SUE KOZEL  ------  MENTORING
LANGUAGE & VISION

Change Community Colleges, Expand Student Success, & Help Build Social Change

Source: http://ideasinpartnership.co.uk/business-mentoring
Confronting Institutional Racism and Sexism, Direct or Indirect.

The opinions from national leaders on race and ethnicity from individuals like Donald Trump, the late Rutgers University President Fran Lawrence, the late Antonin Scalia, and author Charles Murray. All quotes are in my report handout.

Shrinking full-time faculty positions with the expansion of adjunct faculty. I am an adjunct faculty member.

Wanting the best for all students and sometimes not having the skill set or the support for effective engagement.

WHAT DO WE DO?
BROWN V. BOARD OF EDUCATION
LANDMARK COMMENT ON CITIZENSHIP
IMAGES PBS.ORG/CITIZENSHIP

“Today, education is perhaps the most important function of state and local governments... It is required in the performance of our most basic public responsibilities, even service in the armed forces. It is the very foundation of good citizenship... In these days, it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education.”
RESOURCES YOU WILL TAKE WITH YOU!

Valuable Information Packet

• Examples of Community College & 4 Year mentoring programs extracted from contracts and/or the internet.

• Form – Please complete if you would like an email of the NJEA Higher Education Mentoring Resource Library Bibliography

• Ideas we will share together as you take your notes.
LET’S BEGIN – NJ PROFILE

IN THE REPORT – Numbers of full-time and adjunct faculty by race, ethnicity, and gender. Breakdowns to help you create your own profile.

A total of 25% and 28% people of color teach in our Community Colleges, both full-time and part-time, with majority part-time. Students of color represent 42% of our student population. Some facts that may lower these numbers are some faculty and students did not identify their races.

While more women teach in full-time and part-time positions than men, given the smaller number of people of color, the numbers must be overwhelmingly white women. BE PROACTIVE!
1. Millennium Generation, iGeneration, Google Generation
2. Digital Orientation
3. May Not often experience what was seen as “normal” conversations in the past: FACE-TO-FACE Conversations
4. BORED “… can get bored really fast because, because it is hard for them to concentrate on one issue.” See Nagy, Teaching Generation Y, Page 98.

Multi-Task. Instant Gratification
5. Children of Baby Boomers
6. Cynical, Pessimistic, Technology Solves Problems
Text – Pages 11-13 of the Report
Sherman STEM Teacher Scholars – In the recent NEA published article, “Increasing Racial Diversity in the Teacher Workforce: One University’s Approach,” Freeman A. Hrabowski, Ill and Mavis Sander, both affiliated with the University of Maryland, Baltimore County) discussed the Sherman Scholar’s programs. Their thoughtful detail looked at how to prepare pre-K-12 teachers to engage with “culturally diverse students and families” as they develop skills for the 21st century. Pages 111-112.

Image from University of Maryland, Baltimore’s Sherman STEM Teacher Scholars program. http://shermanprogram.umbc.edu/
This 2008 report issued by the College of Sciences and Humanities Task Force on Diversity dedicates three detailed pages to how mentors can enhance the retention of a diverse faculty. Additionally, an Appendix in the report describes four pages of a checklist on how to discuss diversity and create the mentoring experience. Page 17 of the report highlights that there are special considerations for a “non-majority” faculty member, sometimes as one of only a handful of diverse faculty.
I have attached the back of my report the Ball State Mentoring Checklist
Promotions – for All?

Desert Community College District – Non-Teaching Evaluation Form Addition. This form is for Coordinators, and indicates that this person works with Human Resources Office for the "reviewing the qualifications of all employees to ensure that minorities, women, and other affected classes are given full opportunities for transfers and promotions."

How Can NEA Help us Construct Language to establish a checklist for diversity as Promotions and hiring occur?
MELLON GRANTS — CAN WE SEE SIMILAR GRANTS GIVEN TO COMMUNITY COLLEGES?
RECOMMENDATIONS FOR NEA
AND OUR COMMUNITY COLLEGE FACULTY,
ADMINISTRATORS, & SUPPORT STAFF
1. Where mentoring programs do not already exist for faculty, such a program should be negotiated in the next local contract. Social justice and diversity objectives should be included.

2. Diversity must be an element of mentoring programs to create a synergistic nucleus for faculty to serve an institutional role models through promotion and tenure.

3. Women and faculty of color should be explicitly mentioned in the mentoring program, as well as other non-traditional and underrepresented faculty.

4. Compensation for the Mentor for new full time faculty, and new full time temporary faculty can be in the 1 credit range. Compensation for mentoring new adjuncts might be made higher than $200/adjunct.
5. President Obama’s initiative, Our Brother’s Keeper, and the work of faculty like Fidel Wilson should be made a priority at each institution to benefit the targeted audience and applied to serve all students.

6. A welcoming and mentoring packet to orient new faculty must be developed to show faculty he/she is welcome at the institution. See Ball State’s example and Ming McCall, NJ.

7. Promote, Train, and Support Bridge Faculty, as discussed by Dr. Clarence Williams. Consider the establishment of Master Mentors by institution who focus on great teaching, great mentoring of students and faculty, and support students of color.

8. NEA has to create a Community College specific model for mentoring with training for Uniserv Directors and staff.
9. NEA’s Thought & Action should report on community college specific strategies for mentoring since we represent upwards of 42% of NEA membership in HE.

10. SHERMAN STEM TEACHING SCHOLARS Program – NEA should convene a training for interested community college faculty to learn how this model might be applied to CC for STEM or Liberal Arts.

11. NEA needs a Community College Task Force on Mentoring Strategies to help focus attention on priority ideas and strategies for implementation. WE NEED HELP!

12. NEA can help reach out to the University of Massachusetts, Amherst to learn how ideas can be adapted for community colleges.
13. **NEA needs to build a relationship with the Mellon Foundation to learn if mentoring grants might be developed for Community colleges**

14. **Mentoring Resource Library.** If you email me at suekozel@gmail.com, I would be happy to email you our Mentoring Resource Library Bibliography if you are considering the creation of this resource to help members address mentoring as a strategy to promote diversity, employment, tenure, and promotion.

**WE CAN DO THIS WITH NEA’s HELP & PROFESSIONAL STAFF guiding us.**
WHAT HAS WORKED FOR YOU — WHAT SHOULD WE DO? NEA, STATE AFFILIATES, OUR COMMUNITY COLLEGES? Let’s Share!
DON’T HESITATE TO CONTACT ME!

GOOD LUCK!

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Email me if you want a copy of the Mentoring Resource library Bibliography.