kowalski, 2003).

Employee commitment is declining in every industry, age group, income group and job classification, according to an Aon Consulting study of about 1,800 workers. The Gallup Organization recently reported that only 26 percent of employees consider themselves "actively engaged" in their work (Kowalski, April 2003, p.62).

As the above examples show, in colleges and in business settings, the mentoring program is being explored as a way to foster employee growth and potential. No doubt,

these companies have all experienced some growing pains along the way and needed to monitor their return on investment. The LTC program is well structured and appears to be successful. Whether it really is meeting the goals, is the essential question that this study is all about. Although the basic premise of mentoring originated long ago in the age of Homer, it has broken stereotypes and yet survived for hundreds of years. Mentor was the name of a friend of Odysseus who cared for his son during his long odysseys (Pitts, 2000). No longer are mentors expected to be perfect matches with a lot in common, nor do they need to be a management-level worker or a wise old fellow. The new approach is more about commitment and learning than it is about chemistry and power. It is more about personal growth and development rather than about promotions and rewards. Louise Pitts, in her article, *Mentoring for Women (Or is it Wo-mentoring?)* suggests this may be in part due to women in the workplace (Pitts, 2000). The research study conducted by Cornell University of mentor programs at Community Colleges found that female mentors reported providing higher levels of psychosocial mentoring than male mentors (Hopkins, 2003) which suggests that the current social bonding of mentoring might be perceived more positively by women than men.

According to *Coaching for Mentoring for Dummies*, a new employee can learn how to be more assertive, receive constructive feedback, establish goals, and gain positive direction to achieve success through the use of a mentor (Brounstein, 2000).

Margo Frey, of the Milwaukee Journal Sentinel newspaper states, “Having a mentor is a rewarding experience. Sometimes it just happens, but often it is necessary to actively seek a mentor in order to meet a specific learning need” (Frey, October 8, 2000, p. 25). She goes on to suggest that if people do not have a formal mentoring program at their place of work, and want to initiate one, they should give careful consideration to the goals, the compensation, and especially to the time commitment. Frey emphasizes that the planning stages should be very thoroughly planned to provide a rewarding learning experience for both people (Ibid).

CHAPTER III
METHODOLOGY

Introduction

The purpose of this study was to conduct an independent evaluation of the mentoring program as described. It solicited comments encouraging faculty to provide suggestions for improvement and/or reasons for failure.

Research Design

This chapter will include a description of the subjects, instrumentation, research procedures, data analysis, and limitations of this study.

Population

For the purpose of this study the population is defined as faculty at LTC who are either being mentored or serving as a mentor. The participants have been in the program at some point from fall 2000 to the present. Some have been involved for all three years. All of the educational divisions in the college: Health and Human Services, Business and Technology, General Education, and Technical and Industrial, are represented by these subjects. There are both male and female mentors as well as male and female mentees.

Instrumentation

Surveys were used as the measure of evaluation. The subjects all have participated in LTC's mentoring program during one or more of the previous three years.

The surveys were completed and submitted on a voluntary basis. The surveys were kept in strict confidence.

The researcher developed the surveys. The researcher intended to measure faculty perceptions for the mentoring program. Subjects were asked to respond to two open ended questions and to add comments. They were asked to answer five questions using a rating scale of: 1=very dissatisfied, 2=dissatisfied, 3=neutral, 4=satisfied, 5=very satisfied.

Each group, the mentors and the mentees, received a different survey. The mentors were asked how many faculty they will have mentored and if they will continue in the program. The mentees were asked how many mentees they have had and if they would someday consider becoming a mentor themselves. Demographic questions were included in both surveys to determine the gender of the participant. The year or years that the participant was involved was also asked. Comments were entered in a text box area encouraging them to share likes and dislikes. The survey was accessible to participants from a link in an e-mail message and was posted during the summer of 2003. The survey instrument was created using software known as GroupSystems through the research department at LTC which then enabled the results to be compiled anonymously and accurately.

Data Collection Procedures

The data was distributed and collected with the help of the LTC Research and Development Department. Subjects' names were provided by the department with previous approval of the administration. Subjects were given an informed consent form and were reassured that their participation was voluntary and confidential (See Appendix C). Surveys were posted online during the summer of 2003 and could be answered directly online anonymously.

Data Analysis

All appropriate descriptive statistics were run on the data. Calculations to address the objectives were conducted. Frequencies and percents were computed in order to analyze the results.

Assumptions

The following assumptions were given:

1. Faculty would be honest about their answers and opinions
2. Faculty would want their opinions to be read and to contribute to the program's success and future.
3. The program would continue.

CHAPTER IV
RESULTS OF THE STUDY

Introduction

The purpose of this study was to conduct an independent evaluation of the mentoring program as described. It solicited comments encouraging faculty to provide suggestions for improvement and/or reasons for failure.

This chapter will describe the results of the survey. Surveys were made available online to 45 participants in the program and 23 responded resulting in a 51 percent overall return rate. Of the 23 respondents, six were mentors and 17 were mentees. Of the 17 mentees, five had participated in the program since inception in 2000, 16 since 2001, and 11 since 2002. Of the six mentors, three have participated in the program since inception in 2000, five since 2001, and four since 2002. Mentees at LTC are encouraged to participate in this program for their first three years of employment and mentors can participate, in a mutual acceptable agreement, for multiple years. Data gathered from the responses was used to meet the following objectives of this study:

1. To determine faculty perceptions of the effectiveness of being a mentor.
2. To determine faculty perceptions of the effectiveness of being mentored.
3. To determine faculty likes and dislikes about the current program.

Findings

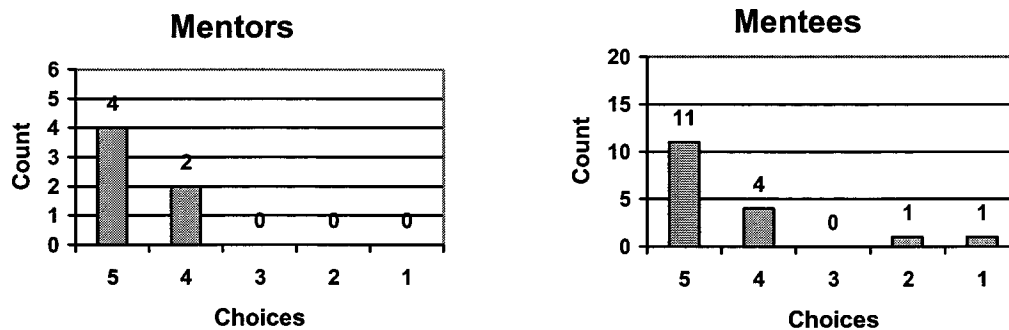
Question 1

Findings

Question 1

Respondents were asked: In year one, was the meeting with the mentor/mentee (one hour per week) valuable? Of the mentors, four rated year one very satisfied, and two rated year one satisfied. Of the mentees, 11 mentees rated year one very satisfied, four rated year one satisfied, none rated year one neutral, one rated year one dissatisfied, and one rated year one very dissatisfied. Please refer to Figure 1 below:

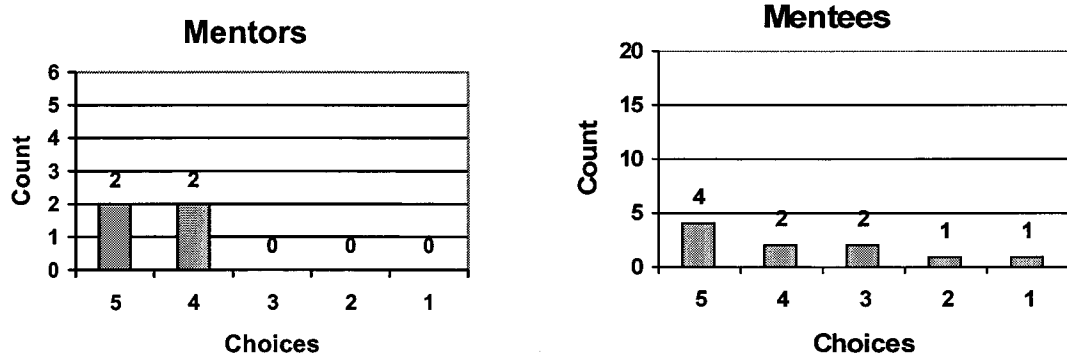
Figure 1



Question 2

Respondents were asked: In year two, if applicable, was the meeting with the mentor/mentee (one hour per week) valuable? Of the four mentors who responded, two rated year two very satisfied, and two rated year two satisfied. Two mentors did not participate during the second year (2001). Of the ten mentees who responded, four mentees rated year two very satisfied, two rated year two satisfied, two rated year two neutral, and one rated year two dissatisfied. One person rated the second year very dissatisfied. Ten mentees did not participate in a second year as yet. Please refer to Figure 2 below:

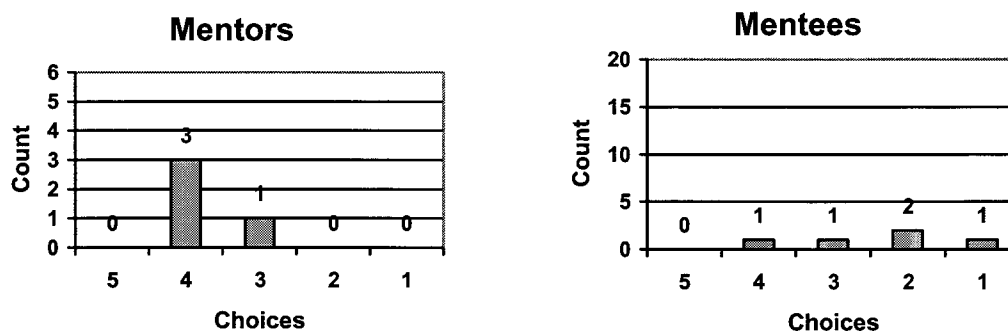
Figure 2



Question 3

Respondents were asked: In year three, if applicable, was the meeting with the mentor/mentee (one hour per two weeks) valuable? Of the mentors, none rated year three very satisfied, and three rated year three satisfied, and one rated year three neutral. Two mentors did not participate in a third year. Of the mentees, none rated year three very satisfied, one rated year three satisfied, two rated year three neutral, one rated year three dissatisfied and 1 rated year three very dissatisfied. Fifteen mentees did not participate in a third year as yet. Please refer to Figure 3 below:

Figure 3



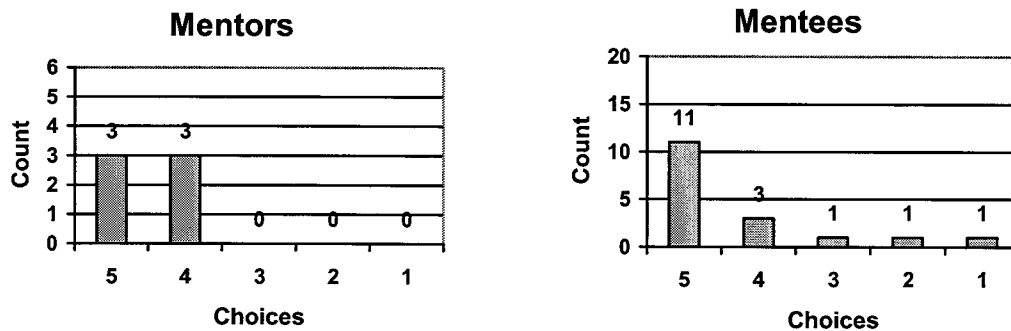
Question 4

Respondents were asked: In general, what is your opinion of the mentoring program? Of the mentors, three rated their opinion very satisfied, and three rated their

opinion satisfied. Of the mentees, 11 rated their opinion very satisfied, three chose satisfied, one chose neutral, one chose dissatisfied, and one chose very dissatisfied.

Please refer to figure four below:

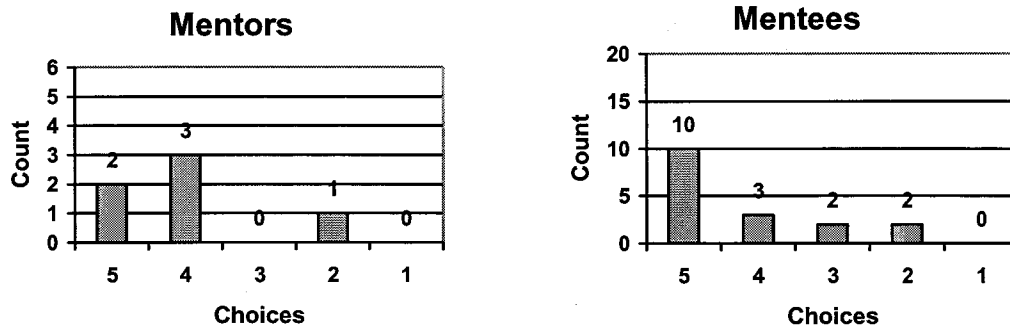
Figure 4



Question 5

Respondents were asked: What is your overall opinion of the load allotted to mentors/mentors? Of the mentors, two rated their opinion very satisfied, three rated satisfied, and one rated their opinion dissatisfied. Of the mentees, 10 rated their opinion very satisfied, three rated satisfied, two rated neutral, and two rated dissatisfied. Please refer to Figure 5 below:

Figure 5



Question 6

Respondents were asked: What did you like best about the program?

The six mentors responded below in Table 1:

Table 1

1	The ability to help new teachers by providing feedback and information from an experienced teacher
2	Helping people become comfortable working at LTC
3	Gives the new person some support and makes the mentor sometimes question if there is a better way to do things.
4	The orientation and support to new instructors is invaluable. It also provides a vehicle for problem solving and assistance in finding solutions to various issues
5	Offered me the opportunity to meet and get to know new faculty. Probably would not have developed such a close relationship with them otherwise. They also provide support for me as well as I for them.
6	I think that it is a great program because it gives the new hire someone to go to and get questions answered. When I started, LTC did not have the program, it was really up to the Dean or the other instructors; I was lucky that the other instructors in my department felt sorry for me and helped me whenever I needed it. The other thing

	that is a benefit is that each new group of instructors seems to form a cohort group. They get to know one another and are able to help each other.
--	---

The 17 mentees responded below in Table 2:

Table 2

1	Your statements assume that pairs met an hour a week. We did not. But it was great to have that option – and it was great to be allowed the flexibility to meet less or include phone messages/e-mails as time spent working together.
2	You have a person to connect to for one-on-one support, which lends itself to more individualized questions and solutions – especially in the first year.
3	Coordinating within our department
4	Knowing that there is always someone to turn to when you're having a bad day or just need to vent. Also a very good resource for information about the college and its policies and rules.
5	I liked getting the opportunity to talk to a veteran of the college about certain issues that I do not feel comfortable with talking to my Dean about. For example, union issues and political issues.
6	I would not have stayed at LTC had it not been for the help my mentor gave me. My mentor answered many, many questions that I had no other source for the answers. She also provided a lot of moral support, and went to bat for me many times with my dean.
7	Providing new instructors with a knowledgeable resource is a great way to quickly bring the teacher up to speed. If business/industry embraced this technique, new hires would be much more productive, morale would be higher and retention longer.
8	The extra prep time...when I came on staff, I received no materials from the prior instructor. So I had to recreate everything!!! I also like to talk with my mentor about LTC in general. It is a chance to find out some of the history and to better understand the climate.
9	The amount of time the college invests into its new hires. Learning Central (the program administrator) is wonderful...it really felt like she wanted us all to succeed. She also was very helpful in answering questions. The relationship with the mentor was greatly appreciated.
10	Having a veteran instructor to be able to clarify questions I had.

11	I liked having someone to share my concerns and my successes with throughout the semester. My mentor was very supportive and offered good suggestions.
12	I feel very valued as an employee of LTC because you place so much value on us in this mentoring system.
13	Having a mentor, steeped in knowledge of LTC and the Tech College system is invaluable.
14	If it helps at least one person then it is worth it!
15	Having someone to vent to and ask questions about how things are worked out.
16	Having a mentor to answer questions that arise.
17	Having someone to talk to that you know is at least being compensated so you don't feel like you're infringing on their time with your questions.

Question 7

Respondents were asked: What did you like least about the program?

The six mentors responded below in Table 3

Table 3

1	Documentation of weekly meetings
2	Having to document every moment spent with the mentee
3	Because of having conflicting schedules, it was sometimes hard to meet.
4	By the third year the new instructor is pretty comfortable, so the value of the program is decreased, however; we found it useful to actually complete some curriculum or grading spreadsheets or something of value.
5	In being their advocate, I sometimes felt "caught in the middle." That is, encouraging them to oppose something management wanted them to do.
6	The fact that some mentees were paired up with mentors from outside the mentees' division in the first year. I don't see this as a problem if this were to occur in the second or third years.

Fifteen of the 17 mentees responded below in Table 4:

Table 4

1	.The second year has been fine in terms of get-togethers of new instructors. The first year seemed to require far too many meetings/trainings. Perhaps a 'menu' of training that will be offered and a designated amount of time that each of us needs to spend would be better than just saying, 'we're meeting every other week for the afternoon'. It didn't always/usually feel like time well spent.
2	The first semester is so busy with other things, that it sometimes seems a chore to schedule the mentor meetings.
3	The third year it seemed as though my mentor was too busy to met. I felt I was imposing on her time.
4	Nothing
5	Because new instructors have 1 assigned mentor, other instructors in the division don't feel any sense of responsibility to help or befriend new people. I felt that my mentor was the only person willing to help me, especially the first year. This made me feel very isolated and unwelcome. New instructors have a lot to learn and can learn from many people. Perhaps a way can be found for more of the experienced instructors to share their knowledge.
6	The requirement for documentation of meeting times, dates, and material covered seems to be tedious; it is probably justified by some who choose not to meet and abuse the system.
7	The meeting with the "class of" as a whole was often just chatting and I didn't always get a lot from that time. Plus, during busy semesters, it is hard to find common free time.
8	The time we met as a group every week could have been shortened. The other option could be to just have different content presented to make the time worth while. It was nice to see the other new instructors...but most the time was just for socialization and check in.
9	Workload of both myself and my mentor was such that scheduling meetings was nearly impossible. Also, my mentor really knew little about my field so they were not able to assist me in problem areas I was encountering such as curriculum development and excessive workload. I felt I was on m own to figure it out.

10	Nothing
11	I appreciate it all.
12	The requirement of both mentors and mentees to provide a detailed list of meeting dates, topics, and outcomes seems excessive and must be the result noncompliance on the part of mentors/mentees in the past.
13	There are certain programs that it just does not work for!
14	The 2 hour group meetings
15	Sometimes the timing was not quite so convenient because I was busy, but then when I got to the meeting, I was glad I was there.

Question 8

Respondents were asked to provide any additional comments.
One mentor responded in Table 5 below:

Table 5

1	I think a mentoring program is valuable for both the mentor (it provides a wake-up call regarding some issues) and the mentee (it provides a vehicle to access information through informal channels).
---	--

Nine mentees responded in Table 6 below:

Table 6

1	You spelled neutral wrong!
2	I wish that previous places of employment would have had this program.
3	I think the mentor program is a very valuable tool. Being a new employee is frightening enough, learning so many new things about the particular program in which we teach. Having someone to answer questions and just be there for you was a great help.
4	I think the mentor/mentee program is an absolutely fantastic idea and really helped me a lot. Without it, there is no guarantee I would still be at LTC.

5	My mentor was fantastic. She is very seasoned and was a wonderful asset.
6	I feel it is important to have a well-seasoned mentor. Although, now that I have completed my three years, I feel I could be a better mentor than my mentor was, simply because I feel I went through a lot of difficult times and had to learn how to balance excessive workload (140+%), in addition, no previous curriculum was developed for my courses, I had excessive family strain and had to take courses toward my advanced degree. I think there is a lot I could offer a mentee that an instructor with 20+ years teaching can't.
7	Keep it up! It is absolutely worth it!
8	This is a model that more business & industry people should be adopting. LTC should provide this as a training tool to area companies and organizations! I was ONLY mentored in 2002!!!
9	No Comment

Question 9

Respondents were asked: In which class(es) did you mentee/were you mentored? Of the mentors, three mentored in 2000, five in 2001, and four in 2002. Of the mentees, five were mentored in 2000, 15 in 2001, and 11 in 2002.

Question 10

Respondents were asked: How many mentees/mentors have you been assigned total?

The six mentors responded in Table 7 below:

Table 7

1	2 mentees
2	2 mentees
3	1 mentee Please note: in question it makes me put 2 years, but I am someone who is in their first year—so only 2002 should be checked.
4	4 mentees
5	3 mentees
6	2 mentees

The 17 mentees responded in Table 8 below:

Table 8

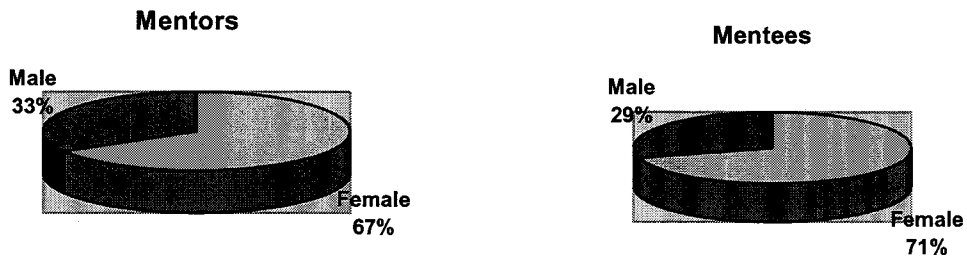
1	1 mentor
2	2 mentors
3	1 mentor
4	1 mentor
5	1 mentor
6	1 mentor
7	Just one, and I haven't broken him yet!
8	2 mentors
9	1 mentor
10	One. Due to both our workloads, we did not meet the amount of hours we were supposed to. Our pay was adjusted to reflect that.
11	1 mentor
12	I have only one mentor. And even though I marked that I was in the class of 2001, and 2002, in reality, I was only involved in the class of 2002.
13	Just one
14	2, but both know very little about my course.
15	1, but others helped a great deal. This is a WONDERFUL place to work.
16	1 mentor
17	2 mentors, including this year.

Question 11

Respondents were asked to indicate their gender.

Of the six mentors who responded, four were female and two were male. Of the 17 mentees who responded, 12 were female and five were male. Please refer to Figure 6 below:

Figure 6

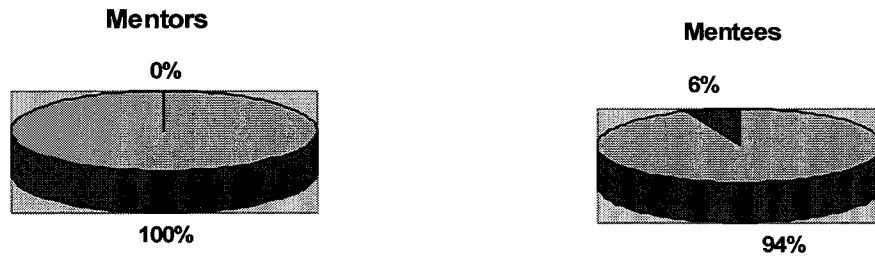


Question 12

Mentors were asked: Will you continue to mentor if possible? All six, or 100 percent answered yes.

Mentees were asked: Will you someday be a mentor if possible? Of the 16 who responded to this question, 15, or 94 percent answered yes and one person or 6 percent answered no. Please refer to figure seven below:

Figure 7



CHAPTER V
DISCUSSION AND RECOMMENDATIONS

Introduction

The purpose of this study was to conduct an independent evaluation of the mentoring program as described. It solicited comments encouraging faculty to provide suggestions for improvement and/or reasons for failure.

This chapter provides an overview of the study, as well as conclusions and recommendations. The goal of the project is to research the following objectives:

1. To determine faculty perceptions of the effectiveness of being a mentor.
2. To determine faculty perceptions of the effectiveness of being mentored.
3. To determine faculty likes and dislikes about the current program.

Research Objective One Results

The research objective was to determine faculty perceptions of the effectiveness of being a mentor. The data showed that overall; the mentors at LTC responded that the program was effective. There were 67 percent that felt that the first year's meeting was very satisfactory. The remaining 33 percent felt it was satisfactory. There were no mentors that felt they were dissatisfied with the program in any of the three years at all. In addition, 100 percent of the mentors

indicated that they would like to continue to be a mentor. Based on the data, it is recommended that these people be allowed to continue in the program, and that other experienced instructors be encouraged to join.

Research Objective Two Results

The research objective was to determine faculty perceptions of the effectiveness of being mentored: The data showed that overall; the mentees at LTC responded that the program was effective. There were 64 percent that felt that the first year's meeting was very satisfactory, and 23 percent felt the first year's meeting was satisfactory. There were 5.8 percent that felt that the meetings rated dissatisfied and another 5.8 percent felt it rated very dissatisfied. Mentees were also asked if they would consider becoming a mentor at some point. A large majority, 94 percent, felt that they would like to do so. Based on this data, it is recommended that the program continue, which would allow mentees to transition into a mentor position. This would add to the college's atmosphere of camaraderie and experience. One participant indicated that coworkers expressed a feeling of being left out by never having had the opportunity to be mentored. If the program is allowed to continue, the numbers of people who have experienced the benefits of the program will naturally grow. As another instructor put it, "I think the mentor program is a very valuable tool. Being a new employee is frightening enough, learning so many new things about the particular program in which we

teach. Having someone to answer questions and just be there for you was a great help.”

Research Objective Three Results

The research objective was to determine faculty likes and dislikes about the current program. The data showed that mentors generally found the program to be valuable on a number of different levels. A benefit that was mentioned in the comments was that “...each new group of instructors seems to form a cohort group. They get to know one another and are able to help each other out.” When asked to comment on what they liked best about the program, one participant commented, “The ability to help new teachers by providing feedback and information from an experienced teacher.” The mentee participants listed many items that they liked about the program including, “I feel very valued as an employee of LTC because you place so much value on us in this mentoring system.” Also, “If business/industry embraced this technique, new hires would be much more productive, morale would be higher and retention longer.”

When asked to list what they liked least about the program, a number of mentors listed documentation. The mentees’ comments centered more on time issues. “Sometimes the timing was not quite so convenient because I was busy, but then when I got to the meeting, I was glad I was there.” Based on the data it

can be concluded that a larger percentage of the participants selected a satisfied level of effectiveness of the program than a dissatisfied level.

Recommendations for the Future

Employees need to be valued, respected, and recognized in the workplace. While instructors have special, specific issues, the basic core of employee satisfaction is the same for all employees. Mentoring has provided many organizations a method to foster the human connection that helps to engage their workers. It is my recommendation that LTC continue to engage in this process. I would suggest that the program be expanded to draw upon more potential mentors who haven't served in the past. Many of the comments included notations that they (mentors as well as mentees) enjoyed getting to know other people in the organization – oftentimes outside of their teaching area. As more and more faculty members are drawn into the program, there will be less of a feeling of “being left out” as one faculty member relayed his or her coworker felt.

The respondents in both categories at LTC were predominantly female. Women comprised 67% of the mentors and 71% of the mentees. The review of literature supports the theory that female employees judge value in non-monetary ways more often than male employees. This may explain why the survey resulted in mostly positive comments.

Experienced mentors can provide feedback and support in a one-on-one environment. This experience goes hand-in-hand with the feedback that students at LTC need to experience. Many students coming to the college have experienced job loss. The insecurity that comes with that and the retraining issues call upon faculty to turnabout mentoring skills that are practiced in this program. In this era of displaced workers using the technical college system extensively for job retraining, the coaching/mentoring model provides an excellent model for transcending into the learning environment.

Measuring the payoff is difficult. I would suggest that LTC continue to survey the participants of the mentoring program each year. The online survey was an effective method for measurement and the anonymity of the results important to gain a true picture of the perceptions. The college has regularly surveyed participants of the entire training program (of which mentoring is a part) and has received excellent feedback. It is recommended that the survey include the anonymous feature and the questions from this survey as well. The survey results showed a bit of a drop off in the value of the program as the year's progress. The first year was most valued even while the mentees make comments that their time was most pressured. By the third year, the value drops down as employees become more familiar with policies and procedures. A few participants commented that the bi-weekly meetings weren't as valuable. One participant

stated, “By the third year the new instructor is pretty comfortable, so the value of the program is decreased, however, we found it useful to actually complete some curriculum or grading spreadsheets or something of value.”

LTC has strived to provide a method for newly hired faculty to transition into the college environment during their first three years of employment. The method pairs experienced instructors with the new hires and it also provides a method by which both partners receive payment in the form of a percent of their teaching assignments. There has been a noticed increase in faculty retention for the last three years at LTC, and the mentoring program may well be one of the reasons.

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APPENDIX A

MENTOR SURVEY

Please take a few minutes to complete the following survey. The information you furnish will be used for the purpose of improving the mentoring program.

Questions or concerns about the research should be addressed to Irene Hoffman, the researcher, at (414) 423-6994 or (920) 684-5505. This is an anonymous survey and confidentiality is guaranteed. No identifiers are included. Please return the survey in the enclosed postage-paid envelope.

Please circle the following with:

1=very dissatisfied

2=dissatisfied

3=neutral

4=satisfied

5=very satisfied

1. In year one, was the meeting with the mentee (1 hr. per week) valuable?	1	2	3	4	5
2. In year two, if applicable, was the meeting with the mentee (1 hr. per week) valuable?	1	2	3	4	5
3. In year three, if applicable, was the meeting with the mentee (1 hr. per 2 weeks) valuable?	1	2	3	4	5
4. In general, what is your opinion of the mentoring program?	1	2	3	4	5
5. What is your overall opinion of the load allotted to mentors?	1	2	3	4	5
6. What do you like best about the program?					
7. What do you like least about the program?					
8. Additional comments:					
9. Which class(es) did you mentee ? Circle all that apply:					
	2000	2001	2003		
10. How many mentees have you been assigned total? _____					
11. Please indicate your gender:					
	Male	Female			
12. Will you continue to mentor if possible?					
	Yes	No			

APPENDIX C

May 16, 2003

Dear Faculty Member:

As part of an ongoing effort to provide comprehensive support for new faculty, you have the opportunity to include your comments, suggestions and overall perceptions to a research study concerning the mentoring program at LTC.

Please take a few moments to complete the study that will be posted online when you receive an E-mail from the Research and Planning Department of LTC.

Your input will provide valuable information for the program. This is your chance to contribute to the training offered to new faculty at LTC, which in turn provides students with every chance of success.

If you would like to view the results of the study, please contact me. Results of this research will be made available to the Dean of Faculty Support and to the Research and Development department at LTC.

Sincerely,

Irene Hoffman
Office Technology/Web/Desktop Publishing Instructor
Office: 920-693-1255
Home: 920-684-5505, 414-423-6994
irene.hoffman@gotoltc.edu

APPENDIX D

Human Research Subjects Consent Form

I understand that by returning this questionnaire, I am giving my informed consent as a participating volunteer in this study. I understand the basic nature of the study and agree that any potential risks are exceedingly small. I also understand the potential benefits that might be realized from the successful completion of this study. I am aware that the information is being sought in a specific manner so that no identifiers are needed and so that my right to withdraw from participation at any time during the study will be respected with no coercion or prejudice.

NOTE: Questions or concerns about participation in the research or subsequent complaints should be addressed first to: The researcher – Irene E. Hoffman, Lakeshore Technical College, 1290 North Avenue, Cleveland, WI 53015-1414, phone 1.920.693.1255 or to the research advisor Dr. Carol T. Money, UW-Stout, Communication, Education and Training, 280 Technical Wing, Menomonie, WI 54751 phone 715.232.1444; and secondly to Sue Foxwell, Human Protections Administrator, UW-Stout Institutional Review Board for the Protection of Human Subjects in Research, 11 Harvey Hall, Menomonie, WI 54751, phone 715.232.1126.