THE EMPIRE STATE COLLEGE MENTOR:

AN EMERGING ROLE
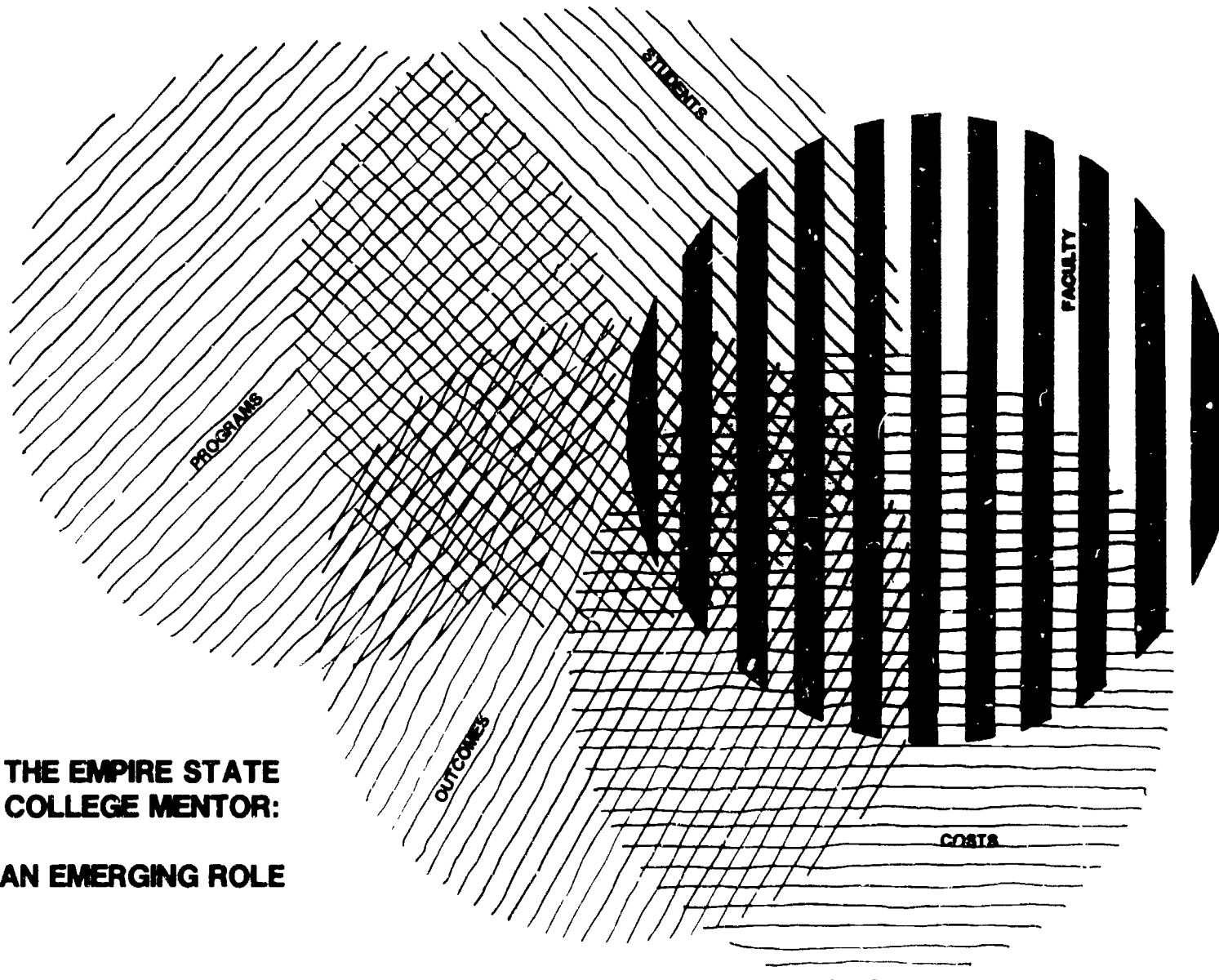
A. Paul Bradley, Jr.

STUDENTS

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COSTS

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A. Paul Bradley, Jr.

Office of Research and Evaluation
Empire State College
Saratoga Springs, New York

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ESC staff and administration have been strongly committed from the beginning to systematic and regular monitoring and analysis of program effectiveness and related costs. The first major research study at ESC, Ten Out of Thirty, focused on "studenting" - i.e., how students with different backgrounds and needs came to ESC and, in a sense, tested the College's capability to effectively meet their diverse needs.

The Empire State College Mentor: An Emerging Role brings another strategic view and assessment of the processes and problems of individualized education. Much like Ten Out of Thirty, this report looks at a new role, new responsibilities, and new opportunities.

Now ESC's research and evaluation work examines the relationships among three more elements - programs, outputs, and costs. A fivefold program entitled "PERC" (Program Effectiveness and Related Costs) simply diagrammed as:

To know how these five elements work is to understand individualized education, its prospects and problems.

In this program, the master research question is: What kinds of students change in what kinds of ways in what kinds of programs at what costs? Complex? Certainly! Necessary research? Absolutely, especially as money sources dry up and program retrenchment grows.

Three years experience has produced the PERC Handbook wherein background on key financial and effectiveness issues are discussed, alternative ways of measuring and assessing educational outcomes and program costs are reviewed, and different ways to move research from formal reports to administrati.. program, and fiscal decision-making are developed and illustrated. At this time, the PERC Handbook is in .e process of being adapted and applied by other institutions - public/private, large/small, traditional/nontraditional. The approach, strategy, and techniques of PERC developed mainly on ESC's educational mode' gain broader utility and significance as they are applied to different typos of educational institutions.

Mentoring, as described in this monograph, ploughs new ground and raises new issues about faculty and their changing circumstances in higher education. A new career pattern is suggested which involves a rich combination of school and nonschool experiences and a chance to use such resources on an individual basis with diverse students. The results of this research have had impact at ESC - clarification of the mentor role, identification of work load issues, specification of problems and issues, and exploration of alternative staff development options. In addition, several schools now cooperate in extending research and analysis to mentoring on their campus. This provides an opportunity to validate and extend findings based on ESC experience. Most importantly, this expanded understanding of mentoring identifies some key essentials and basic necessities for individualized education.

E. G. Palola
November 6, 1975

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PREFACE

The standard introduction to studies of faculty was, until recently, "professors study everything but themselves." No more. Since Logan Wilson wrote The Academic Man (1942), the literature on college and university faculty has grown steadily in both size and quality. It now contains indictments such as the Jacob (1957) report which asserted that "...the quality of teaching has relatively little effect upon the value outcomes of general education...[p. 7]" and Dubin and Taveggia's (1968) data-based conclusion that the suggested superiority of certain teaching methods is "folklore." It now contains typologies such as Gouldner's (1958) "cosmopolitans" and "locals" and B. Clark's (1961) "teachers," "demonstrators," "scholar-researchers," and "consultants." There are also a large number of comprehensive research studies (Thielens, 1966; Gaff, 1971; Eble, 1972) to go with the many romantic descriptions such as Goodman's (1962) The Community of Scholars which called colleges the only important face-to-face group left. Recently, some other topics have received a great deal of attention as the character of higher education changes. One is a re-heating of the tenure question (e.g. Commission on Academic Tenure, 1973; Lunine, 1974). Faculty collective bargaining is also a feature of the current scene as reflected in the literature (Carr and Van Eyck, 1973; Duryea and Fisk, 1973). Finally, a subject related to several others and perhaps the most prominent of all is faculty development, especially in a time of retrenchment (Freedman, 1973; Group for Human Development, 1974; Nesmith, ed., 1974; Bergquist and Phillips, 1975). In short, few aspects of faculty life seem ignored.

There are always problems in conducting research on faculty. Two include the sometimes unenthusiastic participation of the subject and a more basic one noted by Blackburn (1974): "What a professor does is not a job, what a professor does is to lead a distinctive way of life within a particular community of professional people -- a college or university faculty [p. 77]." Despite this, he goes on to say:

> Rather than setting aside faculty assessments because efforts thus far have serious flaws, faculty colleagues should participate much more than they now do in improving assessment so as to allow individual faculty to grow and develop [Blackburn, 1974, p. 92].

Freedman and Sanford (1973) write even more forcefully about the value of continued intensive research on faculty:

> Faculty members have no choice but to examine themselves and their social and professional situation. They can attain control over their professional lives and the society and organizations in which they live only to the degree that they can understand what is happening to them and to the world they inhabit [p. 2-3].

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An emerging role for faculty, called mentor, is, in part, a result of previous research and represents an alternative to the baronies of the multiversity. This emerging role was not adapted from the conventional institution to the Empire State College setting. Instead, it has been developed by the mentors themselves as they have learned how to focus on working with individual students, their educational interests and personal needs. While the origins of mentoring date to the medieval European university or beyond, the reappearance was not readily apparent even in the mid-60's. For example, a 1965 American Council on Education book entitled Emerging Patterns in American Higher Education (Wilson) to which the top echelon of postsecondary observers contributed, made no mention of anything remotely resembling mentoring though Sanford's The American College (1962) and other books had identified a serious lack of impact that colleges and universities were having on their students (e.g. Jacob, 1957; Thielens, 1966). However, at the end of that tumultuous decade the roots of student-oriented face-to-face mentoring were firmly planted. For example, Chickering won a national award with a book built on the "...fundamental assumption that colleges and universities will be educationally effective only if they reach students where they live; only if they connect significantly with those concerns of cenral importance to their students" (1969, p. 13). In the same year, Feldman and Newcomb found in another study that "the conditions for campus-wide impacts...probably include relative homogeneity of both faculty and student body together with the opportunity for continuing instruction, not exclusively formal, among students, and between students and faculty" (1969, p. 331). Gaff (1973), in a study completed after Empire State College and several other alternative institutions featuring new faculty roles were founded, further confirmed the above findings noting:

> The single biggest difference between influential faculty and their colleagues is the extent to which they interact with students outside the classroom   [1973, p. 609]...
> [These interactions were usually academic but]...in most of these relationships, individuals engaged in a wide range of discussions, implying a concern for the whole student, perhaps even an involvement of the whole faculty member, [1973, p. 616].

A recent paper by Axelrod suggests that there are three basic teaching styles: "teacher as craftsman" who imparts knowledge with little personal interpretation, "teacher as lecturer" who is a showman able to impart knowledge with personal interpretation, and "teacher as teacher-artist" who "seeks to interact actively with his students rather than present a performance.......[as he/she] engages in the creative process" (1973, pp. 22-3). Axelrod sees the latter as the only one that will survive because of the onslaught of technology that is making the other now essential styles, "obsolete." If Axelrod is correct, this initial study of the Empire State College mentor, a promising example of the "teacher as teach-artist" concept, is timely and necessary. The results will help Empire to better understand the role and to make appropriate changes in expectations. Furthermore, this report may help other faculty or faculties considering aspects of mentoring to avoid some pitfalls and focus quickly on what has proven successful.

The Empire State College Mentor: An Emerging Role is a result of research efforts spread over two years. In the spring 1973, two members of the Office of Research and Evaluation conducted interviews with all 46 full-time ESC mentors (see Appendix A). In addition, we talked with others at the four existing regional learning centers including deans, associate deans, and support staff. Questions centered around how mentors spend their time, their views about the "ideal" educational setting, distinctive features of their centers, workload, views of the Coordinating Center in Saratoga Springs, and suggestions for improving the mentor role. Since we spent a week at each center, there was also ample opportunity to observe a variety of activities at the centers including student orientation workshops, faculty meetings, assessment meetings, informal conversations, and a few mentor/student conferences.

A second part of the methodology used the interviews as a base. Consulting with members of the ESC Research Advisory Committee, the Office of Research and Evaluation set out to affirm the 1973 findings which had been presented in a report to the Administrative Council of Deans and Coordinating Center staff. In spring 1974, a Mentor Questionnaire (MQ) was administered to all full-time mentors at the centers (see Appendix B). It was completed by 38 (79%). In addition, it was later administered to part-time mentors, adjuncts, and the Unit Coordinators of the Division of College-Wide programs. The number of people in these categories was small until fall 1974. While this report does not report on part-time, adjunct, or College-Wide faculty, it can be noted that analysis of the Mentor Questionnaires completed by them reveals similar patterns. The results of the Mentor Questionnaire were distributed to the centers, written up as a sequel to the interview study, and presented to the Middle States Association accreditation team in fall 1974.

This report synthesizes the interview findings with the Mentor Questionnaire results, observations, and personal experience with mentoring. The aim is to present a clear picture of the emerging mentor role, its concomitant satisfactions, problem areas and uses of the data. Because of the complexity of the topic and the lack of agreement among various parties as to what is the "truth," there may be statements that some will dispute. However, the author believes that the overall message of this report is accurate, current, and balanced. Mentoring is a promising role for faculty, perhaps not entirely new, but one worth examining thoroughly and critically.

ACKNOWLEDGMENTS

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THE SETTING: EMPIRE STATE COLLEGE

Empire State College, the nonresidential college of the State University of New York, was created by the State University Board of Trustees in spring 1971 to develop alternative approaches to higher education building on the existing strengths and resources of the entire State University system. The basic mission is to create new structures and substance in order to provide and test more effective educational alternatives for individuals of all ages throughout society. The College enables students to pursue studies toward the associate and baccalaureate degrees in the liberal arts and sciences, as well as in certain professional and applied areas. Because the College offers these opportunities through alternative approaches to learning, its structure, processes, and curriculum are uniquely designed to provide the necessary flexibility with two underlying principles. Most important is that effective learning derives from purposes and needs that are important to the individual. A second principle is that learning occurs in varied ways and places and that styles of learning differ significantly from person to person. These principles form the basis of a new educational plan and lead to the formulation of objectives:

To meet the needs of those persons who require alternatives to the traditional time, place, manner, and form of higher education. This objective entails providing educational alternatives to all who are prepared to pursue college-level study and recognizes that the College must serve people with a variety of needs, backgrounds, and life styles.

To recognize college-level learning wherever and whenever it occurs and to translate such learning into degree standing within the context of the student's goals and needs.

To respond seriously and creatively to students as individuals. The student's goals, capacities, and needs give shape to the student's study program.

To place major responsibility for planning and learning on the student, thus guaranteeing that the alternatives the College creates will entail strong student commitment, will foster disciplined study, and will encourage steady strengthening of student capacities.

To seek alternative ways to help students lacking some basic college-level skills.

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To provide an institution within State University of New York wherein experimental alternatives may be demonstrated and tested.

To work cooperatively, as a component of State University, with other University units; with regional public and private organizations; with industrial, governmental, and community bodies in order to provide and test options for students and to coordinate the use of the range of educational resources already existing within the State.

To identify or develop and to encourage the use of learning resources within the State University of New York, including human resources, independent study courses, modular study units, experiential resources, and media instruction.

To integrate the strengths of educational technology with the values of direct contact between and among students and faculty, and to share the results of such efforts throughout the University.

To experiment with new approaches to certification.

To engage in a systematic program research on the College with special attention to the relative effectiveness of various approaches to learning and to what kinds of student can best be served through each different alternative. The College will give regular reports on research findings to State University, the State government, and the higher-education community, and will use research results to guide the development of the College program.

To disseminate broadly to other institutions.

To provide educational services of high quality in ways that will fulfill stated educational objectives at reasonable costs and that promise to yield a high return to the state and its people in terms of human resources development. To develop its program without relying on extensive new capital construction and equipment, (Master Plan, 1975).

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WHO ARE THE MENTORS?

Empire State College full-time mentors average 40 years (Figure 1) with two-thirds over age 35 which is high for those teaching in an individualized setting (Medsker, Edelstein, Kreplin, Ruyle, Shea 1975). Thirty-three percent are female, 7% higher than recent national figures (Bayer, 1970). The ones completing the Mentor Questionnaire in spring 1974 claimed an average load of 17 full-time and 13 part-time students which seems accurate given the actual full-time faculty to headcount student ratio at that time. Most of the respondents were also in the 1973 interview group as indicated on an item asking about employment history which showed that the "average" person has worked 2.6 years at ESC. In addition, the "average" respondent worked 3.9 years in other colleges and universities, 1.8 years in other education-related enterprises (e.g., State Education Department), and 4.5 years in non-education-related enterprises (e.g., printer, business). Thirty-five percent have college administration experience, 15 percent have held non-teaching research positions in universities, while only 12 percent have taught previously in nontraditional programs. From other sources, we know that 59% have doctorates or equivalent which is higher than the national figure at four year colleges of 39% (Bayer, 1970). Overall, the mentors appear fairly typical of most college faculties on these dimensions and, as such, fairly uncommon for faculty in other individualized settings (Medsker, et. al., 1975).

The 1973 interviews disclosed several reasons why these mentors came to Empire but the primary attractions were the flexible program, the chance to work more closely with students, and the opportunity to try something new (Figure 2). Mentor Questionnaire analysis reaffirms the findings. Three statements noted as "very important" in the decision to accept a job at ESC by over 55% of the mentors were "the interdisciplinary curricular focus," "nature of the academic program (flexible location, scheduling, mode of instruction)," and "educational philosophy of ESC." An additional element also came to light as "very important," "dissatisfaction with traditional degree programs" (67%). On another item, high proportions of the respondents affirmed certain personal goals at Empire: "to have more direct, personal, individual contact with students" (97%), "learn to work with adult, mature, experienced students" (76%), "learn to work better with a variety of learning resources within and outside of the College" (84%), "learn to work better with students outside my discipline" (70%), and "to help develop a new educational concept" (95%). Only 31% noted salary as "very important" in their decision to accept at ESC and 56% "agreed" that "higher salary" was a personal goal at ESC. This last point squares with findings of previous studies on faculty mobility. For example, Caplow and McGee (1958), Berelson (1960), Brown (1966), and Marsh (1967) discovered that salary was a secondary consideration while such things as prestige of the institution or department, location, and colleagues was of equal or higher importance. What is different about the ESC mentor responses is their apparent commitment to flexible, interdisciplinary, individualized education for adults rather than to scholarship and the training of scholars (Gross and Grambsch, 1968). Thus, while the mentors come from generally typical backgrounds for faculty, they appear to have attitudes conducive to nontraditional settings.

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Figure 1

Background Characteristics of Full-time Mentors

1974-75

Age:

range	26-62
mean	40

Sex (% female)   33

Experience:

years at ESC	2.6
years in other colleges and universities	3.9
years in other education-related enterprises	1.8
years in non-education-related enterprises	4.5[a]

Hold Doctorate or Equivalent (%)   59

[a]Three mentors with over 25 years experience augment this mean.
 Five mentors had no such experience.

Source: Mentor Questionnaire and Office of Research & Evaluation statistical report.

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Figure 2

Mentor Reasons For Coming to ESC and Personal Goals

Reasons	Reason Very Important (%)[a]
Educational philosophy of ESC	69
Dissatisfaction with traditional degree program.	67
Nature of ESC's academic program (flexible location, scheduling, mode of instruction)	66
Interdisciplinary curricular focus	55
Salary or other compensation	31
General reputation of ESC.	27
Previous experience with this type of institution	18
Reputation of ESC faculty	15
Quality of ESC students	14

Personal Goals	Agree (%)[a]
More direct, personal, individual contact with students.	97
Opportunity to help develop new educational concepts.	95
Learn to work better with a variety of learning resources both within and outside of the college	84
Work more with adult, mature, experienced student population.	76
Learn to work better with students outside my discipline.	70
More opportunities to work with faculty outside my discipline	68
Higher salary	56
Tenure	56
Chance to re-orient my career in higher education.	54
Opportunity to participate in governance structure	50

[a] Multiple answers were expected so percentages do not add up to 100%

A DAY IN THE LIFE

Based upon the 1973 mentor interviews, personal calendars, journals, and research staff observations, there is no "typical" day for a mentor. Faculty meetings and committee assignments tend to group on particular days. Also, some mentors do almost all paperwork and/or professional development on one or two days a week while others spread out these activities. However, in terms of time spent on particular activities, a "typical" day in the life of a mentor might be: 4 hours, direct contact (one-to-one) with students at the center; 1 hour or more, paperwork such as completing forms, writing contracts, programs of study, contract digests and evaluation, etc.; 1 hour, College committee assignments; 1 hour, telephone contact with students or others related to student work; and 1-3 hours, group studies, center committee meetings, and/or contacts outside the center. One mentor described his activities as follows:

> I like to come in early (about eight) and try to spend my first hour or so catching up on my paperwork. I find I can handle about four students a day and try to get one at nine, one at eleven, one at two and one at four. Of course, on Tuesday we have faculty meetings so I am lucky to see any students then. I try to keep my evenings free for my family but a few students can only come in then so it seems that at least one evening a week is spent here too. The rest of my work time comes in small swatches and I use it for contacting tutors, talking with colleagues, reading mail: the whole schmear.

A day in the life of a mentor involves several unfamiliar and nonstandard jobs. As one mentor described it, "we must tackle many chores that we know virtually nothing about...." It is this multiplicity of the unfamiliar that makes the mentor role a difficult and often anxious one. Conversely, this same multiplicity of the mentor role makes it stimulating and challenging.

Because of the complexity, there have been many "official" descriptions of the mentor role since Empire's founding. Each builds upon earlier ones and clarifies rough edges. A goal of the 1973 interview study was to provide systematic assistance to this process. This came about in late fall 1973 when the Academic and Learning Programs Committee (ALP) assisted by Research and Evaluation staff and others articulated the following "official" role definition for inclusion in the ESC report on academic program to the SUNY Vice Chancellor for Academic Programs. The ALP statement follows:

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THE ROLE OF THE MENTOR

Mentors must serve in various educational roles. In all cases, they will help students articulate an educational plan, and assist them in implementing it. Frequently, this process will include direct tutorial work with the student in those areas in which the mentor can contribute intellectually to the student's academic goals. In other instances, the mentor will help the student locate and obtain appropriate learning resources suited to the student's needs. In either case, it is the mentor who must retain the primary responsibility for guaranteeing the quality of the student's work.

The range of mentors' functions creates intellectual challenges on a number of levels. The dominant emphasis on the individual student's needs and goals demand that mentors bring together the worlds of college and career, and apply their knowledge of intellectual skills to a very broad field of learning activities. Like other faculties, mentors are trained in and represent the various disciplines: but they must work with each student according to that student's goals and needs. With appropriate support they must often work beyond the boundaries of their disciplines - hence requiring mentors to apply their intellectual skills more broadly.

Furthermore, mentors participate in the development of the College, especially in all questions relating to the academic processes which constitute the mentor-mode degree programs of Empire State College. The College as a new institution especially needs and desires the involvement of its faculty in the ongoing process of developing policies to meet the needs of its students and the special problems faced by its staff. As the primary full-time core faculty of the College, they participate in the governance of the College at both the College-wide and Regional Learning Center levels of decision-making and policy development. They play a key role in the formation of academic policies, including the development and evaluation of new teaching and institutional techniques and arrangements, short- and long-range planning, and the evaluation of personnel for purposes of appointment, reappointment, promotion, and the granting of continuing appointment status. Mentors help to identify and evaluate the tutors, field supervisors, and adjunct-community faculty who work with students.

The mentor-student relationship is, then, one pivotal element of the Empire State College academic program and requires that the mentor emerge in the following activities:

1. Counsels and advises
2. Designs programs and contracts
3. Offers appropriate instruction
4. Assessess and evaluates
5. Manages and develops instructional resources

The program planning function is achieved when the mentor acts as a counselor, helping the student explore academic alternatives, discover his or her goals and purposes and identify new areas of exploration and query. At the same time, the mentor shares with the student primary responsibility for the student's intellectual development by coordinating learning activities and providing instruction. Because the mentor operates within the context of understanding developed in his or her role as counselor, the relationship of learning and instruction to the student's purpose is made clear; it is embedded in a solid base.

Students also need to have their work evaluated and assessed, not only to provide comparisions of where they are in relation to others, but also to help them understand where they are in relation to their goals.

By working with a mentor, students are expected to plan and clarify goals, assume significant responsibility for their education, and understand the purposes for their learning. (In other words, the mentor's role is both to provide a context for students and to encourage them to become active participants in the learning process.) The ability to effect this process requires that mentors know the key elements of the learning process: the importance of moving learning and life closer together. Simultaneously, the mentor must ensure that students are developing critical fac_ties and consequently establishing the durable ability to learn in other contexts at future times; that is, the mentor must aid the student to become an independent learner.

Though this definition is sharper regarding the expected mentor role, it is still not particularly restrictive. Overall, it identifies eleven sets of activi_os which were incorporated into the Mentor Questionnaire time allocation question.

There are always problems with quantitative attempts to look at faculty activities. Professional's lives simply do not follow neat capsule patterns. However, it is instructive to briefly review the results of a time allocation question on the Mentor Questionnaire (Figure 3).

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Figure 3

Responses to Mentor Questionnaire
Item on Time Allocation

Below are eleven sets of activities that mentors engage in at ESC. We would like estimates of the percentages of your time spent in each area. In order to give you an idea of how someone might answer this question, the Office of Research and Evaluation has estimated the percentage of time that the "average" mentor spends on each set of activities. These estimates, based on R&E interviews and observation, should not be interpreted as norms but rather as guidelines. We expect wide variations in the responses.

Please look at these guideline estimates and alter them to reflect your personal work load for the past month. Also indicate how you would prefer to distribute your time. Make sure that the sum of your estimates is 100%.

	R&E Estimate for "Average" Mentor	Your Personal Estimate	Your Preferred Percentage Time Distribution
Relationships with students:			
a. Program Planning (developing programs of study and other activities related to student's overall program including portfolios)	(18%)	11.2%	10.9%
b. Contract Design (all activities associated with developing contracts and getting them approved)	(10%)	12.8%	10.6%
c. Evaluation (all activities related to student evaluation in one-to-one situations, contract D&E's, assessment committees, Graduation Review Committees, etc)	(15%)	15.2%	11.2%
d. Instruction (all teaching activities in one-to-one student interactions, group studies, and in other ways)	(20%)	19.5%	24.2%
e. Student Counseling (all activities related to personal counseling, and acting as ombudsman for students in such things as straightening out tuition problems)	(7%)	7.1%	4.8%
Relationships with colleagues:			
f. Center Development (participation in faculty meetings personnel matters, local task forces, etc)	(15%)	15.5%	8.5%
g. Informal conversations (about politics, the college, students, etc)	(5%)	4.2%	4 4%
College-wide activities:			
h. Developing Instructional Resources (learning module design, preparation for group studies, identifying internships, and similar activities)	(3%)	3.7%	5 9%
i. College Development (participation in Senate, College Assembly Standing Committees, College-wide task forces, self-study, United University Professors, etc — Exclude assessment committee)	(5%)	5.8%	4 9%
Personal activities:			
j. Professional Development (reading, research, writing, attending professional conferences, etc)	(2%)	4.6%[1]	13 4%[1]
k. Other (ESC-related speaking engagements, consulting, etc)	(a trace)	.4%	1.2%
	100%	100%	100%

Total number of hours per week represented by these estimates. 57

[1] These estimates show time spent during a normal month at a center They may not effect one- two week or longer professional development leaves

The "average" mentor would prefer to re-allocate his/her time to spend less in such things as contract design, evaluation, student counseling, and meetings and more in direct instruction, developing instructional resources, and other types of professional development. While many reported difficulties with the MQ item, random phone calls to a small number of mentors indicated that they felt their responses were as accurate as possible. Also, their verbal estimates was generally close to the MQ figures. Possible implications of the data are discussed in succeeding parts of this report including how it compares with time studies done at some other institutions.

ADVISEMENT

The advisement function is not peculiar to Empire State. Faculty everywhere become involved in listening to and talking with students in a variety of ways. However, at ESC with its regular face-to-face mentor-student relationships and few natural student peer groups, it is almost inevitable that mentors will find themselves in advisement situations. Mentors talk of three types of advisement relationships with students: academic/vocational advisement, as sounding board for personal problems, and as ombudsman.

The major and only part of the advisement function prescribed in the official role statement relates to student concerns about academic/vocational plans. Although ESC has a primarily adult student body, the Student Biographical Inventory, a comprehensive survey instrument developed by the College's Office of Research and Evaluation and administered to all incoming students, indicates that two-thirds hope an Empire degree will lead to a promotion or a new job while 70% anticipate further studies beyond the baccaulareate. Mentors report that students ask for counsel in evaluating graduate school options, the current job situation, possible career re-orientation, and the like. With some students, these subjects come up often, particularly during conferences to discuss degree program and the portfolio for advanced standing. While not specifically trained for such advisement activities, mentors find that they are often the most accessible and concerned professionals at Empire who can listen and sometimes help.

A second aspect of advisement is not part of the stated role. Personal advisement comes almost naturally out of the regular face-to-face meetings though it is not always welcomed by mentors. It can involve any number of things that may be disturbing students: family concerns, financial affairs, business affairs, health. While these are matters that many feel should not enter an academic relation-ship, mentors sometimes find it necessary to listen and talk with students about such concerns before serious academic discussions are possible. In fact, for some students, their personal concerns (e.g. the role of women) may be closely intertwined with their intellectual interests. As one mentor noted: "There is often an awful lot of baggage to clear away before we can get down to the assignments." Each mentor seems to develop over time a personal sense of how much "baggage" can be dealt with and where the emotional problems are too powerful to allow intellectual discussions. In these situations, some mentors have helped students identify professional therapeutic help.

A third aspect of advisement that mentors again find a part of their activities is a catch-all category, ombudsman. Again, as the person most concerned about particular students, mentors find that they must often act _amicus curiae_ in procedural matters. For example, many mentors talk of spending time in trying to untangle such things as student tuition and financial aid problems. One mentor became involved in a hassle over course enrollment at a nearby SUNY institution. Another mentioned having to help a student discover why her New York State Scholar Incentive Award had not arrived. An important consequence of this type of mentor intervention is that student confidence is gained. This in turn can improve the academic relationship.

In summary, academic/vocational counseling is the only official element of advisement for Empire mentors. However, other matters sometimes enter the relationship. Mentors find that they must learn quickly to draw the line.

INTELLECTUAL DEVELOPMENT

Mentors indicated in the interview study that promoting student intellectual development is the most important single aspect of their role. Certain items in the Mentor Questionnaire responses show that this continues. For example, one element of this area is direct instruction and one-fifth of the average mentor's time goes into direct instruction. However, there have been changes in the nature of these activities.

Student program planning often received a light touch in the early stages of Empire State College. If students had a sharp sense of what they wanted, the mentor would help design a cohesive program of study (now termed Degree Program). On the other hand, many students did not have a clear direction upon entrance and would undertake what many mentors described as an "organic program of study" which featured explorations into a variety of areas. Some of the earliest students never focused on any concentration area, a situation not possible now.

In the past year with the advent and clarification of a degree program statement, mentors spend much more time helping students determine a concentration and appropriate ancillary areas to study. This process is closely tied to the development of a portfolio that documents prior formal and non-formal learnings in relationship to the degree program.

Portfolio assistance has been a significant part of the mentor's role in student intellectual development since Empire's founding. Students often are baffled by the painstaking task of reconstruct· ing significant parts of their lives to determine where college-level learning occured. With Empire's

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increased emphasis on relating such learning to an articulate degree program, portfolio development is even more demanding. Mentors play a major role in this process of developing goals, identifying appropriate prior learnings, and synthesizing them into a coherent package.

A third aspect of the mentor's role in student intellectual development is learning contracts. Here again mentors help in design, but also serve in instruction. Two styles are visible: mentor-as-tutor and mentor-as-facilitator.

The first style, tutor, emphasizes regular face-to-face meetings with students to examine and discuss selected issues and topics in the mentor's primary area of academic interest. The focus is content and the mentor role is the teaching of the content. These meetings often involve intense intellectual discussions where ideas, concepts, and data are reviewed, analyzed, and criticized. Also, student work is examined -- papers, readings, logs -- and future directions plotted. Although the learning contracts provide structure, many other topics, problems, and issues are encountered during these mentor-student meetings. Overall, the mentor is as one the primary teacher and resource for the student.

The second style emphasizes the process of learning and the mentor tends not to teach content but rather helps students identify important learning resources and learn how to use these resources. A mentor-as-facilitator suggests questions or issues to examine, encourages students to critically evaluate evidence and arguments, discusses methods of recording observations and reflections, and lays out the basic requirements and structure of papers and final reports. Mentors having this style often reach across several disciplines and thus deal with a variety of student objectives and interests. They act as broker by helping students connect with resources rather than by interceding for them.

Few, if any, mentors examplify one or the other of these two styles all of the time. A given mentor might serve as tutor for one student and be more of a facilitator with the next. Similarly, a given mentor might use both styles at different times with a single student. Thus, the above descriptions should be viewed as two poles of a continuum with some mentors generally using methods more conducive to one style or the other and probably no mentors always "tutoring" or "facilitating." However, at the time of the 1973 interviews, the process-oriented facilitator mentors seemed to be in a distinct minority, probably in part, because the mentors' traditional backgrounds had not prepared them for facilitating and, in part, because the institution had not developed adequate ways of tapping external learning resources.

Affective or personal development areas -- improving interpersonal competence, increasing awareness, clarifying purposes, becoming more self-reliant, becoming more self-understanding and understanding

of others, and increasing self-consistency -- are also described in College documents as important to Empire. However, the institution does not prescribe that these areas be specifically mentioned in learning contracts. Thus, regardless of whether a mentor is more tutor or facilitator, few consistently relate student work to the personal development areas. This does not deny that personal development takes place. In fact, 10/30 (Palola and Bradley, 1972) plus recent analyses of the Student Experience Questionnaire (SEQ) and some rating forms found significant gains for students in these areas, in part, because of the nature of the institution. However, content analysis of student learning contract digest and evaluations indicates that explicit attention is seldom given to these areas by mentors.

EVALUATION

Evaluation, which takes 15% of a mentor's time according to the Mentor Questionnaire, is a function occurring in two different but related ways. First, mentors serve on committees which review student degree programs, portfolios, and candidacy for graduation. Candidacy review takes place upon notification that a student is entering his/her final contract. The committee ensures that all parts of the formal degree program are completed. These committee assignments last for varying numbers of months and may require as little as no hours to as much as six or eight hours a week.

While evaluation of advanced standing and degree programs is a group judgment, most evaluation of learning contracts generally involves only a student and mentor though the views of others with whom the student has worked are also considered. Mentors generally use papers, logs, discussions, and other means to make their evaluations on a learning contract Digest and Evaluation (D&E) form which becomes, after review by an associate dean, part of the permanent transcript. These D&E's are narrative rather than simply letter grades and describe what was done, why, and how well. A particular institutional problem with such clearly subjective evaluations is maintaining consistency in standards among students for a given mentor, across mentors in a single center, and across the entire College. This is especially acute given the variety of students, student activities, and resultant products. One reason that contracts, degree programs, and D&E's are reviewed by committees, an associate dean, and officers at the Coordinating Center is the importance of maintaining consistency.

PROFESSIONAL DEVELOPMENT

The volume of material published in recent years about the need for self-renewal of colleges, universities, and their staffs underscores the importance of professional development activities for

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mentors (an incomplete list includes: Freedman, ed., 1973; Group for Human Development, 1974; Nesmith, ed., 1974; Bergquist and Phillips, 1975).

During the first two years of the College, a few mentors received leaves for educational travel. For example, one attended a conference in India on his speciality. Others have gone to such places as Russia, Italy, France, and the Far East. A few others joined the Learning Resources faculty for short periods to work on learning modules, packaged study guides for use by a student working alone or in groups. Some mentors developed group studies on various topics or planned short-term residential workshops. For example, one ran a summer residency on the arts at the Saratoga Performing Art Center. A few worked on personal research, some with grants. Several mentors presented professional papers at conferences. These have been about mentoring itself and normal disciplinary topics. These activities have steadily increased and now overall, well over half of the mentors have had some type of professional leave. In fact, at one learning center, all full-time mentors had a leave in 1974.

COLLEGE DEVELOPMENT

Faculty involvement in the development of Empire State College comes primarily in three areas: curriculum, governance, and personnel matters. Until the fall 1973, such involvement was modest as the College had no by-laws and the urgency of many decisions required swift executive action. During that fall, several task forces were created to develop Empire's nine comprehensive areas of study. Since then, mentors have increasingly participated.

Faculty have traditionally maintained primary responsibility for curriculum development. However, the nature of Empire's creation precluded full faculty involvement in the intitial stages. ESC began with the coterie of administrator-planners who laid out guidelines on which the institution was to build. As faculty were hired, their hand in the modification of these guidelines was expected to grow. This happened, but not at the rate expected, in part, because it took nearly two years to develop and approve By-Laws. Before this, faculty took part in various regional learning center curriculum workshops (e.g. on learning contracts, programs of study, etc.) served on college-wide advisory committees and task forces (e.g., on group study, master plan, academic quality) and, as individuals, served for short periods of time with the learning resources faculty designing modules. In addition, all mentors make substantial contributions to College curriculum development in their daily mentoring activities. Each contract and degree program written gives the institution a better sense of what it can do and how to do it.

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Figure 4

Empire State College Mentor Role:

The Mentor View

Function	Activities	Explanation
Advisement	academic/vocational	help students grapple with graduate school and vocational planning
	personal	listen on personal matters concerning students
	ombudsman	assist students with "red tape"
Student Intellectual Development	degree program	help design individualized, comprehensive study plans
	learning contracts	help identify learning activities and resources; instruction
	assessment/prior learning	assist in portfolio development
Evaluation	committee assignments	review portfolios, degree programs, graduation candidacy
	learning contracts	review student papers, journals, and other work
Professional Development	leaves	travel, research, etc.
	reassignment	temporary moves to other ESC positions
	reading, workshops	keeping up in one's speciality and interest areas
College Development	curriculum	participate in efforts to develop ESC academic program
	governance	participate in center committees and College Senate, Assembly, and Standing Committees

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Systematic College-wide procedures for widespread faculty involvement in curriculum development and revision post-date the mentor interviews but pre-date the Mentor Questionnaire. Thus, the Office of Research & Evaluation hoped to learn whether there were any apparent changes in the amount of mentor involvement in College curriculum development over the year. The same holds true for governance and in personnel matters where mentor involvement has steadily increased from the early days of the College. These issues are discussed in a later section.

SUMMARY

The Empire State College mentor role as described by the mentors, has five aspects: advisement, student intellectual development, evaluation, professional development, participation in College development (Figure 4). Mentors generally serve students in face-to-face conferences in which they together discuss student concerns, design degree programs and learning contracts, work on portfolics for advanced standing and discuss contract work. Mentors also make evaluations of student work in these sessions. Another part of the mentor role involves small groups: governance meetings, modest amounts of group study with students, orientation presentations, assessment and graduation reviews, committee assignments and participation in various curriculum development task forces. Overall, mentors seem to be performing the role set for them in the "official" statement.

THE BEST THINGS ABOUT BEING A MENTOR

Empire mentors reported several satisfactions with their role in the College. In fact, overall, mentors overwhelmingly endorse the concept though, as a later section shows, there are some problem areas. An area of particular satisfaction is related to the one-to-one relationship with students.

Answers to an interview question asking for definition of the "ideal" mentor commonly used advisement-related phrases: "sensitive to the student," "patient and listens a lot," "knows how sometimes to be warm and sometimes cold," "helps a student to become more aware," "open to students." It is not surprising then that mentors find their greatest satisfactions in the intense one-to-one relationship. For example, one stated that the best part of mentoring is:

Sitting down with a human being and entering into a dialogue and relationship which becomes significant to both and doing this with several kinds of human beings.

On the Mentor Questionnaire, 92% affirmed this statement. Another added the vocational element:

My greatest sense of satisfaction comes from working with a student through his whole program, seeing him graduate, and move into a new job or new responsibilities. It gives me a sense of completion.

However, the largest number of statements regarding students concerned their intellectual curiosity and ability. For example, a typical comment was:

ESC students are the best I've ever had. My students are far superior to upper division students at [my former college]. In fact, they are more like graduate than undergraduate students.

On the Mentor Questionnaire, 68% stated that they were "very satisfied" with their students.

Another satisfaction for mentors is the manner of teaching, one-to-one with learning contracts and individualized programs the vehicle. Several feel that this allows greater flexibility in dealing with instruction and evaluation. Two representative citations are:

My El Dorado is the best part of what I do now: meet one-to-one with students and deal intensively with intellectual matters.

When you are one-to-one, you can use all kinds of methods in evaluating students: papers, journals, discussion, even quizzes. I think of evaluation as essential to education so this means that mentoring is a superior way of educating to big classes where tests are the only option.

On the Mentor Questionnaire, 74% affirmed another quote which relates to contract learning: "A great satisfaction is being able to work with students in a variety of academic areas." Overall, 98% "agree" or "strongly agree" that the "use of the contract plan is an effective way of educating people." Almost none are "much more skeptical about the credibility of programs such as this one."

Mentors also feel fairly good about their colleagues. m the Mentor Questionnaire, 47% agreed that they are "very satisfied" about "my relationships with my fellow mentors." Also, 69% afrirmed a citation from the interviews: "We, the faculty, like each other." 'nother citation, "The mentors here are fantastically strong," was affirmed by 49%. Finally, 60% agreed that "a satisfaction is the close interactions I have with my colleagues at this center." The similarity in reasons for coming to Empire may help explain this mutual admiration.

Probably the greatest comprehensive area of satisfaction is the stimulation mentors feel from the challenge of mentoring. In the interviews, one stated: "ESC is a place where it is fun to come to work. Monday mornings are not a drag." On the Mentor Questionnaire, 50% agreed while 81% affirmed another interview quote: "I find this an exciting, alive challenging place to be." Many spoke of the difficulty but resultant stimulation from "never doing the same thing twice." For example,

Look. It'll be a great job when some of the problems with governance and "burn out" are cleared up. You're almost never bored because every day you are dealing with different problems. In fact, on the good days, it's a great job now. One of the other good things is that there is a feeling of people working together to try to solve problems.

On the Mentor Questionnaire, 70% agreed with the final sentence in that quotation.

Thus, there are several satisfying aspects of mentoring at Empire State College. Most seem to relate to the opportunity of working closely with students and with like-minded colleagues. The next section presents another side of the picture, some problems. They occur in all five parts of the role and in many cases were introduced by the same mentors who are most satisfied overall. Thus, the reader should not assume that the problems presented reflect only the views of a few malcontents.

PROBLEM AREAS IN THE EMERGING MENTOR ROLE

While the interviews disclosed sharp opinions on a variety of problems encountered by mentors, two themes stand out: concern over the mentor role in decision-making and concern over mentor workload. Amelioration of both is important to the effective functioning of Empire State College.

Problem Area #1 - Mentor Concern Over Role in Decision-Making

Systematic involvement of faculty in College development has been difficult, in part, because By-Laws did not exist for nearly two years. In a Statewide institution where geographic dispersion of centers complicates the already challenging area of administrator-faculty relations, the effect was powerful. Despite the many task forces and workshops during Empire's first two years, almost no mentors felt at the time of the interviews they had a substantial voice in overall College development.

One of the more lighthearted articulations of the views of mentor involvement in curriculum development is "The Secret Plan," a cartoon drawn by one faculty member and mentioned by several others. "The Secret Plan" shows a sculptor chipping away at a rock only to discover a finished statue inside. This humorous view reveals deeper roots of dissatisfaction as indicated by one mentor who said that ESC faculty often feel "...like guinea pigs; not a part of the organic growth of the College." Another noted that the singular most distinctive feature of her center was faculty unhappiness at its role in College development:

They (the Coordinating Center administrators) don't understand or, at least, don't seem to. They don't even seem to care. We ask questions but don't get answers and are left like the little boy wondering why God didn't answer his prayer. In order to understand this faculty, you must understand our feelings on this subject.

The Mentor Questionnaire indicated that faculty were feeling better by 1974 about some aspects of their role in decision-making (Figure 5). For example, over 40% feel that faculty have "a great deal" or more control over the following types of decisions: determining learning center policies, selecting deans and other center personnel, selecting fellow mentors, promotion of faculty, tenure decisions, determining content of learning contracts, determining amount of advanced standing to award students, and approving programs of study. On the other hand, a high percentage still feel that faculty have "none" or " a little" control over determining College-Wide policies (52%), selecting an ESC President or Vice President (92%), selecting other Coordinating Center administrators (89%), and determining types of students to admit to LSC (81%). Over half of the mentors think it is "important" for them to have control in these areas.

Figure 5

Items Relating to Mentor Views on Involvement in Decision-Making

Importance to You					Decision	Extent of Actual Faculty Control				
Very Important	Important	Neither Important nor Unimportant	Unimportant	Very Unimportant		None	A little	Some	A great deal	A very great deal
70%	22%	5%	3%	3%	a. Determining center policies	3%	11%	37%	29%	20%
6	28	31	19	16	b. Assignment of offices	12	18	55	15	—
5	38	32	22	3	c. Purchase of special equipment (e.g videotape)	8	14	56	19	3
76	21	—	—	3	d Selecting deans and other center administrative personnel	3	16	31	31	19
78	19	—	—	3	e. Selecting fellow mentors	—	—	22	38	40
8	54	30	5	3	f Selecting center clerical staff	36	26	26	6	6
68	24	8	—	—	g. Promotion of faculty at this center	—	26	34	23	17
72	22	3	—	3	h. Tenure decisions	3	18	33	37	9
86	11	—	—	3	i. Determining content of learning contracts	3	—	5	46	46
35	41	16	3	5	j Determining amount of advanced standing awarded to students	—	—	14	44	42
53	41	—	3	3	k. Approving student programs of study	—	3	8	46	43
49	49	23	—	—	l. Determining College-wide policies	22	30	43	5	—
35	54	11	—	—	m Selecting an ESC President or Vice-President	72	20	8	—	—
32	41	19	5	3	n Selecting other Coordinating Center administrators	75	14	8	3	—
35	48	11	3	3	o Determining type of students to admit to ESC	59	22	19	—	—
46	37	14	3	—	p Granting sabbaticals and other leaves	48	17	29	6	—

Item	Percent
"I am not satisfied with my involvement in decisions about curriculum and degree requirements"	32%
"I am not satisfied with my involvement in other administrative decisions"	47%
"I get frustrated because we have too many meetings"	70%
"A frustration is the lack of direction for the College overall"	24%

Actual estimates and preferred time estimates for	Actual %	Preferred %
Center Development (participation in faculty meetings, personnel matters, local task forces, etc)	15 5	8 5
College Development (participation in College Senate, Assembly Standing Committees, College-Wide task forces, Self-Study, union, tc)	5 8	4 9

Another finding in the 1973 interviews was a paradox between desire for a say in decisions on the one hand and lack of interest in meetings on the other. The MQ also identified this situation. For example, 70% agreed with the statement "I get frustrated because we have too many meetings." In addition, although mentors estimate that they spend 15.5% of their time in center development, they would prefer to spend 8.5%. The difference between estimated and preferred time expenditure in College development is similar though not as great. This type of finding is not peculiar to Empire State.

The professorate once completely controlled the university but as institutions grew and became more complex, administrators were selected from the ranks of faculty to assist in management. Since that time (the late 19th century), role in governance has often been a matter of faculty concern. As early as 1918, Veblen called for elimination of university "executives" and governing boards thus returning all decisions to the faculty. However, this did not happen perhaps because of what Corson (1960) called the "enigma of faculty decision-making...a comprehensive claim of competence on the one hand and an indifference and unwillingness to take part on the other.... [p. 99]." Dykes (1968) also spoke of this: "Claiming the right to manage their own affairs as a society of scholars, they revealed a ubiquitous dislike for participation in faculty government; and not willing to assume the burden of decision-making themselves, they were reluctant to accord others the right to do so [p. 10]." Blackburn (1974) discovered several similar references:

> Where discrepancies exist between their [faculty] actual allocation of time and ideal or preferred allotment.......instead of seeking any appreciable reduction in teaching, they would reduce appreciably their time on committees. [Orlans, 1962; Klapper, 1967; Parsons and Platt, 1968; Fulton and Trow, 1974, [p. 81]].

Unfortunately, total acceptance of the Corson "enigma" theory to explain mentor's dissatisfaction over participation in governance seems incomplete. Another suggested explanation recently made by a mentor is that ESC faculty are cynical about their role in governance because the "administration clearly articulates the difference between advice and consent." This may be a revival of "The Secret Plan" concern: faculty feeling that they are advising on matters where the administration has already made up its mind. Another possible explanation is that mentors, in equalitarian fashion, may have been dealing with too many issues which leaves insufficient energy for the important ones. Trippett (1957) stated several years back in the AAUP Bulletin that: "the central question is: should the faculty's traditional right to decide educational issues be so comprehensive that every matter involving educational policy is to be decided only by and with the consent of the faculty [p. 488]." This seems a prime issue at Empire State College where, in fact, some issues are decided entirely by a single State University board, the trustees. The College should continue striving to create a clear articulation and common understanding of where faculty should be prominent in decision-making and where in the background.

Delineation of an appropriate division of labor is not merely an academic matter according to some important research. Etzioni (1964) would define it as a serious problem because colleges and universities are "professional organizations" where "...functionally the professor is the one who decides on his discretion to what degree administrative actions should be taken into account [p. 81]." Much other social psychological research has demonstrated that people, and particularly professionals, will be more satisfied, in accord with and committed to organizational goals, and effective if they have had significant participation in key decisions (McGregor, 1960; Likert, 1961; Tannenbaum, 1968). One recent book devoted to governance in higher education recognizes this research and reports about several large surveys in calling for administrators to creatively "share" institutional governance with each other and with students (Keeton, 1971). Palola (1971) suggests that involvement of all pertinent constituencies helps the institution to "renew" itself and remain dynamic and strong. A major governance study conducted by Foote and colleagues at The University of California, Berkeley adds still another dimension to the importance of widespread participation in governance, its effort on the overall educational environment and on learning itself:

> The conduct of university governance is an important determinant of the culture in which education takes place, for the way the university seeks to understand and control itself greatly influences the way in which its members seek to know themselves [The Study Commission in University Govern-ance, 1968, p. x].

Thus, the matter of mentor involvement in decision-making to an "appropriate" extent may not be merely a matter of salving some damaged egos. Indeed, Empire State's vitality may be dependent upon a system of participation that encourages faculty to take an active and effective role in ESC operations.

Problem Area #2 - Mentor Concerns Over Workload

A consistent, pervasive, and dominant finding of the 1973 interviews and 1974 administration of the Mentor Questionnaire is the concern over workload. The subject came up specifically as well as indirectly in discussions about the concern over opportunities for professional development, the tiresome aspects of one-to-one advisement, style of mentoring which is related to difficulties in tapping learning resources, evaluation, paperwork concerns, and anxieties of mentors. This section discusses, in order, each of these aspects of the workload concern.

Several mentors spoke specifically about their workload during the interviews in terms of the absolute amount of work expected:

It's a heavy load. Think about what happens here at the center. One day is killed with faculty meetings. Orientation kills half a day a week. If you have thirty students and you're seeing them once every three weeks (which I think is a low average), that is ten to twenty hours a week. Paperwork, which often consumes a half an hour per student visit, also eats up time. There is little time to read and you always feel that you could be doing a better job if you had the time. It's that kind of pressure that is with you for every student you see and this gives the feeling of being overloaded.

Others feel that sheer numbers are not the problem but the variety:

I think the strain is lack of sustained time on any particular activity. Having thirty different problems is the problem.

I wonder if part of the anxiety has to do with the fact that so often mentors are operating near the edge of their competency. If we were handed twenty-five students in our speciality, it would be quite different.

The load is like preparing for thirty different classes a week.

The Mentor Questionnaire also disclosed strong concerns about workload with 92% seeing workload as more in Empire than in a traditional institution (Figure 6) and 61% "not satisfied" with their overall workload. Also, 49% say that they are now "much more concerned with the faculty effort necessary for the successful conduct of the ESC program." On another item, 16% rate the "doability" of being a mentor as "nearly impossible" and 37% as "difficult." Adding further credence to these views, an evaluation team from the New York State Education Department observed that the mentor workload was quite heavy (State Education Department, 1975). Yet, the mentors estimated that their average time commitment is 57 hours per week with a range of 45 to 74. This total is similar to time allocation studies at several traditional institutions. Blackburn (1974) notes:

Both historically and currently, faculty tend to work between fifty-five and sixty hours a week. While there is variability from individual to individual, there is very little variation from department to department, institution to institution, or one type of institution to another. Furthermore, faculty self-reports give high credence to these numbers. Charters (1942), Stecklein (1961), and Mueller (1965) have had faculty keep diaries, activity records have been maintained, and spouses have been interviewed all in order to verify faculty reports on their work [p. 77].

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Unfortunately there is no generally accepted way to measure faculty effort or to verify previous attempts. Stecklein (1974) observes in this vein:

> The techniques have not changed...and there seems to be little lessening of the skepticism about the accuracy of faculty estimates of how they spend their time [p. 1].

He adds that no clear consensus exists on whether data should be collected by hours per unit of percentage of time spent on given activities. Furthermore, he notes that no consensus exists on whether to collect data for a year, a semester, a month, a week, or a day. However, despite this skepticism, one interesting verification of the faculty workweek was done by Lorents (1971) who distributed a large number of electronic "beepers" and then triggered them at random intervals. Each faculty member recorded his/her activity at the time of the "beeps." Lorents discovered only a slight discrepancy in the total workweek from previous studies and from his control groups that filled out normal survey forms. Thus, since these research studies indicate that the total time spent in performance of the mentor role is similar to other faculty, perhaps the perceived nondoability relates to the way in which time is spent.

Figure 6

Items Relating to Mentor Concern
Over Workload

Item	Percent
"Faculty workload more in ESC than in regular institution."	92%
"Faculty paperwork more in ESC than in regular institution."	9. %
"Not satisfied with personal workload."	61%
An effect working at ESC is that I am now "much more concerned with the amount of faculty effort necessary for the successful conduct of the ESC program."	49%
The "doability" of mentoring is "nearly impossible."	16%
The "doability" of mentoring is "difficult."	37%

The interviews and time allocation question on the Mentor Questionnaire clearly indicate that mentors would like to spend more time in professional development (Figure 3), a second aspect of the overall concern with workload. One commented: "a person needs renewal from time to time. This can't be done when you are mentoring." This quote was repeated on the MQ and 76% affirmed it. In the same series of items, 81% agreed with another citation from the interviews: "I almost never get to spend four hours of uninterrupted reading, writing, or research in my speciality." On the time allocation question, mentors estimate that 4.5% of their time goes into professional development. This is higher than an estimate made a year earlier by members of the Office of Research and Evaluation after the interviews which appears to indicate that administration efforts at increasing such opportunities were having effect. Empire now has three separated weeks in the year when mentors are not expected to meet with students in addition to the 1.75 days of vacation earned each month. Mentors can now elect a ten, rather than twelve month contract. In 1975, a four week reading period was instituted. Also, a large number of mentors, perhaps as many as two-thirds, received leaves during 1973-74. These professional development times probably were not considered in answering the time allocation question for a typical week. However, the results still indicate that the average mentor would prefer to spend a sizeable 13.4% of his/her time in professional development. Such a preferance is not uncommon among faculty anywhere as noted by Blackburn (1974) in a previously cited passage:

Where discrepancies exist between their actual allocation of time and their ideal or preferred time allotment, faculty at four year colleges and universities would prefer to increase their time for research and scholarship.

But what is still a bit uncommon at Empire is the estimated total professional development proportion.

A recent time allocation study at a typical liberal arts college (NCHEMS, 1973) indicates an 8% discrepancy from Empire in professional development (Figure 7). This is similar to other studies and suggests that the time spent on professional development activities in the normal workweek is indeed different for mentors.

A third aspect of the workload theme is the sometimes exhausting nature of advisement. While this area also provides much satisfaction for mentors, many find themselves consumed as they help students grapple with a variety of personal, vocational and academic problems. Some doubt their ability to do quality work with students over an extended period of time because of this situation. Four representative quotations from the interviews are:

It's very difficult to get them not to treat you as a sort of confessor. That's not a role I find congenial.

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Figure 7

Time Distribution Comparison:
Empire State College and A Typical Liberal Arts College

Typical Liberal Arts College					**Empire State College**	
					Program Planning	11%
Scheduled Teaching	62%				Contract Design	13
Unscheduled Teaching	2	66%	**Instruction-related**	59%		
Academic Program Advis ng	2				Evaluation	15
					Instruction	20
Course on Curriculum Research & Development	3	3%	**Resource Development**	4%	Developing Instructional Resources	4
Student-Oriented Service	1	1%	**Counsel**	7%	Student Counseling	7
Academic Duties	8				Center Development	15
		15%	**Meetings**	21%		
Committee Participation	7				College Development	6
Specific Research Projects	4					
		13%	**Professional Development**	5%	Professional Development	5
General Scholarship and Professional Development	9					
					Informal Conversations	4
Public Service	2	2%	**Other**	4%		
					Other (e g , "public service")	(4)
	100%					100%

a Percents are rounded to whole numbers 'Center Development   originally 15 5% rounded downward to 15%

Sources   ESC Mentor Questionnaire data and NCHEMS **Faculty Activity Analysis Procedures Manual Technical Report 44**, Boulder, Colorado. 1973. p 81

I learned quickly that you must draw a line between you and the student or get eaten up.

You see it's not just the load, it's the nature of the experience. It is very intensive.

I find that the mentor-student contact is often times very intense, causing me to wonder whether I'm a tutor, teacher, or therapist.

Also, on the Mentor Questionnaire, 22% agreed that "a frustration is the amount of personal counseling engendered by mentoring. It is very difficult." An additional element of advisement is the ombudsman activities. This especially is viewed as a time-consuming imposition on what mentors want to spend their time on though many do what they can rather than watch students flounder in bureaucratic hassles:

I would like very much to have more time available to work with students in a teaching capacity instead of giving out policy procedures. This is totally irrational, unproductive division of labor. It's passing the buck to the person who is the interface between the student and the institution.

Students don't know who to turn to so they come to us. A lot of hours are eaten up this way. For instance, how can students drop in on the business office way up in Saratoga. We're the go betweens.

I regard the mentor as someone whose job it is to run interference between the student and administration.

Overall, while many aspects of personal contact with students are satisfying to mentors, they would prefer to spend less time on the advisement elements of the contact than the 7.1% now estimated. Even this amount substantially exceeds the liberal arts college faculty estimate (Figure 7). Thus, the intensiveness and bureaucratic detail enhanced by the one-to-one relationship add to the workload theme.

An observation made during the 1973 interviews regarding ESC faculty promoting of student intellectual development was that there seem to be two styles of mentoring: tutoring and facilitating. Probably no one exhibits one style always though certain mentors lean more one way than the other. Mentoring style, particularly as it relates to learning resources is a fourth aspect of the workload theme.

Tutoring by Empire mentors means working primarily in one's academic area of interest. At this, mentors obviously have the most confidence but many are concerned about being "used up" and not having time to keep up in their field through reading new literature and discussing ideas with colleagues. One mentor observed in 1973 that "we'll be the laughingstock of the academic world if they don't find a way to let us read." Similarly, anxiety rises rapidly for mentors intercsted in teaching tne content of their speciality who find themselves working with students outside their discipline and/or with students who are not interesting.

> You don't know what boredom is until you have to sit and kill an hour with a lump. In a classroom you can ignore these students but not one-to-one.

> I have a lot of dissatisfaction because 50% of my students are just not intellectual. I am interested in people who really have a kind of commitment to know and to search and to find out about some body of knowledge.

Overall, the mentor serving as a tutor maintains primary responsibility for presenting educational material and concepts to students. As suggested in several parts of this report, this can be time consuming and exhausting.

Mentors acting as facilitator are primarily concerned with utilizing broad range of internal and external resources in guiding students through their programs. However, sometimes facilitators are frustrated by the efforts necessary to identify and tap learning resources (Figure 8). For example, many found learning modules inadequate calling them such things as "too sophisticated," "not relevant," "not sequential," "too dependent on the specified readings," and "too demanding on mentor time." Also, an early Research and Evaluation study found that student accessibility to libraries is sometimes hindered by extant policies, procedures, and, in a few cases, by personalities (Bradley and Palola, 1973). Though the situation has improved, the Mentor Questionnaire found that 24% still see access to library facilities as a "serious problem." In addition, other "serious problems" are: "access to laboratory facilities," (34%); "availability of educational media," (22%); and "ease of finding appropriate books for purchase," (39%). "It is frustrating not having a directory of learning resources," was affirmed by 42%.

Distinctions between facilitating and tutoring are at times subtle and involve a delicate balance between close, personal, and individual versus distant, impersonal, collective orientation of mentors toward students. Sometimes a single mentor may use both styles depending on a given student's needs and/or characteristics. But, in part because of the institutional problems in tapping resources identified above, a major observation is that mentors have engaged in a great deal of tutoring. This is in contrast

Figure 8

Items Relating to Mentor Views on Accessibility
of Learning Resources

Item	Percent
"Access to laboratory facilities is a serious problem."	34%
"Access to library facilities is a serious problem."	24%
"Access to courses is a serious problem."	8%
"Facilities for classroom instruction is a serious problem."	11%
"Availability of study space is a serious problem."	24%
"Access of students to one another is a serious problem."	63%
"Availability of administrative support services (xeroxing, typing) is a serious problem."	21%
"Availability of modules is a serious problem."	5%
"Availability of educational media is a serious problem."	22%
"Access of students and faculty to one another outside of class is a serious problem."	25%
"Ease of finding appropriate books for purchase is a serious problem."	39%
"Availability of field experience opportunities is a serious problem."	8%
"It is frustrating not having a directory of learning resources."	42%
"A big frustration comes out of problems of getting students together."	52%

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to the "official" role statement presented earlier in the report and to the "ideal mentor" as described by ESC faculty during the interviews. Two representative quotations are:

a tremendously resourceful person

able to move students from authority-based education to self-learning; developing rather than imposing intellectual rigor and discipline; capacity to listen, not so interested in having a student learn what he/she knows.

Certain items on the Mentor Questionnaire provide reinforcement for the inference. First, "my own knowledge of the area" was ranked first among seven types of resources by virtually all mentors. In the later administration of the Mentor Questionnaire to the Unit Coordinators of the Division of College-Wide Programs who are responsible for larger numbers of students and thus almost compelled to be facilitators, this statement was ranked number two, three, four, and five by the tiny respondent group. Second, mentors now spend nearly 20% of their t   in direct instruction activities and would prefer more. Other items provide similar interesting, but clearly inconclusive evidence. Thus, until more data is assembled, the inference must stand largely on intuition and observation.

Mentors' apparent tendency to "tutor" with its resultant effect on workload is probably related to other dimensions than problems in getting at learning resources. Tutoring is more reminiscent of the traditional role of faculty: to teach according to the best scholarly standards of the discipline (AAUP, 1965). The comparison with the liberal arts college time allocation data (Figure 7) indicates that in traditional institutions, a greater proportion of time goes into direct instruction and evaluation. Gaff (1971) states that it is difficult for faculty to change from this style regardless of their inclinations noting that "faculty members are ensconced within their respective cultures [p. 178]." The cultures in which they are ensconced was described by Jencks and Riesman (1968): "There is no guild within which successful teaching leads to greater prestige and influence than mediocre teaching, nor any professional training program that develops pedagogic skills in a systematic way [p. 531]." This idea has received comment from many through the years. Berelson (1960) felt that undergraduate colleges should teach people to teach while graduate schools remained centers only for furthering knowledge. A more recent common view is represented by the Group for Human Development in Higher Education (1974) and others calling for a supervised practicum in teaching for all graduate students considering that as a career. If this comes about with mentoring as an internship option, Empire may finally be able to hire people with previous applicable experience and training.

Faculty recruitment at Empire, to date, has been an arduous process of trying to identify people whose teaching style encourages wide-ranging considerations of class material (what Gaff and Wilson, [1971]

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call the "discursive approach") and who are interested in helping students to become independent, self-initiated learners. A recent paper by a mentor (Avakian, 1974) which discusses the importance of in-dividualizing learning contracts by organizing learning resources according to a particular student, indicates that some mentors are experimenting with ways of facilitating. It may be that these people who have generally learned by trial and error will become the teachers of tomorrow's mentors. However, the observation first made during the interviews about the amount of "tutoring" taking place seems to indicate that mentoring style is an important element of the expressed concerns with the mentor workload. As long as mentors remain the primary resource for their students, either because of personal inclination or institutional inability to make other resources readily available, mentor concerns over workload will continue.

In conventional institutions, faculty are not asked to be particularly explicit about the criteria, standards, or procedures used in evaluating student work though there is some movement in this direction. Furthermore, prior college work submitted for advanced standing is generally evaluated by a registrar. At Empire, student evaluation is more complicated, particularly in terms of the paperwork involved, and is a fifth element to the workload problem.

Many mentors reported uneasiness during the 1973 interviews over their role in the assessment of student learning. For example, two affirmed the views of many noting:

I really don't know what mentors are supposed to do -- what's expected of us -- so, I kind of im-provise and hope for the best. If anyone knows what academic standards we're trying to maintain, they haven't told me yet. Of course, this means I'm pretty much forced to compare and evaluate my student's work at Empire relative to my former students at the University of X.

I used to know what an 'A' or 'D' meant: a student either mastered the material or did not. Here (Empire) that is not enough. You have to point out in a D&E where a student has done well and where not so well. Just intuition does not work.

In short, determining the level and quality of student work certified is sometimes a serious work-load concern of mentors. Though much has been accomplished in clarifying acceptable student work, it is difficult to be presciptive in a College that encourages individualized evaluation with no single criterion. Thus, mentors can be uncomfortable about what will be an acceptable program or level of contract performance to their peers or to the Associate Dean responsible for reviewing these documents. In addition, there is the matter of the paperwork required of faculty in a College that uses a narrative transcript.

Mentors spend a great deal of time writing learning contracts, writing digests and evaluations which become part of their student's formal transcript, assisting students in the preparation of port-folios and degree program, maintaining records of student conferences, completing forms for tutors, and

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the like. Several mentors noted during the interviews that they understood the need for the paper-work to ensure clarity and accountability but most feel that the time it takes interferes with other important parts of their role. Some representative quotations follow:

> The proliferation of administrative clerical responsibilities is absolutely destructive of my abilities as a teacher.

> I don't care how much time I spend with students but i is this paper stuff I hate. It is largely justification -- tutor stuff, digest stuff, etc.

> I enjoy dealing with my students throughout their programs but it is difficult just keeping track of all of them. Before a student comes in, you need to spend ten-fifteen minutes just reviewing where he is at. Then after he leaves, you must take down some notes to remind you next time. This is in addition to all those contract forms, digest forms, port-folio stuff, etc.,etc.

> Mentors are held accountable for every detail of the contracts to Saratoga. Yet, we are supposed to be facilitating the work of the student and serving the individual's needs. But, we catch hell if we simply reflect the student and don't put enough of our educational input into contracts, et cetera.

On the Mentor Questionnaire there is additional evidence of mentor feelings about their paperwork as 95% agreed that the quantity of faculty paperwork is more at ESC than at traditional institutions. Also, the average mentor would like to reduce time spent on all aspects of evaluation from 15.2% to 11.2%.

All of these elements of the concern over <u>workload</u> might be expected to result in a fairly high level of anxiety, a sixth part of the workload concern. In fact, during the interviews, we observed extremely high anxiety. One mentor noted in speaking of morale:

> It's good here (at this center) but if you ask anyone about long range plans, he'll say two more years and I'm going someplace else. People figure they are working too hard for what they are getting paid. Traditional faculty work less months with less responsibility and for comparatively more money.

An aspect of the anxiety at the time of the interviews was expressed by several mentors who were concerned about the new (in 1973) structural entities in ESC called "learning units." A repeated question from mentors during the interviews concerned whether regional learning centers were being phased out. Apparently, some mentors were afraid that they were part of an experiment that had not panned out. Other comments

reflected additional anxieties:

> It's like being in a big city school system. The curriculum developers have all the fun. We do the dirty work in the trenches and possibly destroy our careers.

> It is no mistake that we are called mentors. At Saratoga we are compared to industrial workers, elementary school teachers, and secondary school teachers, but never a college faculty. We are part of a conscious effort to downgrade the position of faculty.

> I've been away from my discipline for two years now. I don't have time to read or write. How can I get out of here?

The last citation relates to a seventh element of anxiety uncovered in the 1973 interviews, the question of career options.

In coming to Empire, mentors shunned the "disciplinary" and "external" strands of career and focused on an unclear path through a particular "institutional" strand (Light, Mardson, and Carl, 1973). The disciplinary strand is followed by publishing in one's speciality. The external strand is followed by those who get recognition through consulting and other oustide activities. The institutional strand is followed by fa ulty who either move into administrative roles or who become recognized for their internal work. A rare few move significantly in all three strands. Because of the decision by mentors to take a less trod path, anxieties have arisen. Many wondered aloud in the interviews what jobs would be available to them in the future and how they might earn "brownie points" at ESC to compete for them. However, the biggest change noted in analyzing the Mentor Questionnaire was a reduction in this type of anxiety. For example, 38% answered that they wanted to remain at Empire for "as long as possible" with another 24% saying they would like to stay "5 years or more." None of the respondents want to leave "as soon as possible." Furthermore, 64% have "none" or "a little" anxiety over their long-term future career. Some of the explanation for this is that 81% now "find this an exciting, alive place to be" and 64% now feel that the mentoring experience will increase their "salability" in the academic market place. In a deteriorated job market, this is important and seems substantiated by responses on another item. A job offer or a serious inquiry was received by 61% in the past year.

Overall, the above Mentor Questionnaire responses seem to contradict a trend noted by Blackburn (1971): nationally faculty have dampened spirits over loss of mobility. Freedman (1973) also suggests that for all faculty, this is an "age of anxiety." However, matching the ESC faculty with a national sample (Bayer, 1970) on an anxiety-oriented variable shows that mentors have comparatively high self-esteem:

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How successful do you consider yourself to be in your career?

	National Sample	ESC Mentors
Very successful	21%	37%
Fairly successful	72%	60%
Fairly or very unsuccessful	7%	3%

It is important that level of anxiety continue to abate. M. J. Clark (1971) has observed that under conditions of quantitative and qualitative load increase, certain faculty who are less flexible and have more anxieties drop-off in performance as measured by colleagues and students. This drop-off comes both in the classroom and in overall contributions to the College. Thus, a nontraditional college like Empire should try both to lessen anxieties and to hire people who are flexible and capable of working effectively in a complex environment.

In summary, a problem for Empire State College to date has been mentor concern over the workload. The problem is not a simple one to understand because of its many facets: perceived amount of time that the job takes, desire for more opportunities to engage in professional development, certain tiresome aspects of advisement, difficulties in adapting the facilitator style which can be less time-consuming and more appropriate in some situations, evaluation and paperwork concerns, and anxiety. While the College seems to have made strides toward alleviating this perceived problem, its complexity mediates against quick solution.

TOWARD A THEORY OF STAGES IN MENTOR DEVELOPMENT

The previous sections described the emerging mentor role and presented data on mentor views. Mentoring may not, in fact, be a completely new role. Probably all readers know of faculty in other settings who have functioned much like Empire mentors, perhaps even with some of the same problems and satisfactions. However, what is clearly different at Empire is the number of individual nontraditional faculty working in close relationship to each other with large numbers of students (over 3000 now) in an institution committed to the individualized approach. These three dimensions -- individual, relational, institutional -- combine to make mentoring a role in which people move through stages of development. The following section presents an evolving theory of how mentors progress as they change personally and in relation to others and the institutional environment.

Elements of the individual dimension discussed are personal anxiety; sense of belonging to the institution; the focus of one's primary attention, self or others; level of enthusiasm; and overall sense of satisfaction. These elements fluctuate much more than the relational and institutional elements as mentors move through stages of development.

The elements of the relational dimension are flexibility in mentoring style which relates to a person's ability to respond to the needs of a variety of students, relations with other mentors, and relations with administrators. For the most part, a graph of these elements would show a steady growth unlike the ups-and-downs in the individual dimension.

The elements of the institutional dimension considered here are clarity of organizational rules (both punitive and incentive), clarity and efficiency of the communication channels, mentor participation in the decision-making process, mentor influence on decision-making, and resource availability. This is a complex dimension with much affect on mentors' perception of their role. The original ideas for this theory came from a paper by Ralph and Freedman (1973) on faculty problems in nontraditional programs as well as some papers on adult development (Mayer, 1972; Gould, 1972; Ralph, 1973; Levinson, 1974; Hodgkinson, 1974; Chickering, 1975). In reviewing these works, two on role theory (Gross, Mason, McEachern, 1958; Biddle and Thomas, 1960), and several on organizational theory (including Argyris, 1957; Likert, 1961; Katz and Kahn, 1966; Seiler, 1967; Thompson, 1967; and Tannenbaum, 1968), certain observations, interview comments, elements of Mentor Questionnaire data, experiences and impressions seemed to fall into place. The conceptual framework presented here reiterates some data previously presented in this paper as well as introducing new information. Though it is speculative with substantiation awaiting further, more focused research, the theory is written up in direct language as if proven fact. This improves clarity. The reader may wish to insert such words as "sometimes" and "apparently" in various places. However, there will still remain enough undergirding to make the following a useful paradigm for understanding mentoring at Empire State College.

Stage 1 - Anti-traditional

Some observers of nontraditional colleges (Ralph and Freedman, 1973; McDonald, 1973) note that faculty generally accept such positions because they are both attracted by philosophy and conversely reject certain traditional educational practices (e.g. grades, lectures). In short, they do not believe traditional approaches are appropriate in this rapidly changing society. At Empire, 67% of the respondents to the Mentor Questionnaire said they came to the College because of "dissatisfaction with traditional programs" while, conversely, high proportions also felt that very important reasons were "the educational philosphy of ESC" (69%) and the "nature of ESC's academic program (flexible location, scheduling, mode of instruction)" (66%). For some people, the Anti-traditional stage leads to distrust of anything

appearing at all structured. Ralph and Freedman note: "as a result, remnants of traditional models are abandoned with a vengeance in the early stages of these colleges" (1973, p. 72). At Empire, resistance among mentors to development of specific learning contracts and concentrations for students as well as to uniform assessment criteria (Palola and Bradley, 1973) is evidence of the Anti-traditionalism stage.

There are several elements to stage one (Figure 9). On the individual dimension, mentors feel modest anxiety but high enthusiasm and a high sense of satisfaction especially with the many motivated students. While enthusiasm and immediate satisfaction are normal emotions toward a new job, the exhilaration seems especially prominent in an alternative setting because of the "break" that faculty often feel they have made with their traditional past. They are too new to feel a strong sense of belonging and their self/others focus is primarily on themselves and the matter of getting oriented.

In relations with others, individualized education faculty, as might be expected, go through a melting period where their relations with fellow mentors are introductory and conversations a bit shallow. Toward administrators, they are suspicious as befits an Anti-traditional stage. For example, one mentor at the second All-College Meeting became so incensed at being ruled out of order by the President that he failed to listen to the explanation: the mentor's sound suggestion had been previously offered and was in committee. This mentor later went to the faculty union meeting and implored his colleagues to band together in insisting that the President entertain the proposed motion. The matter died quietly after a faculty colleague calmly explained the President's ruling. Other examples of suspicion regarding administrators were plentiful in the early days of Empire State College.

Though faculty came with the intention of discarding the old ways, one vestige that is difficult to dislodge, even in one-to-one situations, is the style of relating to students. As noted often in this report, mentors were not trained for the role and tend to engage in a trial-and-error process that is much like traditional tutoring. Though many want to change from this pattern, with almost no models, the tendency is to dispense knowledge rather than to diagnose student needs and then help the student identify an appropriate way to meet the need. As one suggested, "we start out as pharmacists rather than physicians."

The institutional environment is an important factor in all stages. During stage one, there is little rule clarity and procedures are confusing. For example, Empire had no By-Laws for nearly two years and had to create temporary rules in order to develop fully approved rules. It was often frustrating. Equally frustrating was the unclear communication channels which led to an abundance of communicators and information overload. Another complicator was the many mentors who wanted Empire to be a place where they could have much say in decisions. Early meetings at centers and College-wide featured lengthy often unproductive discussions. Participation was high but influence low. MacDonald observed a similar situation:

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Figure 9

Stages in Mentor Development: An Evolving Theory

Stages	Individual	Rational	Institutional
1. Anti-Traditional (for short time after arrival)	anxiety - expected tensions of new job sense of belonging - little, too new self/others focus - primarily on self, getting oriented enthusiasm - high, new job excitement satisfaction - generally high, pride of new job, students gratifying	flexibility in mentoring style - little, using old ways, tutoring on a trial & error basis relations with other mentors - introductory, shallow relations with administrators - highly suspicious	rule clarity - very little, procedures new and confusing (information overload) communication - noisy (information overload) channels unclear, too many communications decision-making - high group interaction, "everything" debated little action because near - consensus demanded resource availability - severe problems, little knowledge of what to use, access limited
2. Estrangement (time varies with person and circumstances)	anxiety - very high and visible sense of belonging - little, though a strong empathy with other mentors self/others focus - primarily on self, introspective enthusiasm - very little, brief high points satisfaction - little overall, problems outweigh satisfaction with students	flexibility in mentoring style - little, using old ways primarily tutoring with facilitating as a last resort relations with other mentors - few close ties, many highly changed conversations relations with administrators - sometimes strong negative feelings	rule clarity - not clear except in "punitive areas" communication - extremely noisy, channels unclear, stance taking decision-making - demands for near - consensus shows process, top-down decisions required to meet deadlines resource availability - only a few simple ones available
3. Personal Confrontation (brief and intense time)	anxiety - very high sense of belonging - fluctuating but mostly a sense of loneliness self/others focus - almost entirely on self enthus.asm - sharply vacillating satisfaction - very little overall but increasing with ability to handle the role	flexibility in mentoring style - primarily old ways but serious experimenting with facilitating relations with other mentors - a few close & developing personal & professional friends relations with administrators - a bit confused, uneasy	rule clarity - becoming understandable, some incentives now clear communications - noisy, some channels clear, some action noticeable decision-making - demand for consensus slightly diminished, consultative style more apparent resource availability - wider variety, easier to access
4. Turnaround (time varies with person and circumstances)	anxiety - fluctuates but is decreasing overall sense of belonging - beginning to feel integrated with institution self/others focus - listening more, seeing intellectual things thru student eyes enthusiasm increasing some - low points satisfaction - growing, with students, with colleagues with direction of college pride	flexibility in mentoring style - continued experimenting with facilitating, building personal models, responding well to student intellectual needs relations with other mentors - learning from them, developing closer personal and professional ties relations with administrators - more willingness to divide labor, a developing respect	rule clarity - generally clear communications - more orderly, learning how to operate decision-making - consultative with increasing participation of several parties resource availability - a good assortment of fairly accessible and useful resources
5. Commitment	anxiety - decreasing, long periods of calm sense of belonging - much integration with institution, "home" self/others focus - increasing interest in student personal as well as intellectual growth enthusiasm - generally high satisfaction - growing contentment	flexibility in mentoring style - able to respond to a variety of student needs knowing when & how to tutor and facilitate relations with other mentors - much interplay on professional and personal matters, strong ties relations with administrators - comfortable	rule clarity - clear communications - orderly decision-making - generally consultative with significant participation and influence of all parties resource availability - a large assortment of easily accessible and useful resources

Recently, I witnessed their (faculty) delay and finally abandonment of a crucial question: Fairhaven's academic direction, its goals and needs. Conversation on this important topic took `our hours, was often gifted, even cogent, but was indecisive to a fault [1973, p. 210].

A fourth aspect of the institutional dimension at stage one is the severe problems faced by mentors in learning resources. Besides a lack of knowledge about what to use is the enormous logistical problem of identifying and tapping them. This is part of the reason that few clear examples of facilitating were prevalent in the early days of the College.

The amount of time that the Anti-traditionalism stage lasts is not long. It is a breaking-in time, an essentially non-constructive time of high enthusiasm and frustration.

Stage 2 - Estrangement

Several factors can lead faculty in individualized instruction settings into Estrangement. A sense of immobility caused by the confusing institutional environment will disturb some. Others find that some students with whom they looked forward to working are "frequently omniverous with respect to faculty time" (K. Freeman in MacDonald, 1973, p. 32). After spending sometimes hours discussing a personal or academic problem, there is little energy left for individual or scholarly activities. A third factor leading to Estrangement is that all faculty are "...quite unprepared for the environment" (Ralph and Freedman, p. 74) and are to some extent surprised and disappointed. They experience an educational culture shock. Some faculty who quickly move to a teaching style that gives the students much influence can find themselves prey to "rip-off artists" ("...gripers, con-men, escapists from the regular school, the 'easy riders,' fifteen-units-for-doing-nothing anarchists...." Ralph and Freedman, 1973, p. 74). While such students are not prevalent in Empire with its adult, highly motivated student body (Lehmann, 1975), a few mentor comments in the interviews indicate that the breed is not unknown:

I've got one student who has put more energy into avoiding work than would have been required in the first place. Yet I think most of my students are fine with only one or two real hustlers; always looking for an easy way.

Another group of faculty discovered that their style is more traditional than they thought. For them, the innovative setting which does not honor their ideas and behaviors can be most unsettling. One noted:

My first fifty contracts were all built from my old courses. I thought the contracts were good. Then one day the Associate Dean called me in to discuss what the term 'individualized education' means. It really shook me up.

At stage two, there are changes in several elements of all three dimensions. In the individual dimension, anxiety is high and visible. Mentors find that they are acutely aware of institutional gossip and often overreact to it. For example, with the advent of the small learning units, several faculty presented a resolution that no mentor could be compelled to relocate. The sense of belonging is still little though there is a growing empathy for fellow mentors. However, the self-others focus is introspective, with a bit of self-pity for some: "I just never seem to guess right. This College sounded great but I should have gone to X." Although mentors in Estrangement still have some important high points, generally their enthusiasm is low and perceived problems outweigh the continuing satisfaction with students.

The relational and institutional dimensions also change from stage one to Estrangement though less noticeably. Mentors are now facilitating a bit but only as a last resort in an effort to handle the student load. Tutoring, with its concomitant long student conferences, is still the dominant mode. Because of the group anxieties, most relationships with other mentors are not yet close. Conversations are highly charged as impatience shows through. Mentor's views of administrators have gone, in many cases, from suspicious to almost hostile. For example, in one center the feelings of some faculty became so open that 64% agreed on the Mentor Questionnaire to an interview citation: "There is a split in this center, pro-dean and anti-dean." Also, 71% agreed that "you're afraid to express your true feelings here." Part of the reason for such views is that about the only clear organizational rules in stage two are in "punitive areas": mentors know what is not rewarded but have yet to learn what is. Certainly one major reason for the push to articulate the mentor role in 1972 came from a faculty desire for knowledge of institutional incentives. Still a problem at stage two is learning resources where only a few are available and some of these are not considered useful by mentors. Communication channels remain overloaded and unclear with stance-taking in memos and meetings common. The amount of unproductive meeting time which discloses no clear faculty view often results in top-down decisions as deadlines press. This tends to confirm mentor suspicions of administrators.

One reason that deadlines press is that unconventional programs are almost congenitally suspect. Ralph and Freedman suggest that:

> administrative energies are likely to be focused on resolving the reciprocal antagonisms and stereotyping between the parent college and the innovative college, trying to explain the new college to the parent administration, board of trustees, evaluating committees, and the surrounding community and, similarly, to explain the actions of these bodies to members of the innovative college [1973, p. 73].

Empire has not faced extraordinary external pressures. However, in just four years, the College has, to mention only the high points, been founded, prepared a four year Master Plan, developed and written up its academic programs for registration with the State University and State Education Department, undertaken a Self-Study for accreditation by the Middle State Association, and developed a draft 1976 Master Plan. Thus, while there have been few wolves at the door, staff of the College have been busy indeed with outside matters. All of these efforts divert energies from dealing with various concerns of mentors.

Estrangement is a stage that may go on for a long time or short depending upon the individuals and circumstances involved. Some people may never move through this stage while others go on, some reverting periodically.

Stage 3 - Personal Confrontation

In order to move beyond Estrangement, mentors must confront themselves with two prospects: a change in behavior patterns or a return to the previously rejected traditional type of institution. A behavior change for many begins with a realization that they are merely making half-way modifications in old ways leaving themselves and sometimes the students dissatisfied. This realization leads either to the relinquishing of the role as primary authority in the teaching/learning situation or to departure. In Empire, it probably means using more external resources as well as making a sincere effort to meet students' needs rather than encouraging them into one's own speciality. It also means greater sharing of authority with students in developing degree programs and in deciding evaluation procedures on learning contracts.

The elements of the individual dimension during Personal Confrontation are active. Anxiety is high. A sense of belonging fluctuates though mostly, the mentors feel a sense of loneliness as they confront the decision of whether to change behavior or depart the institution. Mentors self/others focus is almost entirely on themselves. Their enthusiasm vacillates as they approach then avoid decision. Satisfaction is low overall though an increasing ability to handle the role brings some high points. Overall in the individual dimension, it is a time of internal inconsistency and tension.

Changes in the relational and institutional dimensions are what cause the individual uneasiness of Personal Confrontation. For example, the mentors have begun to experiment with facilitating which gives them more flexibility in mentoring style. This makes it easier to handle the expectations of mentoring. Stage three mentors are also developing some personal and professional friendships with colleagues. This leads to serious discussions about the new role and further ideas on how to deal with it. At Empire, there is a growing movement to make this kind of conversation the regular theme of All-College Meetings. While relationships with administrators remain uneasy at this stage, some helpful assistance from them may be shaking the foundations in previously firm negative feelings.

The institutional dimension is where the greatest changes occur that help bring about Personal Confrontation. First, rules are becoming clear including some incentives. Rather than a maze of ambiguities, the organization is starting to make sense. Second, while communication channels are still generally "noisy" with information overload, some channels are becoming clear. Grievances are heard. Many ideas are heard. There is action. Third, with the mentors as a group not demanding say on virtually everything, a consultative decision-making style emerges which reflects less mentor participation, but more influence. Rather than have lengthy meetings filled with rhetoric, discussions are pointed and effective. Fourth, an aid to facilitating is the increasing identification and tapping of learning resources. Often the mentors themselves do the spade work on this, sharing the results of a productive contact with colleagues.

Personal Confrontation is a brief intensive internal debate during which some basic values are examined. The result may be to find another position. For example, one mentor left saying "I found out that I want to do research in anthropology." Another went back to museum curatorship. A different result might be to postpone making a decision and return to the consistent discomforts of estrangement. A third possibility is to leave full-time mentoring for an administrative position in Empire. Several had done so. However, many Empire faculty seem to have taken steps to adapt to the uncommon requirements of mentoring.

Stage 4 - Turnaround

The change from traditional teaching techniques to student-oriented methods is made in small steps beginning for some even before arriving at the individualized education setting. Gradually, faculty create personal mentoring models which work for them.

In the individual dimension, anxiety fluctuates with ups and downs but is decreasing overall. A key change is in the growing sense of belonging to the program, a feeling of integration. Also, the self/other focus is moving away from self to the student. The mentor is seeing intellectual issues through the student's eyes, evidence that the mentor's place as sole authority is no longer considered valid. Enthusiasm is increasing as is satisfaction which is especially noticeable in mentors' feelings about their colleagues and the institution. There is pride in being part of the program.

In the relational dimension, the mentor's style becomes increasingly flexible as he/she begins to build personal models of mentoring. That is, the mentor learns when to tutor and when to facilitate and, equally important, how. Similarly, relationships with fellow mentors and administrators continue to blossom. Social as well as professional friendships become apparent.

In the institutional dimension, rule clarity is improving and mentors are beginning to respond to organizational incentives (e.g. leaves). However, the greatest change is in decision-making. While the process remains consultative, the better relations lead to greater mentor participation through increasingly clear channels and results in more mentor influence.

Perhaps the best evidence of mentor influence on Empire State College decisions is found in the 1976 Master Plan cycle. A President's Committee on College Development which included some mentors began the cycle by outlining priorities and establishing several task forces. Other mentors served on the task forces. While similar mechanisms were used in registering the academic program with the State Education Department and in the Self-Study, these earlier efforts eventually ran short of time and the final documents were greatly influenced by a coterie of top-level administrators. Not so on the 1976 Master Plan where the work of every task force is prominent in the document forwarded to the Chancellor of the State University. Several of the major points were, in fact, introduced by the mentors in the task force documents.

The Turnaround stage, like Estrangement, may last a long time depending upon the individual and the circumstances. However, most everyone will have some relapses into Personal Confrontation during stage four.

Stage 5 - Commitment

Some faculty will decide to spend many years mentoring. For them, Turnaround will be followed by Commitment to the new role. In the individual dimension, they will experience decreasing anxiety, a generally high level of enthusiasm, growing contentment, and, most of all, a strong sense of belonging: the institution is "home." Their self/others focus will feature a developing interest in student personal development as well as intellectual growth.

In the relational and institutional dimensions, the movement is equally positive. Relationships with other faculty are close and with administrators, comfortable. Flexibility in mentoring style is growing regularly which increases the variety of students with whom the mentor can effectively work. In addition, mentors are more concerned with students personal as well as intellectual growth. Resource availability is increasing as is mentor participation and influence on important decisions. Communication channels are orderly and institutional rules clear.

Stage five mentors are interested in regularly re-examining current models, exchanging experiences with fellow mentors, and experimenting with new techniques. Some may wish to tape their mentoring sessions, others may wish to get involved in systematic development of learning resources. All are concerned with achievement of full potential: their own, their colleague's and their student's. They not only welcome the future but believe they will have a hand in shaping it. They are confident and effective with their students.

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Some Thoughts on the Evolving Theory

There is no stage six in the mentor development framework though there could be. It would be labeled Continuous Renewal and would represent a probably inattainable world of high contentment, warm relationships, and institutional serenity. However, such stages tend to be unrealistic and/or difficult to identify in real people so the scheme, for now, will remain at five stages with Commitment a stage where growth is possible in all areas.

This research was not initiated with the intention of defining stages of mentor development. Therefore, most of the data does not speak directly to the theory. However, throughout this report, there is Mentor Questionnaire and interview data which supports every element in the stages, albeit inconclusively. In the 1975 repeat of the mentor study, an effort will be made to uncover more direct substantiation for the evolving theory. Furthermore, the study will be extended into some other settings that feature individualized approaches to learning. If the theory proves out, it should be useful indeed to experienced mentors seeking perspective. As Noonan (1973) points out in speaking of people who teach in nontraditional programs: "such a person is likely to benefit from a faculty development program more than someone whose equilibrium has not been tampered with [p. 97]." The theory should similarly interest new mentors and other institutions thinking of creating a mentoring option as well as those that have done so since this research began in 1972 (e.g. Ottawa University, Florida State University, Bunker Hill Community College).

A variable demanding attention in the future research is whether the stages hold only for mentors coming to a new institution. While this is possible, it seems that the stages may also hold for people coming to an established institution. To illustrate, while the rules may be clear to experienced mentors, they may hold mysteries for the new person. However, people coming to established individualized institutions will probably negotiate the stages more quickly. Future research will find out.

USES OF THIS REPORT AND DIRECTIONS FOR FUTURE RESEARCH

The Office of Research and Evaluation Program Effectiveness and Related Costs (PERC) model described in the introduction and in a Handbook (Palola, et. al., 1975) calls for examination of the interrelationships among five aspects of an institution: students, programs, costs, outcomes, and faculty. The Handbook points out that if any of the five areas are ignored, it is impossible to truly assess overall effectiveness. This mentor study was an intitial thrust at understanding the complexities of mentoring and the people who perform that role n Empire State College. We feel that much was gained that has already proven useful. For example, several changes within the College in the

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past two years owe at least some of their origins to this study including the two calendar changes (described earlier); the temporary introduction of assessment counselors to help with portfolios, the position of Assistant Vice President for Learning Resources, and the number of faculty leaves of absence granted. However, there are several other areas where this report might be used.

The first and most apparent use of The Empire State College Mentor: An Emerging Role is as a definition of what mentors do and what they think about the role. Previous College statements have reflected primarily the views of only a few people. This report utilized several research techniques to provide multiple measures by multiple observors: a large number of mentors, deans, associate deans, assistant deans, research staff, and others. Thus, this report provides the most pervasive definition to date. It should help potential and new mentors in understanding the role as well as help experienced mentors seeking perspective.

A second way the report may prove useful is as a vehicle for systematically communicating mentor concerns to others in the College. The preliminary reports have already done this with effect as mentioned earlier. However, some of the concerns remain today.

A charge to Empire at founding in 1971 was to test and experiment with alternative strategies for higher education and to share findings. The Empire State College Mentor: An Emerging Role is a particular example of an attempt to share what we are learning. As other institutions around the country initiate new approaches to faculty roles, this report may give a preview of likely successes and problem areas thus hastening preventive measures. For colleges and universities that already have nontraditional faculty, this report provides a comparative framework.

A major need is for a program to train and develop nontraditional faculty. By identifying the best and worst parts of mentoring and by presenting the evolving theory of nontraditional faculty development, this report provides a springboard for the creation and structuring of such a program. The nontraditional faculty training program should focus on helping faculty move more easily through the stages.

Faculty workload studies have sometimes had great effects on institutional budget according to Huther (1974) who surveyed the country and found several clear example of legislators responding to institutional research studies demonstrating inequitable workloads. This report clearly demonstrates that the mentor role is different and that there are or, at least were, some apparent inequities. As more evidence is gathered, such data may prove usable in budgetary presentation.

During the course of the mentor studies, several areas requiring further investigation appeared. One general finding not carefully examined in this study is the apparent disparity in mentor views over their role in student personal development. This area should receive close scrutiny in future research,

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particularly in light of ESC objectives regarding the area. One interesting aspect of this will be to learn whether there is a relationship between mentor views on role in student personal development and mentor style.

Another line of future research could involve the definition of mentor types and an examination of how they differ on the various patterns discovered in this study. For example, do all "types" of mentors integrate similarly into the new role?

As noted earlier, Huther (1974) has found that studies of faculty workload can have powerful effects. Another reason for continued efforts at measuring the mentor workload is that most relatively simple methods seem to produce results that almost no one completely trusts. Perhaps the next step is to use "beepers" or, at least, journals. Even this, as noted by Doi, may not be sufficient:

> The fact that many institutions and agencies collect workload data and use them for sundry administrative purpose, attests to the utility of the data. But it does not follow that as a result of this repeated collection and expanded usage we know much about faculty effort and work in academia. Such an investigation would require further investigation guided by a scholarly paradigm. Unfortunately, this continues to be the missing ingredient in faculty workload studies, (1974, p. viii).

Another aspect of Research and Evaluation efforts will be repeated administrations of the Mentor Questionnaire. Analysis will reveal changes in patterns and views which should help ESC recognize where it is making progress and where greater efforts are needed. Since the Office of Research and Evaluation believes in using multiple research methods, the MQ administrations will be cross-checked by interviews with several mentors. This will provide anecdotal illustrations to back up apparent emerging patterns in the quantitative data.

A key area for follow-up studies is mentor involvement in decision-making. For Empire to remain vital requires widespread involvement at a level considered acceptable by most mentors. The By-Laws, while still a source of some confusion, are now in operation. The College has a Senate, five Standing Committees of the Assembly (i.e. the entire ESC community), and provisions for All-College gatherings. In addition, promotion, tenure, salary review, renewal, hiring and grievance procedures are now in place. It will be interesting to canvass faculty and administrative views on the effectiveness of these bodies and procedures.

In fall 1975, the mentor studies will be extended into other settings with support from the Danforth Foundation funded Center for Individualized Education. The interinstitutional perspective gained will provide a sharper sense of the role of nontraditional faculty. It will also allow further testing of the evolving theory of stages in nontraditional faculty development.

Finally, the Office of Research and Evaluation continues its initial interest in the mentor role per se. Despite problems, it seems to be a truly promising conception of faculty, particularly when one considers the overwhelming satisfaction of many students and the impressive products of their study. This may merely reflect on the students themselves. As one mentor noted:

> Yet to me, as a professor with long experience in traditional colleges, the learning which has taken place in the past year in this college without walls is most striking because of the high motivation, unusual accuity, and assiduity of the students which such a college attracts (Stern, 1973, p. 488).

But there is more. Something in the close mentor-student relationship is having an impact. The impact was noted in 10/30 (Palola and Bradley, 1973). Casual visitors and accreditation team members have also commented on it. Thus, the Office of Research and Evaluation will continue to serve as part-time mentors and conduct studies in order to learn about and then write about the emerging facult role, mentor.

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MENTOR INTERVIEW SCHEDULE: SPRING 1973

Aspirations

Describe for me what you see as an "ideal" work situation (El Dorado).
   Does this correspond to what you find at ESC?
   Knowing what you know now, would you come to ESC if you had to do it over again?

How important to you is it to be able to teach? To do research?

Activities

Time log - yesterday, 2 days ago, etc. - How do you spend your days, weeks/ at ESC?

Why is it that we hear so much about the mentor's work load?

What are the most important things that you do (i.e., ESC, RLC)?

What outside interests (e.g., hobbies) do you have?

How often do you use organized programs? Which ones? With what success?

Sorrows and Satisfactions

What are your frustrations? Satisfactions?

What is the worst/best thing about being a mentor?

"Super-mentor"

Describe for me the "ideal" mentor? ("ideal" student?)

Who at your center comes closest to your "ideal?"

View of Colleagues

What is the general state of morale in this LC faculty?

Does this faculty group do a lot together? Do certain of them?

Do you feel that the mentors at your center are a fairly strong group academically?

Problem-Solving

When a problem (e.g., students, advanced standing, program, faculty assignments, etc.) comes
   up at your center, how do you deal with it?

Do the various committees at this center work pretty well? What are they? Membership?
   How appointed? Etc.?

View of Learning Center

What's distinctive about this center? (faculty, students, governance, social, mentor role,
   community resources and linkages, view of Saratoga Springs, leadership, etc.)

Where is this center going? How? Will you get there?

Do you think the people at the Coordinating Center in Saratoga Springs understand the problems
   (e.g., _____, _____, _____) at your center?

ESC's effectiveness study rests on the assumption that the success of this College must be judged by looking at what is happening to its students and faculty. Are their interests and needs being served well?

The Mentor Questionnaire focuses on full-time mentors. The information requested is not available from College personnel or other records and must be obtained by some kind of research. Since we are not interested in identifying you with a particular response, this anonymous questionnaire is appropriate. Analyses will be made on a group basis.

Data will be used by the research staff: Part I, to get background information about you, where you've been, and what you do at ESC; Part II, to determine why you came to ESC and what you hope to accomplish; Part III, to tap your views about features of ESC's program; Part IV, to describe what you do as a mentor and what satisfactions and dissatisfactions you have; Part V, to see how you describe the environment of your learning center/unit and your involvement in decision-making, and Part VI, to learn how you feel about your professional career. In addition, we have added four questions at the request of a national research team based at the University of California, Berkeley which is looking at nontraditional programs.

What's in it for you? A chance to express your views about ESC, its operation, program, strengths and weaknesses, and impact on you. Such information will tell the research staff how successful ESC is in meeting your needs and provide a data base for the evaluation and development of College policies. Results will be distributed to the faculty for discussion.

Please place the completed questionnaire in the envelope provided and give it to your Center's Research Advisory Committee member Mike Plumer, Betsy Steltenpohl, Larry Lipsett, or Jane Dahlberg.

Cordially,

Ernest G. Palola
Assistant Vice President
  for Research & Evaluation

I. Some Background Questions

1 Your center or unit _____

2 The number of students currently assigned to you: a) # full-time ___17___
  b) # part-time ___125___

3 The number of additional students with whom you work who are **not** assigned to you: # ___5.2___

4 a) Mark all types of work that you have engaged in for at least a year since earning your bachelor's degree (not counting part-time work while in graduate school).

  b) What were you doing immediately prior to taking a job at Empire State College? (Mark the one that best applies)

		a Have Done	b Did La...
a.	Teaching in a "traditional" university	53%	25%
b	Teaching in a "traditional" 4-year college	53	6
c	Teaching in a "traditional" junior or community college	12	—
d.	Teaching in an evening division or adult education program	53	—
e	Teaching in a "non-traditional" college, university, junior or community college program	12	3
f	Non-teaching research position in a college or university	15	6
g.	Post-doctoral fellowship or traineeship in a university	9	—
h	College or university administration	35	6
i	Other(s), (please specify) __Teaching Pre-College__	12	3
j.	Non-Academic Research	9	—
k.	Graduate Student	—	13
l.	Non-Educ. Administrator	—	6
	A Counselor	6	—
	Consulting	9	—

5 How many years have you been employed
  a at Empire State College? __2 6 years__
  b in other colleges or universities? __3 9 years__
  c in other education-related enterprises (e.g. high school teacher, educational consultant, State Education Department employee)? __1.8 years__
  d in non-education-related enterprises (e.g., printer, business)? __4.5 years__

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II. About Your Personal Motivations

6 How important was each of the following factors in your decision to accept a job at ESC?

		Very Important	Somewhat Important	Not Important
a	General reputation of ESC	27%	( )	49%
b	Reputation of the ESC faculty	15	( )	71
c	Previous experience with this type of program	18	( )	55
d	Dissatisfaction with traditional degree programs	67	( )	14
e	Salary or other compensation	31	( )	26
f	Curricular focus (e g , interdisciplinary study)	55	( )	3
g	Quality of its students	14	( )	41
h	Nature of the academic program (flexible location, scheduling, mode of instruction)	66	( )	3
i	Educational philosophy of ESC	69	( )	6
j	Other __True Academic Freedom__	3	( )	—
k	Other_____	( )	( )	( )

7 What is it that you hope to gain from ESC? Below are a list of possibilities Please check whether you "agree," "disagree," or have "no opinion" that each possibility reflects your personal goals

Possible Goals	Agree	Disagree	No Opinion
a higher salary	56%	( )	31%
b tenure	56	( )	22
c more direct, personal, individual contact with students	97	( )	—
d work more with adult, mature experienced student population	76	( )	19
e learn to work better with a variety of learning resources within and outside the college	84	( )	11
f learn to work better with students outside my discipline	70	( )	1o
g more opportunities to work with faculty from other disciplines	68	( )	24
h chance to re-orient my career in higher education	54	( )	27
i opportunity to help develop a new educational concept	95	( )	5
j opportunity to participate in governance structure	50	( )	29
k Other _____			

III. About Aspects of the ESC Program

8 On the basis of the following features, please compare the Empire instructional program to that which is offered in regular colleges or universities. (Please check one column for each feature)

		More in Empire than in regular	Same in Empire as in regular	Less in Empire than in regular
a	Level of difficulty or rigor	40%	( )	11%
b	Faculty workload	92	( )	—
c	Student workload	40	( )	16
d	Rigor with which students are evaluated	57	( )	11
e	Opportunity for concentration in a subject area	47	( )	34
f	Quantity of faculty paperwork	95	( )	—
g	Amount of student reading	46	( )	5
h	Amount of student writing	43	( )	14
i	Amount of student oral presentation	62	( )	2"
j	Amount of student library work	30	( )	32

9 Please rank order each of the following learning resources in relation to how useful they are in learning contracts Use 1 for most useful and 7 for least useful

Rank			Mean Score
a	(6)	learning modules (organized learning packages)	5 5
b	(1)	my own knowledge of the area	1 3
c	(4)	other mentors who have knowledge or interest in the area	3 9
d	(2)	outside persons as adjunct faculty or tutors	3 3
e	(7)	other learning resources made available through special arrangements (museums, galleries, etc)	5 6
f	(5)	courses at other institutions	4 5
g	(3)	field experience, volunteer work, etc	3 7

10 Following is a list of potential problem areas which might be encountered in organizing instructional activities without traditional campus facilities Please indicate the extent to which these are actual problems in the Empire State program

		Not a problem	Somewhat of a problem	A serious problem
a	access to laboratory facilities	31%	( )	34%
b	access to library facilities	11	( )	24
c	access to courses	47	( )	8
d	ease with which students can get to instructional location	57	( )	3
e	ease with which faculty can get to instructional location	82	( )	5
f	facilities for classroom instruction	65	( )	11
g	availability of study space	37	( )	24
h	access of students to one another outside of class	5	( )	63
i	provisions for advising and counseling students	45	( )	11
j	availability of administrative support services (xeroxing facilities, typing)	29	( )	21
k	availability of modules	61	( )	5
l	availability of educational media	25	(	22
m	access of students and faculty to one another outside of class	44	( )	25
n	ease of finding appropriate books for purchase	8	( )	39
o	availability of field experience opportunities	62	( )	8
p	other (please specify) _____			

11 Below is a list of statements made by mentors in the spring, 1973 interviews in response to questions about the greatest frustrations and satisfactions of mentoring. Please check whether you "agree," "disagree," or have "no opinion."

		Agree	Disagree	No Opinion
a	"A person needs renewal from time to time. This can't be done when you are mentoring"	76%	( )	( )
b	"A great satisfaction comes when a student decides to continue studying after finishing the required work."	90%	( )	( )
c	"It is frustrating not having a directory of learning resources"	42%	(	)
d	"It is satisfying when students seem to get a grip on where they are going."	100%	( )	( )
e	"A frustration is the lack of direction for the College overall"	24%	( )	( )
f	"There are just too many students here who are credential and degree oriented."	24%	( )	( )
g	"ESC is a place where it is fun to come to work Monday mornings are not a drag"	50%	( )	( )
h	"I get frustrated with the Business Office For example, you can't get caterers paid and you can't get students billed"	47%	( )	( )
i	"A great satisfaction is sitting down with a human being and entering into a dialogue and relationship that becomes significant to both"	92%	( )	( )
j	"You can't deal with anybody or anything in the kind of deep and critical way that you want"	16%	( )	( )
k	"There is almost an aesthetic appeal to bringing together lots of diverse things into a coherent package in a contract"	74%	( )	( )
l	"I enjoy the frequent opportunities to see students informally (e.g meals, parties, etc) at ESC"	21%	( )	( )
m	"I almost never get to spend four hours in uninterrupted reading, writing, or research in my speciality"	81%	( )	( )
n	"I get frustrated because we have too many meetings"	70%	( )	( )
o	"I find this an exciting, alive, challenging place to be"	81%	( )	( )
p	"A satisfaction is the close interactions I have with my colleagues at this center."	60%	( )	( )
q	"A frustration is the amount of personal counseling engendered by mentoring. It is very difficult"	22%	( )	( )
r	"A big frustration comes out of the problems with getting students together"	50%	( )	( )
s	"A great satisfaction is being able to work with students in a variety of academic areas	74%	(	( )
t	Other _____	( )	( )	( )

12. How do you rate the "doability" of being a mentor at Empire State College?

Nearly impossible	15.8%
Difficult	36.8%
Doable	28.9%
Easy	13.2%
Very easy	5.3%

13 Has the "doability" changed for you during your time at ESC?

No	11%
A little	24%
Some	34%
A great deal	26%
A very great deal	5%

14 Below are eleven sets of activities that mentors engage in at ESC. We would like estimates of the percentages of your time spent in each area. In order to give you an idea of how someone might answer this question, the Office of Research and Evaluation has estimated the percentage of time that the "average" mentor spends on each set of activities. These estimates, based on R&E interviews and observation, **should not be interpreted as norms but rather as guidelines.** We expect wide variations in the responses

Please look at these guideline estimates and alter them to reflect your personal work load **for the past month.** Also indicate how you would prefer to distribute your time. Make sure that the sum of your estimates is 100%

	R&E Estimate for "Average" Mentor	Your Personal Estimate	Your Preferred Percentage Time Distribution
Relationships with students:			
a. **Program Planning** (developing programs of study and other activities related to student's overall program including portfolios)	(18%)	11.2 %	10.9%
b. **Contract Design** (all activities associated with developing contracts and getting them approved)	(10%)	12.8 %	10.6%
c. **Evaluation** (all activities related to student evaluation in one-to-one situations, contract D&E's, assessment committees, Graduation Review Committees, etc.)	(15%)	15.2 %	11.2%
d. **Instruction** (all teaching activities in one-to-one student interactions, group studies, and in other ways)	(20%)	19.5 %	24.2%
e. **Student Counseling** (all activities related to personal counseling, and acting as ombudsman for students in such things as straightening out tuition problems)	(7%)	7.1 %	4.8%
Relationships with colleagues:			
f **Center Development** (participation in faculty meetings, personnel matters, local task forces, etc.)	(15%)	15.5 %	8.5%
g **Informal conversations** about politics, the college, students, etc.)	(5%)	4.2%	4.4%
College-wide activities			
h **Developing Instructional Resources** (learning module design, preparation for group studies, identifying internships, and similar activities)	(3%)	3.7%	5.9%
i **College Development** (participation in Senate, College Assembly Standing Committees, College-wide task forces, self-study, United University Professors, etc. — Exclude assessment committee)	(5%)	5.8%	4.9%
Personal Activities.			
j **Professional Development** (reading, research, writing, attending professional conferences, etc.)	(2%)	4.6%	13.4%
k **Other** (ESC-related speaking engagements, consulting, etc.)	(a trace)	4 %	1.4%
	100%	100%	100%

Approximately, how many hours per week do the above time estimates represent? 57 hours

15 Do you think you could be equally or more satisfied with life in any other college or university?

Definitely yes	18%	Probably no	18%
Probably yes	18%	Definitely no	13%
Not sure	32%		

Reasons (optional) _____

16 In general, how satisfied are you with the following aspects of your personal involvement at ESC?

		Very satisfied	Satisfied	Not satisfied
a	Possibilities for promotion	16%	( )	22%
b	My work load	3	( )	61
c	My involvement in decisions about curriculum and degree requirements	16	( )	32
d	My involvement in other administrative decisions (admissions, etc.)	—	( )	47
e	My relationships with my fellow mentors	47	( )	18
f	My job security	21	( )	31
g	My relationship with the administration of this center	40	( )	18
h	My salary	14	( )	57
i	My relationship with Coordinating Center administrators	11	( )	33
j	My students	68	( )	0
k	My academic freedom	47	( )	8

V. About Your Center and Decision-Making

17 Below is a list of statements made by mentors in the spring, 1973 interviews in response to the question "What is distinctive about your Center?" Please check whether you "agree," "disagree" or have "no opinion" that each statement describes something "distinctive" about your center or unit

		Agree	Disagree	No Opinion
a	"There is a feeling here of people working together to try to solve problems"	70%	22%	( )
b	"The morale at this center is lower than anyplace I've ever been"	14	81	( )
c	"At this center, we don't have factions."	18	71	( )
d	"We have a split on this faculty—pro-dean and anti-dean"	35	54	( )
e	"Our dean works very effectively in keeping us a collegial working unit"	45	32	( )
f	"We have had very bad leadership"	32	60	( )
g	"We the faculty, like each other"	69	16	
h	"Some people are afraid to express their true opinions when the dean is around"	42	42	( )
i	"We have very pleasant facilities"	63	32	( )
j	"Our clerical help is effective"	73	27	( )
k	"This center is very well organized"	64	17	( )
l	"The mentors here are fantastically strong"	49	35	( )
m	"At this center we view ourselves as generalists rather than just saying 'I can only help students in sociology or English or some other discipline'"	67	14	( )
n	"Our students are more interesting than at the other centers"	14	26	
o	"The great number of meetings we have here"	40	29	( )
p	Other _____	( )	( )	( )
q	Other _____	( )		( )
r	Other _____	( )	( )	( )

18 Below are some types of decisions in which faculty sometimes want control. Please rate **how important it is for you** to have some control in these decisions at Empire State College on the left hand scale and how much control Empire State College faculty **actually do have** on the right hand scale.

Importance to You					Decision		Extent of Actual Faculty Control				
Very Important	Important	Neither Important nor Unimportant	Unimportant	Very Unimportant			None	A little	Some	A great Deal	A very great Deal
70%	22%	( )	( )	3%	a.	Determining center policies	3%	11%	37%	29%	20%
6	28	( )	( )	19	b	Assignment of offices	12	18	55	15	—
5	38	( )	( )	3	c	Purchase of special equipment (e.g. videotape)	8	14	56	19	3
74	22	( )	( )	3	d.	Selecting deans and other center administrative personnel	3	17	31	31	19
78	19	( )	( )	3	e	Selecting fellow mentors	—	—	22	38	41
8	54	( )	( )	3	f	Selecting center clerical staff	37	26	26	6	6
68	24	( )	( )	—	g.	Promotion of faculty at this center	—	26	34	23	17
72	22	( )	( )	3	h	Tenure decisions	31	8	33	36	9
86	11	( )	( )	3	i	Determining content of learning contracts	3	—	5	46	46
35	41	( )	( )	5	j	Determining amount of advanced standing awarded to students	—	—	14	44	42
54	41	( )	( )	3	k	Approving student programs of study	—	3	8	46	43
49	49	( )	( )	—	l	Determining College-wide policies	22	30	43	5	—
35	54	( )	( )	—	m.	Selecting an ESC President or Vice-President	71	20	8	—	—
32	41	( )	( )	3	n.	Selecting other Coordinating Center administrators	75	14	8	3	—
35	49	( )	( )	3	o	Determining type of students to admit to ESC	58	22	19	—	—
46	38	( )	( )	3	p	Granting sabbaticals and other leaves	49	17	29	6	—

Comments _____

VI. About Your Career

19 How long do you want to remain a mentor at Empire State College?

As long as possible	38%	No more than 1 to 2 years	6%
5 years or more	24%	I want to leave as soon as possible	—
No more than 3 to 5 years	32%		

Reasons (optional) _____

_____

20 How successful do you consider yourself to be in your career?

Very successful	37%	Fairly unsuccessful	3%
Fairly successful	61%	Very unsuccessful	—

Why? _____

_____

21 How much anxiety do you have over your long-term future career?

Almost none	32%	I am quite anxious	5%
A little	32%	I am extremely anxious	5%
Some	26%		

Reasons (optional) _____

_____

Do you think mentoring experience will increase your "salability" in the academic market place? No 36% Yes 64%

Reasons (optional) _____

_____

23. Since coming to Empire State College but within the past two years, have you received an offer of another job or a serious inquiry about your availability for another position?

Yes	32%
Not an offer, but a serious inquiry	29%
Neither	40%

24. Please indicate the effect that working at ESC has had on you in each of the following areas

		Much more now	Some more now	About the same	Some less now	Much less now
`	Interest in working with students who are studying independently	38%	30%	32%	—	—
b	Interest in nontraditional modes of learning	35	41	24	—	—
c	Interest in preparing or helping to prepare materials for learning modules	21	24	42	8	5
d.	Skepticism about the credibility of programs such as this one	3	35	32	29	—
e	Interest in working with older students	34	32	34	—	—
f	Skepticism about the interdisciplinary curriculum	—	—	63	24	13
g	Concern about the faculty effort necessary for the successful conduct of the program	49	19	27	5	—
h	Interest in rethinking my disciplinary specialization	16	32	50	—	—
i	Interest in doing interdisciplinary work	21	32	45	3	—

The following four items are included at the request of a national study team examining nontraditional programs in higher education.

25 In my opinion, Empire State is usually too liberal in granting credit for life/work experience.

Strongly agree	5%
Agree	22%
Disagree	51%
Strongly disagree	22%

26 From what I've seen at Empire State, the use of the contract plan is an effective way of educating people

Strongly agree	53%
Agree	45%
Disagree	3%
Strongly disagree	—

27 Overall, how successful is ESC in meeting the educational needs of its students?

To a very great extent	26%
To a great extent	47%
To some extent	13%
Not as much as I'd like	13%

28. If another state creates a program like Empire State's, do you think it should create a separate institution for it or could it function effectively as an academic unit within an established institution?

Definitely create a separate institution	45%
Probably create a separate institution	—
It depends, could go either way	40%
Could be just as effective in an established institution	16%

29 Do you have any other comments about anything related to mentoring?

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