COMMITTEE: Faculty Welfare Committee

MEETING DATE: April 11, 2018

PERSON PRESIDING: Chris Duffrin

Attendance not taken

__________________________________

ACTIONS OF MEETING

**Agenda Item:** Discussion with Dorothy Muller about the Faculty Welfare Pilot Mentoring Program. Professor Muller thanked the committee for their support and provided a thorough report on activities of the program (see end of minutes).

**Action Taken:** No formal action was taken on the report.

**Assigned additional duties to:** Not Applicable.

__________________________________

**Agenda Item:** Continued discussion on proposed Gun Violence Resolution with guest Tracy Carpenter-Aeby who provided information relating to the growing need for school social workers to prevent school violence.

**Discussion:** The draft was reviewed and edits suggested.

**Action Taken:** Following approval, the revised resolution will go forward to the Faculty Senate on April 24, 2018.

**Assigned additional duties to:** Not Applicable.

Meeting adjourned at 4:40 PM

**NEXT MEETING:** Fall 2018
TO: Dr. Chris Duffrin, Chair  
Faculty Welfare Committee  
Faculty Senate, ECU

FROM: Dorothy H. Muller, Director  
ECU Office for Faculty Excellence

DATE: April 12, 2018

SUBJECT: OFE and Faculty Welfare Pilot Mentoring Program

Thank you to the Faculty Welfare Committee and Faculty Senate for supporting the pilot Mentoring Program with the Office for Faculty Committee from Fall 2015 through Spring 2018. Please accept this document as my pilot report to you. The OFE staff is working on a larger report on faculty mentoring that will be submitted to Provost Mitchelson by the end of this fiscal year.

Pilot Program Creation and Overview

- Dorothy Muller submitted a proposal for a pilot mentoring program as a partnership between the Office for Faculty Excellence and the Faculty Senate. She met with the DELT and Faculty Welfare committees of Faculty Senate and met with the Chair of the Faculty Andrew Morehead. When she met with Faculty Welfare it was suggested that a different committee might be more appropriate or a committee specifically created for this effort. The Committee on Committee returned the topic to Faculty Welfare Committee saying that another committee was not recommended. The Faculty Welfare committee agreed to share the pilot program with the Faculty Senate for information and Dorothy Muller said that OFE would work to administer the program for the two-year period of the pilot with the hope that the Faculty Welfare Committee would then submit a resolution to the Faculty Senate to implement the program. The idea was for faculty to receive service credit for serving as mentors. (See proposal.)

- Dorothy Muller reported to the Faculty Committee in Spring 2016 and Spring 2017. At the 2017 meeting, she agreed to continue for a third year while the committee considered a resolution.

Pilot Mentoring Program

- Flyers were sent to ECU Official Faculty at the beginning of the fall term each year soliciting faculty to complete a Qualtrics form either to be a mentor or to request a mentor. After the first year, the requirement was added for chairs to endorse faculty applying to be mentors.
• Information sessions were conducted by the OFE and a one-hour training session was held for mentors. These training sessions were not required and only half of the mentors attended.
• Mentors were matched with mentees on the basis of the Qualtrics survey information provided.
• The mentor pairs (mentor and mentee) were asked to complete and submit an Individual Mentoring Plan and to meet twice a month.
• A Blackboard site was provided for posting of announcements and submission of mentoring session reports.
• At the end of the mentoring period, mentees and mentors were asked to provide feedback on their experience.

Participants
• Over the three-year period (initial two-year pilot and additional year), 49 faculty pairs participated in the pilot program. Mentor - HCAS (17), CHHP (4), BSOM (2), CET (2), COE (7), CAHS (5), COB (3), CFAC (9). Mentees came from CON, CFAC, HCAS., CET, BSOM, CAHS, COE, COB, CHHP.
• Year 1 of Pilot Program
  25 volunteer mentors matched to 25 mentee faculty. Three pairs never met; three met only once; five changed pairing; fourteen continued during the spring semester
• Year 2 of Pilot Program
  15 volunteer mentors matched to 15 mentees. Seven mentors had served during the first year. One continued with the same mentor from Year 1.
• Year 3 of Pilot Program
  9 volunteer mentors (two recruited because of mentee areas of need) matched to 8 mentees. 3 mentors had served previously
  Note: This third year was an extension of the pilot while a resolution could be worked on.

Topics of interest to faculty mentees in the pilot – one semester

<table>
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<tr>
<th>General</th>
<th>Career</th>
<th>Pathways</th>
<th>Evaluation</th>
<th>Scholarships</th>
<th>Grants</th>
<th>Teaching</th>
<th>Service-Learning</th>
<th>PBL</th>
<th>Leadership</th>
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2
Feedback

- Most of the faculty pairs who participated met less frequently than twice peer month, but many of them developed very positive mentoring relationships. At least three articles were written, a MOOC was developed, online courses were developed, strategies for teaching and for negotiating personnel challenges were identified, and research agenda were pursued. Attached are two testimonials.
- Attempts to collect feedback from all participants were only partially successful as the OFE lacked personnel to pursue information from participants when it was not readily submitted.

Evaluation and Recommendations

- A partnership mentoring program between the OFE and the Faculty Senate where faculty receive service credit for participation much like service on Faculty Senate committees is a feasible idea but not without buy-in from appropriate Faculty Senate committees. The Faculty Welfare Committee has had other agenda items of more importance to it and was unable to pursue making this program a priority at this time.
- A program of this nature needs a supported structure. It cannot be one more thing added to the OFE without additional resources. The approval of a faculty member with .25 to .50 reassigned time (one or two courses) could provide some of the needed oversight. A Faculty Senate committee needs to champion the program.
- There are other mentoring programs at ECU, but additional communication and cooperation is needed to make sure faculty get the assistance they need. Some of these efforts include the following:
  - Equity and Diversity has piloted an online program this year with six faculty participants. Institutional membership is $20,000 per year with additional mentoring opportunities. Initial feedback indicates that the pilot participants have participated less than the OFE/Faculty Senate mentoring pairs
  - The Academic Libraries Alternative Textbook Grant Program has provided mentoring by librarians to assist faculty in developing courses using alternatives to textbooks.
  - The BB&T Active Learning and Leadership Program has provided participants feedback on reflections written after each session of an identified class. Since its
OFE and Faculty Senate Pilot Mentoring Program

Example: Fall 2017 mentoring request chart. 12, and 3 indicate first three choices of topics to work on. Other years are being compiled for the final report.
General = 5 in top 3; Teaching = 5 in top 3; Career = 4 in top 3

Faculty Senate and OFE Pilot Mentoring Program
Faculty Senate and OFE Pilot Mentoring Program

Hi Dorothy!

I wanted you to know we haven't been good about filling out forms but my mentee and I have thoroughly enjoyed each other's company and this match has been incredible. We are trying to do better with forms, and we have used them to guide our initial conversations, but it really isn't all that necessary for the two of us to be honest! We find our chats easy and fun. My engaging and fascinating, she has shared “new” techniques for research and apps that I have jumped on, and I think (from what she has said) my assistance with her pedagogical questions have been helpful. We worked specifically on assessments in Blackboard, and helped her navigate how to use the features there. I have encouraged her not to try to change everything at once... see how works (the course was established before) and then tweak as she needs to. We spoke all about expectations of students and how to engage them, projects, etc. And it is fun to see her get excited about an idea and make it her own. We meet once a month, and schedule an hour... but the last two have ended up being 3 hours long! We have much in common and frequently sidetrack to life subjects!

We have already determined that we will do a celebratory dinner with spouses at the end of the year! She has given much more to me than I feel she feels.

I don't really know how to measure success in this, but I thought a note might give you some way of looking at this another way. Thank you for this opportunity. It has enriched my life on campus in ways I can't begin to describe, and given me even more enthusiasm for what we do. I have a feeling this will be a long friendship as well.

Cynthia L. Wagoner, Ph.D.
Associate Professor, Music Education
University Assessment Coordinator, School of Music
wagonerc@ecu.edu
(252) 328-5721

ECU

Faculty Senate and OFE Pilot Mentoring Program

January 2018

Hi Dorothy:

I write to tell you something that I think will make your day. You have worked very hard on the mentor/mentee program, and as you may recall, I served as a mentor for . Last week, I stopped by her office to say, "Hello," and she shared what a positive experience that program was for her. Overall, she seemed so much more confident and happy regarding her work. It was a good meeting, kudos to you, Dorothy. You created this program.

Best,
OFE to present final Pilot Mentoring Report at April meeting of the Faculty Welfare Committee

Report to the Faculty Welfare Committee and Office of the Provost will include:

- Mentoring – information from climate survey
- History of Mentoring at ECU (handout)
- OFE and Partner Mentoring Efforts – Individual and Group
  - OFE and ITCS Teaching with Technology Summer Academy
    College STAR course redesign and learning communities
  - Faculty Interest Groups (FIGS) - Korean Faculty Interest Group, Flipped Learning Network, Teaching Online FIG
  - BB&T Active Learning and Leadership Program - Bb reflection after each meeting of a selected course with feedback

OFE to present final Pilot Mentoring Report cont’d.

Mentoring review of ECU peer institutions and UNC Universities

Information on commercial mentoring programs

- ACUE Modules
- Faculty Guild
- NCFDD- National Center for Faculty Development and Diversity
- Epigeeum
- Lessons learned from the Three-Year Pilot Mentoring Program (OFE and Faculty Senate)
- Resources of interest
- Recommendations and Proposal
Faculty Senate Mentoring Program  
Pilot 2015 - 2017

The Faculty Welfare Committee at its February 2015 meeting voted to support the implementation of a two-year pilot mentoring program in partnership with the ECU Office for Faculty Excellence. (At the end of the two-year pilot, the program will be evaluated and recommendations made for its future.) Through the program faculty who request this assistance will be matched with faculty mentors for a period of a semester or a year. Faculty interested in serving as mentors during this pilot program are invited to apply by completing an online survey. Ten to fifteen faculty will be selected. Each mentor will be asked to mentor two faculty who have applied to the program. Mentors will receive training and work through the Office for Faculty Excellence. They will identify the types of assistance they wish to provide. Faculty requesting a mentor will be asked to identify the type(s) of mentoring they wish to receive (general, career pathways, research/scholarship, teaching, technology, engagement/service, evaluation, etc.). Mentors can expect to spend from one to two hours per week mentoring. At the end of the year, chairs of mentors will receive letters concerning their service to the Faculty Senate through the mentoring program. Faculty interested in serving as mentors are asked to complete this Qualtrics form, which is also posted on the OFE website.

Qualtrics Application: The following allows you to volunteer to serve as a mentor during the Pilot Program. You can commit to one year or two. Please indicate your willingness to serve. You are committing to approximately one hour to two hours per week for one semester to four semesters. Mentors must be faculty in at least their second consecutive year of full-time employment at ECU.

Please provide the following information.

Name: ____________________________
Office Location (building and room number)


Office Mail Stop Designation


Office Phone Number


Faculty status (select as many as apply)?

- Full time, Permanently Tenured
- Full time, Tenure-Track
- Full time, Fixed Term
- Graduate Faculty
- Graduate Program Coordinator
- Faculty member serving with administrative title
  (An administrative title refers to appointment as department chair in a college/school, unit code administrator, academic dean, assistant or associate dean, vice chancellor, assistant or associate vice chancellor, chancellor.)

School or college (select one)?

- Academic Library Services
- Allied Health Sciences
- Arts and Sciences
- Business
- Dental Medicine
- Education
- Engineering and Technology
- Fine Arts and Communication
- Health and Human Performance
- Health Sciences Library
- Human Ecology
- Medicine
- Nursing
- Other


**Academic coded unit (select one)?**

- Academic Library Services
- Allied Health Sciences
- Anthropology
- Art and Design
- Biology
- Business
- Chemistry
- Child Development and Family Relations
- Communication
- Criminal Justice
- Dental Medicine
- Economics
- Education
- English
- Foreign Languages and Literatures
- Geography, Planning and Environment
- Geological Sciences
- Health and Human Performance
- Health Sciences Library
- History
- Hospitality Leadership
- Interior Design and Merchandising
- Mathematics
- Medicine
- Music
- Nursing
- Nutrition Science
- Philosophy and Religious Studies
- Physics
- Political Science
- Psychology
- Social Work
- Sociology
- Engineering and Technology
- Theatre and Dance
- 

Please share you reason for volunteering to be a mentor and list any specific expertise or interest you would bring to the mentoring program.
I volunteer to serve as a faculty mentor for the following period of time:

- One semester
- Two semesters
- Two years (four semesters)

I am most interested in mentoring in the following area(s). Check all that apply

- General
- Career Pathways
- Evaluation
- Scholarship - research, creative activity, grant making
- Teaching
- Distance Education
- Flipping the Class
- Service Learning
- Problem-based Learning
- Embedding leadership development in instruction
- Engaged Scholarship
- Technology
- Other
  - I am not interested in serving as a mentor.

My availability to mentor is

- flexible
- restricted to mornings
- restricted to afternoons
- restricted to evenings
- restricted to certain days of the week (click on all that apply - M T W Th F -)

Have you served as a mentor before?

- Yes
- No

When serving as a mentor, did you find the time and energy devoted to the activity worthwhile professionally?

________________________________________________________________________
Please list any issues you wish addressed by the mentoring program advisory committee.

Thank you for your willingness to serve as a mentor!

We thank you for your time spent taking this survey.
Video has majority black screen again
Korean Faculty Interest Group – Faculty Research Exploration – Social Science Nov. 8, 2013
  o First 38 seconds might be able to be removed. Seems like they are still setting up
  o 01:13:13 - applause; don't know if there are questions after
Korean Faculty Interest Group 9-20-13: Faculty Research Explorations - Natural Science Sep. 20, 2013
  o Seems fine
Korean Faculty Interest Group – Innovation and Challenges in Teaching April 26, 2013
  o Applause is at 01:02:28 – could be ending
  o First 2 minutes 12 seconds have no audio
  o 00:59:00- end is them setting up to take a picture it appears
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 of 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 protegee) 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 for review and response 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. 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, while others 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
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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