

Faculty Mentoring Program May 2023

Mentor/Mentee Roles and Responsibilities

A faculty mentoring plan was endorsed by the Faculty Senate on February 28, 2023 and subsequently modified and negotiated with the AFT. The Plan will inform the launch of the Faculty Mentor Program, a pilot that will evolve as it rolls out and will be refined in consultation with the Advisement Council, Faculty Senate, departments, and the AFT, as appropriate.

Strong relationships between faculty and students are a key part of student academic success at William Paterson University. This document outlines the responsibilities and expectations for this vital role of Faculty Mentor and the expectations for mentees. These guidelines were developed by a Faculty Senate task force comprised of faculty and administration from across campus with additional input from Union leadership, and will serve as a foundation for this role.

The Mentor Role

The Faculty Mentor is a critical part of each student's Success Team at William Paterson. The role of the Faculty Mentor will be to assist students in developing and sharpening their academic and career goals, engaging major-related considerations, and aiding them in building healthy and valuable relationships with other faculty and students, including the skills of self-advocacy. The Faculty Mentor will also reinforce belonging and support students' abilities to achieve success. Goals for the mentor-mentee relationship will change and evolve as the student progresses toward their degree. See Appendix to this document that maps out framing goals for the sophomore, junior, and senior years.

Rollout Plan:

- Orientation for all assigned faculty mentors will occur before Fall 2023.
- Faculty Mentors who volunteer to participate in the program will first be assigned their new Sophomores who fit the established criteria in Fall 2023.
- Ongoing opportunities for mentors to meet and discuss what works for building mentor/mentee relationships.
- A website of resources will be developed to provide resources for Faculty Mentors.
- Update Navigate to include the Faculty Mentor role.
- Create an annual Advising Summit where Department Chairs and Program Directors can meet with the Professional Advisors about program requirements and changes.
- Will Power 101 and 102 will be updated to include information about Faculty Mentors.
- The Student Success Plans appropriate for Sophomores, Juniors, and Seniors will be developed in collaboration with the Advisement Center.
- Conduct a preliminary assessment of the program by the end of the Fall 2023 semester with the Advisement Council and report results to the Faculty Senate and the AFT. After the first year, the program will be assessed annually.

All undergraduate main campus students will be assigned a Faculty Mentor when they have achieved the following:¹

- New degree-seeking freshmen:
 - Completion of at least 30 credits
 - Completion of one year at WP
 - Have a declared major
- Transfer students:
 - Completion of at least 30 credits
 - Completed at least 2 semesters of college
 - Have a declared major

Note that all new undergraduates to WP with a declared major will have a designated faculty member(s) from their department in Navigate as part of their Success Team. This person(s) will be the department chair, or volunteer faculty member and is not a formal mentor as described in the rest of this document but rather a departmental resource and contact for the students. The person (to be titled Faculty Liaison in Navigate) may be invited to participate as a guest at Will Power 101 & 102 sessions/activities and to participate in/plan/be engaged with department or college events that aid the socialization of students to academic study and the value of a faculty relationship. Once a student reaches the threshold point as described above, they are assigned to their specific Faculty Mentor.

Mentor Assignments²:

- Department chairs will be responsible for matching each new mentees with a voluntary mentor in the department.
- Only FT tenure track faculty will be assigned mentees.
- Each mentor should have at most approximately 30 mentees.
- Mentorship will be valued and count toward department, college, and university service for retention, tenure, promotion, and range adjustments.
- If a student changes their major, they are re-assigned to a mentor in that new major.
- If a student has a second major, their primary mentor will be with the first major, but will be assigned a mentor in the department of their second major as well if/as they might need to consult with that person. Second major mentors, however, will invite such mentees to engage, and come to activities recommended by the mentor.

¹ Specific program needs that may have unique implications for sophomore level mentoring will be considered during the rollout period. Some examples include what is currently done for/with sophomores in a program, departmental norms based on the distribution of faculty work across Grad and UG programs, a unique circumstance were one or a few faculty might need to have a load higher than 30 (not anticipated in the first year, but could occur). Such higher loads should count more for service and other forms of service allowed to be lighter. WP-Online students already have a faculty liaison assigned at program start with responsibility for answering discipline specific questions, elective pathways, and career opportunities. The Center for Degree Completion and Adult Learning (DCAL) also hosts forums for students over the course of the year, some of which that include faculty liaisons. Faculty liaisons will be identified in Navigate as part of a student's Success Team.

² Given that formal mentor assigning is to be phased in, departments are asked to inventory what is currently done for juniors and seniors within the department and to consider what might be strengthened/expanded/initiated starting in the 2023-24 academic year. For example, faculty advisors with students who cross the 90 credit hour threshold should conduct a degree audit to ensure a student is on track appropriately and to invite the student to meet and discuss it. Departments are also encouraged to partner with/strengthen their partnership with the Career Center for internship and job preparation opportunities. Involvement in department/disciplinary clubs can also be emphasized.

Mentor Expectations:

- Meet with each mentee individually at least once per semester and discuss yearly goals and plans as informed by guidance from a Checklist that will be produced in consultation with the Advising Center and reviewed by the AFT. Additional meetings if/as needed.
- Recommend group mentoring events for mentees which could include a group mentee meeting or a collaborative department mentoring event (student panel, alumni panel, career day, etc.).
- Communicate with mentees as needs arise (Navigate alerts, mentee questions, etc.).
- Indicate in Navigate that they have met with their mentee and if necessary, include notes about the meeting.
- Make referrals as needed to other members of the Success Team.

Student Expectations:

- Students will learn about their Success Team, including the role of the Faculty Mentor, in Will Power 101 and 102.
- When a student is first assigned a Faculty Mentor, the student is directed by their Professional Advisor to meet with their mentor during the first two months of the semester to establish this important relationship as it informs/aids their academic goals and long-term plans.
- Professional Advisors will encourage students to meet with their Faculty Mentor as it benefits their pathway to degree and post-college plans.
- Students will be able to access members of their Success Team through Navigate.
- Departments are encouraged to consider how to utilize key courses at the sophomore level or higher for facilitating mentee-mentor relationships and engagement (e.g., activities or assignments linked to engaging one's mentor; attendance at events offered by mentors/the department, orientation to/involvement with departmental student clubs).

Appendix: Framing Goals Linked to Class Year (a work in progress)

Sophomore Year Goals:

- Help contextualize the discipline—why and how major X does it, what it does, and why it matters.
- Ask student to share their academic history and then acclimate the student with the major requirements.
- Review student's degree progress, assist with ADRs, course recommendations, recommend permits for major courses (depending upon department needs), and review their 4-year plan based on faculty knowledge of major and student's reported interests.
- Help student navigate and access University supports for certain circumstances (e.g., course requirements, low-GPA, falling behind, or feelings of disengagement.)
- Discuss academic and career goals.
- Discuss any academic issues and encourage the student to attend to them.
- Encourage the student to join the department's academic club and other clubs or activities of interest on campus.
- Encourage students to visit the Career Development Center and join the Pesce Family Mentoring Institute to be matched with a professional career mentor.
- As a part of the mentor recommendations for opportunities for multiple mentees to meet, provide an opportunity for mentees to meet with other majors in their sophomore year.

Junior Year Goals:

- To provide directed electives—considerations as to why one elective is preferable over another in light of their personal interests or professional career goals.
- Review student's degree progress and make course recommendations based on faculty knowledge of major and student's interests.
- Discuss internship and career plans.
- Encourage students to visit the Career Development Center and join the Pesce Family Mentoring Institute to be matched with a professional career mentor.
- Listen to student's goals and discuss the skills and knowledge the student will need based on their career plan and potential curricular or co-curricular activities that will help them reach these goals.

Senior Year Goals:

- Review graduation requirements: applying for graduation, signing up for the ceremony, etc.
- Inquire about student's specialty courses. Recommend University supports for specific course requirements.
- Ensure students have visited the Career Development Center and join the Pesce Family Mentoring Institute to be matched with a professional career mentor.
- Inquire about students' steps taken to apply for a job or graduate school. Discuss job opportunities and/or graduate education that are linked to this major and how to prepare oneself for it.
- Finalize post-college graduate school plans, including graduate school expectations and admission.
- Ensure mentees have been to the Career Development Center.
- Guide mentees in securing letters of recommendation from the University, internships, and other jobs they have had.