

## **Faculty Officers' Meeting with the Chancellor and Vice Chancellors**

Wednesday, February 16, 2005, at 4:00 in 103 Spilman

### **Discussion Topics**

- Faculty Senate [February 22, 2005](#), Meeting Agenda
- Priorities for new Vice Chancellor for Administration and Finance
- Faculty Workloads
- [Faculty Mentoring](#)
- Medical Family Therapy PhD program
- Interim Vice Chancellor for Research and Graduate Studies
- Minimum Standards of Governance (attachment 1. of February Faculty Senate agenda)

### **Update on Past Discussions**

- Appendix D revisions still need General Administration approval
- Strategic Planning Committee membership
- Faculty involvement in Founders Week and recognition of the Faculty Senate's 40<sup>th</sup> anniversary
- Institutional and Federal Priorities
  - \* Faculty distribution
  - \* Committee membership and process
- Activities of the Ad Hoc Committees on University-wide Standards of Excellence and Search Committee Guidelines
- Status of evaluations for administrators
- No-Smoking Resolution
- Orientation Session for Administrators scheduled for February 23 and March 2
- Graduate School Board Resolution on Graduate Student Stipends



This report will be included in the February 22, 2005, Faculty Senate Announcements and made available on the Committee's website at

<http://www.ecu.edu/fsonline/AcademicCommittees/fw/facultywelfare.htm>.

An excel file that contains all of the data collected is also available on the Committee's web site.

**Faculty Welfare Committee**

Faculty mentoring report

(2-10-05)

*Background*

In the beginning of this academic year (2004-05), the Faculty Welfare Committee was charged with "reviewing and evaluating current faculty mentoring practices" at East Carolina University. For this review process, the committee had access to ten existing faculty mentoring programs at East Carolina University and access to two mentoring programs at other universities.

To gather additional information current mentoring practices at East Carolina University, the Faculty Welfare Committee developed and administered a survey to East Carolina University faculty from December 3, 2005 to January 11, 2005. The purpose of this survey was to document existing faculty mentoring practices at East Carolina University and gather faculty feedback on these practices.

Two hundred and sixty-seven East Carolina University faculty responded to this survey for a 17% return rate. The average term of employment at East Carolina University is 10 years, ranging from one semester to 41 years. As shown in Figure 1, the majority of respondents (86) held an assistant professor or clinical assistant professor rank. Seventy-seven respondents hold an associate or clinical associate professor rank and fifty-three respondents hold a full professor rank. Other respondents hold an



instructor or non-tenure track rank, are administrators, or are emeritus professors. Respondents represented all of the colleges and schools currently at East Carolina University (see figure 2).

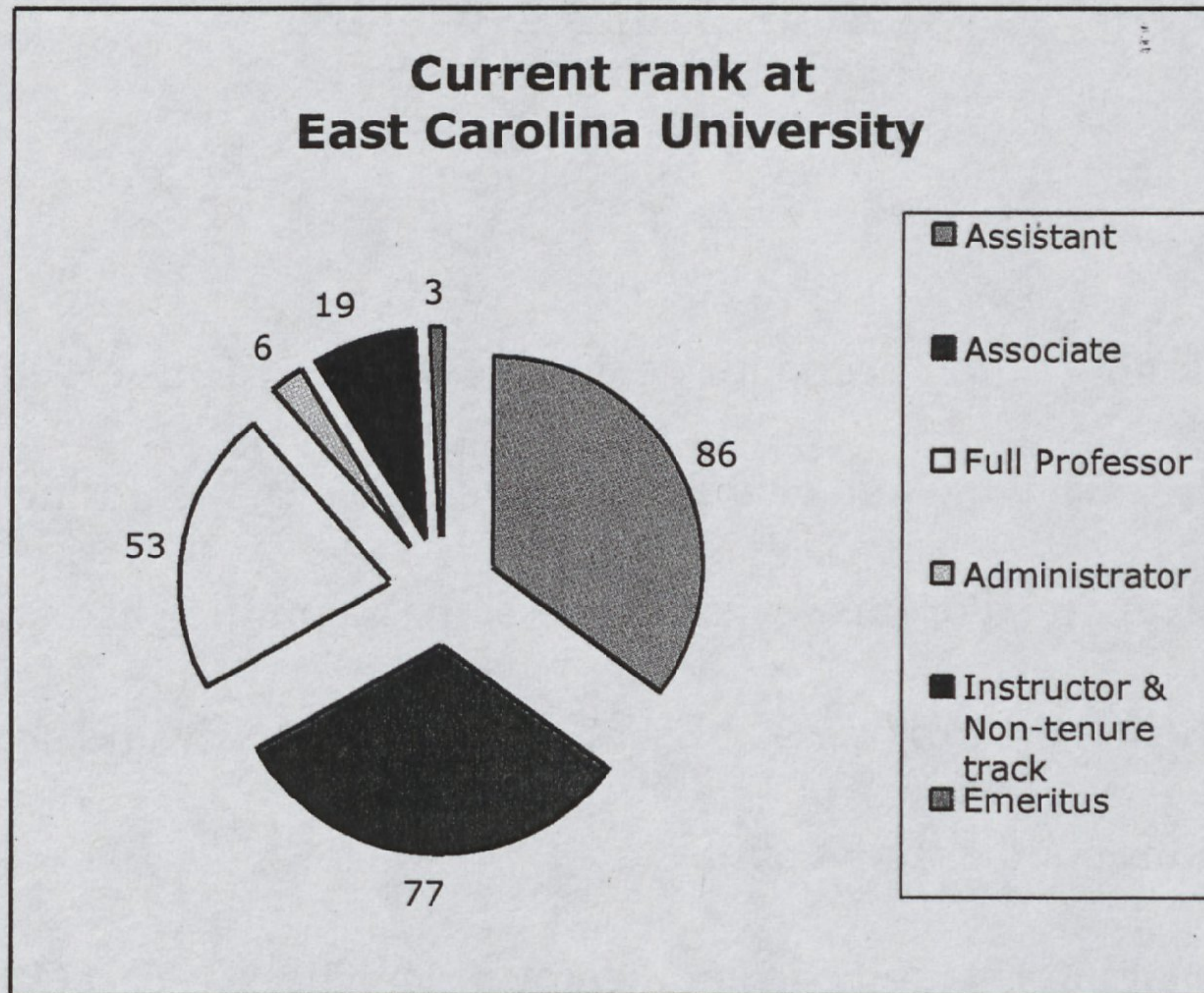


Figure 1

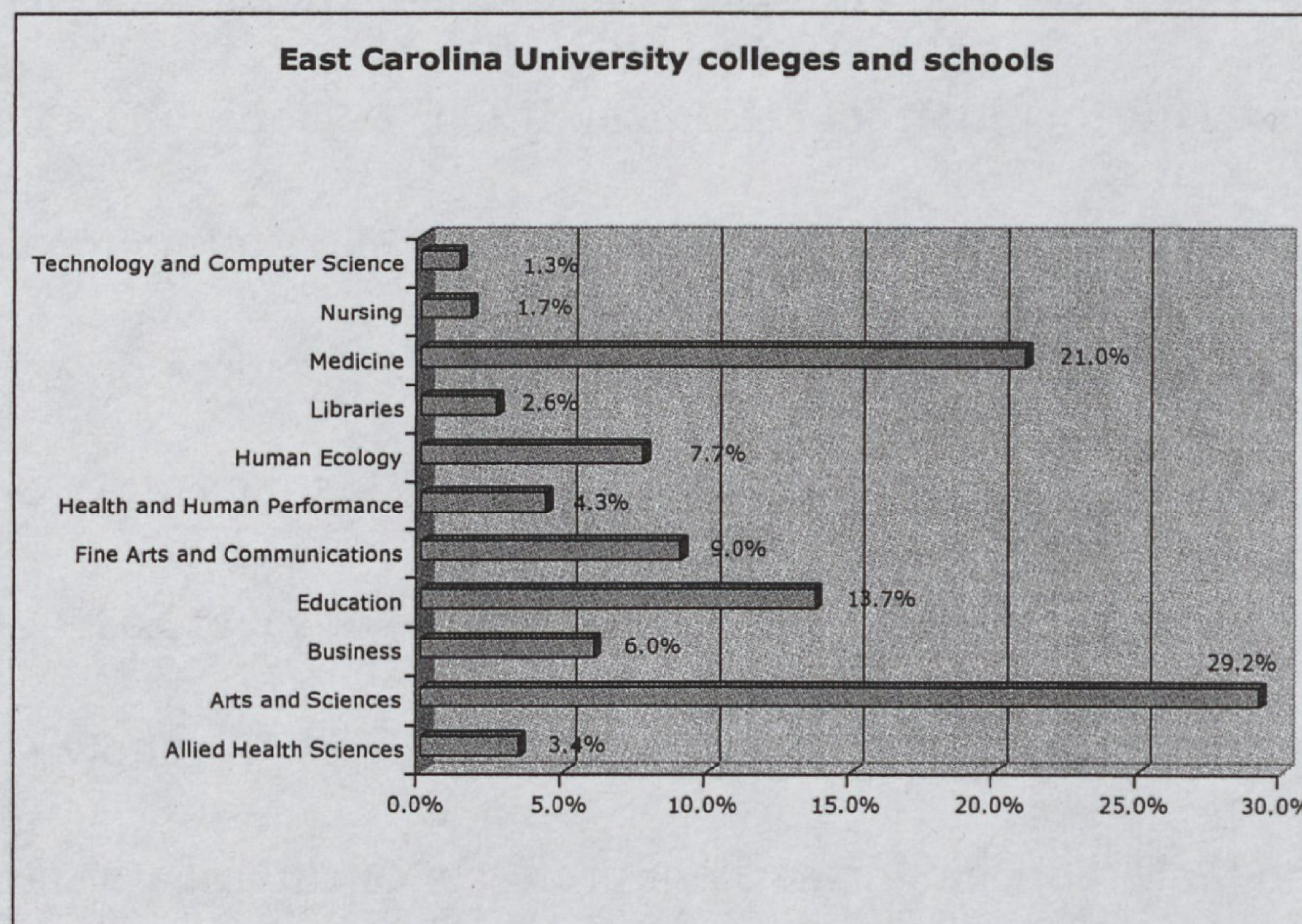


Figure 2



## Results

Almost fifty-two percent (51.9%) of the two hundred and sixty-seven respondents reported that they participated in a faculty mentoring program at East Carolina University (see Figure 3). Seventy-two respondents were mentees, fifty-nine respondents were mentors and twenty-nine respondents participated as both mentees and mentors (see Figure 4). Surprisingly, ninety-three of the respondents reported that their faculty mentoring program was an informal faculty mentoring program while twenty-six respondents participated in a formal faculty mentoring program. Forty-two respondents participated in a formal and, also, in an informal program (see Figure 5).

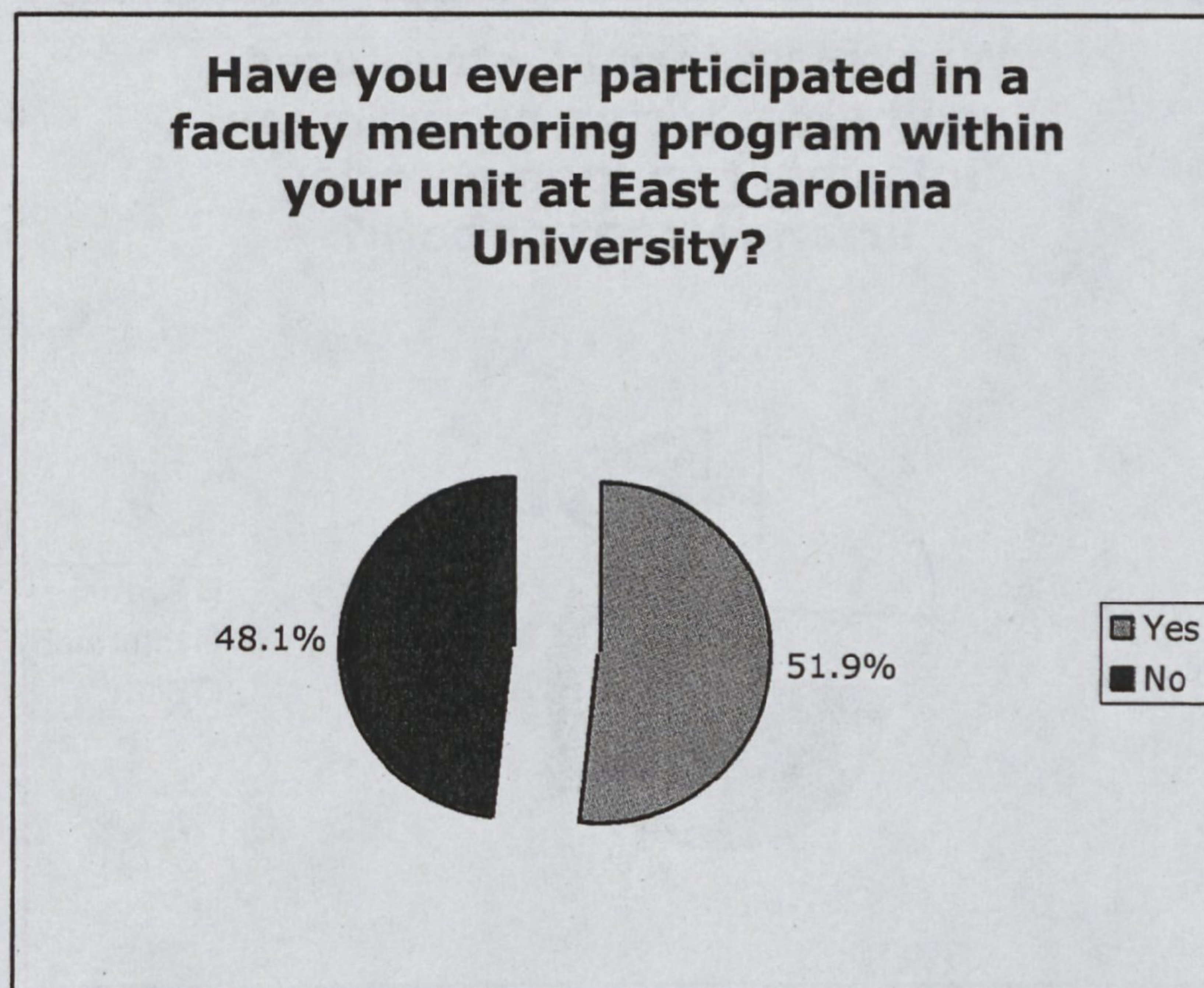


Figure 3



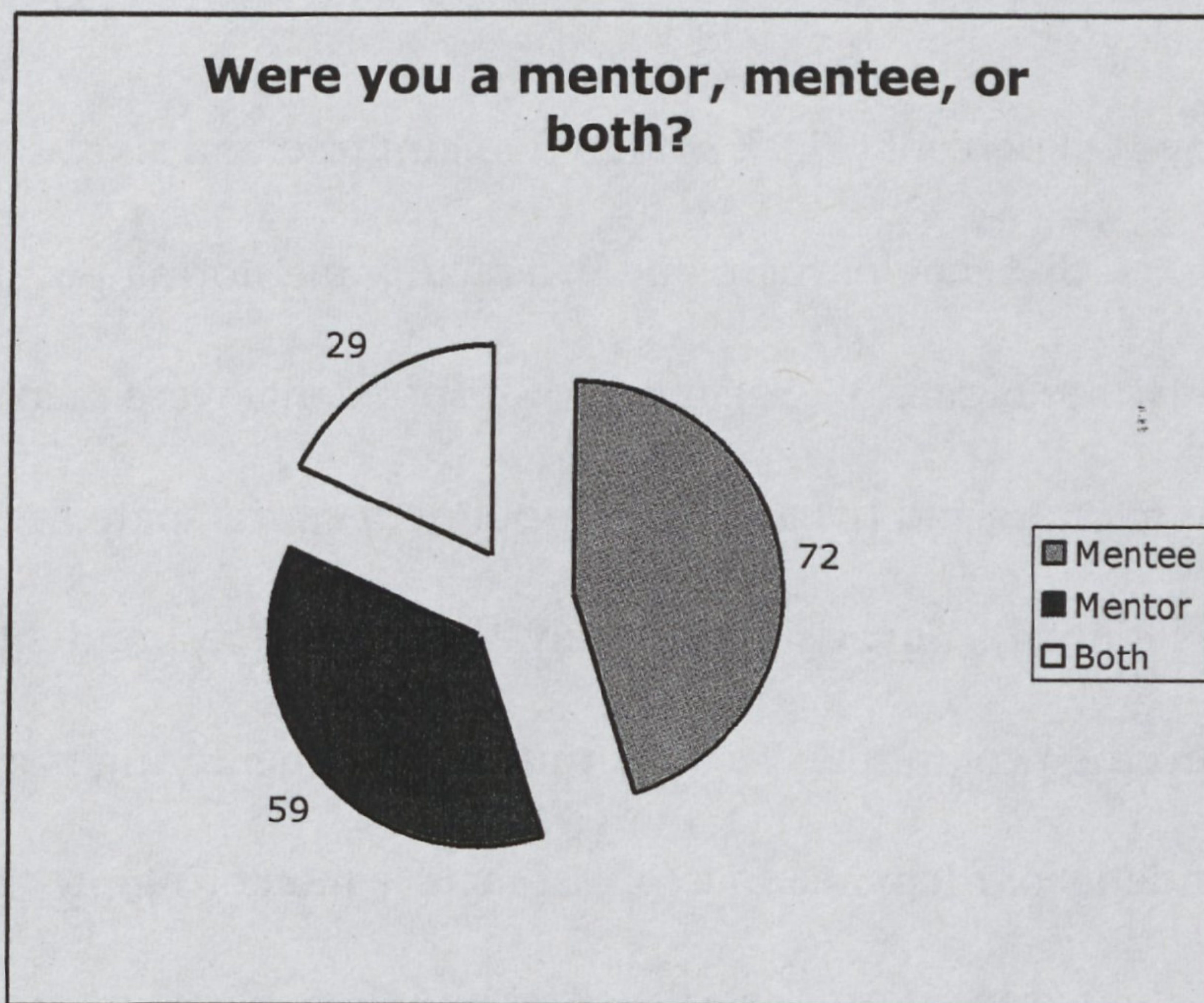


Figure 4

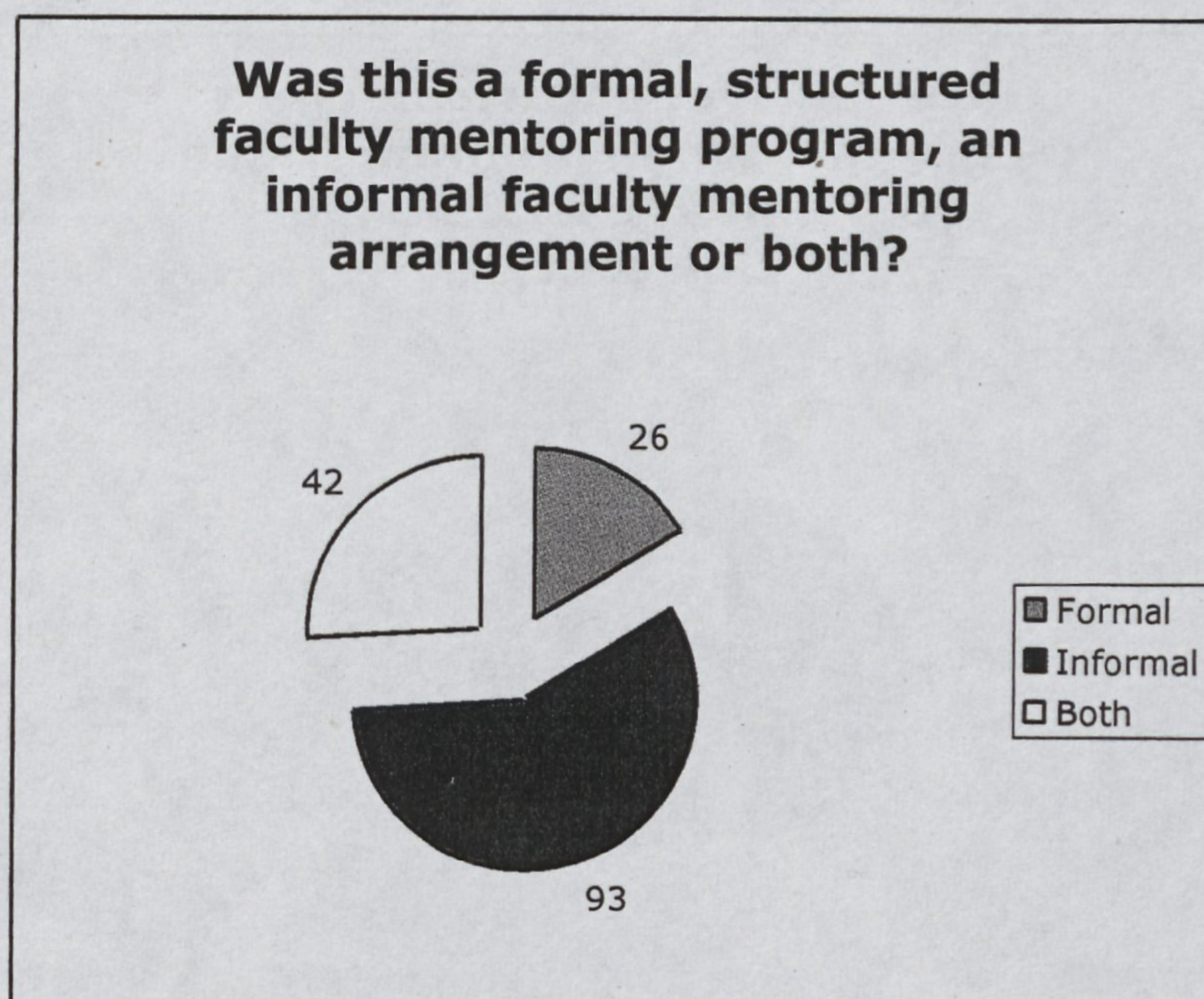


Figure 5

As shown in Figures 6 and 7, respondents evaluated the respective faculty mentoring programs at East Carolina University. Over fifty percent of the mentees (55.5%) either rated their mentoring programs as "effective" or "very effective." Over



fifteen percent of these mentees (16.7%) were undecided about the effectiveness of these programs. Over twenty-five percent of these respondents (27.8%) rated these mentoring programs as "ineffective" or "very ineffective." Similarly over fifty percent of the mentor (55%) either rated their mentoring programs as "effective" or "very effective." Almost thirty percent of these mentors (29.2%) were undecided about the effectiveness of these programs. Over fifteen percent of these respondents (15.7%) rated these mentoring programs as "ineffective" or "very ineffective."

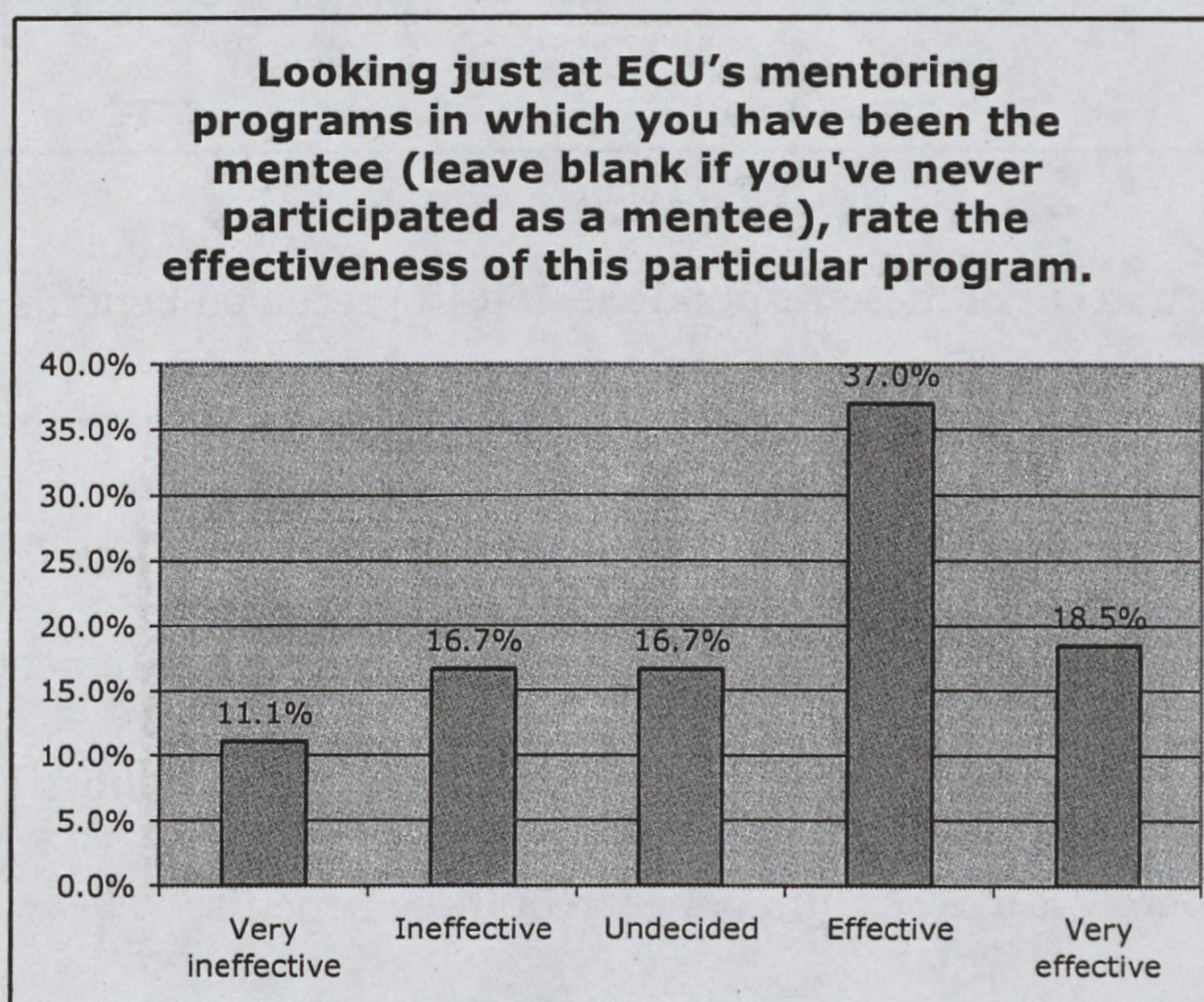


Figure 6



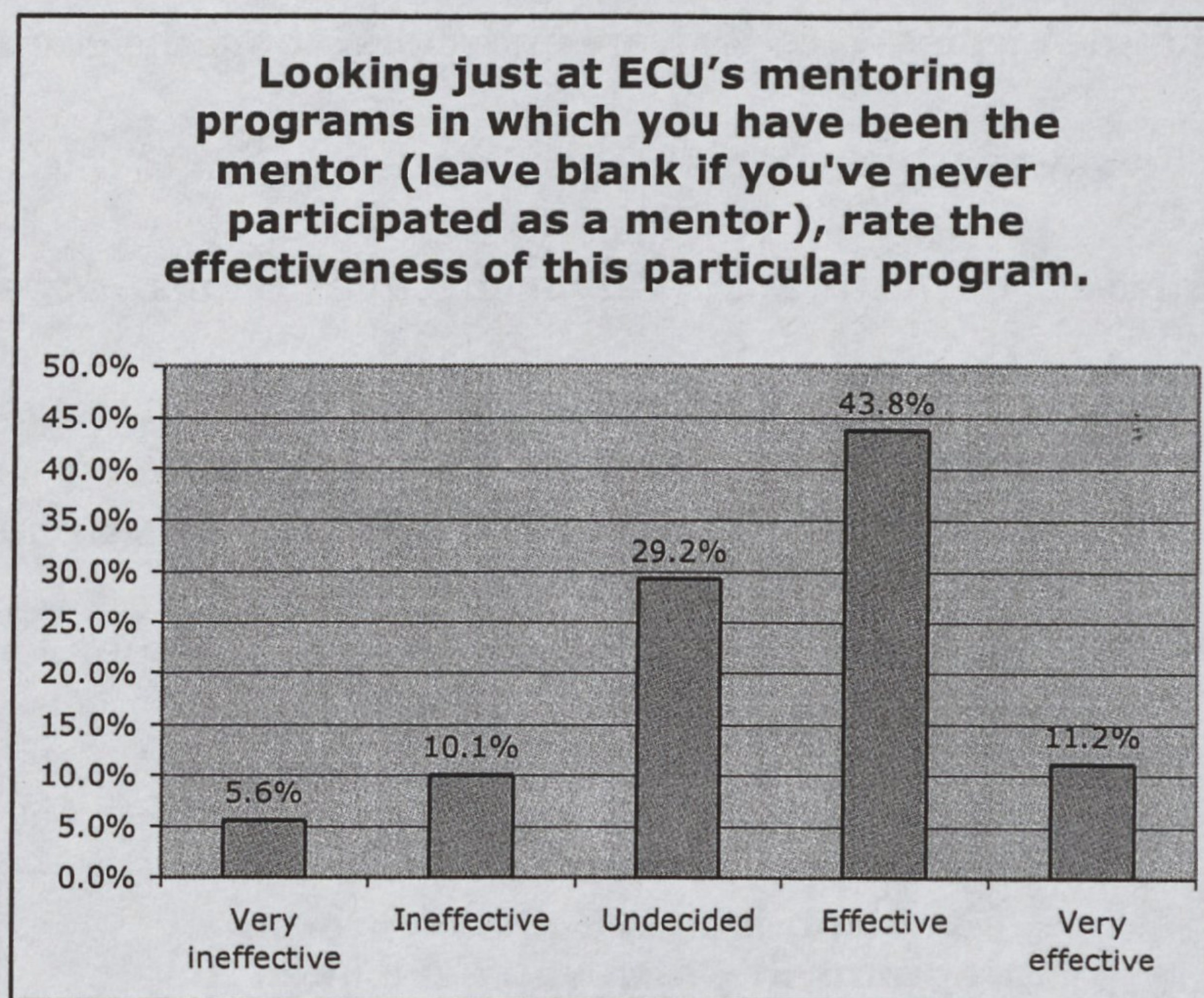


Figure 7

Over sixty percent of these respondents (60.4%) received benefits from this faculty mentoring program (see Figure 8) and almost sixty percent of these respondents (58.5%) said that they would participate in a faculty mentoring program in the future (see Figure 9). According to the survey results, there are three main benefits of a faculty mentoring program at East Carolina University, namely, skills, politics and procedures, and friendship. Below is a description of each of these benefits.

*Skills:* From these faculty mentoring programs, both mentee and mentor learn important skills including, for example, writing grant proposals, developing interdisciplinary research, experiencing collaborative team research, developing effective instructional strategies and learning how to using the Internet for distance education courses.

*Politics and procedures:* Both mentee and mentor also reported that they had several questions about university politics and procedures answered as a results of these mentoring programs. One respondent wrote, "He [mentor] gave me solid advice on



academic matters and questions of departmental politics." Mentees had several specific questions about university and department procedures, including questions about tenure. One respondent wrote:

Finally, I had a million questions about: how do I post final grades? How do I file for travel authorization? How do I get a desk copy of a textbook? What is ONESTOP? How do I get a parking permit? How do I obtain a faculty ONECARD?

Senior faculty, who served as mentors, also benefited from their relationships with junior faculty. One respondent wrote, [mentoring program] "made me as a senior professor aware of the questions, problems, and needs of junior staff." Another respondent wrote, "I came to understand more clearly the needs and concerns of the mentees."

*Friendship:* A faculty mentoring program also created a tacit outcome. A successful program developed a friendship between mentor and mentee. This relationship appeared to be helpful for mentees. One mentee wrote, [mentor] "gave me someone to talk to about issues informally, gave me an advocate when I was having trouble with work issues. Another mentee commented, "my mentor was a lifeline!" One mentor concurred by stating, "It help [sic] me to get to know my mentee and to stay in touch with our "junior" faculty and their concerns. I believe my mentoring was viewed as Departmental service." Another respondent eloquently wrote, "The collegial relationships formed as a product of mentoring have remained important. Mentoring as a form of professional socialization is vital to a sense of professional fulfillment and success."



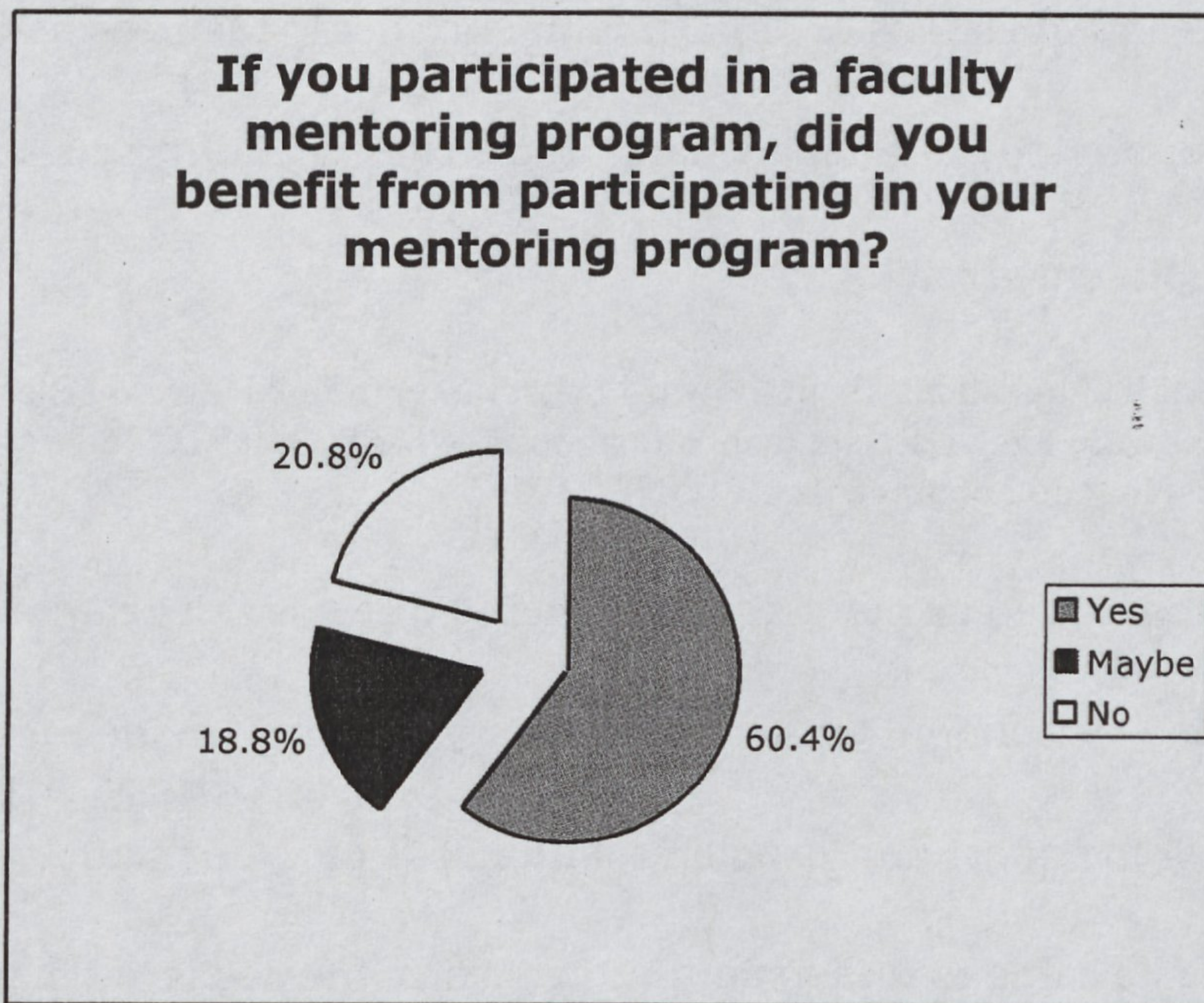


Figure 8

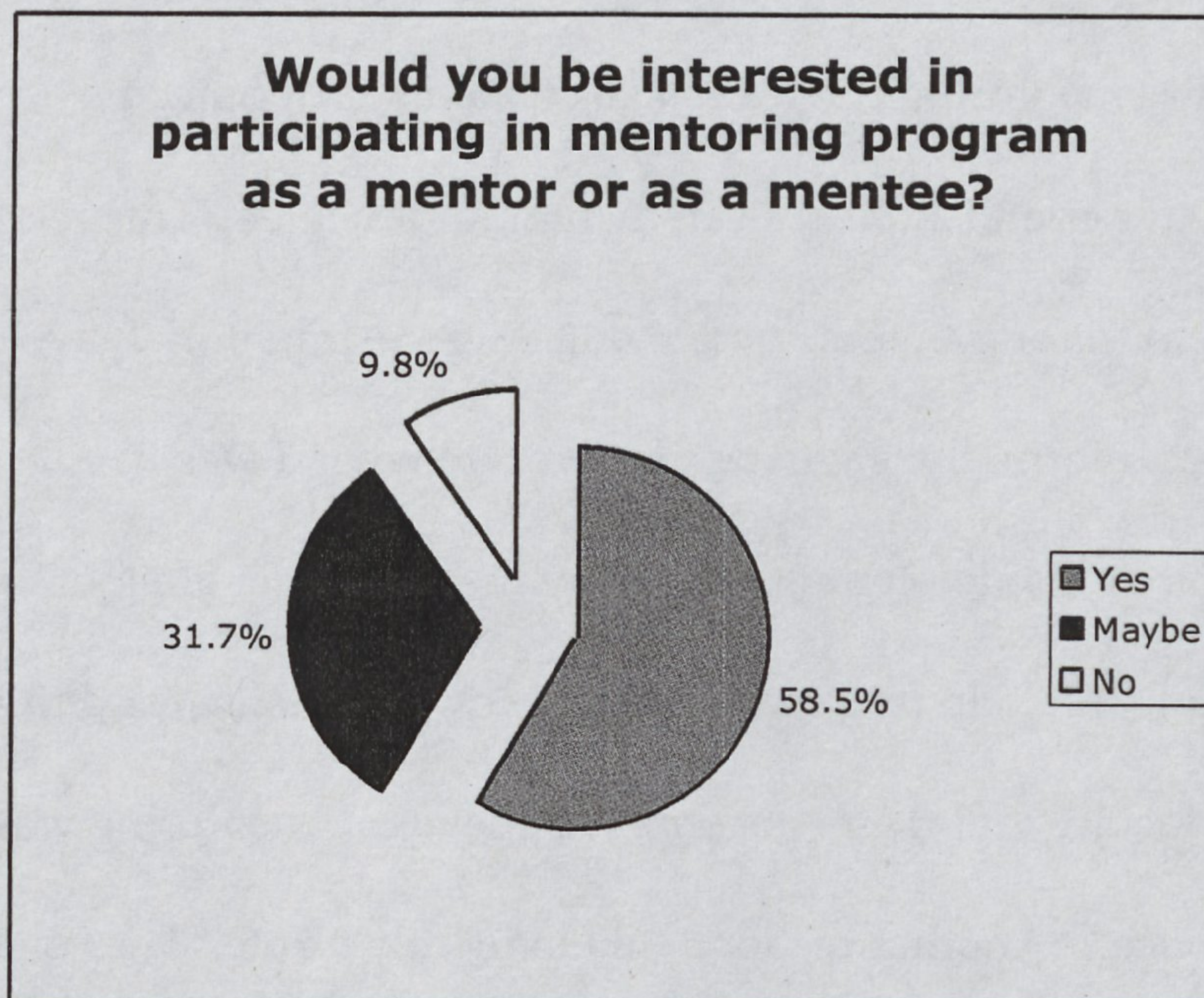


Figure 9

Over thirty percent of these respondents (32.1%) noted specific drawbacks from participating in a faculty mentoring program (see Figure 10). Approximately fifteen percent (15.7%) were not sure if there were any drawbacks in participating in a



mentoring program. Survey respondents noted two main drawbacks in participating in a faculty mentoring program at East Carolina University. These drawbacks are time/lack of incentives, lack of structure, and clear expectations. Below is a description of each of these drawbacks.

*Time/Lack of incentives:* Several respondents reported that "time" or lack of time was a drawback in participating in a faculty mentoring program. More importantly, the mentor's valuable time was not recognized as a contribution towards his or her particular unit. One mentee wrote, "Mentors are busy too. They have to teach 12 hours and have high research and service expectations." A mentor concurred and noted:

This means that you get no credit for your efforts other than the personal knowledge you are helping. Since you don't get any tangible reward, it is almost a negative. You give up valuable time for little reward. I loved working with the two new faculty members I have mentored. I probably would do it again. BUT--other than the personal satisfaction, there was not recognition from the department, no help toward pay raise, no nothing!

*Lack of structure and clear expectations:* Apparently, the lack of structured mentoring programs at East Carolina is a drawback. Several respondents, both mentees and mentors, noted this deficiency. A respondent commented, "there was very little structured -- and little unstructured -- support for new tenure track faculty." Another respondent wrote, "there was, and still is, no "handbook" for new faculty in particular within the department. Another mentor noted, "The big drawback to it in our department is that it's been administered utterly inconsistently, depending on the interest of the department chair." A mentor wrote, "I would like some systematic instruction on how to be a mentor. One issue is that I was never mentored by a faculty member within my own department as a junior faculty so that has created a void."



responded to the current survey. We want to investigate if there are any differences of perspectives toward faculty mentoring at the university. We also will inquire whether or not individual units and departments recognize effective mentoring practices through concrete and tangible incentives.

*External mentoring practices:* We plan on evaluating successful mentoring programs that were developed outside of East Carolina University and identify specific benefits from these programs. We also will inquire whether individual units and departments recognize effective mentoring practices through concrete and tangible incentives.

*Balance between formal and informal practices:* Our goal is to strike a balance between the structure of a formal program and the qualities of informal mentoring programs. There are obvious benefits of having a structured program. However, we are aware of the limitations of a strict and rigid program. We also are cognizant that some informal mentoring programs are quite effective. While we may list in a future report specific aims and essential qualities that every East Carolina University mentoring program must have we would expect these guidelines to be modified by each unit to fit the needs of their individual mentees and mentors.

*Faculty mentoring for all faculty:* Though the emphasis of a majority of faculty mentoring programs at East Carolina University and other universities have focused on new faculty members, we plan on examining professional development issues for *all* faculty. While the tenure-track and new faculty members have the most mentoring needs, we believe that mid-career and senior faculty members also have mentoring needs, as well.

We will focus on identifying professional development issues for all East Carolina



University faculty members and make necessary recommendations with regards to  
faculty mentoring practices.