

Faculty/Student Engagement - Strategic Planning Committee

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

Student Survey Results

Of the 137 students that responded, 37.23% reported being second through fourth year undergraduate students, 24.09% reported being graduate students, 18.25% reported being first year undergraduate students, and 16.06% reported being professional program students. The most frequently reported majors include: pharmacy (14.6%), education (13.9%), biology (5.8%), pre-pharmacy (5.1%), computer science (3.6%), kinesiology (3.6%), pre-nursing (3.6%), social work (2.9%), risk management and insurance (2.9%), and atmospheric sciences (2.9%). On a scale from 1-5 (1--

Overall Goals for the Mentoring Program

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

Objectives for the Mentoring Program

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

Administering the Mentor Program

The mentor program should be overseen by a dedicated program administrator/coordinator.

Mentor training

Training must occur before students are matched.

Educate faculty on:

Important issues that students experience on campus

Effective communication

Methods of communication

Active listening

Require a minimum number of meetings per month

Ongoing assessment with data collection

Voluntary participation

Similarly matched faculty to student

Incentives for faculty participation

1-2 course releases

\$500 annual honorarium

6. Serve as a role model



Minutes

Faculty/Student Engagement Strategic Planning Committee

Date: November 2, 2022

Time: 10:30 a.m.

Meeting room: Zoom

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

Items for Discussion:

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

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

- Committee members present on Friday, October 28 summarized the topics Dr. Arant expressed
 - Submit a report to Provost by mid-February/mid-March on methods/phases to implement more faculty/student engagement
- Laurel Sampognaro and Jessica Lasiter volunteered to serve as co-chairs of the committee.
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