

## **Faculty/Student Engagement - Strategic Planning Committee**

In addition to our recommendation to implement peer-to-peer mentoring through Mentor Collective, we recommend the development and execution of a university-wide faculty/student mentoring program. We conducted a survey that was sent to all ULM students to gather their opinions regarding current levels of engagement with their faculty and what they would like to have access to moving forward. A summary of the survey results is below as well as an outline of recommendations for the faculty/student mentoring program. We believe that we need to develop a more student-centered culture at ULM which will necessitate administrator, faculty and staff involvement through multiple avenues that encourage community and influence students in a positive manner. The successful implementation and continual assessment of these mentoring programs will be vital to achieving this goal.

### **Student Survey Results**

Of the 137 students that responded, 37.23% reported being second through fourth year undergraduate students, 24.09% reported being graduate students, 18.25% reported being first year undergraduate students, and 16.06% reported being professional program students. The most frequently reported majors include: pharmacy (14.6%), education (13.9%), biology (5.8%), pre-pharmacy (5.1%), computer science (3.6%), kinesiology (3.6%), pre-nursing (3.6%), social work (2.9%), risk management and insurance (2.9%), and atmospheric sciences (2.9%). On a scale from 1-5 (1-lowest, 5-highest), students reported an average of 3.89 when asked how they felt about the mentoring job their instructors were doing. On the same scale, they reported an average of 3.55 when asked if they feel connected to faculty members in their program. 53.28% said they would like to work more with a faculty member on educational goals, and 58.39% reported wanting to work more with other students in their programs with similar educational goals. 63.5% of our students would like to have more opportunities to engage with faculty in their current degree program. The survey concluded by asking how faculty members in the students' degree program can more effectively help with their educational goals. 79 responses were entered, and common themes are listed below.

- Be present and engage more with students
- Get to know the students and create more personal connections
- Be more lenient and understanding of life circumstances and responsibilities outside of school
- More research opportunities
- Clearly communicate expectations
- Provide career advice and planning
- Provide regular and meaningful feedback about performance and progress
- Better communication from faculty
- More practical learning experiences
- Respect students

In addition to these themes, MANY responses noted that the students have received great help from faculty and have had extremely positive experiences during their time at ULM.

## **Overall Goals for the Mentoring Program**

- Encourage faculty/student engagement and connection outside of the classroom.
- Faculty members have more opportunities to personally connect with students and sense student troubles earlier than any other position.
- Faculty-student relationships form which allows students to discuss academic, social and personal concerns. During these encounters, unspoken rules of academic life are discussed.
- Boost diversity on campus.

## **Objectives for the Mentoring Program**

- Foster faculty/student relationships and create a sense of community and belonging.
- Create a culture of mentoring within the university.
- Offer academic, personal, social, and career support to students.
- Assist students in integrating into campus life as well as their development as scholars.
- Positively affect engagement, retention, and graduation rates of students.

## **Administering the Mentor Program**

- The mentor program should be overseen by a dedicated program administrator/coordinator.
- Mentor training
  - Training must occur before students are matched.
  - Educate faculty on:
    - Important issues that students experience on campus
    - Effective communication
      - Methods of communication
      - Active listening
- Require a minimum number of meetings per month
- Ongoing assessment with data collection
- Voluntary participation
- Similarly matched faculty to student

## **Incentives for faculty participation**

- 1-2 course releases
- \$500 annual honorarium
- Enhanced recognition of service contributions
- Faculty mentoring service included in P&T considerations
- Outstanding faculty mentor annual award

## **Mentorship Roles**

1. Disciplinary Guide
2. Skills development consultant - oral and written, team-oriented, leadership
3. Career consultant
4. Provide constructive and supportive feedback
5. Provide encouragement

6. Serve as a role model

**Resources:**

1. Albany College of Pharmacy and Health Sciences. (2018). *What It Means to Be Student-Centered*. <https://www.acphs.edu/blog/what-it-means-be-student-centered>
2. Credo. (2021). *Campus Culture as the Key to Sustainable Student Success*. <https://www.credohighered.com/blog/campus-culture-as-the-key-to-sustainable-student-success>
3. Education Advisory Board - Academic Affairs Forum. (2013). *Developing and Administering Faculty-Student Mentoring Programs*. [https://sc.edu/about/offices\\_and\\_divisions/advising/documents/faculty\\_mentorship/developing-and-administering-faculty-student-mentoring-programs\\_2013.pdf](https://sc.edu/about/offices_and_divisions/advising/documents/faculty_mentorship/developing-and-administering-faculty-student-mentoring-programs_2013.pdf)
4. Education Advisory Board. (2019). *Why Mentors are Vital to Student Success - and 7 Ways to Make Mentoring More Valuable*. <https://eab.com/insights/daily-briefing/student-success/why-mentors-are-vital-to-student-success-and-7-ways-to-make-mentoring-more-valuable/>
5. Morales DX, Grineski SE, Collins TW. (2016). Influences on Faculty Willingness to Mentor Undergraduate Students from Another University as Part of an Interinstitutional Research Training Program. *CBE Life Sci Educ*. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5008882/>
6. Paving the Way. (2017). *Creating a Student Centered Culture*. <https://tracyharringtonatkinson.com/creating-a-student-centered-culture/>
7. Taylor, C. *How to Set Up a Faculty-Student Mentor Program*. <http://drcharlestaylor.com/FacultyStudentMentorProgram.pdf>
8. University of Washington. *Mentoring: A Guide for Faculty*. <https://grad.uw.edu/for-students-and-post-docs/gsa/mentoring/mentoring-a-guide-for-faculty/>
9. West C. (2022). *Creating a Culture of Mentoring on Campus*. Magna Publications. <https://www.facultyfocus.com/articles/academic-leadership/creating-a-culture-of-mentoring-on-campus/>



# Minutes

## Faculty/Student Engagement Strategic Planning Committee

**Date: November 2, 2022**

**Time: 10:30 a.m.**

**Meeting room: Zoom**

<b>Members</b>	<b>Jessica Lasiter, Laurel Sampognaro, Jennifer Perodeau, Karen Worsley, Jessica McAllister, Meghan Olinger</b>
<b>Members absent</b>	Meghan Olinger (conflict with schedule)

### Items for Discussion:

- Recap discussion with Dr. Arant (Friday, October 28)
- Elect Chair
- Gather Ideas
- Setup up biweekly meeting

### Meeting Notes:

Meeting called to order at 10:33 a.m.

- Committee members present on Friday, October 28 summarized the topics Dr. Arant expressed
  - Submit a report to Provost by mid-February/mid-March on methods/phases to implement more faculty/student engagement
- Laurel Sampognaro and Jessica Lasiter volunteered to serve as co-chairs of the committee.
- Members present will type and disperse minutes after each meeting
- Todd Murphy will create a poll for "When is the best time?" to all committee members. Committee will meet bi-weekly during the academic semesters until the report is finalized for Provost Arant
- Jessica Lasiter will create and share a Google document for members to drop their research into. ***Deadline to provide ideas/topic information is by next schedule meeting (hopefully next week).***

#### Tasks assigned:

Certificates in Mentorship – Jennifer Perodeau

Mentor Collective Faculty Mentoring – Jessica Lasiter

Circle N Communitywide Study Program – Jessica McAllister

# Minutes



[Pathway to 2030 Board of Regents Master Plan Summary](#) (page 7) – Campus-wide Academic Mindset Strategies

Inclusion and Belonging – Meghan

Purpose and Value – Laurel

GRIT and Perseverance – Todd

Growth Mindset – Karen