Survey of Cohort Mentees
August 2010

Sample

Thirty-one mentees completed the survey from an overall population sample of 58 mentees. Thus, this survey has a response rate of 53.4%.

Of the mentees who provided responses, 15 (48.4%) identified as female and 12 (38.7%) as male. Eighteen (58.1%) of the mentees identified as White and nine (29.0%) identified as people of color. Twenty-five (43.8%) mentees identified as assistant professors, and two (6.5%) as professors of practice. Additionally, 17 (54.8%) mentees identified as being in STEM colleges, nine (29.0%) from non-STEM colleges, and five (16.1%) did not identify the primary college in which they worked. Finally, 4 (12.9%) mentees were informed about the cohort mentoring program when they interviewed for their position.

Previous Mentoring Experiences

Of this sample of 31 mentees, 8 (25.8%) reported that they had been in a mentoring relationship prior to the FORWARD cohort mentoring program. Mentees who had been in a previous mentoring relationship were also asked to compare their experience in the cohort mentoring process with their previous experiences. They provided the following responses:
- Oh it was different because all the mentors were women, so they would talk about issues like children. So that was ok, but doesn't apply to me.
- Both were very positive. But, the experiences were totally different. I missed having the inside perspective of someone in my area but at times an outside perspective can also be helpful.
- That was natural, the cohort mentoring is arranged and, therefore - to me - makes less of an impact.
- Much better. No vested interests and more straightforward advice.
- This experience was more proactive, in that we discussed our promotion packages before we need to put them together. It was also an opportunity to ask general question without feeling a concern that this information would be given to your colleagues in the dept. that will be evaluating for promotion.
- This experience was not as helpful.

Functioning of the Cohort Mentoring Groups

The functioning of the cohort mentoring groups was examined by exploring how often groups met, what topics were discussed, and feedback from the mentees on the composition of the mentoring groups.

Mentees were asked how often their cohort group met:
- 1 (3.2%) mentee responded twice a month.
- 16 (51.6%) mentees responded once a month.
- 4 (12.9%) mentees responded every over month.
- 1 (3.2%) mentee responded two times a semester.
- 1 (3.2%) mentee responded once a semester.
- 2 (6.4%) mentees responded two times during the academic year.

Mentees were asked about their satisfaction with the frequency of their meetings using a six-point Likert scale (ranging from 1 = Strongly Dissatisfied to 6 = Strongly Satisfied):

		Frequency	Percent	Cumulative Percent
Valid	Very Dissatisfied	1	3.2	3.7
	Dissatisfied	1	3.2	7.4
	Somewhat Dissatisfied	2	6.5	14.8
	Somewhat Satisfied	6	19.4	37.0
	Satisfied	8	25.8	66.7
	Very Satisfied	9	29.0	100.0
	Missing Data	4	12.9	
Total		31	100.0	

*** Mean= 4.70, SD= 1.32

Mentees were also asked what their thoughts were about the composition (e.g., same gender, STEM faculty with other STEM faculty) of the cohort mentoring groups and provided the following answers:
- I was pleased with my experience. I wouldn't change anything.
- Mmmm. I was not overly into that aspect of it. I would rather have had mixed gender, but the STEM thing might be helpful.
- Good.
- Only full professors should do it.
- I have wondered why faculty at NDSU are so frequently segregated by gender. I'm not sure it makes sense to do it this way.
- I have felt much "safer" expressing my thoughts when it is among women.
- It was ok.
- I felt more comfortable being in a group of all women led by women mentors. I think it is hard to categorize departments as STEM vs. Non-STEM. Even in doing so, my group did not have much in common, so I'm not sure how necessary this is.
- I am a woman and would have benefitted from having men in my group, tenured and tenure track.
- STEM groups are very good. As a STEM faculty, it is easier to relate with another STEM faculty. Same gender groups allow to talk more easily about gender bias and difficulties (women).
- I like the "same gender" cohorts. There are definitely "gender-specific" issues (esp. for women) that are never dealt with in a mixed cohort.
- Maintaining the same gender within a group was helpful. There are some issues that I would not want to discuss in a group of men and women. Maintaining all group members within the same discipline is less important to me, but I do relate to those members in similar disciplines much easier than less familiar fields.
- I think it would be good to have gender diversity within the group (participants) as well as mentor.
- I think mixed-gender groups (with one male and one female mentor) would be better because it gives us a broader understanding of what goes on, and perhaps forces us to see "the other side"--and for them to see ours. When you put same-sex mentors and mentees, I sometimes feel like it just propagates/reinforces the power struggles/stereotypes that have always existed.
- I did not have a problem with the same gender or STEM faculty. I think how our meetings were organized it would have also worked for different genders. However, I believe the tone of the conversations reflected and matched specifically one gender and mixing the genders would have changed the tone of the conversation.
- OK, but perhaps people in the same department can be paired together.
- The composition is great!

- It's been very satisfactory.
- Same gender is good as I think it is more comfortable to share some issues with the same sex, however some group intermixing or group pairing might be good from time to time.
- Great.
- At first I wasn't excited about the same gender groups but after being here a short while I think it is a really good thing.

Mentees were asked whether or not they discussed certain topics and how helpful those discussions were:

Topic	Have you discussed this topic?	How helpful was this topic to you? 1= completely unhelpful 6 = very helpful
The PTE process at NDSU	20 (64.5%) = yes	Mean = 5.00, SD = 1.28 Responses Ranged from 2 to 6
Starting a research program	19 (61.3%) = yes	Mean = 3.80, SD = 1.61 Responses Ranged from 1 to 6
Networking within your department	12 (38.7%) = yes	Mean = 3.94, SD = 1.95 Responses Ranged from 1 to 6
Issues related to work family life	19 (61.3%) = yes	Mean = 4.53, SD = 1.07 Responses Ranged from 2 to 6
Unwritten or informal rules of the institution	15 (48.4%) = yes	Mean = 4.69, SD = 1.14 Responses Ranged from 2 to 6
Teaching effectiveness	17 (54.8%) = yes	Mean = 4.39, SD = 1.29 Responses Ranged from 1 to 6

Mentees were also asked what topics they think still need to be discussed in their cohort mentoring group:
- What should a new faculty know, what sources should a faculty know...Those basics.
- Informal rules of NDSU.
- Grant writing.
- Networking within your department and across the institution. Service involvement. Research involvement - success in applying for grants.
- In addition to the listed topics that we did not discuss, I think it would be useful to know more about managing technicians, selecting and advising graduate students, how to NOT over-commit to work that ultimately is not going to help us, and how to deal with questions from the public and requests to speak to groups.
- The list provided in Question #13 are the key topics [the topics in the above chart]. Unfortunately, our group did not discuss all of them.
- Networking in your dept, and University. Saying no to committees, and which ones are valuable.
- How to handle academic dishonesty.
- Collaboration.
- Best practices regarding resources on campus. This is more of a tactical list. How to access research and teaching funds on campus. A campus calendar with major funding dates/deadlines as well as major semester/teaching dates. A campus phone book of research expertise, including that of research interests and links to research manuscripts. A list from ITS regarding their teaching improvement/tech schedule for the entire year. A list of topics from ITS regarding specific resources for teaching. Something that can be referred to.
- PTE and starting research would be nice.

Satisfaction with the Cohort Mentoring Process

The survey included a number of different qualitative and quantitative measures of satisfaction with the cohort mentoring process.

In terms of overall satisfaction with the quality of the cohort mentoring experience, mentees were asked to rate their satisfaction using a six-point Likert scale (ranging from 1 = Strongly Dissatisfied to 6 = Strongly Satisfied).

		Frequency	Percent	Cumulative Percent
Valid	Very Dissatisfied	1	3.2	3.7
	Somewhat Dissatisfied	3	9.7	14.8
	Somewhat Satisfied	3	9.7	25.9
	Satisfied	15	48.4	81.5
	Very Satisfied	5	16.1	100.0
	Missing Data	4	12.9	
Total		31	100.0	

*** Mean= 4.70, SD= 1.14

Mentees were also asked if being a part of the cohort mentoring process was a good use of their time and responded using a six-point Likert scale (ranging from 1 = Strongly Disagree to 6 = Strongly Agree).

		Frequency	Percent	Cumulative Percent
Valid	Disagree	2	6.5	7.7
	Somewhat Disagree	2	6.5	15.4
	Somewhat Agree	4	12.9	30.8
	Agree	12	38.7	76.9
	Strongly Agree	6	19.4	100.0
	Missing Data	5	16.1	
Total		31	100.0	

*** Mean= 4.69, SD= 1.16

Mentees were further asked if they wished to continue participating in the cohort mentoring program for the next year and again responded using a six-point Likert scale (ranging from 1 = Strongly Disagree to 6 = Strongly Agree).

		Frequency	Percent	Cumulative Percent
Valid	Disagree	1	3.2	3.8
	Somewhat Disagree	7	22.6	30.8
	Somewhat Agree	2	6.5	38.5
	Agree	10	32.3	76.9
	Strongly Agree	6	19.4	100.0
	Missing Data	5	16.1	
Total		31	100.0	

*** Mean= 4.50, SD= 1.24

Another measure of satisfaction was the degree to which the mentees felt connected to the members of their cohort mentoring group and their mentors. Mentees responded to the statement "I feel connected to the <u>other new faculty members</u> in my cohort mentoring group" using the same six-point Likert scale.

		Frequency	Percent	Cumulative Percent
Valid	Disagree	1	3.2	3.8
	Somewhat Disagree	6	19.4	26.9
	Somewhat Agree	8	25.8	57.7
	Agree	10	32.3	96.2
	Strongly Agree	1	3.2	100.0
	Missing Data	5	16.1	
Total		31	100.0	

*** Mean= 4.15, SD= 0.97

Mentees also responded to the statement "I feel connected to the <u>mentor(s)</u> from my cohort mentoring group" using the same six-point Likert scale.

		Frequency	Percent	Cumulative Percent
Valid	Disagree	1	3.2	3.8
	Somewhat Disagree	2	6.5	11.5
	Somewhat Agree	12	38.7	57.7
	Agree	9	29.0	92.3
	Strongly Agree	2	6.5	100.0
	Missing Data	5	16.1	
Total		31	100.0	

*** Mean= 4.35, SD= 0.89

In addition to reporting a feeling of connection, 29 (93.5%) mentees reported that their mentors were helpful. When asked to explain how their mentors were helpful, they provided the following responses:

- I would say that my mentors are marginally helpful. In some ways I think a lot of what they say is just common sense. I am not sure that having mentors is extremely crucial or helpful. Nothing that I heard was ever a huge "aha" kind of moment.
- My mentors provide some nice advice about NDSU, being a faculty member, tenure, etc. They were also generally positive and very open to coming to them with questions or concerns.
- Show some ways for practical cases I faced.
- They helped me understand university policy.
- It was nice to just sit down, have coffee, and listen to everyone talk about how their first weeks, months, etc. had been and what they were struggling with. Then [my mentor] would make suggestions, as well as other members of the group.
- He did a great job of sharing his experience with us. His college and university committee experience.
- They give good advice about teaching, and encourage me to find appropriate balance of my work and family responsibilities.
- A listening ear, experience with university issues.
- When we meet, they give good advice and are open to answer any questions I might have. One mentor is more invested than the other and reaches out to check in and see if we have any questions for her.
- Providing information on tenure and the process that is involved with securing tenure.

- Sharing their experiences.
- Provide info, pleasant, encouraging, listen.
- I was not able to find a peer-reviewer for my teaching, one of my mentors volunteered and it turned out to be great! I learned a lot from him.
- They made us realize that the problems we have are shared by all of us who start this career.
- Guide me through my first year, offer some very useful advice.
- Providing advice on how to deal with difficult / hostile situations/people. Obtaining advice on the tenure process at NDSU. Also just an opportunity to share problems and feel "not so alone," and see that others have been successful in similar situations.
- I selected 'yes,' but my mentors were minimally helpful. Most meetings were impromptu and were little more than extended coffee breaks. We talked about the most basic of concerns with teaching and advising students. There was very little substantive discussion and the guidance offered was nothing that I couldn't have reasoned out myself. The greatest benefit of the conversations was learning about resources or facilities on campus that I didn't know existed. I could have learned most of this information by talking to any of the colleagues in my department.
- By discussing the topics in Question #1 [the question asked about expectations of a mentor].
- They provided valuable information, guidelines, and experiences that have helped them to advance at NDSU.
- Talked about the promotion package information that I should be compiling, and some ideas on when and how to update this information as I compile it. Such as have a master document, and cut and paste from annual reports, then use the master document to collect the pieces needed for the promotion package. I also got information about funding sources/student funds at the University such as the McNair scholars.
- They were able to answer my questions to the best of their abilities and suggest how I should prioritize my job responsibilities.
- They provide valuable information in all aspects of professorship. They also provide detailed suggestions on solutions of our current problems.
- Told me the grant writing strategy and reviewed my grant application.
- Provide exposure/set meetings on campus with various campus resources. Discuss tenure plan.
- They have hosted frequent informal gatherings where they have provided us with information relevant to gaining tenure as well as general advice about our first year at NDSU. They've been very accessible, quick to provide help when needed, and involved in our first year experience.
- I wish there had been more than a binary answer to this question. They are willing to be helpful. We did not meet often enough to really be useful. If I had the time to reach out with questions, I'm sure they would be willing to help me.
- Provide insights on several aspects of the tenure track in areas of teaching, research and service... and beyond that life in Fargo.
- They mostly just asked questions and offered advice especially for family life and such.
- Provided sound advice in a prompt manner.

Mentees were also asked to explain how their mentors were not helpful and one person responded:
- We only met once or twice during the fall semester and no attempt was made to meet in the spring.

Twenty-nine (93.5%) mentees stated that the cohort mentoring program met their expectations and when asked to explain their answers the mentees provided the following responses:
- I didn't really have too many expectations. If nothing else it was a chance to socialize with some people from outside my department.
- I got to meet a group of new faculty and had the opportunity to interact about general issues.
- It is not quite systematic. It was somewhat ad hoc.

- I really didn't have expectations so this is a bit hard to answer. But, they were helpful to me and we met often.
- Yes, although it would have been nice if we met more often.
- To a lot extent. Learned some finer things about promotion and tenure.
- It has been exactly what I thought it would be.
- Somewhat.
- We did not meet more than once or twice.
- The mentoring group was so large (8 of us) that it was difficult to find times that would work for all members. In total we met 4 times during the year. I was only able to make 2 of those meetings due to schedule conflicts.
- WE had good discussions.
- Since I had no expectations, I was not disappointed.
- The mentors try to answer our questions the best they could.
- There was clearly no coordination among the mentors and no "vision" for our progress with this group. Meetings often turned into gripe sessions about students or other faculty instead of constructive discussions about dealing with issues.
- It provided a forum to share the with others in the same boat and to get advice from those who've "been there, done that"--and survived. :)
- Yes, I met several new faculty outside my department.
- My questions were answered by the mentors, and I was able to see that other new faculty were having similar issues.
- This year's experience has been great in every way.
- We have many meaningful discussions on topics of interest. Our group really clicked which made it easy to interact and share.
- We didn't do much in the Spring but the times we met in the fall were great. Just help getting acclimated to faculty life (and new life in a new city).
- We didn't meet enough and when we did our sessions were poorly attended.

Mentees were also asked to identify the advantages of the cohort mentoring program and provided the following responses:

- I met a couple of nice people.
- You get to hear about other people's issues and get the chance to hear about things you might not have had to deal with or think about yet.
- The Mentors would like to share their experiences, which is direct and personal.
- Multiple perspectives on issues.
- It can only help to hear about other people's experiences, as more often than not they are similar across the board. That is what I like about the mentoring program.
- Know more people. Share experiences.
- It's nice to talk with someone who has nothing to do with departmental politics.
- Meeting other university women, understanding the similarities among faculty in diverse disciplines.
- The advantages were getting to know other new faculty members, getting to hear about experiences in other departments and fields, oftentimes fellow junior faculty would ask important questions I hadn't thought of, and the validation that my fears/struggles/concerns were shared by other junior faculty members.
- Knowing that others have the same thoughts and questions and that each department is a little different in how it works.
- Knowing that others have similar questions/concerns.
- Getting to know others, tenured and tenure track.
- Learn something from mentors and peers.

- We can relate our problems/thoughts with other people in the same situation.
- See that others share your challenges. Hearing about different perspectives and how things are done differently in different departments/ fields. To meet people one would not normally run into.
- Camaraderie and sharing advice about what worked in a situation and what didn't work.
- The ability to share ideas and concerns and have the mentor respond to our questions.
- I think that there is a certain level of comfort knowing that you are not maneuvering this journey alone.
- I discovered that other faculty had similar problems with students though they were from different departments. Often a question raised was something I had not thought of or had not yet encountered.
- You receive guidance from experienced faculty, and you can realize that you are not alone in struggling with a new faculty position.
- Being able to talk with people outside of my department and share information. Get great ideas from mentors.
- To know other people's research activities.
- Met additional faculty members. Exposure to campus resources. Ability to access mentor for questions.
- I've developed relationships with junior faculty in different departments in addition to the mentor relationships.
- I have mentioned many already, good advice, venue for sharing problems and getting solutions, place for meeting other faculty, learn about Fargo and particulars about NDSU.
- Having extra support from people outside the department and area from which you are housed.
- Peer experiences, getting to know other people.

Mentees were further asked to identify the disadvantages of the cohort mentoring program and provided the following feedback:

- None, except sometimes I felt that it could be kind of a waste of time. Maybe I would be better off working in my office than spending time doing this stuff.
- I don't think we ever discussed anything in particular detail. This was likely a product of being in a group but also because the group was quite diverse (lots of colleges, appointments, etc.).
- Not systematic mentoring
- I didn't have the guidance of someone in my department.
- The only cost is the time I put into the process. I find it worth the time.
- My location of office and teaching downtown, along with a tight schedule makes it difficult to meet with the group.
- It was very difficult finding times that would work for everyone to meet, and therefore we met infrequently. Oftentimes, our fields of study/departments were so different that we did not have the same mentoring needs. For example, in our mentoring group we had people that had non-teaching positions mixed in with people that had 80% teaching positions. The needs of the mentees were very different and we didn't always benefit from meeting together.
- There was no one in my college in my group. I am social sciences and they were all agriculture.
- Time constraint?
- Being from different backgrounds and with different experiences, our interest/problems are sometimes different from the others.
- Less focus/perspective on department-specific issues. But really this is not a big disadvantage - I'm just trying to think of something to put down here.
- When it doesn't help, it's a waste of time.
- There is a time commitment to attending the meetings. Most meetings were productive, but sometimes the group got off track and did not use the available time effectively.
- Being in a group that "operates" in a very different professional environment sometimes limits what you can/want to share. For example, I don't necessarily experience the same power struggles as other

women in the science fields and I don't want to make them feel like I'm in a better place. After all, it's all relative.
- At times our goals from information was very different from each other such as an issue specific to a college, and was not of value to me.
- Often, don't know what questions to ask. When starting up, not embedded in the new academic environment. Difficult to know what to ask for. A best practices list of campus resources, etc. would be helpful.
- Not much intermixing of the different groups, and/or different sexes.
- Hard to get everyone together to meet.

Impacts on the Mentees

To begin to assess the impact of the cohort mentoring program on the mentees, they were asked to rate the degree to which they agreed or disagreed with a series of statements using a six-point Likert scale (ranging from 1 = Strongly Disagree to 6 = Strongly Agree).

Being in the cohort mentoring program has increased my sense of connection with other faculty on campus

		Frequency	Percent	Cumulative Percent
Valid	Somewhat Agree	8	25.8	30.8
	Agree	13	41.9	80.8
	Strongly Agree	5	16.1	100.0
	Missing Data	5	16.1	
Total		31	100.0	

*** Mean= 4.88, SD= 0.71

Being in the cohort mentoring program has decreased my sense of isolation on the NDSU campus

		Frequency	Percent	Cumulative Percent
Valid	Disagree	3	9.7	11.5
	Somewhat Disagree	1	3.2	15.4
	Somewhat Agree	9	29.0	50.0
	Agree	7	22.6	76.9
	Strongly Agree	6	19.4	100.0
	Missing Data	5	16.1	
Total		31	100.0	

*** Mean= 4.46, SD= 1.24

Being in the cohort mentoring program has decreased my sense of isolation within the Fargo-Moorhead community

		Frequency	Percent	Cumulative Percent
Valid	Strongly Disagree	1	3.2	3.8
	Disagree	4	12.9	19.2
	Somewhat Disagree	5	16.1	38.5
	Somewhat Agree	14	45.2	92.3
	Agree	2	6.5	100.0
	Missing Data	5	16.1	
Total		31	100.0	

*** Mean= 3.46, SD= 0.99

Being in the cohort mentoring program provides me with helpful social opportunities

		Frequency	Percent	Cumulative Percent
Valid	Strongly Disagree	1	3.2	4.0
	Disagree	7	22.6	32.0
	Somewhat Disagree	4	12.9	48.0
	Somewhat Agree	6	19.4	72.0
	Agree	7	22.6	100.0
	Missing Data	6	19.4	
Total		31	100.0	

*** Mean= 3.44, SD= 1.29

I feel I have a support system I can trust in my mentoring cohort group

		Frequency	Percent	Cumulative Percent
Valid	Disagree	1	3.2	3.8
	Somewhat Disagree	6	19.4	26.9
	Somewhat Agree	7	22.6	53.8
	Agree	11	35.5	96.2
	Strongly Agree	1	3.2	100.0
	Missing Data	5	16.1	
Total		31	100.0	

*** Mean= 4.19, SD= 0.98

Due to my participation in cohort mentoring program, I have developed relationships that I expect will continue throughout my career at NDSU

		Frequency	Percent	Cumulative Percent
Valid	Disagree	4	12.9	15.4
	Somewhat Disagree	2	6.5	23.1
	Somewhat Agree	13	41.9	73.1
	Agree	5	16.1	92.3
	Strongly Agree	2	6.5	100.0
	Missing Data	5	16.1	
Total		31	100.0	

*** Mean= 3.96, SD= 1.11

Being in the cohort mentoring program has increased my comfort level with the promotion and/or tenure process here at NDSU

		Frequency	Percent	Cumulative Percent
Valid	Somewhat Disagree	3	9.7	11.5
	Somewhat Agree	11	35.5	53.8
	Agree	8	25.8	84.6
	Strongly Agree	4	12.9	100.0
	Missing Data	5	16.1	
Total		31	100.0	

*** Mean= 4.50, SD= 0.91

Additionally, 17 (54.8%) mentees identified that participating in the cohort mentoring program had an impact on their own experience of the climate here at NDSU. Eight (25.8%) mentees felt that participating in the cohort mentoring program had an impact on their decision to remain at NDSU. Moreover, three (9.7%) mentees felt that participating in the cohort mentoring program gave them greater access to academic administers and four (12.9%) mentees felt it increased their comfort with academic administrators.

Improvements to the Cohort Mentoring Process

Mentees were asked what changes they would recommend to the cohort mentoring program to improve its effectiveness. Their responses are below:

- Call guests to talk on issues.
- I think for some people it is probably really helpful. But I am person who dislikes "group" activities. I feel more comfortable with one-on-one discussions. To me the group thing is very annoying.
- This might be too difficult, but I actually felt kind of "punished" for being a male. Almost like I wasn't allowed to be with the females. I understand that all women groups are often beneficial and I support anything that helps, but maybe there could be two "levels" of groups. Maybe something like a larger group of all the agricultural faculty and then smaller groups that met sometimes themselves (such as all the female faculty or all the teaching faculty).
- Be systematic and in series. not randomly sharing.
- It might be a good idea to consider desegregation. I never was a believer in separate but equal in any case.
- Perhaps the cohorts need to be smaller to allow for scheduling. It would be helpful to give everyone involved some guidance as to the types of topics that can be valuable to discuss.
- Maybe include a cup of coffee or a snack to generate a more relaxed atmosphere.
- Perhaps it is for some but not for all. Had I been asked who I wanted in my cohort, I'd have said mixed gender and within my college (AHSS).
- Maybe having people more related in their work.
- I wish there was a way to meet more often. Also, I think the mentors should be given much more recognition (in terms of their service activities) for their spending so much time with us.
- Only accept mentors into the program who are willing to plan meetings ahead of time and maybe even prepare material to discuss or suggest materials (books, articles, etc) that we can read before each meeting and discuss at the meeting. Minimally, an email sent out a week before the meeting to outline the topic we will discuss would provide time for us to consider the issue and think of questions we can bring up at the meeting.
- Mixed gender mentors and mentees.
- It might be worth making this program several years long since it is difficult for all of us to meet, and only a few of many topics could be discussed.
- Maybe have an agenda of topics to discuss at each meeting. Perhaps pair up faculty from the same college or department.
- A list of topics generated by the previous cohort that they found most important/helpful. It's very challenging to know what questions to ask the mentor in the first few months of setting up.
- Perhaps slightly fewer members per group to help with scheduling? Maybe my cohort was the only one that had this problem.
- More structure but within that, leave time to discuss issues that arise.