Faculty Mentoring Program Description

Program Goals

The Cardinal Stritch University Mentoring Program functions as a branch of the Executive Vice President of Academic Affair’s office to serve new full and half-time faculty during their first year of employment at Cardinal Stritch University. In order to create a positive first-year experience, this program has four program goals:

1. New faculty will understand the culture and procedures of Cardinal Stritch University and their individual colleges
2. New faculty will understand the expectations for and aid in attaining professional development (scholarship and service) at Cardinal Stritch University
3. The first-year program will facilitate the development of new faculty members’ instructional skills to have a positive impact on student learning
4. The first-year program will result in improved retention of highly qualified educators that become integral members of the University and their individual colleges

The current Director of Mentoring is Dr. Stacey Floyd, assistant professor of English. sefloyd@stritch.edu
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The Experience

As soon as a new faculty member is hired, he/she can expect contact from the Director of Mentoring, with an invitation to attend the next scheduled New Faculty Orientation event. Additionally the new faculty member will received a Needs Assessment, which will allow him/her to discuss strengths and perceived needs at the start of the new position. The Needs Assessment gathers data regarding the new faculty member’s knowledge of Cardinal Stritch students and culture (Program Goal #1), familiarity with the technology in our classrooms and our Learning Management system (Program Goal #3), and understanding of what scholarship and service expectations there will be (Program Goal #2).

Once this information is gathered, the Director of Mentoring will begin an Individualized Mentoring Plan and will assign the new faculty member a mentor from his/her college who will participate in the writing of the plan. The Individualized Mentoring Plan establishes first-year goals for the mentee and outlines ways the mentor and Director of Mentoring can help in attaining these goals. Additionally, new mentees will visit their mentors’ classrooms and be visited in class by their mentor. Creating an open conversation about teaching at Cardinal Stritch is important to improving teaching (Program Goal #3).
The relationship between mentor/mentee is one aspect of the experience new faculty will have in their first year; however, there will also be planned development opportunities to help the mentee meet all four program goals. Before the semester begins, the mentee will be asked to save several dates for these sessions. Helpful sessions include those giving information on applying for Faculty Development grants or release time for scholarship (Program Goal 2), learning about faculty governance and options for committee work (Program Goal 2), meetings with Rank & Tenure to understand the process of tenure and promotion (Program Goals 2 and 4), 20 Minute Mentoring Sessions, classroom management, and online teaching tips (Program Goal 3).

New faculty take an End-of-Year Survey to collect data on their gain of knowledge since the Needs Assessment and the success of the program goals.

The Director of Mentoring keeps track of new faculty retention to note whether new faculty who participate in the program stay at the University and for how long (Program Goal #4).