Faculty Mentoring in an Academic Success Program

by

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ABSTRACT

Over the past decades, there has been growth in student academic success programs in institutions of higher learning. However, with this growth instructors in these programs have not always been prepared to teach courses focused on supporting student academic success. The purpose of this study was to understand the role that mentoring plays in the performance of new faculty in the Success Courses department at Arizona State University. The guiding questions of the study examined the degree to which mentoring affected instructors' efficacy in implementing the core tenets of the Success Courses Department and the features of the mentoring program that new instructors found useful. I used an action research, mixed method approach with focus groups, interviews, and surveys serving as data collection tools. The participants in the study were new department faculty mentees who taught for the Success Courses department at ASU in the fall of 2018. The quantitative data suggested that the faculty mentoring program helped new instructors improve their understanding of their students and the classroom environment. The qualitative findings indicated that faculty mentoring provided overall support, enhanced preparedness to deliver course content, created opportunities for professional growth and development, and supported positive relationships and collaboration. The faculty mentoring program enhanced the development of relationships between mentors and mentees, which is important for assisting new instructors as they seek to address individual challenges related to their teaching practices.

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CHAPTER 1

INTRODUCTION

In an era in which students are attending college in increasing numbers and most available career choices require postsecondary education, colleges and universities are also reporting that a growing number of their students arrive to their campuses unprepared for success (McFarland et al., 2017). A number of factors are at play in preparing a student for success beyond high school, but institutions of higher learning consistently identify a set of key areas in which some incoming students are deficient: perseverance, collaborative abilities, and preparedness for the academic rigor necessary for success in college-level courses (Crisp, Taggart, & Nora, 2015). Many students arrive at postsecondary institutions unable to understand the nuances of navigating the educational setting and creating opportunities for success (Choy, 2001). These trends have led to a proliferation of student academic success programs aimed at supporting and motivating learners to perform well (Bettinger, Boatman, & Long, 2013).

According to McIntyre, Todd, Huijser, and Tehan (2012), many of these academic success initiatives have focused on building pathways and enhancing the learning experiences of students at higher institutions so as to improve their grades and afford them more opportunities to succeed in life. Nitecki (2011) posited that such programs, if properly implemented and staffed with knowledgeable instructors, could help college students discover new and enhanced methods of conducting research and of learning.

A 2016 study conducted by Hart Research Associates for the Association of American Colleges and Universities found that approximately 60% of institutions of

higher learning require some students to participate in some type of academic success program. Before such programs go into operation, it is vital for program staff and faculty to understand students' prior learning and life experiences and to design strategies to prepare them for college-level learning. In order to facilitate ongoing academic success for their students, faculty members must be adequately prepared to teach the students who are entering college classrooms (Martin, Wilson, Liem, & Ginns, 2013). Despite the fact that many institutions are embracing academic success programs, there has been little research focusing on the training of faculty involved in academic success programs. In this study, I examined the effect of a newly implemented faculty mentoring program on the efficacy of new instructors in the Success Courses department (an academic success program) at Arizona State University (ASU) and identified components of the program that were particularly effective.

Situated Context

ASU is currently the largest state university in Arizona and, indeed, in the United States, with over 90,000 students enrolled in 2018 (Enrollment Trends by Campus of Major, n.d.). One of the major differences in philosophy between ASU and other major universities concerns goals for student success. According to the ASU charter, success is "measured not by whom we exclude, but rather by whom we include and how they succeed" ("New American University," n.d.). This philosophy has led to the creation of the Success Programs department, now called the Success Courses department, which supports academically vulnerable students, including transfer students, re-entry students, and those on or in danger of academic probation. The department is part of the University College at ASU, which was established to support "academic excellence" for

undergraduate students (Academic Success Programs Arizona State University, 2015). The University College, housed in the College of Integrated Science and Arts, was designed to partner with the colleges in which students' major programs are housed.

The University College provides student support services including tutoring and academic success classes and access to various other university resources. In 2003, President Michael Crow commented that the college would "enhance student success, here and in the other colleges" ("New American University" n.d.). Dean Roen (2015) listed the University College's goals as:

- supporting students with academic success courses, tutoring, adaptive learning strategies, and individualized learning plans;

- enhancing assistance university-wide for students in transition;

- providing full access to all ASU campus resources; and

- improving student retention and graduation rates.

The creation of the University College was not, however, without controversy. When the idea was introduced in 2003, some faculty were concerned that the mission of the college would lead to a "dumbing down" of the university owing to the retention of students incapable of succeeding in higher education (Hart, 2003). Despite these concerns, the plan moved forward and garnered widespread support, including from ASU President Crow. His vision of the new American university included the "simultaneous pursuit of excellence, broad access to quality education, and meaningful societal impact" (New American University, n.d.)—aims that are in direct alignment with the mission of the University College.

In 2007, the University Success Programs (now called Success Courses) as part of the University College commenced with UNI 101, a freshman seminar designed to ease new students with low admission scores into the rigors of higher education. The UNI 101 curriculum was eventually augmented with critical thinking and reading skills and renamed UNI 110: Critical Thinking and Reading. The course was, again, recommended for entering students with considerable academic deficits, especially below-average reading and writing skills as measured by ACT/SAT scores and a low high school GPA.

As the program grew and UNI 110 proved successful, program managers saw the need to develop a more consistent level of support for students beyond the first semester of school. Evidence for this need included end-of-course evaluations, student comments, and anecdotes from faculty. Thus, UNI 220: Academic Refresher was developed in 2009 specifically to facilitate self-reflection and a "growth mindset" that would contribute to the overall success of ASU students (Academic Success Programs, 2015). The course had great success in terms of student retention and resulted in the creation of UNI 120: Academic Success Seminar in 2010, which was designed to support freshman proactively (Academic Success Programs, 2015). The Success Courses have received local and national recognition, including the Integrated Impact Award for Promoting High School Students' Future Success in the College Program from the Arizona Commission for Postsecondary Education and the Directors Award at the National Symposium on Student Retention ("Accolades," n.d.). Department staff have commented that the success of the courses is due to the careful student centered design.

The Success Courses employ specific pedagogical practices intended to ensure student growth and success in the classroom. While the practices on their own are

impactful, the unique combination of the pedagogies supports a student centered approach to Success Courses. These practices were informed by Chickering and Reisser's (1993) seven vectors of identity development, Tuckman's (1977) group dynamics, and research on inquiry-based learning. Comments on student evaluations have suggested that instructors who employ these specific practices are especially effective in connecting course content to students' lives and therefore improving their chances of academic success. In what follows, I provide a brief overview of these central practices for the program.

The theory of identity development formulated by Chickering and Reisser (1993) addresses the changes that individuals experience in the process of growth. The primary aim of this theory is to model students' personality development in higher learning institutions, but it is also applicable in other areas. The first vector described by the theory involves enhancing individual intellectual, physical, and interpersonal competencies. Having achieved proficiency in these regards, individuals are able to manage their emotions (the second vector) before developing an independent identity (the third vector). Then, having achieved this independence, they can create and maintain mature and meaningful relationships with others, marking the fourth vector of identity development. The fifth vector entails the establishment of an identity through various processes as a result of which an individual emerges with a healthy self-concept in all respects. Chickering and Reisser (1993) posited that, after establishing an identity, individuals develop a purpose in life and, later on, integrity by articulating and emulating values. Chickering and Reisser's identity development is important to understand so that

instructors can best meet the needs of their students right where they are and tailor course content to maximize student growth.

The second important theory to the Success Courses is Tuckman's (1977) group dynamics because of the emphasis in the Success Courses on both group discussion and a midcourse group project throughout each of the courses. The process of forming a productive team can be challenging and time-consuming because individuals must transition through various stages, from strangers to forming a team with common goals and objectives. Working in the field of psychology, Tuckman (1977) proposed a model of group dynamics consisting of five stages: forming, storming, norming, performing, and adjourning. In the forming phase, some individuals are polite and others anxious as the collaboration commences, and leaders are expected to play a relatively passive role until the various team members' responsibilities are well articulated. The storming phase, as the name suggests, is the period in which conflicts among team members may occur owing to differences in behavior, attitudes, and approaches. During the norming stage, team members learn to resolve their conflicts and respect their leader. After norming, a team can focus on achieving goals and high performance (Couchman, 2015). Some groups, such as those that exist for a fixed period or even semi-permanent ones that may be disbanded during organizational restructuring, reach the adjourning stage.

Whereas Chickering and Reisser (1993) and Tuckman (1977) focused on identity and group dynamics respectively, Marks (2017) asserted that inquiry-based learning is essential to high performance in education because it foregrounds students' questions, ideas, and observations. The underlying principle involves collaboration between educators and students and sharing responsibility for learning (Harris, 2017). This form

of education is highly beneficial because it gives students opportunities to participate actively by posing questions or problems and to engage in evidence-based reasoning and critical and creative thinking (Marks, 2017). Inquiry-based learning facilitates achievement in education by ensuring that educators remain responsive to students' learning needs and, most importantly, know the appropriate moments in which to introduce new ideas and concepts to students and the most effective approaches to doing so (Marks, 2017). When combined in practice, the preceding three theories can create an environment that facilitates an understanding of self, how one fits within the world and promotes self-reflection.

The desire to contribute to the development of such a strong, student-centered program is what led me to join the Success Courses department as an instructor of UNI 110 and UNI 120 after having worked as a K-12 educator and administrator for more than 10 years. In this latter role, I had witnessed firsthand how important adults' perceptions of students' success were to students' achievement and how learning can suffer when students perceive that an adult has given up on them. In my experience, the Success Courses have helped students to overcome negative past encounters of this sort and to develop resilience and a growth mindset. The goal of the Success Courses department is to have a supportive culture, which is cultivated through the careful selection of faculty and the strategic development of professional training. This department culture provides a network of support that is inviting and student centered, which in my opinion encourages instructors to positively impact students and their success.

Problem of Practice

Research has shown that an instructor's perception of a student's potential for success can positively impact the latter's learning experience (Miller, 2006). However, through conversations with Success Courses course instructors and discussions with students in classes, it recently became clear to me and my colleagues that a significant percentage of our students had an experience in which an instructor demonstrated a lack of conviction that the students could succeed. For most of the years since the establishment of the department, students have reported through course evaluations and final reflection assignments that the Success Courses and instructors had greatly contributed to a positive shift in regard to their mindsets and overall academic success (Roen, 2015). When the department was small, there were abundant opportunities to support instructors and enhance their efficacy through direct collaboration with other instructors and department leaders. However, the department has gone through a period of rapid growth over the past several years, including expansion to other ASU campuses. As a result, opportunities for direct collaboration have become limited due to time and location restraints. This growth has led to the observation by department staff that there has been a rise in the occurrence of faculty members straying from implementing department policies and practices with fidelity.

As more faculty members are hired to teach Success Courses, it has become increasingly difficult to ensure that new faculty members understand fully the importance of departmental practices in supporting student success mentioned above. Given the large numbers of new faculty that have been hired (more than 15 in the past two years alone), some of the department's core tenets may have come in danger of being lost in the

classroom. The idea that instructors can have an important impact on student learning and overall success and that, through anecdotal observation, failure to follow our best practices can be detrimental to our students has led me to formulate my problem of practice: New faculty are not always implementing department pedagogy and policies with fidelity. In order to address the problem of practice, I worked with the Success Courses department to develop a mentoring program for new faculty. The innovation included initial training for mentors and mentees, ongoing communication between mentors and mentees, and an evaluation of the impact of mentoring changes on the mentees' efficacy as instructors and of the features of the mentoring program that have proved useful. Specifically, my research addressed the following questions.

1. To what degree does mentoring impact instructors' efficacy in implementing the core tenets of the Success Courses?

2. What features of the mentoring program do new instructors find useful?

The following chapters of this dissertation include Chapter 2, which examines the theoretical frameworks and additional research that guided the project. A description of the mixed-methods action research project and accompanying innovation is provided in Chapter 3. Chapter 4 contains findings based on my an analysis of quantitative and qualitative data sources. Finally, Chapter 5 concludes the dissertation with a discussion of the study's overall themes, lessons learned, and implications for future practice.

CHAPTER 2

THEORETICAL PERSPECTIVES AND RESEARCH GUIDING THE PROJECT

Mentorship has been a characteristic of cultures from ancient times to the present day (Bhatia, Madabushi, Kolli, Bhatia, & Madaan, 2013). There is evidence that mentoring can increase the retention and effectiveness of K-12 teachers (Darling-Hammond, 2003), Additionally, work by Mayer et al. (2014) supports the notion that there is a positive connection between mentoring and self-efficacy (defined in section below). In this chapter, I first explore the concepts of social learning theory, self-efficacy theory, relational agency, and the connection between instructor mentoring and instruction in their relation to faculty mentoring. Next, I examine mentoring as part of instructional practice in both K-12 and higher education settings and discuss related studies that have described the characteristics of effective mentoring programs. The literature review concludes with a summary of my previous cycle of action research.

Social Learning Theory

Social learning theory (SLT), as described by Bandura (1971), is a way to integrate behavioral and cognitive theories of learning in order to form a comprehensive model reflecting the diverse learning events that occur in actual practice. Bandura argued that traditional learning theory is mistaken in conceiving of learning in terms of behaviors; rather, it is a cognitive process that is influenced by social context. Bandura (1989) expanded on this theory by accounting for human learning in terms of personal, behavioral, and environmental factors.

Bandura's (1999) work with SLT included discussions of human agency as he explored the psychological processes through which personal agency is exercised and the

considerations that need to be taken into account owing to the complex nature of human experience. Edwards (2005) built on the idea of agency as an individual concept and looked at the impact of working with others on the range of and access to resources that are involved in relational agency. She suggested that relational agency can enhance and transform the work that organizations do by leveraging the access to resources that others can bring. Relational agency can make "small wins" matter (Weick, 1984) in bringing about significant change in education. SLT has implications for the effectiveness of the Success Courses mentoring program because of the connected nature of the relationships between mentors and mentees. Bandura's (1999) proposition that learning is a social phenomenon is consistent with the apparent importance of the mentor-mentee relationship. By participating in such relationships, mentees gain direct experience with critical pedagogical practices, policies, and content.

The link between SLT and faculty mentoring involves appreciation of the personal, behavioral, and environmental factors that affect students' success. The tenets of SLT emphasize the need for faculty mentors to recognize the role of social contexts—such as meetings and communication—in promoting learning and student success. Importantly, this theory may help faculty mentors to remain sensitive to the numerous psychological experiences that motivate human behavior and as a result to develop effective mentorship strategies that recognize both the cognitive and personal factors that affect students' success.

Self-Efficacy Theory

Self-efficacy theory, introduced by Bandura in 1977, is a facet of SLT that concentrates on changes in human behavior. According to Bandura, individuals need to be motivated to change their behaviors and attitudes and to embrace values that positively affect their lives. The notion is that individuals' perceptions of their competencies significantly determine their achievement in life (Bandura, 1977). In other words, self-efficacy refers to individuals' certainty and confidence regarding what they can accomplish using their skills and knowledge under a given set of circumstances (Brown et al., 2014). From this perspective, individuals are motivated to engage in activities for which they believe they have the skills and knowledge to succeed. Bandura (1977) argued that individuals often attempt to learn and perform only those assignments for which their success is assured. Applied to the present topic, instructors' self-efficacy can have an influence on students' learning ability, motivation, and performance. For example, in the event that an instructor's sense of self-efficacy is hampered, he or she may not have as strong of an impact on student success.

Self-efficacy theory also suggests that behavior and achievements are significantly determined by individuals' confidence in their efficiency. Levels of self-efficacy are calculated using three fundamental units: magnitude, strength, and generality (Brown et al., 2014). Magnitude refers to the difficulty involved in executing a task (i.e., whether it is easy, moderately difficult, or challenging). Strength in this context refers to an individual's confidence and conviction when it comes to executing an activity successfully. Brown et al. (2014) explained that strength determines whether individuals remain calm or become anxious when performing a task. Generality refers to the degree

to which outcomes can be generalized across situations; for instance, a person may learn a new concept but be uncertain how to apply it to various tasks.

Bandura (1977) identified four building blocks of self-efficacy; situations in which participants experience feelings of success, opportunities to observe an effective model, support from peers, and self-reflection regarding their own emotions. Self-efficacy is an important concept in relation to this study because the purpose of the mentoring program is to increase the efficacy of instructors. Mentors need to implement the mentoring protocol carefully in order to boost their mentees' confidence and sense of self-efficacy. This theory, then, addresses the core factors that influence personal success, and, if its tenets are applied in light of the environmental factors identified by SLT, faculty mentorship programs are more likely to be successful.

Relational Agency

Edwards (2005) defined relational agency as the "capacity to offer support and to ask for support from others and one's ability to engage with the world is enhanced by doing so alongside others" (p. 168). Edwards and D'Arcy (2004) explored how relational agency could increase the instructional effectiveness of student teachers by promoting interdependence between them and their students. In a study of student teachers, Edwards (2005) argued that when students see their student teachers working with mentors, their own capacity for relational agency increases. This theory is important to Success Courses as it affirms the department's belief that not only do students need to be aware of and utilize resources available to them, but we need to work with the other departments that directly impact the students.

The Success Courses department focuses on supporting the whole student in terms of fostering growth and academic success. The department partners with the academic advising community and capitalizes on resources that ASU provides. For example, instructors have taken care to relay students' concerns to the department administration, which has then taken them up at frequent meetings with its college partners. Additionally, instructors have worked closely with the academic advisors in each college to support students experiencing difficulty. Last, the department staff and instructors have formed close relationships with other departments throughout the university, including the Pat Tillman Veteran's Center, counseling services, and student advocacy, in order to provide "wraparound support" for students.

While Edwards's studies have not specifically addressed relational agency in higher education, they shed light on how it can affect the work that is done in the Success Courses at ASU. The population served by the department can benefit from relational agency through the whole student support. While Edwards's work has focused on relational agency in K-12 settings, the faculty and staff of the Success Courses have prided themselves on employing the assets of all of the various departments and specialties of the students that the courses were designed to serve. Perhaps the strongest link between relational agency and faculty mentorship has concerned the notion of creating an atmosphere of collaboration and support within the mentorship programs. Application of the knowledge revealed by relational agency could assist faculty mentorship teams in helping students to learn how to find support and in creating networks that promote success.

Research on Mentoring

Each college's administration has a role to play in supporting novice instructors so that they can learn quickly how to implement successful teaching strategies. New teachers can face various challenges during their initial period on the job. Specifically, they may feel isolated and uncomfortable seeking assistance with classroom problems owing to concern that they may be viewed as incompetent; consequently, some teachers quickly lose their enthusiasm for the job (Halford, 2009). Mentoring can offer support and powerful resources to new instructors, thereby smoothing the transition into teaching (Cawyer, Simonds & Davis, 2002). This approach assists teachers in reconciling their training with the realities that they encounter in the course of their first assignments. Mentorship programs are among the possible solutions through which schools and universities can facilitate the transition from novice to experienced instructor (Peluchette & Jeanquart, 2000).

Fletcher and Mullen (2012) have described mentorship as a more personalized form of coaching. The main difference is that mentees (rather than mentors) identify the salient issues, while coaches identify problems and help their "coachees" to resolve them. A successful mentorship program promotes supportive discussions regarding how mentors can best meet the needs of the mentees. These researchers describe that mentorship is a subtle process and also added that mentors can cause mentees to reflect on their own experiences and thereby empower them to take charge. In these respects a successful mentorship program responds to the needs of the mentee.

Mentorship can help new instructors to become socialized as the mentors help mentees to transition from outsiders to insiders. Wren (2010) and Halfords (2009) have

been among the researchers to observe that new instructors often feel isolated during their first years on the job. Mentoring for socialization can give newcomers a sense of belonging as they adjust to their surroundings and learn how to function as part of their institution's teaching fraternity.

Effective mentoring of this sort enhances the experience of new teachers and provides them with crucial psychosocial support (Cawyer et al., 2002). The underlying notion is that mentors seek to instill a sense of belonging in the mentee, ensuring that their verbal and non-verbal communication or cues convey organizational acceptance. Often, a leader-follower type of relationship is established in the initial stages of the mentorship process (Cai, 2014). Social mentorship also assists new instructors in coping with the stress and anxiety that most encounter when joining a new institution (Halfords, 2009). The work of Davis (2008) on mentorship for socialization is of particular interest here in terms of the capacity of faculty mentorship to promote the academic socialization of minority scholars, for it shows that formal mentorship helps novices to acquire skills and increase their awareness of new opportunities. Similarly, Jacelon et al. (2003) argued that mentorship helps new teachers to benefit from the knowledge provided by senior instructors. In what follows, I describe research on mentoring in different educational settings for different participants: K-12 teachers, pre-service teachers, higher education faculty, and graduate students.

Mentorship in K-12 schools. It is informative to look at mentoring in the K-12 setting, where it has proved effective in enhancing teachers' performance (Smith & Ingersoll, 2004). Moreover, in public or private institutions alike, this method can potentially be cost-effective (Costa & Garmston, 1985). These programs also have the

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potential to promote educational success and academic competence. Numerous studies have evaluated school-based mentoring. A meta-analysis by DuBois, Portillo, Rhodes, Silverthorn, and Valentine (2011), for example, established that mentoring programs can have a positive impact on students' grades, behavior, attendance, and other academic growth issues. Concerning the teacher-student relationship, a study of mentoring programs run by the Big Brothers and Big Sisters of America indicated that relationships are a key issue in terms of academic success (Bayer, Grossman, & DuBois, 2013). These and many other studies indicate that school-based mentoring programs enhance the learning process and the self-esteem of both mentors and mentees.

Wren (2010) conducted a case study intended to identify ways to improve instructional practices in elementary schools and found that both formal and informal mentorship encouraged dialogue among teachers, reduced feelings of intimidation, and helped to establish a non-threatening environment in which teachers could openly express themselves. Wren's study demonstrated that mentorship programs address the challenges faced by new instructors as outlined by Halfords (2009). Specifically, the instructional guidance offered to teachers increased their productivity as well as their performance. Additionally, mentorship provided emotional support, helping teachers to become comfortable with their roles, to be confident, and to be assertive in the classroom. Mentorship in elementary school contexts, then, can provide instructors with much-needed support to create the best learning environments possible.

Mentorship of pre-service teachers. One example from the research of mentorship of pre-service teachers is the shared mentoring in instructional learning (SMILE) program. SMILE is an alternative approach to mentorship for pre-service

teachers. Chizhik, Chizhik, Close, and Gallego (2017) established that lesson-study (a structured collaborative activity for teachers) could support the SMILE approach in promoting professional development. The researchers sought to determine whether a collaborative approach to supervision could to improve new teachers' instructional skills. Their study involved 60 teacher candidates taking part in a credential program from a public university in California after completion of their bachelor's degrees. The candidates were paired with mentor teachers in participating cohort schools for a period of one year, after which the new teachers were shown to have developed effective lessons. The SMILE program promoted high-quality planning among instructors; it also made them more sensitive to students' diverse learning needs.

Mentorship of higher education faculty. Knippelmeyer and Torraco (2007) conducted a study of mentorship as a developmental tool in higher education. Knippelmeyer and Torraco (2007) determined that mentorship in higher education promoted informal learning and that faculty programs can create opportunities for mentors and new instructors to learn, grow, and develop in a manner that matches the needs, opportunities, and challenges encountered in the teaching and learning environment. The researchers proposed an approach that promoted simultaneous learning processes by mentors and mentees rather than focusing on the former as the givers of knowledge. Their study suggests that the success of faculty mentorship programs lies in the capacity of a department to appreciate the power of developmental mentorship as a professional strategy that is anchored in the observation and emulation of mentors' positive behavior by mentees, thereby fostering the mutual growth of all parties.

Some research in higher education mentorship has focused on the mentoring of tenure-track faculty by senior faculty members (e.g., Trower, 2012). Trower (2012) demonstrated that a senior faculty member who identifies and mentors suitable candidates in preparation for leadership roles often directs the mentorship of tenure-track educators. The benefits of mentoring for tenure appear to go beyond promotion and retention for an academic position. Snipes and Salamone (2016) also found that mentoring tenure-track faculty can improve their students' learning experiences and assure them that the university invests in training programs and values the pedagogical skills of at least its tenure-track staff. These researchers also noted that tenure-track mentorship helps to identify critical human resources at an early stage. It seems clear that the timely nurturing of human potential promotes innovations and discoveries.

Peer mentorship is a tenure-track mentoring model that is used by some universities. Jacelon, Zucker, Staccarini, and Hermman (2003) described peer mentorship as an approach whereby faculty members come together to offer a few new instructors the opportunity to collaborate with senior faculty members on research projects. It appears that successful tenure-track mentorship programs must meet the needs of the institution and the candidate alike.

In academic settings, the mentoring relationship allows improved career development. Sorcinelli and Yun (2007) explained that most traditional mentoring methods, which involve a one-on-one relationship between a more experienced faculty member and a new faculty member, can be successful. However, a newer approach, which encourages multiple mentoring partners, exhibits more instances of success.

According to Sorcinelli and Yun (2007), this network mentoring relationship allows for learning on both the novice and more experienced educator.

Additionally, Van Emmerik (2004) explained that having a network of mentors resulted in job and career satisfaction. Having a wider constellation of mentors can yeild greater benefits as compared to having a single mentor. A 2007 study on the impact of multiple mentors on the assistant and associate professors reiterated Van Emmerik findings on the importance of a constellation of mentors. Peluchette and Jeanquart (2000) found that assistant professors with more than one mentor reported more instances of career success as compared to those with one mentor or none.

Mentorship of graduate students. Research has shown that mentorship is of great help to graduate students in terms of professionalism, confidence, self-image, program satisfaction, and so on (Laverick, 2016). Moreover, mentoring helps mentors to remain in close contact with real-world applications of research in their fields (Laverick, 2016). Graduate mentorship practices vary depending on the field, and various ones have been tried throughout the years. The "From Conception to Co-instructor to Completion" (FCCIC) is a method often used for those who are training to become educators (Finch & Fernandez, 2014). This five-step approach moves beyond the traditional model of professor-teaching assistant to create a process in which every participant is a co-instructor.

In general, mentorship takes many forms, and researchers have focused considerable attention on the business and management fields (Johnson, 2015). In the mentoring of graduate students, it is important that mentors recall their own experiences. Graduate students are especially susceptible to stress and low confidence in the face of

the increasing professionalism required of them in graduate programs (Johnson, 2015). Mentorship must accordingly emphasize mutuality and reciprocity so as to build confidence and independence. Team mentoring can take place alongside one-on-one mentoring so that mentees are introduced to scholarly collaboration to which they can make meaningful contributions in professional settings.

Many institutions of higher education house centers for teaching and learning that are charged with the professional development of faculty (Cook, 2011) including through mentoring (Hershock, Groscurth, & Milkova, 2011). As Wright et al. (2018) identified, the services that these centers provide have had a positive impact on instructional practices. Faculty mentorship programs have addressed some of the challenges that new instructors face and have provided them with the support to become successful. Existing research has discussed the benefits of faculty mentorship programs, including that mentorship programs appear to promote the success of educators at the college level by focusing on the challenges that they are likely to encounter while they are new to the field. Additionally, research on mentoring in academic settings indicates that it can influence an instructor's sense of self-efficacy and improve student success. The studies reviewed indicated that the goal of improving instructors' efficacy through the Success Courses mentoring program was realistic and attainable.

Previous Cycle of Research

In preparing for this study, I conducted interviews with seven students who took a Success Courses class in the spring of 2017. The purpose of the interviews was to examine what attributes, dispositions, characteristics, and/or beliefs of instructors the students felt contributed to their success in the Success Courses department. This

previous cycle of action research reinforced conclusions from research cited above, as student comments in the interviews indicated, not surprisingly, that the effectiveness of the instructor affects students' success in a course. The interviewees affirmed that their engagement correlated positively with how challenging a given course was. These students described an "effective instructor" as one who engages students positively, connects the learning to real life, and is approachable. Lastly, the participants remarked that they were more motivated to learn when their instructors connected with them on a personal level. These sentiments informed the creation of the faculty mentoring program for instructors of Success Courses at ASU.

CHAPTER 3

METHODS

Instructors have great influence over and contribute both directly and indirectly to the success of their students (Hagenauer & Volet, 2014). As mentioned in Chapter 1, through conversations with other course instructors and administrators as well as with students in my classes, it became clear to my colleagues and myself that recently many students taking Success Courses had experienced a situation in which an instructor (most often one new to the department) demonstrated a lack of understanding of course concepts or a disposition contrary to departmental pedagogical practices. In the past, students had reported in course evaluations that the Success Courses and seasoned instructors contributed to a positive shift in their mindsets and to their overall academic achievement (Roen, 2015). The success of the Success Courses has led to a rapid growth in enrollments and in the number of courses provided, resulting in the need to hire more instructors. Department directors and managers have commented that it can be difficult to ensure that the department's policies and pedagogical practices remain consistent across classrooms in order to support students in meeting course outcomes, particularly in light of the department's rapid growth. The need for consistency in the implementation of department pedagogical practices, content, and policies was pressing, and a faculty mentoring program had the potential improve the efficacy of newly hired faculty members. In this chapter the methods of the study will be presented by discussing the setting and participants of the study, the Success Courses Faculty Mentoring program innovation, the instruments, and data collection methods and analysis.

Setting and Participants

Setting. Success Courses is a department in the University College at Arizona State University (ASU) that serves to enhance the overall experience of students across the university. One way in which the department fulfills this mission is through classes in the Success Courses department. Students are required to take these courses when they show academic need based on their college entrance examinations and high school GPA or are on academic probation. The courses offered by the department include UNI 110: Critical Reading and Thinking; UNI 120: Academic Success Seminar; ASU 150: the LEAD Project; UNI 194: Focusing on Academics; and UNI 220: Mindset Connections.

Participants. The participants in the study included new to the department faculty mentees who taught for the Success Courses department in the fall of 2018. Faculty were located on ASU Tempe Campus, ASU Downtown Campus, and ASU West campus. They were recruited at a mandatory fall training session as well as by email. All new faculty, a total of 25, were assigned a mentor as a department requirement, though they had the opportunity to opt out of the study.

The Success Courses Instructor Efficacy Survey included questions to collect the demographics for both pre- and post-survey. Of the 15 instructors who participated in the pre-survey, women (53.8%) outnumbered men (38.5%), though a few respondents (7.7%) did not specify their gender. Most participants taught UNI 120/ASU 150 (38.5%) and other courses (38.5%), including UNI 110, UNI 194, and UNI 220. Half of the respondents (50%) taught all of the above-mentioned courses; though only about a quarter (23.0%) indicated having taught only UNI 220.

There were 12 participants for the Success Courses Instructor Efficacy Post-survey. In this case 75% of the respondents were women, 16.7% were men, and a few (8.3%) did not indicate their gender. A total of 41.7% had taught UNI 120/ASU 150; a total of 33.3 had taught UNI 220, and the rest (16.7%) had taught UNI 110 (8.3%) indicated or other courses.

There were eight participants who participated in the Success Courses Faculty Mentoring Program Survey, which was given at the end of the innovation. In this case 75% of the respondents were women, 25% were men, and a few (12.5%) did not indicate their gender. A total of 50% had taught UNI 120/ASU 150 and a total of 37.5 had taught UNI 220.

Finally, there were three participants in the focus group, all who were female and all were teaching as faculty associates: faculty who teach six or less credits and not considered fulltime. Additionally, I interviewed three faculty members, one of whom was a male and the remaining two were female.

Table 1 shows how many participants participated in the Success Courses Instructor Efficacy pre-survey, the Success Courses Instructor Efficacy post-survey, the Success Courses Faculty Mentoring Program purvey, the focus group and the interviews.

Table 1. *Data Collection Instruments and Numbers of Participants in Each*

Data Collection Instrument	Number of Participants
Success Courses Instructor Efficacy Pre-survey	15
Success Courses Instructor Efficacy Post-survey	12
Success Courses Faculty Mentoring Survey	8
Focus Group	3

Innovation: The Success Courses Faculty Mentoring Program

My innovation—the Success Courses Faculty Mentoring Program (hereafter, the Faculty Mentoring Program)—was implemented in the fall 2018 semester. Previously, the department had conducted informal mentoring through the pairing of seasoned faculty members with new faculty members. While this pairing was mandatory, the expectations were not clear, and some mentees did not participate actively. The department came to recognize the need for a formal program and asked me to help design and implement it. The program consisted of (a) an online training module that outlined the benefits of faculty mentoring and the characteristics of a productive mentoring relationship, (b) an initial mentor and mentee training session that was conducted in August 2018, (c) an updated structured framework outlined in the Program Components and Mentor Measures (described below) that explained the expectations, and (d) five-eight in-person and/or virtual "touch points" between mentors and mentees throughout the semester. In what follows, I describe each of these aspects of the innovation.

Mentor training. Faculty mentors were, of course, crucial to the Faculty Mentoring Program. All mentors (10 in total) participated in an initial training session in August 2018, as mentioned above, which I and a colleague led. This session included information on mentoring best practices including transformative learning and employing mentoring stances. Transformative learning was developed almost 30 years ago by Jack Mezirow to facilitate adult education (Young, 2013). The approach is constructivist in that it focuses on influencing the manner in which learners interpret and make sense of

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the concepts that they are being taught. The method involves both instrumental and communicative approaches to learning. The instrumental approach focuses on solving problems and determining cause-and-effect relationships through task-oriented approaches. Communicative learning sharpens individuals' skills in terms of expressing their feelings, needs, and desires. Transformational approaches to learning are learner-centered and focus on how adults interact with the world so as to help them to learn in an environment that catalyzes personal change (Yukawa, 2015).

Program components and mentor measures. To guide their work with mentees, mentors used the Program Components and Mentor Measures: a document drafted in the spring 2018 semester by faculty (including myself) based on an innovation configuration (IC) map. An IC map is an approach to problem solving encountered when implementing a program that involves providing a clear picture of its various parts and how best they can be put into practice (Hall & Hord, 2015). The Program Components and Mentor Measures consists of four constructs: having a plan for a variety of mentoring activities, communicating regularly, providing a positive mentoring relationship, and enhancing professional development. Each construct includes a description of what a mentor would do to address it; for example, in the component of "planning for a variety of mentoring activities," one description is differentiated based on mentees' needs and a quantitative description measures implementation.

For this study, new full-time faculty members and faculty associates (part-time faculty) were paired with full-time faculty member mentors who had been teaching for the department for at least two semesters. Pairings were made based on campus and courses taught. Faculty members were assigned two or three mentees with whom they

had five to eight touch points during the semester, including face-to-face conversations, email, and group gatherings in accordance with the Program Components and Mentor Measures document.

       Mentee training module. Mentees completed an online training module developed specifically for the innovation relating to best practices in mentoring over the summer of 2018 and during a training session in August designed to help them understand the mentor/mentee relationship and what was expected of them. Figure 1 displays a timeline of the innovation implementation and data collection timeline.

June-July 2018
Online Mentoring Module

August-November 2018
Ongoing touchpoints
between mentor and mentee

August 2018
Fall training
Participant recruitment
Participant consent forms
completed
Mentees take Success
Courses Instructor Efficacy
pre-survey
Mentor/mentee training
Pedagogical/policy training

November -December 2018
Mentee focus group
recruitment
Mentee takes Instructor
Efficacy post survey
Mentee takes Faculty
Mentoring Program Survey
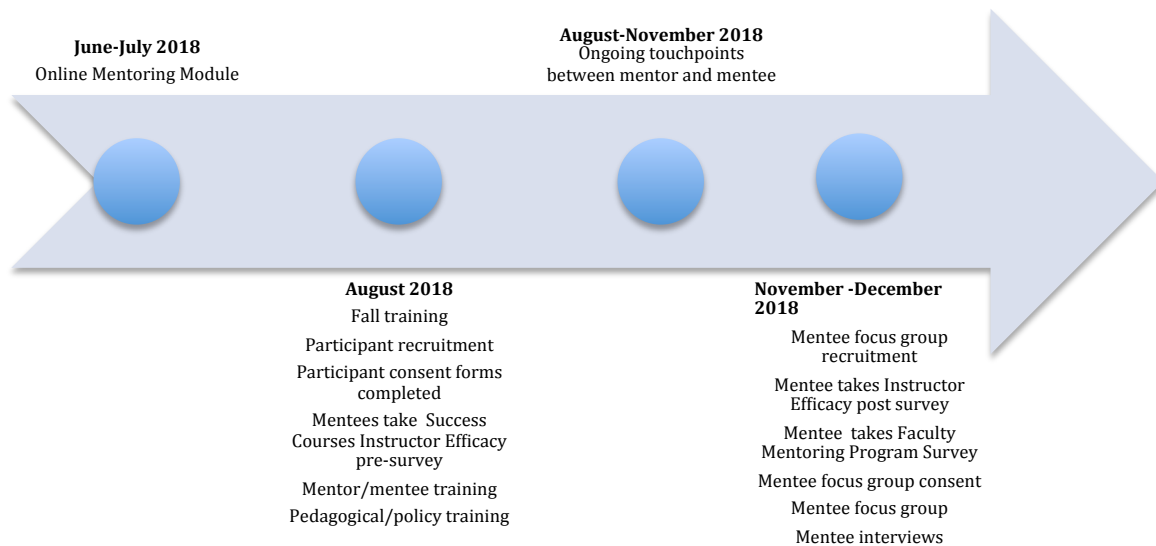Mentee focus group consent
Mentee focus group
Mentee interviews

Figure 1. Success Courses Faculty Mentoring Program Implementation Timeline

Research Design

Methodology. Action research is a deliberate and disciplined inquiry process that is carried out by the people taking action. The main aim of this research is to enable the researcher to refine or improve their actions (Page, 2016). Unlike other forms of research whose focus is solely on data collection, the design of action research ensures that it has no preconceived hypothesis. There is a guarantee of relevance from action research because, in addition to researchers determining the focus of the subject research project, they are also the primary consumers of any findings from such process (Mertler, 2016). Action research is cyclical and, in many cases, it is applied to enhance problematic areas within an organization. Action research is particularly effective for educators due to its positive impacts on the teaching process, which invariably contributes to the enhanced development of students. Another upside of action research over traditional research is the interdependency that exists between the participants and the researcher (Sekaran & Bougie, 2016). The collaborative nature of this research can improve both the practitioner and the participant; for example, both the student and the educator may show improvement in the educational setting. Action research is innovative and usually gives rise to adaptable solutions, hence its reputation as a method that promotes progressive problem-solving. Overall, the interactive inquiry process of action research creates a much needed balance between data-driven collaborative analysis and problem-solving actions—hence its effectiveness in improving the researcher, the participant, and the organization.

This action research project employed an explanatory sequential mixed-method design using a pre-/post-test approach. Mixed-method research incorporates both qualitative and quantitative approaches in one study so as to investigate multifaceted occurrences in detail (Halcomb & Hickman, 2015). An explanatory sequential design uses qualitative data to support and describe the quantitative results of the research (Creswell, 2015). Creswell and Plano (2007) described the pre- and post-test design that is regularly used in mixed-methods research as particularly useful because it enables a researcher to measure changes occurring as a result of treatments or innovations. Through careful qualitative data collection and analysis, a refined, comprehensive picture may emerge (Creswell, 2015).

Quantitative data collection. I collected quantitative data through three surveys: (a) the Success Courses Instructor Efficacy Survey pre-survey, (b) Success Courses Instructor Efficacy post-survey, and (c) the Success Courses Faculty Mentoring Program survey.

Success Courses Instructor Efficacy Pre and Post Survey. In order to assess the impact of mentoring on instructors' efficacy in implementing the core tenets of the Success Courses, participants completed the Success Courses Instructor Efficacy survey as a pre-survey before the innovation and a post-survey after. The pre- and post-surveys were identical. I designed the survey based on departmental priorities regarding pedagogical practices, policies, and content. The questions generated quantitative data to measure participants' confidence in implementing these priorities; also included was a section for open-ended responses, however, none of the participants answered the open-ended questions.

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I ran a pilot test of the pre-survey with 13 department colleagues and deemed it reliable. According to Green and Salkind (2014), "we should assess the reliability of any scale score we wish to interpret" (p. 339). Reliability means that the scores produced by an instrument remain consistent across multiple uses of it. The coefficient alpha serves as a measure of internal consistency, or how closely questions within a group are related. According to George and Mallery (2003), values ranging from 0.7 to 1.0 indicate acceptable to excellent internal consistency. Table 2 below presents the results for the coefficient for each construct and all items.

Table 2. *Reliability of the Success Courses Instructor Efficacy Instrument*

Intervention	Cronbach's Alpha	Items
Pre-survey	0.91	31

The reliability of a survey instrument concerns its validity and freedom from bias. In this study, pre- and post-survey evaluation of reliability was conducted on each construct using Cronbach's alpha, as depicted in Table 3. The pre-survey value was 0.91 with 31 items and the post-survey value 0.93, again with 31 items. According to Taber (2017), these results—values of greater than 0.7—indicate that the survey instrument was reliable.

Table 3. *Success Courses Instructor Efficacy Pre-survey (n=15)*

Construct	Within-construct Items	Coefficient Alpha Estimate of Reliability
Departmental policies	Items 1-5	0.98
Pedagogical practices	Items 6-15	0.99
Knowledge of students	Items 16-20	0.94
Content knowledge	Items 21-31	0.99

| ------------------------ | | |
| Overall alpha | Items 1-31 | 0.98 |

For the Success Courses Instructor Efficacy pre-survey, the highest alpha was the construct of Content Knowledge at (a= 0.99), followed by Pedagogical Practices (a=0.985) then, Departmental Policies (a=0.98), and Knowledge of Students (0.98). These values all indicate excellent internal consistency, and the overall coefficient indicates excellent internal reliability (a=0.98). After the innovation, the participants took the post-survey to ascertain whether the mentoring had impacted their efficacy in implementing the core tenets of the Success Courses department. Because the post-survey was identical to the pre-survey, it was equally reliable.

Success Courses Faculty Mentoring Program Survey. In order to answer the second research question regarding which features of the mentoring program new instructors found useful, participants completed the Success Courses Faculty Mentoring Program Survey (see Appendix C) at the end of the study in November. Whereas the Instructor Efficacy Pre/Post survey sought to understand whether the mentoring program impacted instructor efficacy, this survey was designed to assess the helpfulness of each feature of the Faculty Mentoring Program in both quantitative and qualitative terms. The quantitative questions focused on the four constructs of the Mentor Program Components

and Measures tool and measured using a five-point Likert scale the extent to which respondents approved of their mentors' implementation of the various components of the program. For example, one question in Component 1: Plans for a Variety of Mentoring Activities asked respondents to assess the statement "My mentor assists me with lesson implementation/content" on a scale ranging from "strongly agree" to "strongly disagree." There were also open-ended questions; unfortunately, there were no responses to these questions. In the spring of 2018, I conducted a pilot test of the Success Courses Faculty Mentoring Program Survey with faculty members who had engaged in a previous mentoring relationship and deemed it reliable (Table 4).

Table 4. *Success Courses Faculty Mentoring Program Survey Pilot (n=8)*

Construct	Within-construct Items	Coefficient Alpha Reliability Estimate
Plan for a Variety of Mentoring Activities	Items 1-7	0.84
Communicate regularly	Items 8-12	0.89
Support a Positive Mentoring Relationship	Items 13-17	0.92
Provide Opportunities for PD	Items 18-22	0.95
Overall Alpha	Items 1-22	0.96

The highest alpha values were for Provide Opportunities for Professional Development (a=0.95) and Support a Positive Mentoring Relationship (0.92), and they once more indicate excellent internal consistency. Plan for a Variety of Mentoring Activities and Communicate Regularly also had values (a=0.84 and 0.89 respectively) that indicated good internal consistency. The overall coefficient showed excellent internal reliability (a=0.96).

Qualitative data collection. The participants engaged in a semi-structured focus group (see Appendix E for the protocol) and individual interviews (see Appendix G for the protocol) that generated qualitative data to further explain the quantitative data. The questions posed to the focus group and interviews addressed both of the research questions. According to Bratton and Liatto-Katundu (1994), focus groups are a good way for participants to disclose their ideas and thought process through group conversation thereby enriching the data (Stewart & Shamdasani, 1990). Although I had initially aimed to have at least 10 participants in the focus group, I was only able to recruit three participants. I then recruited three more mentees to engage in individual interviews in order to diversify the data. As with the focus group, I recruited the interview participants by email; I conducted the interviews in locations selected by the participants in accordance with their ease of access and comfort. Each focus group and interview was recorded and transcribed. The focus group ran for approximately 60 minutes, the interviews ranged from 30-60 minutes.

Threats to Validity

Three threats to the validity of the procedures and data collection in this study needed to be addressed in my study design: history, maturation, and testing sensitization (Smith & Glass, 1987). In order to mitigate the limitations to the study, I employed careful study design, which is described in relation to the threat.

A history threat to validity refers to outside events at the time when a treatment is taking place that can influence the dependent variable (Smith & Glass, 1987). History may have affected this study in that the mentees may have received outside training and support that increased their understanding of departmental pedagogical practices. The

interview protocols and survey instruments were therefore designed to focus specifically on the impact and effect of the mentoring program as a means to maximize the validity of the results.

The maturation threat to validity refers to internal events in the conduct of a study that could influence the dependent variable (Smith & Glass, 1987). In this case, mentees may have experienced natural growth in their teaching pedagogy consistent with teacher development. The pre- and post-surveys were therefore designed to focus on the department's pedagogical, policy, and content priorities, and the focus group and interview questions concerned the effects of the mentoring process the mentees' efficacy with respect to the three priorities.

The testing threat to validity refers to the pre- and post-tests used to measure the dependent variable before and after the treatment during a study (Smith & Glass, 1987). In this case, the pre- and post-survey provided a measurement of the mentoring program, in the process of which the participants would have learned about the topics being assessed in the survey. I maximized validity through careful design and accurate coding of interviews, as described in the following section.

Analysis

Qualitative. Qualitative data was derived the responses gathered in the focus groups and interviews. I employed the constant comparative method based in turn on the grounded theory approach, as described by Charmaz (2014). During the first phase of this analysis, I used open coding to establish the initial categories. I then used axial coding to relate categories from the first phase to one specific code. In the third phase, I used selective coding in order to assess the thematic interrelationships from the axial coding

phase. As already noted, the qualitative analysis further explained the quantitative data that was received from the focus groups and interviews and served to clarify whether the Faculty Mentoring Program had had an impact on new faculty members' efficacy.

Questions 3, 5, and 8 were the same for the focus group and interviews and addressed Research Question 1, in relation to which four themes emerged. These emergent themes were *overall support, enhanced preparedness for course content, provides an opportunity for professional growth and development,* and *support positive relationships and teamwork.* Associated categories of codes and subthemes were identified from Questions 3, 5, and 8 and used in creating the themes presented in Table 5.

Table 5. *Categories and Subthemes Used to Create Main Themes*

Associated Categories of Codes	Subthemes	Themes
Mentoring program provides a positive support system for new instructors.	• Having somebody in person to talk or meet is very helpful. • Sharing information through effective communication with the mentor is supportive. • Talking about specific situations with the mentor assists in meeting the teaching expectations.	Overall support
Mentoring program prepares instructors to plan class instruction effectively.	• Communication with the mentor helps in preparing to teach the courses. • The instructor is more comfortable understanding personal strengths and weaknesses.	Enhanced preparedness for course content
Activities outside work enhance skill development and teaching practices.	• Increases instructor's awareness of different teaching methods • Allows the instructors to stay abreast with the current teaching process	Provides an opportunity for professional growth and development
A structured meeting facilitates strong relationships between the mentor and mentee.	• Development of structured relationship • Improved workplace collaboration	Support positive relationships and teamwork

Questions 1, 2, 4, and 8 of the focus group and interviews were the same and addressed Research Question 2. All participants provided thorough responses to the questions. The main themes that emerged based on analysis of the participants' responses were *well-structured and action-oriented, features frequent communication*, and *opportunities for the mentor and mentee to develop the relationship most beneficial to*

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their circumstance. The associated categories of codes and subthemes that formed these

themes are presented in Table 6.

Table 6. *Associated Categories of Codes and Subthemes Forming Main Themes*

Associated Categories of Codes	Subthemes	Themes
A mentoring program is well designed and executed so as to meet the needs of all instructors.	• Structured in a way for instructors to openly discuss their issues • Provides a framework for mentors to share their professional experience with mentees	Well-structured and action-oriented
Conversing with mentors is helpful.	• Mentorship allows frequent communication. • Mentoring program is designed to allow open communication in which mentees ask in-depth questions.	Features frequent communication
The mentoring program is mentor-mentee oriented and serves as a flexible means of achieving the necessary goals.	• The mentoring program is more of facilitation than an instruction • The mentoring program is a flexible, receptive, and open approach to learning.	Opportunities for the mentor and mentee to develop the relationship most beneficial to their circumstances

Quantitative data. I used descriptive and inferential statistics to analyze the data from both surveys. I conducted a paired t-test to analyze the quantitative data generated by the Success Courses Instructor Efficacy pre and post surveys—which measured instructors' efficacy in implementing departmental policies and procedures. The t-test served to analyze the pre-post data and the data in relation to the Faculty Mentoring Program Survey. Again, the aim was to determine whether change had occurred as a result of participation in the Faculty Mentor Program (Allua & Thompson, 2009). Additionally, in order to determine the features of the mentoring program that were most effective, I relied on the data derived from the Success Courses Faculty Mentoring Program Survey that measured the degree of helpfulness of each aspect of the program. There is further discussion of the analysis of the Success Courses Faculty Mentoring Program Survey in Chapter 4.

CHAPTER 4

RESULTS

The purpose of this study was to assess the impact of a newly implemented faculty mentoring program on the efficacy of new instructors in the Success Courses department and to identify the key features or components of the program that proved useful to the new instructors. More specifically, I designed focus groups, interviews, and surveys in order to examine the perceptions of new faculty members in the University College at Arizona State University (ASU) teaching Success Courses in the fall of 2018. The data collected were used to address the research questions:

1. To what degree does mentoring impact instructors' efficacy in implementing the core tenets of the Success Courses?

2. What features of the mentoring program do new instructors find useful?

In what follows, I present the quantitative results from the Success Courses Faculty Efficacy pre- and post-survey (Research Question 1) and Success Courses Faculty Mentoring survey (Research Question 2); I then present the qualitative results of the focus groups and interviews in relation to the research questions.

Quantitative Results

Research Question 1. I developed this research question in order to examine the degree to which mentoring impacted instructors' efficacy in implementing the core tenets of the Success Courses and answered it by evaluating the various components of the faculty mentorship program. The pre- and post-surveys served to evaluate the efficacy of the faculty mentoring program in implementing the core tenets of success courses. The inferences of the statistical tests were concluded at a 5% level of significance. The first

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section below describes the reliability of the survey instrument, descriptive statistics for the demographic characteristics, and key variables while the next section includes analysis based on the project research questions.

Departmental Policies. The variable *departmental policies* included five items that measured the instructors' confidence in implementing various policies to their students' attendance and academic success. This variable was computed as the average of the items that had equal measurement levels. Table 7 presents the descriptive statistics results for the pre- and post-survey. The mean for the departmental policies in the pre-survey was 4.23 with a standard deviation of 0.58 and post-survey 4.18 with a standard deviation of 0.65.

Table 7. *Descriptive Statistics for Pre-Post Survey: Departmental Policies*

Departmental policies	Mean	Standard Deviation
Pre-Survey	4.23	0.58
Post-Survey	4.18	0.65

The faculty mentoring program provided the context for evaluating changes in instructors' efficacy in implementing the departmental policies of Success Courses. I evaluated this change by conducting paired t-test and developed the following hypothesis.

H_0: The Faculty Mentoring Program does not improve instructors' efficacy in implementing departmental policies and procedures.

H_1: The Faculty Mentoring Program significantly improves instructors' efficacy in implementing departmental policies and procedures.

To test the hypothesis, I performed a paired t-test, the results of which are presented in Table 8. According to the test, there is not sufficient evidence that the

Faculty Mentoring Program improved instructors' efficacy in implementing departmental

policies and procedures ($t(8) = 0.52$, p-value = 0.62).

Table 8. *Paired t-test Results for Departmental Policies and Procedures*

Pair	Mean Difference	t	Df	Significance
Departmental policies Pre and Post	0.11	0.52	8	0.62

Pedagogical Practices. The mentoring program included an assessment of the

instructors' confidence regarding pedagogical practices consisting of 10 items measured

on a five-point, Likert-type scale. I calculated the variable *pedagogical practice* by

averaging the 10 items. Table 9 presents the descriptive statistics for the variable

pedagogical practices before and after implementation of the mentoring program. The

mean of pedagogical practices pre-survey was 4.18 with a standard deviation of 0.74; that

of the pedagogical practices post-survey was 4.42 with a standard deviation of 0.44.

Table 9. *Descriptive Statistics for the Pre-Post Survey: Pedagogical Practices*

Pedagogical Practices	Mean	Standard Deviation
Pre-Survey	4.18	0.74
Post-Survey	4.42	0.44

I developed another hypothesis corresponding to the main research question as

follows.

H_0: The Faculty Mentoring Program does not improve instructors' efficacy or

confidence in implementing pedagogical practices in the classroom.

H$_1$: The Faculty Mentoring Program does not improve instructors' efficacy or confidence in implementing pedagogical practices in the classroom.

To validate this hypothesis, I performed a paired t-test by examining the differences between confidence in pedagogical practices pre- and post-survey. The results, presented in Table 10, indicate that there was not improvement in instructor's efficacy or confidence in implementing pedagogical practices in the classroom ($t(8)$ = -0.58, p-value = 0.58) at a 5% level of significance.

Table 10. *Paired t-test Results: Pedagogical Practices*

Pair	Mean Difference	t	df	Significance
Pedagogical Practices Pre- and Post-Survey	-0.16	-0.58	8	0.58

Knowledge of Students and the Classroom Environment. Five items on the survey instrument assessed the instructor's knowledge of students and the classroom environment, again on a 5-point, Likert-like scale. Once more, I performed a computation by averaging the items. Table 11 presents the descriptive statistics of the variable knowledge of students and the classroom environment before and after the mentoring program. The mean pre-survey value was 1.62 with a standard deviation of 0.48, while the mean post-survey value was 4.48 with a standard deviation of 0.56.

Table 11. *Descriptive Statistics for Pre-post Survey: Knowledge of Students and the Classroom Environment*

Knowledge of Students	Mean	Standard Deviation
Pre-Survey	1.62	0.48

Post-Survey	4.48	0.56

I accordingly developed a third hypothesis.

H_0: Faculty mentoring does not improve instructors' knowledge of students and the classroom environment.

H_1: Faculty mentoring significantly improves instructors' knowledge of students and the classroom environment.

To validate the hypothesis, I conducted a paired t-test of the differences between knowledge of the students and the classroom environment pre- and post-survey. As can be seen in Table 12, the difference between knowledge of the students and the classroom environment in the pre- and post-survey was statistically significant ($t(8) = -11.87$, p-value = 0.00) at a 5% level of significance, meaning that the mentoring the instructors' knowledge of the students and the classroom environment. In terms of the descriptive statistics, the mean knowledge of students and the classroom environment increased from 1.62 pre-innovation to 4.48 post-innovation.

Table 12. *Paired t-test Results: Knowledge of Students and the Classroom Environment*

Pair	Mean Difference	T	df	Significance
Knowledge of Students Pre- and Post-Survey	-2.93	-11.87	8	0.00

Content Knowledge. The construct of content knowledge evaluated instructors' confidence in delivering mindset and emotional intelligence learning to their students. Eleven items on the survey evaluated students' content knowledge, once more using a 5-

point, Likert-type scale. I computed the variable content knowledge by averaging the items in the survey instrument. Table 13 presents the descriptive statistics for the variable of content knowledge. The mean value pre-survey was 4.32 with a standard deviation of 0.68 and post-survey 4.62 and a standard deviation of 0.36.

Table 13. *Descriptive Statistics for Pre-post survey: Content Knowledge*

Content Knowledge	Mean	Standard Deviation
Pre-Survey	4.32	0.68
Post-Survey	4.62	0.36

I accordingly developed a fourth hypothesis as follows.

H_0: The Faculty Mentoring Program does not improve instructors' confidence in delivering content knowledge in the classroom.

H_1: The Faculty Mentoring Program improves significantly instructors' confidence in delivering content knowledge in the classroom.

To validate the hypothesis, I conducted a paired t-test that examined the mean difference for content knowledge pre- and post-innovation. As can be seen in Table 14, the null hypothesis was not rejected ($t(8) = -0.30$, p-value $= 0.24$) at a 5% level of significance, meaning that instructors' confidence in delivering content knowledge in the classroom did not significantly improve as a result of the mentoring.

Table 14. *Paired t-test Results: Content Knowledge*

Pair	Mean Difference	T	df	Significance
Content Knowledge Pre and Post	-0.30	-1.26	8	0.24

Research Question 2. I developed this research question to examine the features of the mentoring program that new instructors found useful. The question was descriptive in nature, as it involved the frequencies of the participants' responses with regard to the features of the mentoring program that they viewed as useful. These features were planning for a variety of mentoring activities, communicating regularly, supporting a positive mentoring relationship, and providing opportunities for professional development.

Planning for a variety of mentoring activities. Table 15 presents the descriptive statistics for the features of faculty mentoring program in relation to planning for a variety of mentoring activities. The first ranked item with regard to planning for a variety of mentoring activities was "My mentor differentiates conversations based on mentees' needs," with a mean of 4.63. The majority of participants (62.5%) strongly agreed with this statement and a significant number (37.5%) somewhat agreed with it. The second-ranked item was "My mentor addresses the Success Courses' core concepts and culture," with a mean of 4.50. The majority (62.5%) strongly agreed with the statement and a significant portion (25.0%) agreed. Few respondents (12.5%) neither agreed nor disagreed with the statement. The third-ranked item was "My mentor reinforces pedagogical expectations," with a mean of 4.38. Most of the instructors (62.5%) strongly agreed with the statement while others (12.5%) neither agreed nor disagreed. One respondent (25.0%) somewhat agreed with the statement. The second least-ranked item was "My mentor assists me with lesson implementation/content," with a mean of 3.99. Three-quarters of the instructors strongly agreed (37.5%) or somewhat agreed (37.5%) with the statement while few respondents (25.0%) neither agreed nor disagreed with it.

The least ranked item was "My mentor assists me with classroom management issues,"

with a mean of 3.50. Half of the respondents somewhat agreed and the other half neither

agreed nor disagreed with the statement.

Table 15. *Descriptive Statistics for the Items in Planning for a Variety of Mentoring Activities*

Planning for a variety of mentoring activities	Mean	Strongly Disagree		Somewhat Agree		Neutral		Rank
		N	%	N	%	N	%	
My mentor differentiates conversations based on mentees' needs.	4.63	5	67.5	3	37.5			1
My mentor addresses the Success Courses' core concepts and culture.	4.50	5	62.5	2	25.0	1	12.5	2
My mentor reinforces pedagogical expectations.	4.38	5	62.5	1	12.5	2	25.0	3
My mentor assists me with lesson implementation or content.	4.25	3	37.5	3	37.5	2	25.0	4
My mentor assists me with classroom management issues.	4.00	2	50.0	2	50.0			5
My mentor assists me in assessing student progress.	3.88	3	37.5	3	37.5	2	25.0	6
My mentor assists me with both routine tasks and crisis situations.	3.50	2	50.0	2	50.0			7

Communicating regularly. Five items measured communication between mentors

and mentees on 5-point, Likert-like scale. Table 16 presents the descriptive statistics for

the items identified. The most-ranked items were "The mentor is receptive to

communication" and "The mentor uses positive, assets-based language when

communicating with the mentee," with means 4.75. Three-quarters of the respondents

strongly agreed and a quarter agreed with these statements respectively. The third-ranked

items were "Open communication is demonstrated" and "Communication is conducted

within a reasonable timeframe" with a mean of 4.50. Majority of respondents (75.0%)

strongly agreed with both statement while a few somewhat agreed (12.5%) or somewhat

disagreed (12.5%) with it respectively. The least-ranked item was "Communication

shows clear knowledge of mentee's stage of development (role-, practice-, or learner-

focused)," with a mean of 4.38. Most of respondents strongly agreed (62.5%) and a

quarter of the respondents (25%) somewhat agreed with the statement while a few

(12.5%) somewhat disagreed with it.

Table 16. *Descriptive Statistics for the Items in Communicating Regularly*

Planning for a variety of mentoring activities	Mean	Strongly Disagree		Somewhat Agree		Neutral		Rank
		N	%	N	%	N	%	
The mentor is receptive to communication.	4.75	6	75.0	2	25.0			1
The mentor uses positive, assets-based language when communicating with the mentee.	4.75	6	75.0	2	25.0			1
Open communication is demonstrated.	4.50	6	75.0	1	12.5	1	12.5	3
Communication is conducted within a reasonable timeframe.	4.50	6	75.0	1	12.5	1	12.5	3
Communication shows clear knowledge of the mentee's stage of development (role-, practice-, or learner-focused).	4.38	5	62.5	2	25.0	1	12.5	5

Supporting a positive mentoring relationship. Five items examined support for a

positive mentoring relationship using a 5-point, Likert-type scale. Table 17 presents the

descriptive statistics for the five items. The most-ranked item was "My mentor makes me feel supported," with a mean of 4.50. Three-quarters of respondents (75%) strongly agreed while few agreed (12.5%) or neither agreed nor disagreed (12.5%) with the statement. The second-ranked items were "My mentor demonstrates Success Courses growth mindset" and "My mentor demonstrates a learner-centered approach," with means of 4.38. Most respondents (62.5%) strongly agreed with these statements and significant number (25%) agreed while a few (12.5%) neither agreed nor disagreed respectively. The least-ranked item was "My mentor demonstrates positive modeling and a personal connection," with a mean of 4.13. More than half of respondents (62.5%) strongly agreed with the statement while a few agreed (12.5%), somewhat agreed (12.5%), or somewhat disagreed (12.5%) with it.

Table 17. *Descriptive Statistics Support a Positive Mentor Relationship*

Planning for a variety of mentoring activities	Mean	Strongly Disagree		Agree		Somewhat Agree		Somewhat Disagree		Rank
		N	%	N	%	N	%	N	%	
My mentor makes me feel supported.	4.50	6	75.0	1	12.5	1	12.5			1
My mentor demonstrates a growth mindset.	4.38	5	62.5	2	25.0	1	12.5			2
My mentor demonstrates a learner-centered approach.	4.38	5	62.5	2	25.0	1	12.5			2
My mentor's behavior, approach, and disposition projects accessibility.	4.25	5	62.5	2	25.0			1	12.5	4
My mentor demonstrates positive modeling and a personal connection.	4.13	5	62.5	1	12.5	1	12.5	1	12.5	5

Providing opportunities for professional development. The survey examined

whether mentors provided access to a variety of professional development opportunities

for their mentees. Five items evaluated these opportunities on a 5-point, Likert-type scale.

Table 18 presents the descriptive statistics for the items. The most-ranked items were

"Training and mentoring content focuses on the development of teaching," "Training and

mentoring content focuses on relationship-building skills," and "Training and mentoring

content focuses on student-centered topics" with means of 4.00. Half of the respondents

(50%) strongly agreed with the three statements and a quarter (25%) agreed while a few

respondents somewhat agreed (12.5%) or somewhat disagreed (12.5%) with the

statements respectively. The least-ranked item was "Networking opportunities are

provided," with a mean of 2.88. A plurality of respondents agreed (37.5%) with the

statement while a significant number neither agreed nor disagreed (25%) or somewhat

disagreed (25%) and a few (12.5%) strongly agreed.

Table 18. *Descriptive Statistics for Providing Opportunities for Professional Development*

Planning for a variety of mentoring activities	Mean	Strongly Disagree		Agree		Somewhat Agree		Neutral		Somewhat Disagree		Rank
		N	%	N	%	N	%	N	%	N	%	
Training and mentoring content focuses on development of teaching.	4.00	4	50.0	2	25.0	1	12.5			1	12.5	1
Training and mentoring content focuses on relationship-building skills.	4.00	4	50.0	2	25.0	1	12.5			1	12.5	1
Training and mentoring content focuses on student-centered topics.	4.00	4	50.0	2	25.0	1	12.5			1	12.5	1

	Mean	n	%	n	%	n	%	n	%	n	%	
Training and mentoring content focuses on leadership skills.	3.50	2	25.0	3	37.5	1	12.5	1	12.5	1	12.5	4
Networking opportunities are provided.	2.88	1	12.5	3	37.5			2	25.0	2	25.0	5

Qualitative Results. The participants provided information-rich data in response to the questions about the mentoring program. The data were adequate to address the research questions.

Research Question 1. The aim of Research Question 1 was to explore the impact of mentoring on instructors' efficacy in implementing the core tenets of the Success Courses. Through analysis of the participants' responses, four main themes emerged; *overall support, enhanced preparedness for course content*, *provides an opportunity for professional growth and development*, and *supports positive relationships and teamwork.*

Table 19 summarizes the themes, the number of participants who mentioned information that supported them, and the frequencies.

Table 19. *Summary for Research Question 1*

Emergent themes	**n**	**%**
Overall support	6	100
Enhanced preparedness for course content	6	100
Provides an opportunity for professional growth and development	4	67
Supports positive relationships and teamwork	4	67

Note. N = 6; n = number of participants whose responses supported the theme;
% = percentage of participants whose responses supported the theme.

Overall support. This theme emerged from participants providing responses regarding support for new instructors through the mentoring program. The subthemes

having someone in person with whom to talk or meet is very helpful, sharing information through effective communication with a mentor provides support, and *talking about the situation with the mentor assists in meeting the teaching expectations* supported the development of this main theme.

In relation to the subtheme of *having somebody in person with whom to talk or meet is very helpful,* the participants mentioned that the mentoring program allowed for enhanced communication in terms of finding a suitable time to talk or text their mentors for support. In relation to the subtheme of *sharing information through effective communication with a mentor provides support*, the participants perceived that the mentoring program had a positive impact in terms of instructors and mentors sharing information either through text or social interaction that helped them to build a solid foundation for their teaching practices. The subtheme of *talking about the situation with the mentor assists in meeting the teaching expectations* concerns the effectiveness of the mentoring program in improving instructors' capacity to learn from the situations and apply this expertise to meeting the teaching standards. The theme was supported by the responses of all of the participants (100%). Participant 1 observed:

> I think having somebody just available to be able to be a soundboard to say this is going on, is this normal, and to get that feedback because it really helps kind of not to be out there…to be able to have somebody in person that you can also call on the phone, text or talk to is really helpful because then you can kind of have that dialogue and it's a support, it definitely is a support.

Participant 2 mentioned her mentor's sharing of documents and the observation that "she always responds really quickly and she's just answered any question I've had."

Participant 3 explained that communication with the mentor regarding different situations and how to handle them was helpful and stated "that was why I was excited about the mentoring program to begin with."

The participants' responses demonstrated that the mentoring program promoted shared experiences and effective communication, which are important for promoting new instructors' efficacy in the classroom. They perceived that the mentoring program provided new instructors with opportunities to share ideas with their mentors that were helpful in terms of learning expectations regarding their course content. Participant 5 mentioned, "I learned a lot just from listening to stories about previous experiences and it helped me to know that situations in my own classroom were pretty typical as well as what to expect."

Enhanced preparedness for course content. The theme of *enhanced preparedness for course content* was supported by two subthemes drawn from the participants' responses, c*ommunication with the mentor helps in preparing for teaching courses* and *the mentoring program is more comfortable in understanding personal strengths and weaknesses.* In relation to the subtheme of *communication is useful in preparing for the teaching course,* the participants described that the mentoring program had helped them to be prepared for their teaching and to feel more knowledgeable as educators. The subtheme of *the instructor is more comfortable in understanding personal strengths and weaknesses* focuses on the notion that, through mentorship, instructors are able to identify their strengths and weaknesses in the classroom. Several participants provided examples that support this theme. Participant 4 said:

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Having the dialogue with my mentor helped me during some of the areas that

were a little bit difficult to navigate because, even though the expectations are

clearly spelled out, you still want to have that affirmation. I do definitely feel

more prepared because I know the expectations, I know kind of what it feels like

now; I'm learning more how to run it as more of facilitation rather than a

traditional class.

Participant 2 additionally explained that the mentor gave advice about how to "prepare

for the classroom," both for the short term of upcoming weeks and in the long term in

developing practice more quickly for subsequent semesters. Similarly, Participant 3

mentioned that, while the actual teaching of the topics helped in terms of preparation for

future classes, the mentor's support was useful in terms of modifying pre-made lesson

plans to suit a specific teaching style:

I've modified them to what I feel is going to work for this particular class makeup

that I have this semester. I feel like rolling that into a future class, like, I'm just

that much more able to do that, like I've got all my lessons sort of planned.

The participants' responses indicate that the mentoring program positively impacted their

efficacy in terms of preparation and planning and learning how to develop and modify

lesson plans, skills that are essential for educators.

Provides an opportunity for professional growth and development. This theme

concerned informal mentoring; the subthemes that I found were *increases instructors'*

awareness of various teaching methods and *helps instructors to stay abreast of current*

teaching process. Regarding the former subtheme, the participants indicated that the

mentoring program had provided them with sufficient opportunities to learn a variety of

teaching methods. The subtheme of *helps instructors to stay abreast of current teaching process* emphasizes the importance of the mentoring program in helping instructors to become familiar with new teaching methodologies.

Two participants' responses supported this theme. Participant 1 noted:

I think you just have a more heightened awareness of different things that are helping you because you have that awareness now that you didn't have before. I think I'm more alert to different teaching methods and dialogue.

Elaborating on this idea, Participant 3 spoke of the benefits of having a mentor explain processes unique to both a class and an instructor:

I've had discussions just in the office with [name redacted] about some of the things they present . . . some of their stuff is much more tied to current events, which I think is really cool and it's not something that I've done.

It seemed that the mentoring innovation increased these participants' efficacy in teaching Success Courses in terms of developing their teaching methods and remaining on top of current teaching pedagogy and improving their teaching practice.

Supports positive relationships and teamwork. The theme of *supports positive relationships and teamwork* addresses the capacity of the mentoring program to promote the development of strong relationships and collaboration among teachers. The two subthemes associated with the main theme were *development of a structured relationship* and *improved workplace collaboration.* Regarding the former subtheme, the participants' responses indicated the mentoring program facilitated the development of a relationship with their mentor and thereby enhanced their efficacy as instructors through structured meetings and communication. Regarding the subtheme of *improved workplace*

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collaboration, the participants found that the mentoring program facilitated effective teamwork in developing lessons plans consistent with the education curriculum. Two participants' responses supported this theme. Participant 2 stated that they "liked the structure of a weekly meeting" and Participant 3 similarly that they "would have been lost in the weeds without it."

The participants perceived that, through structured mentoring events, instructors were able to structure their relationships and to learn how to work together to meet the standards of the curriculum and to promote their students' academic success. They also recognized that mentoring supports instructors in terms of creating a culture of teamwork in the context of which they can share their ideas with their mentors and acquire additional ideas from the mentoring team and from their colleagues.

Summary of Research Question 1. I identified four themes in relation to the effects of the mentoring program on instructors' efficacy in implementing the core tenets of the Success Courses. The main themes were *overall support, enhanced preparedness for course content, provides an opportunity for professional growth and development,* and *supports positive relationships and teamwork.* The participants in both the focus group and the interviews provided responses that supported these themes. These themes demonstrate an overall positive impression of the Faculty Mentoring Program and the opportunities for collaboration with seasoned mentors.

Research Question 2. With Research Question 2, I explored the features of the mentoring program that new instructors found useful. A summary table of Research Question 2 with the number of participants supporting them is given in Table 20.

Table 20. *Summary of Research Question 2*

Emergent themes	*n*	*%*
Well-structured and action-oriented	6	100
Features frequent communication	6	100
Opportunities for the mentor and mentee to develop the relationship most beneficial to their circumstances	4	67

Note. N = 6; *n* = number of participants who mentioned the theme; % = percentage of participants mentioning the theme.

Well-structured and action-oriented. This theme concerns the extent to which a mentoring program helps mentees to meet their teaching demands. An effective mentoring program is designed and structured so that competent mentors guide mentees in efforts to achieve their goals. The subthemes that yielded the theme were *structured in such a way that instructors can openly discuss their concerns* and *provides a framework for mentors to share their professional experience with mentees.* Regarding the former subtheme, the participants found that the mentoring program allowed them to work with qualified faculty in discussing their teaching concerns and thereby promoted their growth and development as educators. The subtheme of *provides a framework for mentors to share their professional experience with mentees* emphasized that the mentoring program was designed so as to allow for effective mentorship.

All of the participants provided responses that supported this theme. Participant 1 spoke of the overall structure of the program, including the suggested flexible guidelines "that they provide kind of like a timetable to kind of say okay this is a good time to check in or this is a good time for you guys to meet." Participant 6 similarly observed:

I was excited when I saw on the Blackboard training that the mentoring was part of it. I didn't know that going into it, and so, to me, I feel like the strengths of it is having that experienced faculty that I can ask questions to and all of that

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throughout the semester—having that more familiar person to be like, "hey there's a situation" or "I was wondering, like, how do you handle this or whatever" because not only is this my first semester teaching in the program, it is my first semester of teaching ever, having that experienced voice to kind of bounce ideas off of has been helpful.

The participant's responses made clear that a well-structured mentoring program is useful for new instructors because it provides them with the basis to learn from their mentors and apply new skills and experiences and thereby to improve their students' chances of academic success.

Features frequent communication. This theme relates to the features of the mentoring program that promoted frequent and open communication between the mentors and mentees. It provided insights into formal and informal communication between mentors and mentees. The subthemes that formed this main theme were *mentorship allows frequent communication* and *the mentoring program is designed to allow open communication so that mentees can ask in-depth questions.* Regarding the former subtheme, the participants stated that the mentoring program had promoted frequent communication with their mentors through texts, email, phone calls, and face-to-face interactions in which they shared the challenges that they were facing. From the perspective of the subtheme *the mentoring program is designed to allow open communication so that mentees can ask in-depth questions,* a mentoring program should be designed so that the mentees can communicate openly their mentors in order to acquire detailed information about specific course content.

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All of the participants provided responses that supported this theme. Participant 1 spoke of frequently using the various communication channels. Participant 1 observed, "Texting, computer, email, phone, and FaceTime—it was adaptable to what my needs were." Participant 2 identified email and structured meetings as the key channels for discussing teaching challenges with a mentor. According to Participant 3, their mentor would "send out emails about what's coming up in the curriculum and some things to be aware of."

These responses indicate that the mentorship program promoted effective communication between mentors and mentees in terms of addressing and overcoming some of the challenges that the participants encountered during their initial teaching period.

Opportunities for the mentor and mentee to develop the relationship most beneficial to their circumstances. From the perspective of this theme, mentoring programs involve more facilitation than instruction, a structure that the participants found useful for providing instructors with experience with various teaching methods. The theme relates to the notions that mentoring programs should enhance mentees' understanding of various teaching practices and that they should have the flexibility to meet mentees' specific needs. The subthemes that yielded this theme were *a mentoring program involves more facilitation than instruction* and *a mentoring program represents a flexible, receptive,* and *open approach to learning.*

The subtheme of *the mentoring program is more of facilitation than an instruction* relates to the notion that the program allows for shared development rather than for instruction and observation. New instructors can work directly with experienced

faculty by engaging in specific teaching practices that build their expertise. The subtheme of *a mentoring program is a flexible, receptive, and open approach to learning* relates to the adaptability of the program in helping new instructors to build strong connections with mentors that will enhance their capacity for knowledge-sharing.

Four participants provided responses that supported this theme. Participant 2 stated:

I appreciated the structure about the kinds of things a mentor needed to cover with their mentee; for instance, my mentor planned for an hour-long meeting and suggested that "we're going to go over your curriculum for this class and they checked my grade book." They walked me through, making sure I set up everything I needed.

Participant 6 spoke of the benefits of being able to observe a mentor and other team members throughout the semester. Their responses indicated that the participants perceived the mentoring program to have been designed to meet their needs. From this perspective, a successful mentoring program must allow for collaboration between mentors and mentees.

In addition to discussing the beneficial features of the mentoring program, participants did identify areas where the mentoring program can be improved. For example, Participant 1 expressed the sentiment that they would have liked to shadow seasoned instructors before teaching a course. Furthermore, Participants 2 and 3 both indicated that they would have liked their mentor to be more proactive in anticipating common issues that arise throughout the semester as opposed to waiting for the mentee to

experience the issue and come to the mentor for support. These ideas will be discussed further in Chapter 5.

   Summary of Research Question 2. The participants, as shown by their responses regarding the various features of the mentoring program, were of the opinion that the program was well-structured and designed to meet their needs. Three themes emerged from their responses: *the mentoring program was well-structured and action-orientated, featured frequent communication*, and *provided opportunities for the mentor and mentee to develop the relationship most beneficial to their circumstances*.

Summary of Qualitative and Quantitative Findings

   The quantitative findings in relation to the Research Question 1 of the study presented the extent to which the mentoring program changed the efficacy of instructors in implementing the Success Courses pedagogical practices and policies. The quantitative findings supported that the faculty mentoring significantly improves instructor's knowledge of the students and the classroom environment. The quantitative findings showed that the faculty mentoring program did not significantly improve instructor efficacy in implementing department policies or the procedures and pedagogical practices in the classroom. However, the qualitative findings revealed that the mentoring program provided overall support, enhanced preparedness for course content, provided an opportunity for professional growth and development, and supported positive relationships and teamwork, which can be determined to connected to instructor efficacy. Quantitative findings may not have reflected the information gathered from the qualitative data because it is possible that instructors already had a strong sense of confidence when taking the pre-survey as exhibited by the high numbers on the pre-

survey. The significant growth in the area of knowledge of students may be explained by focus group and interview participants mentioning that many times the topics of conversation between mentors and mentees related to student situations. For example, Participant 2 commented, "she's also helped when I've had to make a judgment call about a student and that's very helpful, especially in complicated situations." Other participants echoed this sentiment in a similar manner.

The findings for Research Question 2 were also examined using quantitative and qualitative data. The quantitative results for the second question were supported by the qualitative findings of the study. The quantitative findings indicated that the mentoring program enabled the mentors to learn the needs of each instructor and use differential conversations to meet the needs of all instructors. The quantitative findings also showed that the faculty mentoring program enhanced the ability of mentors and mentees to communicate regularly, supported a positive mentoring relationship, and provides opportunities for professional development. In relation to the quantitative findings, the qualitative findings illustrated the features of the mentoring program that instructors perceived to be useful. These findings established that the mentoring program was well-structured and an action-oriented program that enhances open communication between the mentees and mentors. The findings showed that the program allowed for frequent communication and provided opportunities for the mentor and mentee to develop a relationship that is most beneficial to their circumstances. These findings in relation to both research questions will be discussed further in Chapter 5.

CHAPTER 5

DISCUSSION

The purpose of the study was to investigate the impact of mentoring on the performance of new faculty teaching in the Success Courses department at ASU. A mixed method research design served to identify information that answered the two research questions, which were as follows.

1. What is the impact of mentoring on instructors' efficacy in implementing the core tenets of the Success Courses?

2. What features of the mentoring program do new instructors find useful?

Overall, I found that mentoring increased the efficacy of the instructors who participated in this study in terms of their knowledge of students. Additionally, it was apparent in the interviews and focus groups that those participants considered the structure and communication arrangements of the program to be beneficial to their growth. This chapter includes discussion of a further synthesis of the quantitative and qualitative findings based on the research questions, beginning with a consideration of the insights and information presented in the previous chapters. The discussion continues in subsequent sections in relation to theoretical perspectives and previous research, lessons learned, limitations, and implications for practice and for future research.

Findings

Research Question 1. I analyzed the data pertaining to Research Question 1 as described in the previous chapter. While the quantitative data did not demonstrate a change in efficacy with regard to the constructs of departmental policies and procedures or pedagogical practices, I did find improvement in the construct of knowledge of

students and the classroom environment. The qualitative data collected from the focus group and interviews provided information concerning the impact of mentoring on instructors' efficacy in implementing the core tenets of the Success Courses. In relation to Research Question 1, the qualitative data indicated that mentoring improved the instructors' efficacy in the implementation of the courses. This improvement was due to four factors: overall support, enhanced preparedness for course content, opportunities for professional growth and development, and support for positive relationships and teamwork, which can be determined to impact efficacy.

In terms of overall support, the results indicated that mentoring allowed for effective communication between the mentors and mentees, which is necessary for information sharing. The mentors made effective use of various communication channels, such as texting, and of social interaction in order to support their mentees. The mentoring program helped the instructors to establish a firm foundation for their teaching and learning practices. Through shared experiences and effective communication, then, the mentoring enhanced these instructors' efficacy in developing suitable course content.

The qualitative data further indicated that mentoring may have improved the mentees' perceived preparedness to present the course content and lessons and helped them to assess their strengths and weaknesses and to grow as educators. The mentoring program assisted instructors in feeling knowledgeable and preparing them for their courses. Through the program, mentees learned to plan and prepare for their teaching and to use skills to modify their lesson plans so as to improve learning outcomes.

The qualitative findings showed as well that mentoring provided the instructors with opportunities to acquire additional skills and expertise that were essential for their

growth and development. They were exposed to various types of teaching practices and were able to stay abreast of current trends in teaching. The benefits of mentoring for instructors' efficacy extended to mindfulness regarding the choice of suitable teaching methods.

The qualitative findings also indicate that the mentoring supported positive interactions and teamwork by facilitating the development of structured relationships among instructors and mentors. Thanks to the structured meetings, the instructors were able to relate to learners effectively and to develop strong relationships with them and among themselves, thereby promoting information sharing and exchanges of ideas that had the potential to improve their efficacy in the classroom. As for the enhancement of teamwork among instructors in terms of creating lesson plans that were consistent with their institution's academic requirements, mentoring once more had a significant effect. Through teamwork, the instructors' acquired best practices that improved their efficacy in developing lessons plans that aligned with the curriculum. The culture of teamwork promoted by the mentorship program enabled mentees to share their skills and exposed them to new ideas, further enhancing their efficacy.

Research Question 2. This question concerned the features of the mentoring program that the mentees considered useful. The findings showed that the participants in the study considered the mentoring program to have been well-structured and action-oriented and that it gave them opportunities to communicate openly, acquire new skills, and discuss their teaching practices with their mentors.

Another aspect of the mentoring program noted by the participants in the study was its promotion of frequent and open communication between mentors and mentees.

Mentees had opportunities to ask their mentors in-depth questions that were crucial to their teaching practice. Through open and frequent communication, whether formal or informal, instructors were able to share the challenges that they encountered with their mentors and to find detailed information on how best to improve specific course content.

In these and other ways, it seems the mentoring program fostered relationships between mentors and mentees. In this respect, the program was more facilitation than instruction, helping instructors to acquire new skills and experiences and to become acquainted with effective teaching methods through collaboration. The participants in this study reported that the mentoring program increased their understanding of various pedagogical practices. They also found the mentoring program to be flexible in terms of meeting the needs of their specific circumstances. Overall, the new instructors who took part in this study formed relationships with mentors that improved their understanding of their roles and responsibilities.

Outcomes Related to Theoretical Perspectives and Previous Research

As discussed in Chapter 2, social learning theory (SLT) provided the theoretical framework for this study. From the perspective of this theory, the mentoring program supported the mentees' efficacy by providing them with overall support through the mentoring relationship. More specifically, the instructors engaged in social interactions with their mentors during which they shared their experiences. This kind of effective communication helped the instructors to develop a firm foundation for their teaching practices. This conclusion is consistent with previous research indicating that a faculty mentoring program can promote self-efficacy, which contributes in turn to success in learning (Edwards, 2005). The present study validated the key construct of self-efficacy

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in SLT that human beings need motivation in order to change their behavior and attitude

and to embrace positive values (Brown et al., 2014). So it was that, through the

mentoring program, the instructors found mutual support that allowed them to improve

their teaching practices and thereby to promote their students' academic success. Mutual

support and encouragement fosters feelings of success, confidence, and self-efficacy

(Brown et al., 2014). The findings relating to overall support were also consistent with

research by Halford (2009) showing that mentoring programs can provide support and

valuable resources that enable the instructors to implement effective teaching strategies.

Other studies have demonstrated that mentorship provides the emotional support

necessary for teachers to become comfortable, confident, and assertive in their roles as

educators, hence smoothing the transition into the teaching profession (Cawyer et al.,

2002).

The quantitative findings presented here showed, moreover, that the mentoring

program enhanced participants perception of preparedness for course content, provided

opportunities for professional growth and development, and supported positive

relationships and teamwork. Qualitative findings showed that the program helped

participants to feel knowledgeable, to address their weaknesses, and to use mentoring

skills to modify their lesson plans and improve learning outcomes for their students.

Further, it is a key construct of relational agency in SLT that mentoring increases

instructional effectiveness by promoting interdependence among teachers and learners

(Edwards, 2005). The faculty mentoring program improved instructors' knowledge of the

students and the classroom environment. These conclusions are consistent with previous

research showing that faculty mentoring promotes academic socialization among scholars

and also assists novices in improving their skills and awareness of new teaching

approaches and enables them to benefit from the knowledge of senior instructors (Davis,

2008; Jacelon et al., 2003). Laverick (2016) similarly argued that implementation of a

mentoring program in an education system can yield a high value of return in terms of the

quality of instruction and academic outcomes for students.

The results of this study are also consistent with previous research showing that

mentoring increases professionalism and fosters mutuality and reciprocity among

educators and confidence in their profession (Johnson, 2015). In terms of promoting

professional growth and development and supporting positive relationships and

teamwork, the results are in agreement with research by Chizhik, Chizhik, Close, and

Gallego (2017) demonstrating that shared mentoring in the context of instructional

learning benefits pre-service teachers by promoting collaborative activity that can result

in professional growth and development. Previous work has also indicated that mentoring

programs tend to focus on fostering meaningful relationships among educators and

learners (Knippelmeyer & Torraco, 2007).

Regarding the features of the faculty mentoring program that participants in this

study found useful, they considered the program overall to have been well-structured and

action-oriented. As such, it helped them to feel prepared for their teaching and to

communicate openly with their mentors about any teaching issues. The findings

presented here demonstrate that the mentoring program provided for frequent

communication and created opportunities for mentors and mentees to build strong

relationships that supported their teaching and enhanced instructors' understanding of

various pedagogical practices. Previous research has shown that faculty mentoring

programs can increase the teaching and learning capacity of instructors (Hershock et al., 2011; Hines, 2017) and can boost their skill in and understanding of pedagogical practices (Jacobson et al., 2009).

The participants in this study also found the mentoring program to be flexible, receptive, and open in terms of allowing instructors to work directly with experienced staff in ways that contributed to their expertise. The strong relationships between them and their mentors increased the level of knowledge sharing. The theoretical perspective of relational agency (Edwards, 2005) likewise indicates that mentoring fosters strong relationships in the context of which mentees have direct exposure to pedagogical practices, policies, procedures, and content that is critical to their development.

My analysis further identified frequent communication as a significant feature of the mentorship program. The program promoted frequent, regular, and open communication between mentors and mentees so that the latter had opportunities to share and address issues of concern to them. Also, the relevant literature suggests that mentorship, whether formal or informal, can encourage open communication among educators, thereby ensuring that new faculty are not intimidated and are presented with a non-threatening environment in which they can openly express their views (Wren, 2010). Particularly informative in this respect is work by Villani (2002) showing that mentoring programs represent a highly technical approach to encouraging open communication between the mentors and mentees. Mentorship, then, is a collaborative activity in which teachers share skills relating to the successful implementation of the lesson-study approach and delivery of effective lessons to students (Chizhik et al., 2017).

These findings highlight the importance of faculty mentoring programs for promoting effective communication regarding the challenges that new instructors face during their teaching in the Success Courses department. Other studies have similarly found that mentoring programs tend to focus on assisting new faculty in overcoming obstacles in the classroom (Jacobson et al., 2009) and that the mentoring programs can provide instructors with crucial pedagogical advice (Trower, 2012).

The findings relating to the second research question establish that the mentoring program helped mentors to differentiate conversations based on mentees' needs. Mentors were able to learn the needs of their mentees and to use the strategies that best met the needs of each. SLT likewise draws attention to the need for mentors to recognize the social needs of mentees in order to promote learning and student success. This theoretical approach is founded on the notion that human learning is associated with personal, environmental, and behavioral factors, for which reason the complex nature of individuals and personal agency must always be taken into account (Bandura, 1999). Regarding the ability of mentors to differentiate conversations so as to meet instructors' needs, the findings presented here are consistent with the last stage of relational agency, in which managers need to support students by understanding their needs (Edwards, 2009). The literature on relational agency has demonstrated that welfare managers support students by remaining aware of the "who" and the "what" so as to respond to all of students' needs and that these managers need to consider the wellbeing of children so as to use strategies that best meet their needs and support their development (Edwards, 2009).

Further, the mentoring program helped the instructors to feel more supported and to believe that they developed a growth mindset. The implication here is that mentoring, as a learner-centered approach, promotes relationship building between mentors and mentees through positive modeling and positive connections. Also, informal mentoring of faculty members, in K-12 settings as well as in higher education, promotes professional development as new hires assess the content standards and other professional development initiatives designed to improve learning outcomes. Professional development initiatives in the form of mentorship have been shown to provide new instructors with opportunities to forge real personal connections (Villani, 2002). The findings presented here also validate previous research showing that mentoring programs encourage mentees to reflect on their work experiences and to identify key issues in pedagogy. Their interpersonal relationships with mentors allow mentees to share their concerns and experiences and help them to feel empowered and to improve their teaching practices (Fletcher & Mullen, 2012; Villani, 2002).

Lessons Learned

First, this study showed me that mixed method research can provide detailed and extensive information for answering research questions. Specifically, using mixed methods in an action research project allowed me to understand our department's challenge and the designed solution on an intimate level. The different cycles of research that build upon each other will certainly benefit our department at a minimum, and can potentially benefit a wide range of settings through simply the information that is provided or more richly through collaboration.

Second, this study showed me that is truly important to understand better what faculty find helpful and what they need in order to best support student success. When the faculty mentors and I thought about what makes a mentoring program useful, we certainly projected our own ideas on to an unknown situation. By engaging in action research and understanding what actually helped our mentees and continuing this research down the road, we can best support both our faculty and students in fulfilling their potential.

Third, I learned that having a network of other educators is truly important. I've always had others around me who do similar work, but I've taken it for granted. Through working with my Leader Scholar Community and with faculty in my department, I have truly come to understand what a supportive network is and how important it is to collaboration and collegiality.

In line with my third lesson learned, the fourth and last lesson that I took away from this project was that it truly is important to celebrate small wins. While I certainly did not have the participation that I initially envisioned in my data collection, I learned so much from the mentees that I interacted with that it compels me to want to learn more and continue these cycles of action research in the future to truly grow a program that is outstanding in its capacity to support new faculty.

Limitations

There were major limitations to this study. First, I conducted the study entirely in the context of the Success Courses department in the University College at ASU; therefore, the results may not be generalizable to other university settings. Second, the focus was on faculty mentees teaching specific courses at ASU in the fall of 2018 and

may not be relevant to other stakeholders, particularly instructors of other courses. Third, the participants in the study may not have accurately represented their perceptions owing to a desire to appear competent in the eyes of the researcher. Fourth, because the participants belonged to the same organization, it is possible that they discussed the topics under study prior to data collection—a situation that could explain the similarities across their responses. Fifth, I did not ask directly "was the mentoring program effective? in the interviews or focus group" This question could have more specifically informed the second research question regarding what features of the mentoring program participants found useful. Last, the small sample size represents another limitation in terms of the generalizability of the study. In regard to the quantitative data analysis in the study, the statistical procedures and use of t-tests did take into account the distribution of sample statistics because the sample size was small. Additionally, there was not a mechanism in place to monitor which participants engaged in which data collection, which also impeded the assurance that all survey participants participated in the focus group or interview.

Implications for Practice

The main purpose of the study was to assess the role of mentoring in enhancing the performance of new faculty in the department of Success Courses at ASU. The central practical contribution of the present study is that it has provided empirical data on the impact of faculty mentoring on instructors' efficacy in implementing the core tenets of the Success Courses. This research contributes to the existing body of work on the features of mentoring programs that benefit new instructors. An implication for practice is that the mentoring program enhanced mutual support for new instructors. For other

departments and universities who want to implement programs similar to what we do, they will need to take into consideration the level of support they provide their faculty. Without providing thoughtful, adequate support for faculty members, there may not be as much of a willingness to implement a program. The findings also suggest that mentoring programs can play a crucial role in the higher education system when it comes to nurturing and supporting new instructors so that they are prepared to foster their students' academic success.

This study draws attention to the key dimensions of the mentoring program, such as the professional and personal development of new instructors that are important for the teaching profession and for maximizing students' achievement. Based on the findings, a wider range of opportunities could be provided in the Success Classes department for seasoned instructors to interact with less experienced ones in order to capitalize on the successes of the mentoring program. As an extension of this work, Sorcinelli and Yun's (2007) work on zone mentoring could provide the framework for these opportunities to allow for different configurations of mentor pairings. This framework could include the practice of having multiple mentors to allow for different configurations of mentor pairings including the practice of having multiple mentors. Additionally, other universities have expressed interest in designing similarly supportive coursework and department structures relating to faculty training and mentoring. As a department, we need to think about how to best represent and disseminate the work we are doing on mentoring.

Implications for Future Research

The current study, being explanatory in nature, has revealed avenues for further research. One such avenue is to build on the findings to examine ways in which mentoring programs shape instructors' performance, in particular by looking at other faculty mentoring programs across the nation and the world. Additional research is also needed regarding the perceptions of mentees and mentors across departments in the same university. Extension of the approach taken here in a longitudinal and comparative manner could serve to validate the findings of the current study in a wide variety of contexts in order to fulfill the overall goals of improving instructors' efficacy and students' performance. A possible research question might be: how does instructors' knowledge of their students and their selves impact their instruction and help guide mentorship?

This study found that the faculty mentoring program helped new instructors in the Success Courses department at ASU increase their efficacy in understanding their students and the classroom environment. The program also benefitted the department by encouraging the development of strong relationships, as indicated by the qualitative data. Future exploration may include researching the question: how can our Success Courses mentor program influence colleagues in other disciplines, colleges and universities? The study has provided a foundation for understanding the ways in which mentors and mentees promote and experience professional growth and connections that set the stage for students' academic success.

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APPENDIX

Appendix A: SUCCESS COURSES INSTRUCTOR EFFICACY SURVEY

Academic Success Courses Instructor Efficacy Survey

Q9 My name is Allison Atkins and I am a doctoral student in the Mary Lou Fulton Teachers College (MLFTC) at Arizona State University (ASU). I am working under the direction of Dr. Lauren Harris, a faculty member in MLFTC. We are conducting a research study on New Faculty in an Academic Success Program. The purpose of this study is to better understand what role mentoring plays in enhancing the performance of new faculty in the Success Courses department.   We are asking for your help to participate in a survey concerning your confidence in implementing department policies, pedagogical practices and content knowledge. We anticipate this survey to take 10-15 minutes total.   Your participation in this study is voluntary. If you choose not to participate or withdraw from the study at any time, there will be no penalty whatsoever. You must be 18 years of age or older to participate.   The benefit to participation is the opportunity for you to reflect on and think more about what impact the Success Programs mentoring practices have on new faculty. Survey responses will also inform future iterations of the study. Thus, there is potential to enhance the experiences of our faculty and students. There are no foreseeable risks or discomforts to your participation.   Your responses will be anonymous. Results from this study may be used in reports, presentations, or publications but your name will not be used. If you have questions or are interested in the findings of this study, please email Allison Atkins at azoebis@asu.edu

○ I choose to participate in the survey (4)

○ I do not wish to participate in the survey (5)

X→

Q1 **Department Policies**

	Very Confident (5)	Confident (4)	Neutral (3)	Not Confident (2)	Very Not Confident (1)
How confident are you enforcing the no late work policy? (1)	○	○	○	○	○
How confident are you enforcing the attendance policy? (2)	○	○	○	○	○
How confident are you enforcing the technology policy in your classroom? (3)	○	○	○	○	○
How confident are you in creating your course in Blackboard ? (4)	○	○	○	○	○
How confident are you with our department's approach to grading? (5)	○	○	○	○	○

X→

Q2 **Pedagogical Practices**

	Very Confident (5)	Confident (4)	Neutral (3)	Not Confident (2)	Very Not Confident (1)
How confident are you that you can integrate Chickering's theory of Seven Vectors in your course(s)? (1)	○	○	○	○	○
How confident are you that you can integrate Tuckman's theory of Group Dynamics in your course(s)? (2)	○	○	○	○	○
How confident are you that you can integrate Inquiry Based Learning in your course(s)? (3)	○	○	○	○	○
How confident are you that you can integrate the concept of Emotional Intelligence in your course(s)? (4)	○	○	○	○	○
How confident are you that you can integrate the principles of an inclusive classroom in your course(s)?	○	○	○	○	○

(5)

How confident are you that you can integrate the concept of Motivational Interviewing in your course (s)? (6)

○　　　　　○　　　　　○　　　　　○　　　　　○

How confident are you that you can integrate the concept of Mindfulness in your course(s)? (7)

○　　　　　○　　　　　○　　　　　○　　　　　○

How confident are you that you can integrate the concept of Stress in your course(s)? (8)

○　　　　　○　　　　　○　　　　　○　　　　　○

How confident are you that you can integrate the concept of Mindset in your course(s)? (9)

○　　　　　○　　　　　○　　　　　○　　　　　○

How confident are you that you can integrate the concept of Metacognition in your course(s)? (10)

○　　　　　○　　　　　○　　　　　○　　　　　○

Q3 **Knowledge of Students and Classroom Environment**

	Very Well (5)	Well (4)	Neutral (3)	Not Well (2)	Very Not Well (1)
How well do you understand the demographics of our students? (1)	○	○	○	○	○
How well do you understand the SCARF model and how it applies to your classroom? (2)	○	○	○	○	○
How developed is your teaching philosophy? (3)	○	○	○	○	○
How well do you understand the concept of learning outcomes and how they apply to your course(s)? (4)	○	○	○	○	○
How well do you think you can handle sensitive student issues? (5)	○	○	○	○	○

Q4 **Content Knowledge**

	Very Confident (5)	Confident (4)	Neutral (3)	Not Confident (2)	Very Not Confident (1)
How confident are you that you can integrate the concept Barriers to Success in your course? (1)	○	○	○	○	○
How confident are you that you can integrate the concept Choices in your course? (2)	○	○	○	○	○
How confident are you that you can integrate the concept Mindset in your course? (3)	○	○	○	○	○
How confident are you that you can integrate the concept Interdependence in your course? (4)	○	○	○	○	○
How confident are you that you can integrate the concept Procrastination in your course? (5)	○	○	○	○	○
How confident are you that you can integrate the concept Motivation in your course? (6)	○	○	○	○	○

How confident are you that you can integrate the concept Emotional Intelligence in your course? (7)	○	○	○	○	○
How confident are you that you can integrate the concept Stress/Mindfulness in your course? (8)	○	○	○	○	○
How confident are you that you can integrate the concept Lifelong Learning in your course? (9)	○	○	○	○	○
How confident are you that you can integrate the concept Metacognition in your course? (10)	○	○	○	○	○
How confident are you that you can facilitate Group Projects? (11)	○	○	○	○	○

Q6 Please provide any additional comments below:

_____

Q7 Gender

○ Female (1)

○ Male (2)

○ Non-binary/ third gender (3)

○ Prefer to self-describe (4)

_____

○ Prefer not to say (5)

Q8 How many years have you taught?

_____

Q9 What course(s) do you teach?

○ UNI 110 (1)

○ UNI 120/ASU 150 (2)

○ UNI 194 (3)

○ UNI 220 (4)

○ Other (5) _____

End of Block: Default Block

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Appendix B: ACADEMIC SUCCESS COURSES INSTRUCTOR EFFICACY

CONSENT LETTER

Success Courses Instructor Efficacy Survey

My name is Allison Atkins and I am a doctoral student in the Mary Lou Fulton Teachers College (MLFTC) at Arizona State University (ASU). I am working under the direction of Dr. Lauren Harris, a faculty member in MLFTC. We are conducting a research study on New Faculty in an Academic Success Program. The purpose of this study is to better understand what role mentoring plays in enhancing the performance of new faculty in the Success Courses department at ASU.

We are asking for your help to participate in a survey concerning your confidence in implementing departmental policies, pedagogical practices and content knowledge. We anticipate this survey to take 10-15 minutes total.

Your participation in this study is voluntary. If you choose not to participate or withdraw from the study at any time, there will be no penalty whatsoever. You must be 18 years of age or older to participate.

The benefit to participation is the opportunity for you to reflect on and think more about what impact the Success Courses mentoring practices have on new faculty. Survey responses will also inform future iterations of the study. Thus, there is potential to enhance the experiences of our faculty and students. There are no foreseeable risks or discomforts to your participation.

Your responses will be anonymous. Results from this study may be used in reports, presentations, or publications but your name will not be used. If you have questions or are interested in the findings of this study, please email Allison Atkins at azoebis@asu.edu

Appendix C: SUCCESS COURSES FACULTY MENTORING PROGRAM

SURVEY

Success Courses Faculty Mentoring Program Survey

Q19 **Success Courses Faculty Mentoring Program Survey**   My name is Allison Atkins, and I am a doctoral student in the Mary Lou Fulton Teachers College (MLFTC) at Arizona State University (ASU). I am working under the direction of Dr. Lauren Harris, a faculty member in MLFTC. We are conducting a research study on New Faculty in an Academic Success Program. The purpose of this study is to better understand what role mentoring plays in enhancing the performance of new faculty in the Success Courses department.   We are asking for your help to participate in a survey concerning your perceptions of the Academic Success Programs mentoring practices. We anticipate this survey to take 10-15 minutes total.   Your participation in this study is voluntary. If you choose not to participate or withdraw from the study at any time, there will be no penalty whatsoever. You must be 18 years of age or older to participate.   The benefit to participation is the opportunity for you to reflect on and think more about what impact the Success Programs mentoring practices have on new faculty. Survey responses will also inform future iterations of the study. Thus, there is potential to enhance the experiences of our faculty and students. There are no foreseeable risks or discomforts to your participation.   Your responses will be anonymous. Results from this study may be used in reports, presentations, or publications but your name will not be used. If you have questions or are interested in the findings of this study, please email Allison Atkins at azoebis@asu.edu or Lauren Harris at lauren.harris1@asu.edu

○ I choose to participate (1)

○ I choose not to participate (2)

Q11 **Faculty Mentoring Survey** The Academic Success Programs mentoring program focuses on 4 components; planning for a variety of mentoring activities, regular communication, positive mentoring relationships and opportunities for professional development. Based on your own experience, please rate the degree to which you agree with each statement below:

- -

Q1 **Component 1: Plan for a Variety of Mentoring Activities: Mentors will plan for mentoring events based on the needs of their mentee in order to ensure mentees understand pedagogical priorities, core concepts, ASP culture and classroom related tasks.**

	Strongly agree (1)	Somewhat agree (2)	Neither agree nor disagree (3)	Somewhat disagree (4)	Strongly disagree (5)
1. My mentor differentiates conversations based on mentee needs (1)	○	○	○	○	○
2. My mentor addresses Academic Success Programs core concepts and culture (2)	○	○	○	○	○
3. My mentor reinforces pedagogical expectations (3)	○	○	○	○	○
4. My mentor assists me with lesson implementation/content (4)	○	○	○	○	○
(5)	○	○	○	○	○
5. My mentor assists me with classroom management issues (6)	○	○	○	○	○
6. My mentor assists me with assessing student progress (7)	○	○	○	○	○

Q2

Component 2: Communicate Regularly: Mentors will be initiate and be receptive to communication with mentees on a regular basis .

	Strongly agree (1)	Somewhat agree (2)	Neither agree nor disagree (3)	Somewhat disagree (4)	Strongly disagree (5)
1. Open communication is demonstrated (1)	○	○	○	○	○
2. Communication shows clear knowledge of mentee's stage of development (role focused, practice focused, learner focused) (2)	○	○	○	○	○
3. Communication is conducted in a reasonable timeframe. (3)	○	○	○	○	○
4. Mentor is receptive to communication. (4)	○	○	○	○	○
5. Mentor uses positive, assets based language when communicating with mentee. (5)	○	○	○	○	○

Q3
Component 3: Support a Positive Mentoring Relationship: Mentors will display a positive, learner centered disposition and is accessible to mentee.

	Strongly Agree (1)	Agree (2)	Somewhat agree (3)	Neither agree nor disagree (4)	Somewhat disagree (5)
1. My mentor makes me feel supported (1)	○	○	○	○	○
2. My mentor's behavior, approach, and disposition projects accessibility. (2)	○	○	○	○	○
3. My mentor demonstrates positive modeling and personal connection, (3)	○	○	○	○	○
4. My mentor demonstrates a growth mindset (4)	○	○	○	○	○
5. My mentor demonstrates a learner centered approach. (5)	○	○	○	○	○

Q4
Component 4: Provide Opportunities for Professional Development: Mentors will provide access to a variety of professional development activities for mentors.

	Strongly Agree (1)	Agree (2)	Somewhat agree (3)	Neither agree nor disagree (4)	Somewhat disagree (5)
1. Training and mentoring content focuses on development of teaching. (1)	○	○	○	○	○
2. Training and mentoring content focuses on leadership skills. (2)	○	○	○	○	○
3. Training and mentoring content focuses on relationship-building skills. (3)	○	○	○	○	○
4. Networking opportunities are provided. (4)	○	○	○	○	○
5. Training and mentoring content focuses on student centered topics. (5)	○	○	○	○	○

Q12 Were there activities that may be considered informal (for example hallway conversations, activities outside of work) that contributed to your growth as an instructor? If so, please explain.

_____

Q15 What else was helpful in your preparation to teach your courses?

_____

Q6 Please provide any additional comments below:

_____

Q8 Gender

○ Female (1)

○ Male (2)

○ Non-binary/ third gender (3)

○ Prefer to self-describe (4)

_____

○ Prefer not to say (5)

Q13 Are you of Hispanic, Latino, or of Spanish origin?

○ Yes (1)

○ No (2)

○ Prefer not to say (4)

Q14 How would you describe yourself?

American Indian or Alaska Native (1)

Asian (2)

Black or African American (3)

Native Hawaiian or Other Pacific Islander (4)

White (5)

Prefer to self-describe (6)

_____

Prefer not to say (7)

Q10 How many years have you taught in a post-secondary setting?

○ 0-2 years (1)

○ 3-5 years (2)

○ 6-10 years (3)

○ More than 10 years (4)

○ I do not have experience teaching in a post-secondary setting (5)

Q16 How many years have you taught in a K-12 setting?

○ 0-2 years (1)

○ 3-5 years (2)

○ 6-10 years (3)

○ More than 10 years (4)

○ I do not have experience teaching in a K-12 setting (5)

Q12 What course(s) do you teach?

○ UNI 110 (1)

○ UNI 120/ASU 150 (2)

○ UNI 194 (3)

○ UNI 220 (4)

○ Other (5) _____

Appendix D: SUCCESS COURSES FACULTY MENTORING PROGRAM

SURVEY CONSENT LETTER

Success Courses Faculty Mentoring Program Survey

My name is Allison Atkins, and I am a doctoral student in the Mary Lou Fulton Teachers College (MLFTC) at Arizona State University (ASU). I am working under the direction of Dr. Lauren Harris, a faculty member in MLFTC. We are conducting a research study on New Faculty in an Academic Success Program. The purpose of this study is to better understand what role mentoring plays in enhancing the performance of new faculty in the Success Courses.

We are asking for your help to participate in a survey concerning your perceptions of the Success Courses mentoring practices. We anticipate this survey to take 10-15 minutes total.

Your participation in this study is voluntary. If you choose not to participate or withdraw from the study at any time, there will be no penalty whatsoever. You must be 18 years of age or older to participate.

The benefit to participation is the opportunity for you to reflect on and think more about what impact the Success Courses mentoring practices have on new faculty. Survey responses will also inform future iterations of the study. Thus, there is potential to enhance the experiences of our faculty and students. There are no foreseeable risks or discomforts to your participation.

Your responses will be anonymous. Results from this study may be used in reports, presentations, or publications but your name will not be used. If you have questions or are interested in the findings of this study, please email Allison Atkins at azoebis@asu.edu

Appendix E: FACULTY MENTORING PROGRAM FOCUS GROUP

PROTOCOL

Faculty Mentoring in an Academic Success Program
Semi-Structured Focus Group Protocol

[Describe the study and obtain written consent]

[Begin audio recording. State number of participants, focus group leaders name, and date.]

1. Please identify what you consider to be the strengths of the mentoring program.
2. Please identify area(s) where you think the mentoring program can be improved.
3. In what ways did your mentor support your classroom instruction?
4. In what ways did you and your mentor communicate?
5. Do you feel more prepared in teaching your course content? If so, what helped you feel more prepared?
6. Were there activities that may be considered informal (for example hallway conversations, activities outside of work) that contributed to your growth as an instructor?
7. Were there other people, not including your mentor, who contributed to your growth as an instructor?

8. Is there anything else you would like to tell me about the mentoring program?

Thank you for your time!

[End audio recording, with number of participants, focus group leaders name, and date]

Appendix F: FACULTY MENTORING PROGRAM FOCUS GROUP CONSENT

LETTER

Faculty Mentoring Program Focus group

My name is Allison Atkins, and I am a doctoral student in the Mary Lou Fulton Teachers College (MLFTC) at Arizona State University (ASU). I am working under the direction of Dr. Lauren Harris, a faculty member in MLFTC. We are conducting a research study on New Faculty in an Academic Success Program. The purpose of this study is to better understand what role mentoring plays in enhancing the performance of new faculty in the Success Courses department.

We are asking for your help to participate in a focus group concerning your perceptions of the Success Courses mentoring practices. We anticipate this focus group to take 45-60 minutes total.

Your participation in this study is voluntary. If you choose not to participate or withdraw from the study at any time, there will be no penalty whatsoever. You must be 18 years of age or older to participate.

The benefit to participation is the opportunity for you to reflect on and think more about what impact the Success Courses mentoring practices have on new faculty. Survey responses will also inform future iterations of the study. Thus, there is potential to enhance the experiences of our faculty and students. There are no foreseeable risks or discomforts to your participation.

Your responses will be anonymous. Results from this study may be used in reports, presentations, or publications but your name will not be used. If you have questions or are interested in the findings of this study, please email Allison Atkins at azoebis@asu.edu

Appendix G: FACULTY MENTORING PROGRAM INTERVIEW QUESTIONS

Faculty Mentoring in an Academic Success Program

Semi-Structured Interview Protocol

[Describe the study and obtain verbal consent]

[Begin audio recording. state date.]

1. Please identify what you consider to be the strengths of the mentoring program.
2. Please identify area(s) where you think the mentoring program can be improved.
3. In what ways did your mentor support your classroom instruction?
4. In what ways did you and your mentor communicate?
5. Do you feel more prepared in teaching your course content? If so, what helped you feel more prepared?
6. Were there activities that may be considered informal (for example hallway conversations, activities outside of work) that contributed to your growth as an instructor?
7. Were there other people, not including your mentor, who contributed to your growth as an instructor?

8. Is there anything else you would like to tell me about the mentoring program?

Thank you for your time!

[End audio recording, state date]

Appendix H: FACULTY MENTORING PROGRAM INTERVIEW CONSENT

LETTER

Faculty Mentoring Program Interview

My name is Allison Atkins, and I am a doctoral student in the Mary Lou Fulton Teachers College (MLFTC) at Arizona State University (ASU). I am working under the direction of Dr. Lauren Harris, a faculty member in MLFTC. We are conducting a research study on New Faculty in an Academic Success Program. The purpose of this study is to better understand what role mentoring plays in enhancing the performance of new faculty in the Success Courses Department.

We are asking for your help to participate in an interview concerning your perceptions of the Success Courses mentoring practices. We anticipate this interview to take 20-30 minutes total.

Your participation in this study is voluntary. If you choose not to participate or withdraw from the study at any time, there will be no penalty whatsoever. You must be 18 years of age or older to participate.

The benefit to participation is the opportunity for you to reflect on and think more about what impact the Success Courses mentoring practices have on new faculty. Interview responses will also inform future iterations of the study. Thus, there is potential to enhance the experiences of our faculty and students. There are no foreseeable risks or discomforts to your participation.

We are also asking your permission to record the interview. Only the research team will have access to the recordings. The researchers will not record your name or any other identifying info in the data record. The recordings will be deleted immediately after being transcribed and any published quotes will be anonymous. To protect your identity, please refrain from using names or other identifying information during the interview. Let me know if, at any time, you do not want to be recorded and I will stop. Results from this study may be used in reports, presentations, or publications but your name will not be used. If you have questions or are interested in the findings of this study, please contact the research team- Allison Atkins at azoebis@asu.edu Dr. Lauren Harris Lauren.Harris.1@asu.edu

Thank you,

Allison Atkins, Doctoral Student

Lauren Harris, Associate Professor

Your verbal agreement indicates your consent to participate

If you have any questions about your rights as a participant in this research, or if you feel you have been placed at risk, you can contact Lauren Harris 480-965-6692

  or the Chair of Human Subjects Institutional Review Board through the ASU Office of Research Integrity and Assurance at (480) 965-6788.