

Department of Youth Development Probationary & Recently Tenured Faculty Survey

41 Surveys Sent; 32 returned (n=32); 78% Return Rate

Introduction:

The Department of Youth Development Vice Chairs are working to address the identified strategic issue of “contributing to the success of probationary faculty.” This issue has been identified within the department in a variety of ways since 2002. Many trainings and resources have been created and/or modified since 2002 to address this need. Supporting probationary faculty is still a priority for the Department.

A survey has been developed by the Vice Chairs to aid the Department in understanding what specific topics/areas could use additional support or training pieces to assist in the success of probationary faculty. The results will be presented at the April Department meeting. Results will also be combined with information gathered from a variety of individuals and groups, and developed into an action plan to improve support effectiveness.

As you take this survey, please remember that we are focusing on ways that the Department can support its members. We are primarily interested in your understanding, knowledge, and application of your work related to scholarship, evaluation, plans of work, and competencies of youth development educators.

The survey asks you to report your “confidence” level on a variety of topics and skills. For the use of this survey, “confidence” is defined as the sum of one’s total understanding of and ability to effectively demonstrate a skill or topic. “Support” is also referred to often within this survey; “support” includes formal and non-formal personal communications, written materials, and trainings which assist a faculty member in achieving success within the Department. But please remember that, in the end, it is each individual faculty member’s personal responsibility to utilize the support systems available to achieve success within the Department.

1. How many years have you completed in the Department of Youth Development?

0-2: **44% (14)**

3-4: **34% (11)**

5-6: **22% (7)**

2. How confident are you in your knowledge and application of the following overall topics:

Defining & Practicing Scholarship

0-2 Years	3-4 Years	5-6 Years
V. Confident: 21% (3) Somewhat Confident: 79% (11) Not Confident: 0	V. Confident: 27% (3) Somewhat Confident: 73% (8) Not Confident: 0	V. Confident: 71% (5) Somewhat Confident: 29% (2) Not Confident: 0

Understanding of the Tenure Process

0-2 Years	3-4 Years	5-6 Years
V. Confident: 14% (2) Somewhat Confident: 64% (9) Not Confident: 21% (3)	V. Confident: 55% (6) Somewhat Confident: 45% (5) Not Confident: 0	V. Confident: 86% (6) Somewhat Confident: 14% (1) Not Confident: 0

Preparing Your Portfolio

0-2 Years	3-4 Years	5-6 Years
V. Confident: 7% (1) Somewhat Confident: 36% (5) Not Confident: 64% (9)	V. Confident: 27% (3) Somewhat Confident: 55% (6) Not Confident: 18% (2)	V. Confident: 86% (6) Somewhat Confident: 14% (1) Not Confident: 0

Creating & Using Plans of Work

0-2 Years	3-4 Years	5-6 Years
V. Confident: 21% (3) Somewhat Confident: 64% (9) Not Confident: 0	V. Confident: 27% (3) Somewhat Confident: 64% (7) Not Confident: 9% (1)	V. Confident: 71% (5) Somewhat Confident: 14% (1) Not Confident: 14% (1)

Creating Annual Accomplishment Reports

0-2 Years	3-4 Years	5-6 Years
V. Confident: 21% (3) Somewhat Confident: 64% (9) Not Confident: 14% (2)	V. Confident: 45% (5) Somewhat Confident: 55% (6) Not Confident: 0	V. Confident: 71%(5) Somewhat Confident: 14%(1) Not Confident: 14%(1)

Collecting Evaluation Data

0-2 Years	3-4 Years	5-6 Years
V. Confident: 36% (5) Somewhat Confident: 50% (7) Not Confident: 14% (2)	V. Confident: 36% (4) Somewhat Confident: 45%(5) Not Confident: 9% (1)	V. Confident: 100% (7) Somewhat Confident: 0 Not Confident: 0

Conducting a Needs Assessment

0-2 Years	3-4 Years	5-6 Years
V. Confident: 50% (7) Somewhat Confident: 36% (5) Not Confident: 14% (2)	V. Confident: 27% (3) Somewhat Confident: 64% (7) Not Confident: 9% (1)	V. Confident: 57%(4) Somewhat Confident: 43%(3) Not Confident: 0

How to Share Your Work with Colleagues

0-2 Years	3-4 Years	5-6 Years
V. Confident: 36% (5) Somewhat Confident: 64% (9) Not Confident: (0)	V. Confident: 45% (5) Somewhat Confident: 55% (6) Not Confident: 0	V. Confident: 86%(6) Somewhat Confident: 14%(1) Not Confident: 0

3. *The Department of Youth Development has identified the following domains as important competencies of youth development educators. How confident are you in your knowledge and application of the following topics:*

Youth development

0-2 Years	3-4 Years	5-6 Years
V. Confident: 50% (7) Somewhat Confident: 50% (7) Not Confident: 0	V. Confident: 55% (6) Somewhat Confident: 36% (4) Not Confident: 0 Did not respond: 9% (1)	V. Confident: 86%(6) Somewhat Confident: 14%(1) Not Confident: 0

Youth program development

0-2 Years	3-4 Years	5-6 Years
V. Confident: 57% (8) Somewhat Confident: 43% (6) Not Confident: 0	V. Confident: 64% (7) Somewhat Confident: 27% (3) Not Confident: 0 Did not respond: 9% (1)	V. Confident: 100% (7) Somewhat Confident: 0 Not Confident: 0

Volunteerism

0-2 Years	3-4 Years	5-6 Years
V. Confident: 21% (3) Somewhat Confident: 57% (8) Not Confident: 21% (3)	V. Confident: 36% (4) Somewhat Confident: 45% (5) Not Confident: 9% (1) Did not respond: 9% (1)	V. Confident: 57% (5) Somewhat Confident: 29%(2) Not Confident: 0

Equity, access and opportunity

0-2 Years	3-4 Years	5-6 Years
V. Confident: 36% (5) Somewhat Confident: 57% (8) Not Confident: 7% (1)	V. Confident: 36% (4) Somewhat Confident: 36% (4) Not Confident: 18%(2) Did not respond: 9% (1)	V. Confident: 71%(5) Somewhat Confident: 29%(2) Not Confident: 0

Partnerships

0-2 Years	3-4 Years	5-6 Years
V. Confident: 50% (7) Somewhat Confident: 36% (5) Not Confident: 14% (2)	V. Confident: 36% (4) Somewhat Confident: 45% (5) Not Confident: 9% (1) Did not respond: 9% (1)	V. Confident: 100% (7) Somewhat Confident: 0 Not Confident: 0

Organizational systems

0-2 Years	3-4 Years	5-6 Years
V. Confident: 21% (3) Somewhat Confident: 64% (9) Not Confident: 14% (2)	V. Confident: 36% (4) Somewhat Confident: 55% (6) Not Confident: 0 Did not respond: 9% (1)	V. Confident: 57%(4) Somewhat Confident: 43%(3) Not Confident: 0

Have you used the self-reflection tool available to identify your competency in these areas?

0-2 Years	3-4 Years	5-6 Years
Yes: 50% (7) No: 50% (7)	Yes: 55% (6) No: 45% (5)	Yes: 43%(3) No: 57%(4)

4. How confident are you in your understanding and application of the following components of scholarship. Scholarship is...**Creative, intellectual work**

0-2 Years	3-4 Years	5-6 Years
V. Confident: 36% (5) Somewhat Confident: 57% (8) Not Confident: 7% (1)	V. Confident: 73% (8) Somewhat Confident: 27% (3) Not Confident: 0	V. Confident: 86% (6) Somewhat Confident: 14% (1) Not Confident: 0

Reviewed by the scholar's peers who affirm its value

0-2 Years	3-4 Years	5-6 Years
V. Confident: 21% (3) Somewhat Confident: 64% (9) Not Confident: 14% (2)	V. Confident: 45% (5) Somewhat Confident: 55% (6) Not Confident: 0	V. Confident: 100% (7) Somewhat Confident: 0 Not Confident: 0

Added to our intellectual history through its communication

0-2 Years	3-4 Years	5-6 Years
V. Confident: 36% (5) Somewhat Confident: 36% (5) Not Confident: 29% (4)	V. Confident: 36% (4) Somewhat Confident: 55% (6) Not Confident: 0	V. Confident: 100% (7) Somewhat Confident: 0 Not Confident: 0

Valued by those for who it was intended

0-2 Years	3-4 Years	5-6 Years
V. Confident: 43% (6) Somewhat Confident: 36% (5) Not Confident: 21% (3)	V. Confident: 64% (7) Somewhat Confident: 36% (4) Not Confident: 0	V. Confident: 71% (5) Somewhat Confident: 14% (1) Not Confident: 14% (1)

5. How confident are you in your understanding and application of the following Plan of Work components:**Planning/conducting a local needs assessment**

0-2 Years	3-4 Years	5-6 Years
V. Confident: 50% (7) Somewhat Confident: 43% (6) Not Confident: 7% (1)	V. Confident: 27% (3) Somewhat Confident: 64% (7) Not Confident: 9% (1)	V. Confident: 71%(5) Somewhat Confident: 29%(2) Not Confident: 0

Developing a multifaceted approach to addressing needs

0-2 Years	3-4 Years	5-6 Years
V. Confident: 36% (5) Somewhat Confident: 64% (9) Not Confident: 0	V. Confident: 36% (4) Somewhat Confident: 55% (6) Not Confident: 9% (1)	V. Confident: 100% (7) Somewhat Confident: 0 Not Confident: 0

Developing a logic model

0-2 Years	3-4 Years	5-6 Years
V. Confident: 43% (6) Somewhat Confident: 43% (6) Not Confident: 14% (2)	V. Confident: 45% (5) Somewhat Confident: 36% (4) Not Confident: 18% (2)	V. Confident: 71%(5) Somewhat Confident: 14%(1) Not Confident: 14%(1)

Developing a multifaceted approach to evaluation

0-2 Years	3-4 Years	5-6 Years
V. Confident: 36% (5) Somewhat Confident: 50% (7) Not Confident: 14% (2)	V. Confident: 18% (2) Somewhat Confident: 55% (6) Not Confident: 18% (2)	V. Confident: 86% (6) Somewhat Confident: 14% (1) Not Confident: 0

Implementing your Plan of Work

0-2 Years	3-4 Years	5-6 Years
V. Confident: 36% (5) Somewhat Confident: 57% (8) Not Confident: 7% (1)	V. Confident: 27% (3) Somewhat Confident: 73% (8) Not Confident: 0	V. Confident: 71% (5) Somewhat Confident: 14% (1) Not Confident: 14% (1)

6. Please tell us at what level have you used the following evaluation components:

Collecting Evaluation Data

0-2 Years	3-4 Years	5-6 Years
A lot: 43% (6) Some: 57% (8) Not at All: 0	A lot: 55% (6) Some: 45% (5) Not at All: 0	A lot: 100% (7) Some: 0 Not at All: 0

Qualitative evaluation

0-2 Years	3-4 Years	5-6 Years
A lot: 50% (7) Some: 36% (5) Not at All: 14% (2)	A lot: 27% (3) Some: 73% (8) Not at All: 0	A lot: 71% (5) Some: 29% (2) Not at All: 0

Quantitative evaluation

0-2 Years	3-4 Years	5-6 Years
A lot: 36% (5) Some: 57% (8) Not at All: 7% (1)	A lot: 36% (4) Some: 64% (7) Not at All: 0	A lot: 43% (3) Some: 57% (4) Not at All: 0

Focus groups

0-2 Years	3-4 Years	5-6 Years
A lot: 14% (2) Some: 50% (7) Not at All: 36% (5)	A lot: 9% (1) Some: 64% (7) Not at All: 27% (3)	A lot: 29% (2) Some: 57% (4) Not at All: 14% (1)

Observation

0-2 Years	3-4 Years	5-6 Years
A lot: 36% (5) Some: 50% (7) Not at All: 14% (2)	A lot: 82% (9) Some: 9% (1) Not at All: 9% (1)	A lot: 100% (7) Some: 0 Not at All: 0

Pre/post survey

0-2 Years	3-4 Years	5-6 Years
A lot: 29% (4) Some: 57% (8) Not at All: 14% (2)	A lot: 45% (5) Some: 36% (4) Not at All: 18% (2)	A lot: 71% (5) Some: 29% (2) Not at All: 0

Pre then post survey

0-2 Years	3-4 Years	5-6 Years
A lot: 36% (5) Some: 50% (7) Not at All: 14% (2)	A lot: 45% (5) Some: 27% (3) Not at All: 18% (2)	A lot: 57% (4) Some: 14% (1) Not at All: 29% (2)

Analysis of data collected

0-2 Years	3-4 Years	5-6 Years
A lot: 36% (5) Some: 36% (5) Not at All: 29% (4)	A lot: 45% (5) Some: 55% (6) Not at All: 0	A lot: 86% (6) Some: 14% (1) Not at All: 0

Using & Sharing Evaluation Results

0-2 Years	3-4 Years	5-6 Years
A lot: 29% (4) Some: 36% (5) Not at All: 36% (5)	A lot: 36% (4) Some: 64% (7) Not at All: 0	A lot: 71% (5) Some: 29% (2) Not at All: 0

7. How confident are you in your understanding and application of the following evaluation components:**Collecting Evaluation Data**

0-2 Years	3-4 Years	5-6 Years
V. Confident: 43% (6) Somewhat Confident: 57% (8) Not Confident: 0	V. Confident: 55% (6) Somewhat Confident: 45% (5) Not Confident: 0	V. Confident: 100% (7) Somewhat Confident: 0 Not Confident: 0

Qualitative evaluation

0-2 Years	3-4 Years	5-6 Years
V. Confident: 50% (7) Somewhat Confident: 29% (4) Not Confident: 21% (3)	V. Confident: 64% (7) Somewhat Confident: 36% (4) Not Confident: 0	V. Confident: 100% (7) Somewhat Confident: 0 Not Confident: 0

Quantitative evaluation

0-2 Years	3-4 Years	5-6 Years
V. Confident: 50% (7) Somewhat Confident: 36% (5) Not Confident: 14% (2)	V. Confident: 73% (8) Somewhat Confident: 27% (3) Not Confident: 0	V. Confident: 71% (5) Somewhat Confident: 29% (2) Not Confident: 0

Focus groups

0-2 Years	3-4 Years	5-6 Years
V. Confident: 14% (2) Somewhat Confident: 50% (7) Not Confident: 36% (5)	V. Confident: 27% (3) Somewhat Confident: 45% (5) Not Confident: 18% (2)	V. Confident: 57% (4) Somewhat Confident: 43% (3) Not Confident: 0

Observation

0-2 Years	3-4 Years	5-6 Years
V. Confident: 43% (6) Somewhat Confident: 50% (7) Not Confident: 7% (1)	V. Confident: 55% (6) Somewhat Confident: 27% (3) Not Confident: 18% (2)	V. Confident: 100% (7) Somewhat Confident: 0 Not Confident: 0

Pre/post survey

0-2 Years	3-4 Years	5-6 Years
V. Confident: 50% (7) Somewhat Confident: 43% (6) Not Confident: 7% (1)	V. Confident: 55% (6) Somewhat Confident: 45% (5) Not Confident: 0	V. Confident: 86% (6) Somewhat Confident: 14% (1) Not Confident: 0

Pre then post survey

0-2 Years	3-4 Years	5-6 Years
V. Confident: 57% (8) Somewhat Confident: 29% (4) Not Confident: 14% (2)	V. Confident: 36% (4) Somewhat Confident: 64% (7) Not Confident: 0	V. Confident: 100% (7) Somewhat Confident: 0 Not Confident: 0

Analysis of data collected

0-2 Years	3-4 Years	5-6 Years
V. Confident: 29% (4) Somewhat Confident: 57% (8) Not Confident: 14% (2)	V. Confident: 36% (4) Somewhat Confident: 64% (7) Not Confident: 0	V. Confident: 86% (6) Somewhat Confident: 14% (1) Not Confident: 0

Using & Sharing Evaluation Results

0-2 Years	3-4 Years	5-6 Years
V. Confident: 43% (6) Somewhat Confident: 57% (8) Not Confident: 0	V. Confident: 27% (3) Somewhat Confident: 73% (8) Not Confident: 0	V. Confident: 86% (6) Somewhat Confident: 14% (1) Not Confident: 0

8. The following trainings, relationships, and written materials all provide support for probationary faculty through the Department of Youth Development. Please indicate your perceived effectiveness of each item in regards to supporting you as a probationary faculty member.

SRP Annual Full-day Tenure Workshop

0-2 Years	3-4 Years	5-6 Years
Very Effective: 21% (3) Somewhat Effective: 36% (5) Not Effective: 7% (1) Have Not Used: 21% (3)	Very Effective: 64% (7) Somewhat Effective: 36% (4) Not Effective: 0 Have Not Used: 0	Very Effective: 71% (5) Somewhat Effective: 29% (2) Not Effective: 0 Have Not Used: 0

Faculty Senate Annual Full-day Tenure Workshop

0-2 Years	3-4 Years	5-6 Years
Very Effective: 14% (2) Somewhat Effective: 14% (2) Not Effective: 14% (2) Have Not Used: 57% (8)	Very Effective: 36% (4) Somewhat Effective: 45% (5) Not Effective: 18% (2) Have Not Used: 0	Very Effective: 14% (1) Somewhat Effective: 71% (5) Not Effective: 14% (1) Have Not Used: 0

Mentors

0-2 Years	3-4 Years	5-6 Years
Very Effective: 43% (6) Somewhat Effective: 57% (8) Not Effective: 0 Have Not Used: 0	Very Effective: 45% (5) Somewhat Effective: 45% (5) Not Effective: 9% (1) Have Not Used: 0	Very Effective: 86% (6) Somewhat Effective: 14% (1) Not Effective: 0 Have Not Used: 0

Liaison

0-2 Years	3-4 Years	5-6 Years
Very Effective: 43% (6) Somewhat Effective: 50% (7) Not Effective: 7% (1) Have Not Used: 7% (1)	Very Effective: 64% (7) Somewhat Effective: 27% (3) Not Effective: 9% (1) Have Not Used: 0	Very Effective: 43% (3) Somewhat Effective: 57% (4) Not Effective: 0 Have Not Used: 0

Formal Annual Reviews by Liaison/Mentor

0-2 Years	3-4 Years	5-6 Years
Very Effective: 36% (5) Somewhat Effective: 29% (4) Not Effective: 0 Have Not Used: 36% (5)	Very Effective: 55% (6) Somewhat Effective: 27% (3) Not Effective: 9% (1) Have Not Used: 9% (1)	Very Effective: 57% (4) Somewhat Effective: 43% (3) Not Effective: 0 Have Not Used: 0

Archived D2L Course by SRP Committee

0-2 Years	3-4 Years	5-6 Years
Very Effective: 0 Somewhat Effective: 0 Not Effective: 14% (2) Have Not Used: 86% (12)	Very Effective: 0 Somewhat Effective: 9% (1) Not Effective: 36% (4) Have Not Used: 55% (6)	Very Effective: 0 Somewhat Effective: 57% (4) Not Effective: 14% (1) Have Not Used: 29% (2)

Department Website Resources

0-2 Years	3-4 Years	5-6 Years
Very Effective: 21% (3) Somewhat Effective: 57% (8) Not Effective: 14% (2) Have Not Used: 7% (1)	Very Effective: 27% (3) Somewhat Effective: 55% (6) Not Effective: 9% (1) Have Not Used: 9% (1)	Very Effective: 57% (4) Somewhat Effective: 43% (3) Not Effective: 0 Have Not Used: 0

9. Please identify any other resources you use or have used to support your success as a Department member:

0-2 Year Respondents:

- I'm not sure what "self assessment" you referred to in the survey - the Coop Ext survey for new colleagues or the PRKC? I would say the the PRKC is a very relevant tool as well as the corresponding professional development study plans. The PD&E website is also one of the best resources available for development of scholarly plans.
- Discussing with and learning from other more experienced educators Co-teaching with experienced educators or observing them provide trainings in their county
- Taking on of roles and responsibilities within the program area and department
- Department head, colleagues
- Other members of the STEM team
- Colleagues (2)
- other agents, my own research, community partners, Extension Education Committee (feedback), 4-H Parents & Leaders Association (problem solving & feedback)

3-4 Year Respondents:

- Informal mentor team to assist in gaining feedback
- Other colleagues that have a similar tenure timeline to mine
- This is not 'another' resource....I would just like to state that the Liaison has been the most effective and valuable resource for me. My district's liaison has been tremendous support. I also cannot emphasize how much I learn from simply talking to colleagues. It is also the greatest de-stressor!
- Other colleagues (2)
- Asking questions of and taking advice from more experienced faculty (beyond mentor)
- Other colleagues who have completed the process to review and guide me through the process as well as successful portfolios as a tool to help with formatting
- Discussions with and getting feedback from colleagues on these topics; unfortunately I don't make time for this often.
- Other non-tenured colleagues; we try to make time to answer one another's questions

5-6 Year Respondents:

- Office colleagues. Although program areas are different, the elements of scholarship are the same.
- Campus tenured faculty providing guidance and input.
- I utilized a lot of feedback, support and advice from other colleagues – tenured, untenured and academic staff.

- The 4-H Youth Development Evaluation website has been helpful. I really like the new structure of the Tenure Orientation Workshop and help that the newer colleagues find it to be beneficial.
- To help me with my writing skills, I have found it helpful to submit things for peer review – whether it is a teaching proposal, an award or publication. The feedback, whether positive or negative, helped me to strengthen my writing skills.

10. Please describe how you would like to receive “effective feedback” on your performance and work as a Department of Youth Development member.

0-2 Year Respondents:

- The most valuable feedback for me is that which I get unbidden from colleagues and that when I ask for feedback about a program, idea, or issue in one-on-one conversations. Anything that can be done to encourage those kinds of conversations to happen and provide opportunities for colleagues to have those conversations is good. These don't necessarily need to be organized opportunities, but just that educators should be encouraged to seek them out (conferences, carpooling, phone calling, etc.).
- I would like to see strategies to improve within the system. Currently, I receive comments such as "you need to communicate opportunities more broadly", but I was told Youthline is not the best strategy. I need guidance on other ways to communicate statewide.
- face to face or in writing
- In person communication or electronic feedback.
- Educator would choose individuals & colleagues who are familiar with the educator's programming, challenges, and environment. They would meet together and discuss challenges & opportunities and give suggestions or direction to what resources educator could use to be successful. What challenges are you having? What do you need to be successful? How can we help?

3-4 Year Respondents:

- Mentor teams vs single mentors may be more effective
- More opportunities for scholarly presentations and feedback from district colleagues, especially those that are tenured.
- I feel I do receive effective feedback. I do sometimes feel that because people are so kind, they don't provide enough 'brutal' feedback....unless you specifically ask them! But that's ok.
- I think the year end reviews are good and provide a lot of feedback.
- Face to face annual reviews as well as district day of learning have helped me improve as a faculty member.
- Just have someone respond...some of us don't like continually having to ask and receive no response

5-6 Year Respondents:

- Direct, critical and insightful from my mentor.
- I believe the one, two and three year reviews are very helpful. It is up to the individual to seek out resources and help when needed.
- The annual reviews are somewhat limited in scope – and I think it might have been helpful to have someone (mentor maybe or others) critique my planning and implementation in person...and not totally relying on POW's, accomplishment reports, etc. I know that might be difficult considering the time, travel, etc. but maybe a mentor team might make that easier.
- I thrive on feedback – of all kinds – a phone call, SIPR's, written. Good or bad – it's helpful to know someone cares about what you're doing. It's lonely out in the county – feedback from department peers is important, because our office peers don't fully understand the work we do.

11. Please provide us with any additional comments or ideas you have in regards to supporting your development as a Department of Youth Development faculty member.

0-2 Year Respondents:

- I think the mentor assignment needs to be reconsidered. Mentorship is currently delegated to the liaison, which is great for matching individuals based on program needs. Mentors often play several different roles, and some individuals can give effective moral support for beginning faculty. However, tenure mentorship requires a different level of skill and content expertise. Individuals with these skills might not be assigned to new colleagues for a number of reasons (distance, work load etc). One thought might be to have a one-on-one program mentor, but move tenure mentorship to a regional model

where one individual is assigned several mentees (to read plans of work, refer mentee to appropriate outside workshops, etc) or state-wide support for tenure track cohorts.

- More 4-H guidelines in writing

3-4 Year Respondents:

- More opportunities for teamwork with tenured colleagues and colleagues that really want to help newer staff succeed.
- Here are areas that I feel all of us, tenured or un-tenured faculty members need support: 1. Help in dealing with sudden reduction in staff. 2. Help in dealing with an ever increasing workload with fewer resources. Paying lip service to 'work - life balance' while increasing clerical/management duties is not helpful. I feel that the suggestions made in Kimberly Reaman's 2007 Departmental Paper be seriously considered. I am continuously playing catch up on my job, so are all my colleagues. For us to be more effective as a Department, for us to serve our clients better, we need to address this issue.
- Go to mentor teams like in the Ag Dept.

5-6 Year Respondents:

- An educational program to include a mentor for achieving the rank of Professor.
- I think that the website, mentors and trainings work well. I would like to see more direct involvement from the faculty secretary office during the process.
- We don't need to "hold hands" through this tenure process. The resources are there to help folks make it through tenure. And as educated individuals they should be able to figure it out.
- I was incredibly fortunate to have a mentor who invested time and energy in me and my work – and in return I valued their insights and made every effort to be a responsible mentee. I don't think everyone has that luxury – and that may be the biggest factor to consider with a mentor team approach. My mentor continues to provide me with support and encouragement – I'll always be grateful for that relationship!
- I think it would be helpful to consider a team mentoring approach, like family living has, to ensure that we truly are supporting new colleagues and to lighten the mentoring load which has typically been carried by one person.