

ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

# Mentorship Handbook



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# Contents

Introduction .....	1
Part 1: Mentee Resources .....	2
Leadership Opportunities .....	2
Academic Senate Seats .....	2
ASCCC Executive Committee .....	2
Local Academic Senates .....	2
Affinity Groups .....	3
Statewide and National Groups .....	3
Local Affinity Groups .....	3
Mentoring Programs .....	3
Grow Your Own Programs: From Student to Part-time .....	3
One-on-One Mentorship Programs: From Part-time to Full-time .....	3
Part 2: Mentor Resources .....	5
What is a Mentor? .....	5
Model Mentor Program Components .....	5
Mentorship Program Mission .....	5
Mentorship Program Objectives and Competencies .....	5
ASCCC Faculty Empowerment Leadership Academy (FELA) Competencies .....	5
Guidelines for Successful Mentor Relationships .....	6
How Do You Design a Mentor Program? .....	7
Check-in Topics and Themes for Mentor Activities .....	7
Mentor Program Framework Examples .....	8
Daily Framework .....	8
Workshop Half-day Framework .....	8
Part 3: The Why: Effective Practices for Administration, Boards of Trustees, and Faculty Leaders in Supporting Mentorship Programs .....	9
Part 4: Appendices: Mentor Tools .....	10
Appendix A: Active Listening Tools .....	10
Appendix B: Conversation Starters .....	10
Appendix C: FELA Framework and Core Competencies .....	12
Appendix D: Resolutions Supporting Part-time Faculty Mentoring and Leadership .....	15
Appendix E: Sample Mentor Orientation Presentation .....	16
Appendix F: Mentor Curriculum Vitae Review Guidelines .....	18
Appendix G: Resources on Mentorship .....	19



# Introduction

ASCCC recognizes that mentorship is a key component to the success of new faculty, both for those employed full-time or part-time, as well as for those seeking employment opportunities in the California community colleges. In response to two resolutions from Spring 2016: Resolution Number 01.01 and Fall 2020: Resolution Number 01.02 (see Appendix D), this handbook was developed by the ASCCC Part-time Committee in 2021 to provide a written guide and repository of resources for the development of mentorship programs at California community colleges. While this handbook was initially developed in response to the aforementioned resolutions to provide mentor resources for part-time faculty, it became clear that these materials and practices could be used more broadly for all faculty seeking equity-minded professional growth and empowerment. The intent of this handbook is to provide tools and model practices for all faculty and local and district leaders in the creation of mentor programs as well as support to mentor and mentees in community college mentorship programs.

This mentorship handbook is organized into four sections: Mentee Resources, Mentor Resources, The Why: Effective Resources for Faculty Leaders, Administration, and Boards of Trustees, and an appendix with tools and resources for mentors and mentor program developers. As stated above, the intent of this handbook is for use by both mentors and mentees in addition to those seeking models to develop a mentor program. In addition to listing resources that are available for faculty who are seeking mentorship opportunities and outlining information for leaders who are seeking how to implement and build an effective mentorship program, this handbook also provides, toward the end of the document, a brief discussion on the why: the purpose and value of starting a mentorship program.

Part 1: The Mentee Resources section was written with the purpose of providing the mentee (i.e., employed or previously employed part-time faculty or those seeking employment) a resource that describes the types of mentorship programs widely available at all levels of higher education (i.e., local, state, and national) and information for faculty, both new and seasoned, to access these leadership growth, networking, and support opportunities.

Part 2: The Mentor Resources section provides definitions, guidelines, and frameworks for how to start a mentor program at colleges or districts. Additionally, Part 4: the Mentor Tools section in the appendix includes a variety of model practices and guidelines for mentors, such as example relationship building techniques and other promising practices. The handbook appendices provide sample mentor orientation content, curriculum vitae guidelines for mentors to use with mentees, and example program competencies that could be used when designing mentorship programs.

Part 3: The Why section of this handbook is the concluding section that briefly describes a few of the effective practices that administrators, boards of trustees, and faculty leaders could use when seeking resources to implement mentorship programs.

The information in this handbook is not exhaustive, but it does provide an equity-minded framework to begin planning and implementing a successful faculty peer-to-peer mentoring program. Any material may be copied and used at your local campus or district to implement a mentor program or to provide resources to new faculty on mentorship opportunities.

## Part 1: Mentee Resources

### Leadership Opportunities

The Academic Senate for California Community College's (ASCCC) mission is commitment to:

- empower faculty to engage in local and statewide dialogue and take action for continued improvement of teaching, learning, and faculty participation in governance;
- lead and advocate proactively for the development of policies, processes, and practices;
- include diverse faculty, perspectives, and experiences that represent our student populations;
- develop faculty as local and statewide leaders through personal and professional development;
- engage faculty and system partners through collegial consultation.

With the above goals set in the ASCCC mission to serve faculty and the resolutions calling for resources for mentoring and leadership resources for part-time faculty (see Appendix D), the ASCCC Part-time Committee has developed the below list of leadership opportunities for both part-time and full-time faculty to consider (which is not exhaustive):

#### ACADEMIC SENATE SEATS

##### ASCCC Executive Committee

The ASCCC encourages all eligible faculty to consider running for Executive Board positions. Eligibility requirements can be found in Article IV of the ASCCC Bylaws: <https://asccc.org/about/bylaws> and listed below:

All candidates for election to the Executive Committee shall meet at least one of these criteria:

1. is a Delegate or a local senate president;
2. has within the last three years immediately preceding the election been a local senate president or an ASCCC Executive Committee member or officer; or
3. has been nominated by a resolution of a Member Senate. The minutes of the meeting at which that resolution was adopted must be submitted to the Elections Committee chair with the nomination of the individual.

Additionally, ASCCC appoints hundreds of faculty to statewide committees throughout the year. All faculty are encouraged to volunteer; an interest form to fill out annually can be found at <https://asccc.org/content/faculty-application-statewide-service>. Committee work can be a great place to learn and gain experience in professional matters and leadership.

##### Local Academic Senates

Local academic senate membership often provides an opportunity to learn about college leadership structures and academic and professional matters. Check your campus senate

bylaws or website if available to find out more on how to become a senate member. Additionally, check the senate bylaws for membership roles and advocate for creation of a part-time faculty seat if one not already established. Most college senates are public meetings and attending as a nonmember is also beneficial. Many colleges provide an opportunity for public comment where you may voice concerns or address any item on the agenda.

## AFFINITY GROUPS

An affinity group is a group of people who share a collective interest or goal(s). Often affinity groups are started with a vision of diversity and inclusion in mind, which is essential to creating a space for employees/faculty of color and other marginalized groups to feel safe and empowered to share lived experiences. A few examples of associations serving as affinity groups for college employees, locally and statewide or nationally, are listed below.

### Statewide and National Groups

There are many national and statewide affinity groups. For California community colleges, the following groups have been started and regularly host events: Colegas, Asian Pacific Americans in Higher Education (APAHE), American Association of Hispanics in Higher Education (AAHHE), Hispanic Association of Colleges and Universities (HACU), African American Male Education Network and Development (A2MEND).

### Local Affinity Groups

Check your campus communication hubs or ask the human resources office for affinity groups or employee resource groups supported at your college. Here are a few examples of local affinity groups at California community colleges: Pasadena Community College with their Association of Latinx Employees (ALE), Palomar College Asian Pacific Alliance in Higher Education (APAHE), or North Orange County Community College District's Black Faculty and Staff Association.

## Mentoring Programs

There are a variety of ways a mentoring program can be designed. Below are a few examples of the types of programs focused on supporting faculty.

### GROW YOUR OWN PROGRAMS: FROM STUDENT TO PART-TIME

Grow-your-own programs are designed to more like pipelines to support students in becoming instructors or college employees upon completion of their education. Two well-developed programs are [Peralta College's Faculty Diversity Internship Program](#), [Los Angeles Community College District Project Match](#), and [Los Rios Community College District Faculty Diversity Internship Program](#).

### ONE-ON-ONE MENTORSHIP PROGRAMS: FROM PART-TIME TO FULL-TIME

A few colleges in the California community college system formally provide mentoring programs for part-time faculty employed in the system. For example, [College of the Canyons' Professional Development Mentor Program](#) provides a model of a program

providing mentoring at a local level and the **ASCCC Faculty Empowerment and Leadership Academy** shows a statewide model for part-time and full-time faculty in historically marginalized communities, such as Black, Indigenous, People of Color, and women (see Appendix C for core competencies and program framework). Many of these programs provide one-on-one mentoring, and some may also have small group mentoring opportunities where two or more mentees are paired to one mentor.

## Part 2: Mentor Resources

### What is a Mentor?

A mentor is a person who provides guidance, advice, or direction to someone who is willing and desiring of growth and development.

### Model Mentor Program Components

#### MENTORSHIP PROGRAM MISSION

It is important to create a clearly developed statement that encompasses the mission of your mentoring program. It is recommended to gather leaders who are interested in starting a mentorship program and shape the mission statement together.

#### MENTORSHIP PROGRAM OBJECTIVES AND COMPETENCIES

In designing the mentor program, composing objectives and participant competencies in addition to, and in alignment with, the mission statement is another important step. Decide if your mentor program will be one-on-one or a team/group style, and then decide the length of the program. Consider for whom the program is designed; variations of participants include some of the following: a pipeline for participants seeking part-time employment, part-time faculty seeking full time positions, or newly hired faculty desiring support (post hire of full-time or part-time faculty). These considerations will provide a framing to your program planning and objective building.

Participant core competencies and outcomes of the mentor program should be clear and realistic for the length and scope of the program. It is also important to establish mentor and mentee roles, expectations, and responsibilities.

Vital to the success of any program is a measurement tool for continued improvement; thus, in backwards planning, a strong mentor program will have core competencies or participant objectives (or both) written to frame each activity in the program. Consider using electronic survey instruments for pre and post program measurement of objectives and participant competencies. Below is an example of the core competencies used for the ASCCC mentor academy:

#### ASCCC FACULTY EMPOWERMENT LEADERSHIP ACADEMY (FELA) COMPETENCIES

- Institutional Structures
- Outcome: Understanding of the barriers for advancement and advocacy and finding the options for faculty leadership in the community college system and on local campuses.
- Personal Path Development
- Outcome: Development of a career plan for future leadership opportunities or advancement.
- Equity-Mindedness



- **Outcome:** Exploration of the equity framework and lens and discussion of power dynamics. Development of advocacy skills to move a campus to more equitable outcomes and understanding of how to use power and privilege to advocate for yourself and others.
- **Effective Leadership**
- **Outcome:** Skill in using core competencies to be a leader on your campus, in your district, and/or in your state.

Other competencies and program objectives may include networking skills, goal-setting, field or discipline knowledge, job shadowing, and any other program aims. A more comprehensive list of core competencies can be found on the American Associations of [Community Colleges website](#).

## Guidelines for Successful Mentor Relationships

Every person is beautiful and unique in their own way and that is to be embraced. Although there are no set guidelines to build relationships, here are a few general helpful parameters for any mentor:

- **Be open and appreciative.** Navigating relationships is a journey and takes courage, so give yourself and your mentee grace as you learn about each other.
- **Listen actively.** Focus on your mentee's needs and support their goals. Repeat back what you hear them saying and avoid monopolizing the conversation. Ask them questions and get to know them (see Appendix A for active listening questions and Appendix B for conversation starters).
- **Be present** in the moment. It is easy to want to multitask and that will feel disappointing to a mentee, so be honest and set time limits on conversations if needed and state such at the start of the conversation.
- Discuss preferred **mode of communication** with your mentee (e.g., video conferencing, phone call, text messaging).
- Discuss and respect personal boundaries on **preferred days and times of communication**.
- **Follow up** on commitments. Communicate any changes to schedules in a timely manner. Discuss parameters of what constitutes prompt responses. Avoid making promises.
- **Maintain confidentiality.** All your conversations should be healthy and kept between the two of you unless the mentee specifically asks for other support services and gives you permission to share their story. Remember, if safety is a concern, please speak up and follow established protocol or procedure with a supervisor.
- Be professional and use **asset-minded language**. Use positive language and encouraging support, free of judgement. Avoid informal language or cursing.

## How Do You Design a Mentor Program?

1. Identify program leaders and/or a steering committee.
2. Create program mission, objectives, and/or core competencies (see Appendix C).
3. Secure funding to support the program mission and objectives. Ask administrators, human resources office, foundation, or any other resource allocation bodies. Consider budget elements such as food for group meetings, events, and mentor training, as well as release/reassigned time for a program coordinator. Also, consider securing funding to support part-time faculty participation by offering stipends as an option (see #9 below for other options).
4. Create a framework and timeline for the program including the following key elements: length of the program (e.g., year-long, semester-long, one-day workshop style), how many minimum days are required by both mentors and mentees, inclusion of a mentor training/orientation, regular mentor/mentee check-in days (scheduled as a group or scheduled by the mentor/mentee), a program kick off day, and a closing or ending celebration.
5. Design applications and create a webpage to house information.
6. Recruit and send out applications and post on college websites and social media.
7. Schedule application review and mentor-mentee matching day (with program leaders or a steering committee). It is highly suggested to create a rubric aligned to the program objectives for a fair and equitable selection process.
8. Create an entry survey and an exit survey to measure program success and to design for continuous improvement.
9. Consider creating a program certificate, badging, Flex credit, stipend, or continuing education credit for participants (many California State University and University of California schools have continuing education unit programs with which you could partner).
10. Provide training or an orientation for mentors before the mentor program begins (see Appendix E for a sample slide show).

### CHECK-IN TOPICS AND THEMES FOR MENTOR ACTIVITIES

Below is a list of a few ideas to use as program themes or topics. Themes or topics could be used to focus a particular month's activity, any one-on-one connections with mentor/mentee, or any other component of the program. Another way to consider selecting the content or the focus of activities or a presentation of program material is to ask program participants or survey them: ask them which of the topics or any others they desire to address throughout the mentorship program. Content presenters may also be program mentors, program coordinator, or guest speakers.

- Empathy, openness, and active listening
- Confidentiality in communication
- Networking
- Goal-setting
- Career timeframes and personal road maps
- Microaggressions, gaslighting, and racelighting

- Racial battle fatigue and emotional labor
- Imposter syndrome
- Understanding a typical organizational chart and administrative roles, duties, and titles
- Navigating spaces and deconstructing what “fit” means
- Breaking from the status quo and cultural taxation
- Barriers to success
- People vs. policy in anti-racism activism
- Conflicting values with dominant culture
- Fostering a community of support
- Power dynamics
- Service and community involvement
- Job searches
- CV/resume review
- Mock interviews
- Job shadowing
- Professional learning opportunities
- Work-life balance
- Book/article readings

### MENTOR PROGRAM FRAMEWORK EXAMPLES

Designing consistent culturally relevant frameworks for program days is important to creating a safe and brave space for mentees and mentors. Thus, strong mentorship programs build program days that both connect participants in large groups and in small groups, as well provide one-on-one time (mentor with mentee).

Setting or collaborating together on establishing community norms and social agreements at the start of every program is also important. Moreover, a regular routine for each activity that values the collective space and healing nature of circles, lean-ins, and reflection is highly valued and will build trust and positive relationships, as will meal sharing. When in-person, consider using conversation starters (see Appendix B) to support mentors in connecting with mentees at meal sharing times.

#### Daily Framework

- Introductions/Check-in/Lean-in Circle (1 hour)
- Theme Introduction and Core Competencies Review (30 minutes)
- Meal Sharing (45 minutes)
- Guest Expert/Storyteller/Mentor Sharing (45 minutes)
- Group Theme Activity (30 minutes)
- Debrief/Reflection Activity (30 minutes)
- Pair Activity (30 minutes)
- Group Debrief of Day and Closing Ritual (30 minutes)

#### Workshop Half-day Framework

- Welcome activity
- Introduction of theme or keynote speaker
- Focused breakout groups
- Break
- 20-minute mentoring (breakout in small groups/pairs for CV reviews, lean-in, or informal Q&A)
- Break
- Closing and reflection

## Part 3: The Why: Effective Practices for Administration, Boards of Trustees, and Faculty Leaders in Supporting Mentorship Programs

Faculty diversification has been a goal for decades in the California Community College system, and most recently we have been called to action by system leaders to support diversity, equity, inclusion, and antiracism more intentionally than ever before. Mentor programs focused on supporting employees of color are vital to the success and retention of equity-minded faculty.

Administrators, trustees, and faculty leaders are encouraged to support mentor programs for both pipelines to employment at California community colleges and mentor programs to support part-time and full-time faculty of color. Below are a few ways to provide support:

- Ask for data on BIPOC (Black, Indigenous, People of Color) faculty retention and share the information widely.
- Use Equal Employment Opportunity (EEO) funds or other committed resources to start pipelines and mentor programs.
- Read the article composed by a part-time faculty member titled, **“An Open Letter: From An Adjunct Faculty Member to Full-Time Faculty.”**
- Use the principles and practices laid out in the articles titled, **“Our Obligation to Equitable Hiring Practices: A Partnership Approach to Ensuring an Equity-minded Selection and Recommendation Process”** and **“How to Start Antiracist Work: Faculty Hiring Practices for Diversification”** to frame discussions and garner support for equitable hiring processes and mentor programs.

## Part 4: Appendices: Mentor Tools

### Appendix A: Active Listening Tools

The tools below may be used by both the mentor or the mentee, but active listening should be the goal of any strong, thoughtful, engaged mentor.

**Restatements**- mirror back what your partner has said to ensure you are focusing on their goals.

- I heard you say...Is that correct?
- If I understand what you said, you are concerned with...

**Summarization**- at the end of each mentoring session, summarize the time together and recap any decided next steps or action.

- So, from today's conversation, we will be working on...
- Some next steps will be...
- During our next meeting on... we will continue the discussion on...

**Silence**- be sure to count at least seven seconds after you ask your mentee a question before you volunteer an example or response. It may be they need to process and don't forget it may be new and a bit scary to be speaking with someone new in a vulnerable situation.

**Processing Questions**- when your partner is asking for advice or sharing a situation of concern, it is helpful to ask questions to allow the mentee space and for you to be a thought partner. Below are a few questions you may ask:

- What was your thought process in making that decision?
- Why did you approach it that way?
- What are your next steps?
- How did that connect to your personal or professional goals?
- Would you have done it any differently? Why?

### Appendix B: Conversation Starters

If the conversation needs some informal and light-hearted starting off points, consider any of the below questions:

1. If you could travel anywhere, where would it be?
2. What do you do in your spare time?
3. What three wishes would you wish from a magic genie?
4. What is the best thing someone has ever done for you?
5. If you could be an animal, what would it be and why?
6. If you had a day all to yourself, what would you do?
7. What talent would you really like to have?



8. Who do you think is the most successful person alive today and why?
9. What is your pet peeve? Why does it bother you?
10. What is your all-time favorite movie and why?
11. When you want some alone time, where do you like to go?
12. What is the best vacation you have ever been on?
13. What would be the perfect day for you and why?
14. What is something funny that you remember about high school or junior high?
15. What would you do with one million balloons?
16. If you could be a car, what would you be and why?
17. If you had two tickets to go around the world for one year, who would you take and why?
18. What qualities do you look for in a friend?
19. What do you wish you had that you don't have now?
20. What is something that you want to accomplish?
21. What really makes a positive difference in your life?
22. What do you think is great about life?
23. What is your favorite song and why?
24. Where do you go to think?
25. What qualities are in a good teacher?
26. Who has influenced you the most in the past year and why?
27. What's something you've done for somebody?
28. If you could change your name, what would you like it to be?
29. If you could meet anyone, living or dead, who would it be and why?
30. What TV character is most like you and why?

## APPENDIX C: FELA FRAMEWORK AND CORE COMPETENCIES

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### FACULTY EMPOWERMENT AND LEADERSHIP ACADEMY

#### Academy Mission

- **TO CONNECT:** Providing one-on-one mentoring to diverse faculty for personal and professional development with mentors who are campus leaders and/or administrators.
- **TO EMPOWER:** Creating safe and brave spaces for courageous conversations to investigate equity, diversity, and inclusion; to share personal and collective experiences on race, privilege, and oppression; and to embolden new faculty leaders to advocate for transformative change on their campuses.
- **TO GUIDE:** Providing networking opportunities and sharing guidance for navigating the systems of higher education. The focus of the mentoring will be to address the specific goals of the mentee.

#### Academy Objectives

- To provide opportunities for healing, support, and empowerment.
- To connect by engaging in networking opportunities with other faculty leaders and administrators.
- To create space for courageous conversations focused on understanding societal influences on race, ethnicity, gender, and their effect on leadership development.
- To provide guidance and accountability through regular check-ins (remotely or in-person if no travel cost).
- To honor mentor and mentee scheduling for balanced living by providing workshops coordinating with other ASCCC events (pre-sessions to other events).

#### Core Competencies

- **Institutional Structures**  
Outcome: Understanding of the barriers for advancement and advocacy and finding the options for faculty leadership in the community college system and on local campuses.
- **Personal Path Development**  
Outcome: Development of a career plan for future leadership opportunities or advancement.
- **Equity-Mindedness**  
Outcome: Exploration of the equity framework and lens and discussion of power dynamics. Development of advocacy skills to move a campus to more equitable outcomes and understanding of how to use power and privilege to advocate for yourself and others.
- **Effective Leadership**  
Outcome: Skill in using core competencies to be a leader on your campus, in your district, and/or in your state.

### **Academy Daily Framework**

- Introductions/Check-in/Lean-in Circle (1 hour)
- Theme Introduction and Core Competencies Review (30 minutes)
- Meal Sharing (45 minutes)
- Guest Expert/StoryTeller/Mentor Sharing (45 minutes)
- Group Theme Activity (30 minutes)
- Debrief Activity (30 minutes)
- Pair Activity (30 minutes)
- Group Debrief of Day and Closing Ritual (30 minutes)

### **Theme Topics Possibilities for Academy Training Days**

- Empathy, openness, and listening
- Confidentiality in communication
- Networking and conversation
- Goal-setting and career timeframes
- Professionalism and microaggressions and imposter syndrome
- Navigating spaces and what “fit” means
- Breaking from the status quo and cultural taxation
- People vs. policy in anti-racism activism
- Conflicting values with dominant culture
- Fostering a community of support
- Power Dynamics
- Service
- Personal Road Map
- Barriers to Success
- Understanding a typical org chart and administrative roles, duties, and titles

### **Handbook Ideas (Repository)**

- How to be a good mentor tips
- Introductions and get-to-know you tips (circles)
- Adjusting relationships for compatibility
- Monthly check-in ideas/questions
- Record keeping for your memory
- Event shadowing
- Skill/talent acknowledgement and conversation tips
- Self-care tips and ideas
- Guiding questions to allow for self-reflection or self-discovery

- Time efficiency survey
- Tools for leadership assessment
- Recommended readings

### Resources To Consult

Sample Competencies: [https://www.aacc.nche.edu/wp-content/uploads/2018/11/AACC2018Competencies\\_111618\\_FINAL.pdf](https://www.aacc.nche.edu/wp-content/uploads/2018/11/AACC2018Competencies_111618_FINAL.pdf)

Mentoring Frameworks: [https://www.mentoring.org/new-site/wp-content/uploads/2015/09/Full\\_Toolkit.pdf](https://www.mentoring.org/new-site/wp-content/uploads/2015/09/Full_Toolkit.pdf)

Equity Competencies: [https://drive.google.com/open?id=1NXAeFavYY87hgUrr5FQVoYllNb\\_tHpv0](https://drive.google.com/open?id=1NXAeFavYY87hgUrr5FQVoYllNb_tHpv0)

## Appendix D: Resolutions Supporting Part-time Faculty Mentoring and Leadership

### RESOLUTION: MENTORING PROGRAMS FOR PART-TIME FACULTY

#### Spring 2016 Resolution Number 01.01

Whereas, The Academic Senate for California Community Colleges has long-standing positions[1] in support of the creation of local faculty mentoring programs as stated in resolution 9.06 F90, which calls for local senates to create mentoring programs for all new full-time and part-time faculty members, and 12.07 F92, which calls for local senates to encourage departments and divisions to assist in providing mentoring services to new part-time faculty;

Whereas, The provision of formal mentoring services for new full-time faculty is a common practice in the California community colleges, but little is known about what mentoring services, formal or informal, are provided to part-time faculty; and

Whereas, Local senates are experiencing increased workloads related to basic skills, student success, and student equity and therefore need assistance and resources in not only developing but also implementing and sustaining mentoring programs for part-time faculty;

Resolved, That the Academic Senate for California Community Colleges research effective practices for developing, implementing, and sustaining mentoring programs for part-time faculty and report its findings by Spring 2017; and

Resolved, That the Academic Senate for California Community Colleges create resources for developing, implementing, and sustaining mentoring programs for part-time faculty.

#### **Resolution: Develop a Resource to Communicate and Encourage Part-time Faculty Leadership**

##### Fall 2020 Resolution Number 01.02

Whereas, The Chancellor's Office Management Information System Datamart for fall of 2019 indicates that 69.7% of faculty in the California Community College system are part-time faculty, yet the most recent Local Senates survey [1] completed in 2017 by the Academic Senate for California Community Colleges indicates that 64 colleges indicated that they have part-time faculty serving as local senators;

Whereas, The Academic Senate for California Community Colleges has multiple resolutions and papers supporting part-time faculty and the importance of their voice in effective governance;

Whereas, The Academic Senate for California Community Colleges' Bylaws, Article IV, Section 2 includes eligibility for part-time faculty to run for an Executive Committee position (i.e., Board of Directors), yet few part-time faculty have served; and

Whereas, In the last few years, approximately 26% of the total applicants interested in serving on statewide committees have been part-time faculty, yet only 15-17% of the



appointments to Academic Senate for California Community Colleges’ standing committees have been part-time faculty;

Resolved, That the Academic Senate for California Community Colleges develop a resource identifying effective practices and providing recommendations to assist colleges and local academic senates in creating and communicating equitable policies and various leadership opportunities for part-time faculty and bring the resource to the Fall 2021 Plenary Session for adoption; and

Resolved, That the Academic Senate for California Community Colleges widely communicate and encourage statewide leadership opportunities available to part-time faculty.

## Appendix E: Sample Mentor Orientation Presentation

# Mentor Program Orientation

### Get To Know Each Other

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Turn and partner

- Name
- Discipline or role on campus
- Who saw your bare feet last?

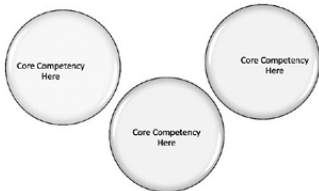
Turn other way and partner

- Name
- Discipline or role on campus
- What was the last time you ate dessert?

### Introduce Your New Friend

### Mentor Program Objectives

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### Research: Mentoring for Success

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A growing set of literature attests to the importance of mentors. The professional literature supports that mentoring is a critical component of effective inclusion into academia.

Mentoring is often recommended as a means of providing women and students of color with the support, socialization, and direct assistance they need to succeed in an environment they may experience as alienating or even hostile.

Meznek et al. (1989) explains that mentors of the same ethnic background as the protégés can assist in resolving apparent conflicts between the values of one’s culture or that success is possible without having to abandon cultural identity.

Source: Paente Program State Office

### Core Competencies and Program Outcomes

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- Participants will understand their roles as academic leaders
- Participants will be introduced to the concept of mentoring as well as understand the value of networking and seeking out mentors at different stages of their careers
- Participants will develop personal goals and a career advancement plan
- Participants will return as mentors in the future

## Mentoring DOs

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- Get to know mentees
- Be understanding and patient
- Email notes of encouragement
- Eat lunch on campus
- Invite mentee to your office
- Invite mentee to college cultural events
- Invite mentee to college sporting events
- Give feedback with applications, curriculum vitae, and resumes

7

## Mentoring DONTs

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- Never lose sight of mentor professionalism
- Never give money to mentee
- Never meet alone
- No proselytizing
- No political agendas
- Never disrespect any other college or career

8

## Mentor Activities

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- MONTH/DATE-** Mentor Orientation/Training
- MONTH/DATE-** Meet Mentees
  - >Time:
  - >Location:
- MONTH/DATE-** Group Activity
  - >Time:
  - >Location:

9

## What's Next?

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- Email mentee before **DATE**
- Meet mentee on **DATE**
- Check our new Mentor program website:  
Keep supportive contact with mentee all year long!

10

## Appendix F: Mentor Curriculum Vitae Review Guidelines

### CV REVIEWER HELPFUL GUIDELINES

A curriculum vitae (CV) illustrates one's professional and academic achievements. It differs from a resume in that a CV may include extensive information on publications, conferences, volunteer work, teaching and research experience, and other such professional and academic items relevant to one's field.

#### Sample CV from University of Wisconsin, Milwaukee

Sample from [CCC Faculty CV](#) and [Cover Letter](#)

#### What is a good amount of time to spend on a CV review session?

Schedule meetings for about 20-30 minutes and consider a follow-up session if your mentee desires to revise and polish and then have you review once more. The sessions could be in person or over Zoom with share screen capability. If you both prefer and have discussed exchanging documents ahead of time, then do so, but a quick read during the one-on-one time is appropriate and often necessary to accommodate busy schedules.

#### What are some good things CV reviewers could do?

- Use the time efficiently (set a timer) and let participants know of the 20/30-minute session limit
- Provide advice on specific content tailored to their disciplines
- Make sure they know to match the job announcement description with their achievements
- Assist in highlighting their contributions to diversity, equity and inclusion work
- Assist with organization of the CV sections and headings to highlight their knowledge, skills, and abilities
- Suggest aesthetically-pleasing, easily readable formatting and font type (it is good to use white space and margins to avoid too much text)

#### What should CV reviewers avoid?

- Avoid comparing your experience to theirs. Remember the CV is not about you, so stay focused on edifying and encouraging them.
- Refrain from holding extended conversation on a topic. You only have a few minutes with them and a deeper dive could be for another time.
- Stay clear of discussing hiring committees you have been on or specific college processes, as these sessions are more generalized and briefer.

## Appendix G: Resources on Mentorship

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