

**Western Oregon University
Faculty Peer Mentoring Program Description
College of Education**

“Mentoring is a lifelong process...a powerful institutional strategy for personalizing individual faculty development. Most important, mentoring is a philosophy about people and how critical they are to an organization” (Luna and Cullen, 2003).

Mentoring Program Mission Statement:

To facilitate the successful orientation and professional development of faculty at Western Oregon University.

Mentoring in a university setting allows more experienced and knowledgeable faculty to assist newer faculty to become more proficient in their activities related to teaching, scholarship, and service. In keeping with the classic definition of a mentor as a wise and trusted counselor or teacher, Western Oregon University (WOU) mentors are experienced faculty members who volunteer and who are selected on the basis of their ability to serve as a resource and a positive role model for those seeking tenure and promotion.

Mentoring at WOU will require a firm commitment and a willingness to invest some time and energy from both the mentor and the mentee. The mentoring relationship will require a specifically articulated agreement that includes expectations, specific goals and a structure to keep it going. It is preferable that mentors do not directly supervise and/or formally evaluate mentees.

Mentoring Program Description

To best meet the unique needs of WOU, a mentoring program has been established and includes the following opportunities:

Induction/Professional Development Mentoring of Non-tenure Track Faculty:

To assist new and continuing non-tenure track faculty with successful orientation and integration into the academic community of WOU.

Induction Mentoring of Tenure Track Faculty:

To assist new faculty with successful orientation and integration into the academic community of WOU.

Portfolio Mentoring of Tenure Track Faculty:

To facilitate the development, retention and promotion of “tenure-track” faculty at WOU.

Mentoring Expectations:

Both the mentor and mentee must:

- Receive approval from the Peer Mentoring Committee to serve as a mentor or a mentee and to agree upon the committee's mentoring assignments.
- Attend the "Orientation to Mentoring" meeting (generally held early in the academic year).
- Fully participate in the mentoring program for the duration of one academic year.
- Establish mutually agreed-upon meeting times and dates to complete all mentoring objectives and activities by term.
- Agree to maintain frequent contact (in person, phone, and email) with the mentor or mentee.
- Adhere to the objectives and guidelines established for the portfolio mentoring program.
- Submit all required paperwork as defined by the Peer Mentoring Committee.
- Commit to discuss and define options and solutions to problems or concerns that should arise within the mentoring relationship.
- If problems/concerns continue, contact the Peer Mentoring Committee chair to request assistance in resolution of stated issues or problems.
- Complete and submit a year-end evaluation.

Non-tenure Track Mentoring Objectives

1. Ensure new faculty receives instruction on functional and "survival" information and resources on campus (e.g. securing keys, obtaining faculty I.D., parking permit, phone and email use, copy machine instruction and use, ordering textbooks, submitting grades, SIR evaluations and mileage forms).
2. Assist faculty with setting and reviewing annual professional development goals for effectiveness in teaching, scholarship, and service.
3. Foster faculty's individual growth and development of their strengths to best contribute to university, college, and the division.
4. Assist faculty with achieving and maintain an appropriate balance of teaching, scholarship, advising, committee work, and other service activities.
5. Familiarize faculty with professional organizations, and opportunities for professional development, and encourage scholarly endeavor.
6. Facilitate or encourage collaborations with other WOU faculty or community and professional colleagues related to teaching, scholarship, and service activities.
7. Assist faculty with the preparation of the Annual Report for Non-tenure Track Faculty (due 1st week in June).

Non-tenure Track Mentoring Timeline

Non –tenure track occurs during the first year of new faculty member’s employment.

Induction Mentoring Objectives

1. Ensure new faculty receives instruction on functional and “survival” information and resources on campus (e.g. securing keys, obtaining faculty I.D., parking permit, phone and email use, copy machine instruction and use, ordering textbooks, submitting grades, SIR evaluations and mileage forms).
2. Orient faculty to university climate, “culture,” politics, administrative and faculty governance, and general policies and procedures (e.g. the faculty handbook and collective bargaining agreement) in an effort to foster collegiality and social compatibility at WOU.
3. Familiarize faculty with university, college, division and/or program mission, goals, and curriculum as well as processes for program and curricular enhancement or change.
4. Familiarize faculty with their various roles and responsibilities (e.g., teaching; advising; serving on committees; conducting scholarly activities; university, community, and professional/scholarly service).
5. Familiarize faculty with resources to aid their effectiveness in teaching, advising, service and scholarship (e.g., Center for Teaching and Learning, Technology Resource Center, Teaching Research Institute and professional development grants).
6. Familiarize faculty with student resources available to help students succeed in academic, extracurricular, and career pursuits (e.g., Academic Advising and Learning Center, Hamersly Library, Writing Center, Disability Services, Service Learning and Career Development, Student Enrichment Program, Werner University Center and Graduate Studies Office).
7. Familiarize faculty with policies and procedures for dealing with student petitions and grievances.
8. Orient faculty to opportunities for participation in faculty, student, and community events, organizations, and committees (e.g., lectures, sports events, visual/performance and arts events).
9. Introduce faculty to opportunities that foster faculty support, health, and wellness.
10. Assist faculty with the preparation of the Annual Report for Tenure Track Faculty (due 1st week in June).

Induction Mentoring Timelines

Induction mentoring may occur during the first year of new faculty member's employment.

Portfolio Mentoring Objectives

1. Assist faculty with setting and reviewing professional development goals for effectiveness in teaching, scholarship, and service.
2. Foster faculty's individual growth and development of their strengths to best contribute to university, college and the division.
3. Assist faculty with achieving and maintaining an appropriate balance of teaching, scholarship, advising, committee work, and other service activities.
4. Familiarize faculty with professional organizations, and opportunities for professional development, and encourage scholarly endeavor.
5. Facilitate or encourage collaborations with other WOU faculty or community and professional colleagues related to teaching, scholarship, and service activities.
6. Familiarize faculty with review, promotion and tenure processes (e.g. teaching evaluations, and promotion/tenure).
7. Foster the ongoing collection, documentation, and organization of faculty activities, accomplishments, and products (i.e., sources of evidence) in the areas of teaching, scholarship, and service.
8. Support the faculty's preparation of promotion and tenure files and portfolios. Review samples of faculty portfolios for guidance.

Portfolio Mentoring Timeline

Portfolio mentoring may occur between the second year of employment and a final tenure decision at WOU.

Compensation for Mentoring Faculty:

College of Education faculty who are selected to serve as a mentor and who successfully complete all the mentoring responsibilities for Induction or Portfolio Mentoring will receive compensation of \$200 at the end of the one-year commitment. COE Faculty who are selected to serve as a mentor for non-tenure track faculty and who successfully complete all mentoring responsibilities will receive compensation of \$100 at the end of the one-year commitment. This compensation will be placed in an indexed account accessible to education faculty mentors for professional travel, materials, and/or professional development opportunities. Mentors should be assigned no more than two mentees at one time without the Dean's approval.