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MENTORING at East Carolina University
A History and Revised Proposal 2.12.15
Presented to the Senate Faculty Welfare Committee
by Dorothy Muller, Director, ECU Office for Faculty Excellence
as amended at the 2.12.15 meeting

This is a follow-up to the December 11, 2014, meeting of the Faculty Welfare Committee where Dorothy Muller presented the following document and asked for the Faculty Welfare Committee to support the proposal to create “a Faculty Senate service opportunity to receive service credit similar to what faculty receive in participating on a Faculty Senate committee. After discussion, the Faculty Welfare referred the idea to the Committee on Committees with the motion that a new committee be created: “The Faculty Welfare Committee moves that the Committee on Committees consider the creation of a standing Faculty Mentoring Committee to increase the efforts currently underway in the Office for Faculty Excellence.” The Committee on Committees responded that it was reluctant to create another committee and referred the proposal back to the Faculty Welfare Committee. After her discussion with Faculty Chair Morehead, Dorothy made the following revisions:

1. The Mentoring Program Advisory Committee will be created and report each semester to the Faculty Welfare Committee. Its membership will include three members from the Faculty Welfare Committee, OFE representatives, and other representatives designated by Academic Affairs, Health Sciences, the Chancellor’s Committee on the Status of Women, the Office for Equity and Diversity, and the Faculty Senate Office.
2. The Mentoring Program Advisory Committee will work with the OFE to develop the program and provide an ongoing advisement to the OFE for the Mentoring Program.
3. Each spring the OFE will work with the advisory committee and the Faculty Senate to call for volunteer mentors to serve for a two-year period. The Mentoring Program Advisory Committee will review and select 10 – 15 mentors (or more if interest supports) who will receive training and work through the Office for Faculty Excellence to provide mentoring for faculty who each fall request a program mentor.
4. Recommended changes to the program will be submitted from the advisory committee to the Faculty Welfare Committee for review and action by the Faculty Senate.
5. Each spring mentors will receive a letter thanking them for their service similar to that received by Senate Committee members.

December 2014 Submission to the Faculty Welfare Committee

The mission of the ECU Office for Faculty Excellence is to provide faculty (including tenured, tenure-track, fixed term, and emerging faculty) with resources and services that

foster and support their success at the university in teaching, scholarship, and service and to work with other units and offices to accomplish this mission. The OFE is committed to teaching and learning principles and initiatives designed to promote scholarly teaching, recognize and reward outstanding teaching, provide assessment of and growth in teaching and learning, nurture research, and invite peer collaborations and review.

Mentoring is an important part of addressing this mission. Surveys of new faculty, faculty of color, and faculty pursuing tenure and promotion identify the need for mentoring. In 1993, the University established a mentoring program for new tenure-track faculty, and campus unit activities to meet that requirement were collected and reported to appropriate administrators and offices. Resolution 93-27 was passed by the Faculty Senate and signed by the Chancellor. This resolution established the Faculty Development Office and the mentoring by units of beginning faculty.

Traditional faculty mentoring programs, such as the one approved for ECU, have targeted new tenure-track faculty (mentee or protégée) to receive assistance from experienced faculty members (mentors) who have already negotiated the system. The unit mentoring programs in place are supposed to provide that assistance. At ECU, the efforts of the OFE to meet our mission could not be limited to tenure-track faculty because we are charged to work with all faculty. The small number of OFE staff does not allow us to provide individual mentoring to all ECU faculty; instead we provide a variety of opportunities and group support structures beginning with a week-long new faculty orientation program followed by an array of lunchtime and afternoon conversations, workshops, individual conferences, and faculty interest groups using a variety of approaches from coaching to training, discussion, counseling, etc.

These efforts have been complemented by special programming. In Summer 2009 we first offered an intensive three-day workshop called Introduction to College Teaching, which has attracted not only faculty new to teaching but also experienced instructors and those moving from other vocations to teaching. In Summer 2010, The OFE Teaching with Technology Summer Academy, a weeklong program supported by four faculty mentors who assist faculty during and after the summer programming, was provided for the first time. In its four years, over 40 faculty have received specialized intensive training and mentoring in use of technologies to improve teaching and learning. Since 2011 the College STAR Oak Foundation Grant under the direction of Principal Investigator Sarah Williams and Director Diane Majewski has provided a wonderful new OFE partner to support faculty. Seventeen Pirate CREWS (faculty learning communities) have allowed approximately 80 faculty to learn, network, and share teaching and learning ideas and strategies.

Many code units have embraced the 1993 resolution and implemented mentoring of new faculty by senior faculty in the unit. Sometimes, however, faculty seek expertise beyond that found in their units; sometimes they are uncomfortable in showing their vulnerabilities to colleagues who will vote on their reappointment, tenure, and/or promotion. Having mentors in an external office, such as the OFE, provides another opportunity for support. Searches of mentoring programs at other institutions have shown them to be costly when mentors and mentees have received remuneration. In

some institutions mentors have been paid as much as \$5,000 per year to mentor one or two new faculty. Over the years, the ECU Center for Faculty Development, now The Office for Faculty Excellence has worked with the Faculty Senate Welfare Committee and other groups in proposing various mentoring structures that would provide credit to the participants without requiring huge expense. Creative efforts to support group and/or individual mentoring continue. Most recently, the ECU Retired Faculty Organization has been approached about the possibility of providing mentoring to beginning faculty.

Concerned about mentoring of faculty at a distance, OFE personnel created an office in Second Life where we located information and planned to maintain office hours. This effort was not successful. We have recorded many programs so that they can be viewed by faculty on campus and at a distance. We have created “teaching online” and other faculty interest groups. In January 2014, we streamed a special one-hour orientation program for faculty at a distance with two faculty attending and have also streamed sessions so faculty at a distance could “attend” virtually to fulfill their annual DE training requirement. An OFE Advisory Council subcommittee on Faculty at a Distance is working to develop recommendations for greater support of faculty who teach online and come to campus rarely if ever; efforts will include a more fully developed online orientation.

Proposal for Consideration

The ECU Office for Faculty Excellence seeks the support of the DELT Committee and the Faculty Welfare Committee in the creation of a Faculty Senate service opportunity similar to service on Faculty Senate standing committees. This program would establish a structure for mentoring beyond that available at present.

Program

- The ECU Faculty Mentoring Program would be a service program sponsored by the Faculty Senate and operated in conjunction with the Office for Faculty Excellence.

Mentors

- Each year up to fifteen faculty would be selected from applications to serve as faculty mentors for a one- or two-year term.
- Mentors would complete an eight-hour training program upon acceptance as a university faculty mentor.
- Trained faculty mentors would provide assistance approximately four hours per week for twelve weeks during the semester or approximately 50 hours of mentoring. Mentors of faculty at a distance would use SabaMeeting, Skype, or other synchronous as well as asynchronous communication.

- This service would be recognized in mentors' annual reports and annual evaluations, and they would receive a letter of acknowledgement and certificate of service at the end of the year.
- Mentors would mentor one or two faculty members for either one semester or two semesters.
- At the beginning of their work together, mentors and mentees would complete an agreed upon plan with expectations and proposed time commitments.
- Mentors completing their term of service could reapply for an additional term.
- Mentors would meet periodically individually or as a group with the program coordinator concerning resources, needs, etc.
- An Outstanding Mentor Award would be given to one outstanding mentor each year, hopefully with a monetary award.

Mentees:

- Faculty would apply for mentoring. Those selected would commit to a semester or year of mentoring, approximately 30 – 40 hours per semester.
- Faculty would **not** ordinarily be assigned to a mentor from their home units.
- Faculty would be assigned mentors on the basis of their perceived needs/interests and the expertise/experience of the mentors available.
- Up to thirty mentees could be selected for a term.
- Mentees and mentors would establish a schedule for meeting either virtually or face-to-face. The mentor/mentee could decide to attend training sessions together or participate in a faculty learning community together as part of their faculty development plan.
- Mentees who completed the mentoring program would receive a letter of acknowledgement and a certificate of completion; their chairs would consider their participation in this program as structured faculty development (if related to teaching online, it could count toward their DE faculty development requirement).
- Mentees could apply for additional mentoring depending upon availability of mentors.

Additional Materials for Review

Document 1: Resolution 93-27 Mentoring at ECU

Document 2: The March 5, 2007 University Mentoring Program Draft Revision from the Faculty Senate Faculty Welfare Committee

Document 3: Spring 2009 Report on Unit Mentoring Programs to Provost and Faculty Welfare Committee

Document 1

Resolution #93-27
Teaching Effectiveness Committee
Thomas Louis, Reporting

- **WHEREAS**, more and more emphasis is being placed on quality teaching at East Carolina University, and
- **WHEREAS**, the Strategic Plan calls for distinction in undergraduate education at East Carolina University, and
- **WHEREAS**, more and more schools and departments at East Carolina University are utilizing new methods for evaluation of teaching, such as peer review, and
- **WHEREAS**, the Faculty Mentoring Program is already in place, and
- **WHEREAS**, the Vice Chancellor for Academic Affairs has already established a Coordinator of Faculty Development Programs.
- **THEREFORE BE IT RESOLVED** that the Faculty Senate recommend to the Chancellor that the University plan and establish a permanent Faculty Resource Center for the development of effective teaching.
- **BE IT FURTHER RESOLVED** that the Faculty Resource Center might have, but not be limited to:
 - Staff to maintain the center and assist faculty.
 - Literature resources on peer review, teaching portfolios, and teaching methods.
 - Multi-media assistance. List of faculty consultants in media, computers, and teaching strategies and methods, including: a) previous winners of the teaching awards, b) peer reviewers available on a campus-wide basis; and c) professors who are excellent teachers and whose classes can be visited on an appointment basis.
 - Annual workshops on teaching. Faculty development, i.e. sending faculty to workshops, teaching conferences, etc. Curriculum development support. Organization, encouragement, and support of research on effective teaching. Active consultation with departments on teaching methods and assessment of teaching.

Approved by the Faculty Senate: September 14, 1993
Approved by the Chancellor: October 5, 1993

Document 2:

The Faculty Senate Faculty Welfare Committee continues to work on refining the mentoring program at ECU: A working draft is provided here with the request that faculty review and respond to it. Responses will be reviewed carefully as the committee continues its work.

University Mentoring Program

Draft revision March 5, 2007

This document describes the University Mentoring Program: its purposes and goals, administration of the program, and responsibilities of mentors and mentees.

The policies and procedures presented in this document are general: units should modify these policies and procedures according to their needs (See “Administration of the Program”). It is the responsibility of each unit to inform and provide its faculty with a faculty mentoring program. All other mentoring opportunities available on campus are supplemental to the unit mentoring program. Some units will develop a formal, structured approach (See Unit Mentoring Program links), while other units will adopt an informal, less structured approach. All units must provide first semester orientation and, as requested, later semester mentoring. The Center for Faculty Excellence shares responsibility with the units for providing for first semester orientation and, if requested, assisting with later semester mentoring in as much as resources allow.

All new faculty members in their first semester at ECU must participate in university-wide and unit orientation experiences. (The CFE and the New Faculty Orientation Planning Committee provide a week-long orientation at the beginning of fall semester. An abbreviated orientation is provided for January hires; these faculty are also invited to attend applicable sessions the following August.) All faculty members in their second and later semesters have the option of participating in mentoring activities. At present, these include faculty interest groups provided by the Center for Faculty Excellence and other programming available to assist faculty.

Purposes and Goals

In 1993 the Teaching Effectiveness Committee developed a mentoring proposal and presented it to the Faculty Senate. Faculty Senate Resolution 93-27 established the purposes for the ECU Mentoring Program and made recommendations for its implementation. The purpose of the mentoring program at ECU is to orient new faculty members during the first semester and, on a voluntary basis thereafter, to provide new faculty members an opportunity to obtain counsel from more experienced faculty concerning their professional development. Although focused on new, fulltime faculty, the principles of this policy may be utilized by any faculty seeking to enhance professional performance. CFE programming is open to all faculty: tenured, tenure-track, fixed-term, and emerging faculty (graduate teaching assistants).

This mentoring program will facilitate the professional growth of new faculty members and assist them in developing the skills needed to achieve their long-term career goals. The mentoring program will enable them to contribute more effectively to the university's goal of excellence in teaching, research, and service.

Specific goals include the following:

1. To provide a system by which new faculty members can be oriented to the ECU campus procedures, regulations, code, and facilities.

This assistance supplements, not replaces, orientation provided by the university, schools and colleges, and departments. Orientation is not a primary goal of the mentoring program.

2. To provide individual and personal assistance for new faculty members as they meet their responsibilities in the areas of teaching, research, and service.

Mentors, for example, might provide advice and resources for mentees who do not have extensive teaching experience. Or they might provide information about the characteristics and backgrounds of students at ECU. They might help mentees target places of publication and provide peer review for manuscripts as well as provide feedback about papers given for professional organizations. (See the section about responsibilities of mentors and mentees.)

3. To provide a feeling of camaraderie between each new faculty member and a designated member of the ECU faculty.

Mentees

New faculty must participate in new faculty orientation during their first semester. Participation in the mentoring program, however, is voluntary and usually begins the second semester, although the selection of a mentor may begin during the first semester. Units identify mentors in different ways. For orientation purposes, new faculty members are assigned experienced members of their department or unit. Departmental or unit chairs make this assignment.

New faculty members decide whether they want to enter the mentoring program. If they do, they initiate the process of choosing a mentor from within or from outside their home department. (A home department is defined as the department or unit which exercises jurisdiction in personnel matters over the faculty member.)

To select a mentor from within the home department, faculty should contact their department chair. To select a mentor from outside their home department, they should contact the Center for Faculty Excellence. Once the mentee-mentor relationship has been agreed upon, mentees are primarily the ones responsible for initiating regular meetings with their mentors. Mentees negotiate with mentors the nature of the mentoring activities

such as visiting the classroom, reviewing manuscripts, and discussing tenure and promotion requirements.

If, for any reason, a mentee wants to change mentor or withdraw from the Mentoring Program, the mentee must notify his/her department chair and the Center for Faculty Excellence.

Mentor

Mentors can fulfill various responsibilities; they can serve as models, advisors, explainers, and supporters. Some specific responsibilities are detailed below for each role.

Model

- Models exemplary teaching, research and service
- Shares effective and efficient teaching, research and service practices
- Gives and encourages intellectual and scholarly stimulation
- Inspires mentee

Advisor

- Discusses standards of professional performance and expectations
- Assists mentee to clarify career goals related to research/creative activity, service, and teaching, and encourages movement toward achievement of those goals
- Provides feedback to the mentee on various aspects of his/her faculty role upon request by the mentee

Explainer

- Informs mentee on the nature of the university's culture
- Explains the "ways of the organization"
- Assists mentee with routine paper work and procedures
- Conveys the importance of futuristic career designing
- Assists the mentee with questions regarding community, campus, and academic life

Supporter

- Maintains confidentiality in mentor/mentee communications as much as feasible; however departmental mentors are expected to participate frankly in departmental discussions concerning tenure
- Makes mentee feel welcome and part of the organization
- Meets regularly to answer questions
- Provides encouragement to mentee
- Makes introductions to influential people in the system
- Publicly praises and acknowledges the mentee for their work
- Facilitates the mentee's advancement within the system
- Offers genuine concern for the mentee to succeed

If for any reason, a mentor wants to withdraw from the mentoring relationship or from the Mentoring Program, the mentor must notify his/her department chair and the Center for Faculty Excellence. Faculty can also request assistance from the Center for Faculty Excellence without going through their department. Assistance provided will be confidential unless the faculty member asks for a report to his/her chair or personnel committee about the assistance that has been received.

Responsibilities

This section details the responsibilities of mentees and mentors. Mentees are faculty members who seek advice from more experienced faculty concerning their professional development. Mentors are experienced professionals who have been at East Carolina University for at least two years. They voluntarily have agreed to help a new faculty member adjust to a new environment (and specifically the ECU setting) as well as advance in his/her career.

Mentors should establish a positive peer relationship with mentees. The development of a collegial relationship implies that neither party should perceive mentors as being in a position of authority over mentees. Normally, the mentoring relationship operates external to the annual performance evaluation system. Only in the rare instance of a chair serving as a mentor will the mentor be involved in the actual evaluation of a mentee.

The responsibilities of the new mentors vary depending on the needs of the mentee. Throughout the relationship, it is beneficial for chairs, mentees, and mentors to discuss expectations and responsibilities. Mentees and mentors should also be familiar with the procedures described in the following section about administration of the program.

It is important that faculty mentees realize that personnel committees and especially chairs make recommendations concerning tenure and promotion. Evaluation for merit raises lies with chairs. Mentees must understand that mentor advice does not outweigh

chair/personnel committee advice; where disagreements occur, the chair/personnel committee recommendations will prevail.

In addition to seeking advice from mentors about important matters regarding tenure and promotion, mentees should seek advice from colleagues and administrators knowledgeable about the process. **Ultimately, mentees are responsible for complying with ECU policies and determining what they should do to receive tenure and promotion.**

Administration of the Program

Mentors are selected from volunteer faculty members who have been at East Carolina University for at least two years. The Mentoring Program is administered as follows for first and subsequent semesters. Decisions are made at the lowest level possible and administrative structures are as simple as possible.

First Semester

This part of the mentoring program is mandatory. The departmental or unit chair/director can assign a person for the first semester or provide orientation himself/herself. This orientation is completed at the departmental level, and the chair holds final responsibility, whether he/she is the one providing the orientation.

During the first semester on campus, each new faculty person is assigned to an experienced member of his/her unit for orientation on university survival skills (e.g., advising, understanding curriculum, how and where to get things done). Each unit is urged to have some written material available for reference, but many things need to be discussed on a one-to-one basis. The first semester allows the new faculty member not only to become accustomed to ECU, but allows him/her to evaluate colleagues with a view toward choosing a mentor if one is desired.

In addition to departmental support, new faculty are urged to take advantage of programming offered by the Center for Faculty Excellence, the information on the New Faculty Orientation Blackboard site, and the CFE webpage.

Second and subsequent Semesters

After the first semester, a new faculty member, at his/her option, can participate in a mentoring program. This program is voluntary on the part of both the mentor and mentee. There are two possibilities for choosing a mentor: from within the home department, or outside the home department. For each of these choices, there are different procedures.

1. Mentor chosen from within the home department

If a new person wishes a mentor from within the home department, the faculty member, chair, and potential mentors should discuss the needs and aspirations of the faculty member in terms of teaching, research, and service skills. After this

discussion, the new faculty member will choose a mentor from a list of experienced faculty who volunteer to take part in the program. The arrangement is voluntary both on the part of the mentor and mentee, and would be renewable on a semester-by-semester basis. See units mentoring programs for more information.

As part of the discussion outlined above, the chair should specifically review Appendix D and the fact that for the purpose of promotion and tenure, the personnel committee under Appendix D consists of the entire tenured faculty of the home department. Therefore, the mentor, if tenured, is one of those individuals charged to evaluate the mentee when he or she seeks permanent tenure. This situation may also occur with promotion decisions. The mentor must participate fully in discussions. Thus, strict confidentiality between the home department mentor and mentee cannot be maintained. The mentee accepts this condition if he or she chooses a mentor from within the home department or from within the same unit for personnel committee purposes. These discussions should also explicitly include a reminder that the chair and the personnel committee make recommendations concerning personnel matters and not the mentor.

When a mentor is chosen from within a home department, the chair and mentor must discuss how appropriate credit will be given in annual evaluations to the mentor for his/her efforts/service on behalf of the new faculty member.

2. Mentor chosen from outside the home department

If the faculty person wishes a mentor outside the home department, the discussions outlined above should take place with the new faculty member, his/her chair, and the Center for Faculty Excellence. Once the discussions have occurred, the CFE director proposes a suitable mentor(s) to the new faculty person. The director will contact the suggested mentor and initiate discussion. The three will develop an agreement and timeframe. Again, the arrangement will be completely voluntary and be subject to renewal each semester.

The CFE will work with the administration to provide reassigned time or service credit for faculty working as mentors through the Center. When a mentor is chosen from outside the home department, the mentor, his/her chair, and the director of the Center for Faculty Excellence will discuss how appropriate credit will be given in annual evaluations to the mentor for his/her efforts on behalf of the new faculty member.

It will be the duty of the Center for Faculty Excellence (1) to maintain a list of faculty willing to be mentors and (2) to provide training and reading material for faculty mentors. In addition, the director should periodically review the experience in each mentoring relationship. At a minimum, the director should interview both the mentor and mentee whenever the relationship is terminated with a view toward evaluating whether the relationship was successful and obtaining suggestions on how to improve the mentoring process.

The Center for Faculty Excellence through its director and two consultants provides in house mentoring/consulting as time allows. Additional hours for statistical consulting/mentoring are provided by two consultants from the Department of Biostatistics. At present there is no additional funding to support provision of reassigned time for mentors, but volunteer mentors are welcome and letters are provided to their chairs/directors indicating the time and nature of their mentoring activities. Much of the CFE mentoring provided at present is through Faculty Interest Groups (FIGs), which meet once a month (minimum) and provide group assistance and networking. The FIGs in teaching online, writers workgroup (writing for publication), problem-based/active learning, qualitative research, the CLA in the Classroom, assessment, quantitative research, and sexuality research provide opportunity for faculty to learn from and assist other faculty and have been well received; a new ISG (international support group) for Asian Faculty will begin in the fall with other international support groups proposed.

Modifying the Program

Units implementing a mentoring program should modify these policies and procedures according to their needs, as long as those modifications stay within the following guidelines:

The voluntary mentoring relationship cannot be made compulsory.

The department/unit cannot decide not to participate in the mentoring program at all. This means the department or unit cannot choose to not provide an orienting experience the first semester for new faculty members nor can it choose to not make some provision for a mentoring program for new faculty members. The minimum is the University-wide Mentoring Program according to Resolution 93-27, and the department/unit chair/director cannot decide not to give appropriate credit in annual evaluations to the mentor for his/her efforts on behalf of the new faculty member.

Document 3: Spring 2009 Report on Unit Mentoring Programs to Provost and Faculty Welfare Committee

Spring Semester 2009, the Provost, at the request of the Faculty Welfare Committee requested each unit to submit its mentoring plan as proposed in Resolution 93-27. Mentoring documents and dates received are provided. Documents are on file in the OFE.

College	Department	Received
Brody School of Medicine	Yes	3/22/09
College of Allied Health Sciences	Yes; if depts have indiv, those will be sent	1/28/09
College of Business	MIS	3/19/09
College of Education		not yet
College of Fine Arts and Communication	Yes	3/9/09
	Music	3/17/09
	Theatre and Dance	3/1/09
	Communication	3/1/09
	Art and Design	3/1/09
College of Health and Human Performance		
	Aerospace Studies (Air Force ROTC)	3/4/09
	Exercise & Sport Science	3/4/09
	Health Education & Promotion	3/4/09
	Recreation & Leisure Studies	
College of Human Ecology	Yes	2/9/09
College of Nursing	Yes	2/9/09
College of Technology and Computer Science	Informal; in prog.	3/24/09

Harriot College of Arts and Sciences	Most	2/9/09
	Anthropology	yes
	Biology	yes
	Chemistry	yes
	Economics	yes
	English	yes
	Foreign Languages and Literatures	yes
	Geography	yes
	Geological Sciences	yes
	History	3/27/09
	Mathematics	not yet
	Philosophy	yes
	Physics	not yet
	Political Science	yes
	Psychology	yes
Sociology	yes	
Joyner Library	Yes	1/9/09
Laupus Library	Yes	3/18/09

MENTORING NOTES AND REQUEST FOR INPUT

SURVEYS ABOUT MENTORING:

2004 survey (Ken Wilson)

2005 Dec. 3, 2005 – Jan. 11, 2006 - mentoring survey (Bill Sugar) 17% return rate