The CEBS Dean’s Office organizes several lunch meetings during the year (about two per semester) at which broad topics are discussed. These topics include: collegiality, time management, progress toward tenure and promotion, College culture, quality teaching etc. We also spend time discussing questions raised by the new faculty, and we spend time rumor busting. The meetings are designed to be informative and to build a sense of belonging and culture. Second-year faculty members are sometimes invited to the meetings.

During the 2008-2009 academic year the CEBS School Directors, along with the Dean, will lead a discussion of general topics. Thus new faculty will have access to more of the College leadership. Included among the topics planned for academic year 2008-2009 are:

- Discussion of “The Missing Professor”
- Advising
- Strategies for Getting Published
- Balancing Faculty Roles and Responsibilities
- Navigating the University System
- Working with Colleagues and Administrators: Collegiality.

Lunch is provided at these meetings, which usually last about 90 minutes.

The Dean’s Office also provides workshops on applying for tenure and promotion and sabbaticals. New and junior faculty members are invited to these workshops. Many avail of the opportunity, although usually in their second year.
Each of the three program areas in Applied Psychology and Counselor Education has their own mentoring program. The three mentoring programs are described below.

**Counseling Psychology**
The Counseling Psychology Program is committed to fostering the growth and professional development of our new faculty members. We view this as an important role for all Counseling Psychology faculty members to formally and informally fulfill. The following are some formal activities that help to mentor our new faculty into the university and profession.
1. CP faculty members accompany new faculty to the CEBS retreat at the start of the school year.
2. The program coordinator meets with new faculty to discuss and facilitate the completion of the Graduate Faculty Application.
3. CP faculty meet with new faculty members to discuss the faculty members assigned classes and provide him/her with teaching materials to aid in the preparation of the courses.
4. During the first year, the program coordinator will meet with the new faculty member on a regular, weekly basis to discuss any issues or concerns. Additional meetings will be scheduled with any CP faculty member on an as needed basis.
5. Attempts are made to give new faculty assistance to establish their research programs (e.g., use of an RA, reassign time, information about UNC Human Subjects Review process, etc).
6. New faculty are provided with information regarding local, state, regional, and international conference where faculty can present their research. Information about professional journals where manuscripts may will also be provided.
7. New faculty are also mentored regarding how to ensure they are on target for obtaining tenure/promotion.
8. New faculty are also mentored/supervised in their delivery of psychological services. Most new faculty will need accumulate post doctoral supervision hours in order to become a licensed psychologist. The CP program is committed to helping our new faculty achieve this important milestone in their professional development. One way we achieve this is by permitting new faculty to count activities geared toward meeting postdoctoral licensure requirements as being part of their program/university service for their annual reviews.

**School Psychology**
The School Psychology programs are committed to fostering the growth and professional development of our new faculty members. We view this as an important role for all school psychology faculty members to formally and informally fulfill. The following are
some formal mentoring activities used to acclimate our new faculty into the university and profession:

1. The program coordinators meet with new faculty to discuss and facilitate the completion of the Graduate Faculty Application.
2. School psychology faculty meet with new faculty members to discuss the faculty member’s assigned classes and provide him or her with teaching materials to aid in the preparation of courses, including contacts with practitioners who are commonly used as field-based supervisors.
3. During the first year, the program coordinators will meet with the new faculty member on a regular basis to discuss any issues or concerns, and to provide background on issues that are expected to be discussed at faculty meetings. Additional meetings are scheduled with any school psychology faculty member on an as-needed basis.
4. Attempts are made to give new faculty assistance to establish their research programs (e.g., use of an RA, reassigned time, information about UNC Human Subjects Review process, assistance with preparation of internal grant proposals, etc). In addition, when possible, opportunities to co-write or co-present with faculty are made available, and review of new faculty member’s manuscripts is provided.
5. New faculty are provided with information regarding local, state, regional, and international conferences where faculty can present their research. Information about professional journals where manuscripts may be submitted is also provided.
6. New faculty are also mentored regarding how to ensure they are on target for obtaining tenure/promotion, including assistance with annual review form preparation.
7. If new faculty are pursuing licensure as psychologists, assistance is provided in obtaining a supervisor for their delivery of psychological services, or by providing such supervision. Such new faculty will need to accumulate post doctoral supervision hours in order to become a licensed psychologist. The school psychology program is committed to helping our new faculty achieve this important milestone in their professional development. One way we achieve this is by permitting new faculty to count activities geared toward meeting postdoctoral licensure requirements as being part of their program/university service for their annual reviews.

Counselor Education
The Counselor Education faculty are dedicated and committed to fostering the growth and professional development of our new faculty members. We view this as an important role for all of our faculty members to fulfill. However, our knowledge of the research on mentoring indicates that informal research is by far the more effective and that new faculty should be able to choose who they desire to be their mentor in a
spontaneous and natural process. The following are some formal mentoring activities used to acclimate our new faculty into the university and profession:

1. The Counselor Ed program coordinators as well as regular faculty and the APCE Director, consult regularly with new faculty to make sure that all questions are answered about the job in terms of both content and context.

2. Counselor Ed faculty meet with new faculty members to discuss the faculty member’s assigned classes and provide him or her with teaching materials to aid in the preparation of courses, including contacts with practitioners who are commonly used as field-based supervisors.

3. New faculty members are asked on a regular basis to discuss any issues or concerns the faculty member may have. Experienced faculty also provide background on issues that are expected to be discussed at faculty meetings.

4. Attempts are made to give new faculty assistance to establish their research programs (e.g., use of an RA, reassigned time, information about UNC Human Subjects Review process, assistance with preparation of internal grant proposals, etc), and are also trained in the skills of publishing professional articles and books. In addition, when possible, opportunities to co-write or co-present with faculty are made available, and review of new faculty member’s manuscripts is provided.

5. New faculty members are provided with information regarding local, state, regional, and international conferences where faculty can present their research. Information about professional journals where manuscripts may be submitted is also provided.

6. New faculty members are also mentored regarding how to ensure they are on target for obtaining tenure/promotion, including assistance with annual review form preparation.

7. New faculty members are also given information and instruction on licensure in the state of Colorado.
School-Wide
There has been no formal school-wide mentoring plan in the past. What little mentoring that has been performed by the School Director has been sparse, inconsistent, and informal. Last spring semester, for example, the Director did set up meetings with the two new ELPS faculty to talk to them about balancing their responsibilities in teaching, service, and research and provided suggestions regarding improving research productivity. The Director also met with the newest HESAL faculty member to review her vita and to help her develop a more systematic research agenda.

The proposed, new school-level mentoring plan will include the following elements:

a) Minimum of two formal meetings each semester with new (including 1st and 2nd year) faculty to discuss general issues related to faculty roles and responsibilities and to review their progress toward tenure/promotion and/or toward a positive annual evaluation. One of these meetings will be individual and the second (or additional meetings) might be in a group format among all new faculty in the school. The individual fall meeting would include a review of the faculty member’s vita, discussion of their research agenda, progress toward tenure (if applicable), and a general discussion of their adjustment to their new faculty role. In the spring semester the individual meeting would likely also include a review of and feedback on the faculty member’s annual evaluation including strategies to remedy deficiencies, if applicable. The group meetings would address issues common to all new faculty including discussions about time management (i.e., balancing teaching, service, and research), university policies and procedures (e.g., application for Graduate Faculty Status), university resources and services, transitioning from student to faculty roles, strategies for successful tenure applications, etc.

b) Review of each faculty’s teaching. For those teaching face-to-face classes this would comprise one classroom visit during fall and spring semesters and a written summary of observations to be given to the faculty as feedback. For faculty teaching only online courses, this would include a meeting with the faculty to review and provide feedback on their Blackboard shells.

c) The plan also includes informal activities such as seeking out and forwarding resources that would be potentially helpful to new faculty (e.g., articles, book titles, meetings, websites, etc.) and ad hoc or informal meetings with faculty (e.g., just to “check in” with faculty to see how the semester is going, etc.)

Applied Statistics and Research Methods
There is no current policy on mentoring new ASRM faculty. It has always been done informally, typically on a one-to-one basis with one of the senior faculty assuming major
responsibility for mentoring a particular faculty member. In most cases, the mentor has been in the same concentration area as the new faculty member (i.e., research methods faculty mentoring new research methods faculty and statistics faculty mentoring new statistics faculty) given that those in the new faculty’s concentration area are better able to provide advice and information related to curriculum issues, student advising, comprehensive exams, etc. However, faculty have also been quite generous in providing assistance across program concentrations to share teaching materials and advice on core courses (e.g., SRM 600) that are taught by all ASRM faculty. Beginning this year, new ASRM faculty will be included in the formal school-wide mentoring plan described above.

**Educational Leadership and Policy Studies**

Last year, the “old” ELPS faculty did many things to provide orientation and mentoring for two new faculty members.

- A discussion of the ELPS curriculum design and flow was held, as well as discussion of major assignments as they relate to Colorado Principal and Administrator standards.
- New faculty was provided explanations of the advising process and tips to improve organization and student success/satisfaction.
- The new faculty members both co-taught classes with experienced faculty members which helped with questions on grading, discussion format, norms, etc. Thus, unit resources were allocated to the mentoring program.
- Guidance and encouragement to conduct research, present at national conferences, and submit papers for publication have been ongoing. ELPS funds from Extended Studies programs were used to support new faculty professional activity. Several personal conversations over our weekly Monday lunch have also been targeted to mentor, advise, and support our two new faculty members.
- New ELPS faculty will also be included in the school-wide mentoring plan above.

**Educational Technology**

There is no current policy on mentoring new ET faculty. However, it has been over five years since ET hired a new tenure-track faculty member. Recently hired full-time adjunct faculty have been mentored informally by the ET program coordinator and by the current School Director primarily regarding teaching, service, and personnel issues. Beginning this year, new (first and second year) ET faculty will be included in the more formal ERLT mentoring program above.

**Higher Education and Student Affairs Leadership**

In HESAL, mentoring is conducted in an informal and organic manner through sharing of resources, providing an open door policy and collegial environment, and by limiting committee assignments for new faculty. “Just in time mentoring” was a term used by a new faculty member to describe information and resources that are provided just at the time they are needed given there is so much information to consider when a person is new. In addition, new HESAL faculty will be included in the school-wide mentoring plan above.
MENTORING INVOLVES PROVIDING GUIDANCE AND SUPPORT TO THE LESS EXPERIENCED FOR THE PURPOSE OF ENHANCING PROFESSIONAL DEVELOPMENT AND JOB SATISFACTION. EFFECTIVE MENTORING REQUIRES RECOGNITION THAT NEW EMPLOYEES DIFFER WITH REGARD TO THEIR PRIOR EXPERIENCES AND NEEDS AND MORE EXPERIENCED COLLEAGUES ALSO DIFFER IN THE EXPERTISE THEY ARE ABLE TO IMPART. WE BELIEVE THAT MENTORING IS A COLLABORATIVE EFFORT AND IS ONLY A PART, ALTHOUGH AN IMPORTANT ONE, OF A BROADER ENDEAVOR THAT INCLUDES COLLEGE AND UNIVERSITY INITIATIVES TO NURTURE FACULTY DEVELOPMENT. COLLABORATIVE MENTORING ENGENDERS SHARED RESPONSIBILITY FOR THE SUCCESS OF NEW HIRES AND PROMOTES MULTIPLE SOCIAL CONNECTIONS WHICH MAY BOOST SATISFACTION AND IMPROVE RETENTION. FURTHER, WE RECOGNIZE THAT OUR NEW COLLEAGUES, WHETHER COMING TO US FROM POSTDOCTORAL POSITIONS, OTHER ACADEMIC JOBS, OR RIGHT FROM THEIR GRADUATE PROGRAMS, COME WITH A WEALTH OF EXPERTISE THAT THEY CAN SHARE WITH MORE SENIOR FACULTY.

WE UNDERSTAND THAT PROMOTING FACULTY SUCCESS AND SATISFACTION BEGINS AT THE TIME OF HIRING IN SEEKING INDIVIDUALS WITH THE PROPER ATTRIBUTES, PROVIDING CANDID DESCRIPTIONS OF EMPLOYMENT IN OUR UNIT, AND FRANK RESPONSES TO CANDIDATE QUESTIONS.

WE ALSO RECOGNIZE THAT EMPLOYEE SUCCESS AND SATISFACTION ARE ENHANCED WITH CAREFUL ATTENTION TO INITIAL WORK ASSIGNMENTS. WE TRY TO MINIMIZE THE NUMBER OF NEW PREPARATIONS TAUGHT BY FACULTY IN THEIR FIRST YEAR AND WE ASSIGN NO ADVISEES IN THE FIRST SEMESTER. FOR TENURE-TRACK FACULTY, WE ALLOW A ONE-COURSE REALLOCATION TO HELP IN PREPARING FOR TENURE REVIEW. WE DO NOT EXPECT JUNIOR FACULTY EARLY IN THEIR CAREERS TO TAKE ON MAJOR LEADERSHIP ROLES TO SATISFY THE SERVICE REQUIREMENT OF THEIR POSITION ALTHOUGH WE ENCOURAGE THEM TO SIT ON AT LEAST ONE COMMITTEE AS ANOTHER WAY OF LEARNING ABOUT OUR CULTURE.

WE SEND THE MESSAGE EARLY AND OFTEN THAT EFFECTIVE TEACHING AND PRODUCTIVE SCHOLARSHIP ARE KEYS TO PROFESSIONAL ADVANCEMENT. OUR FACULTY EVALUATION PROCESS REINFORCES THIS AND THE EVALUATION COMMITTEE AND THE DIRECTOR ANNUALLY PROVIDE WRITTEN FEEDBACK ABOUT PERFORMANCE AND PROGRESS TOWARDS TENURE AND/OR PROMOTION.

NEW HIRES ARE MATCHED WITH TEACHING MENTORS WHO HAVE TAUGHT THE SAME OR SIMILAR CLASSES. TEACHING MENTORS PROVIDE SAMPLE SYLLABI AND MEET WITH PROTÉGÉES AS NEEDED TO DISCUSS THE DETAILS OF TEACHING PARTICULAR COURSES. THE TEACHING MENTOR AND/OR THE DIRECTOR MAKE AT LEAST ONE ARRANGED VISIT TO OBSERVE PROTÉGÉES’ TEACHING AND PROVIDE THEM FEEDBACK. FOLLOW-UP DISCUSSIONS ARE GUIDED BY THE PERCEPTIONS OF THE PROTÉGÉES, TEACHING MENTORS, AND STUDENT CLASS EVALUATIONS.

NEW HIRES ARE INFORMED OF THE MULTIPLE RESOURCES AVAILABLE TO HELP THEM WITH SPECIFIC ISSUES AND TO AID THEM IN LEARNING ABOUT UNC’S AND OUR SCHOOL’S CULTURE, INCLUDING: HUMAN RESOURCES, SPARC, CETL, SCHOOL GRADUATE COMMITTEE COORDINATOR, SCHOOL
Undergraduate Committee Coordinator, School Evaluation Committee Co-Chairs, Administrative Assistants, and School Director.

The School Director encourages questions about all facets of faculty life and meets formally with protégées in the fall semester of each academic year to provide guidance regarding choices faced by new hires related to teaching, research, and service. This meeting is also used to assess the protégées’ needs. Frequent follow-up visits occur throughout the year. However, it is important that protégées do not learn only the Director’s perspective and for that reason the Director encourages access to other resources such as those mentioned above.

To promote social connections and further the tapping of multiple sources of expertise, the School underwrites lunch or breakfast once per month during the first year of employment for protégées and the senior colleague of their choice. The new hires may invite, with the Director’s facilitation if necessary, a different colleague every month and get to know many of our staff in this fashion or have repeated meetings with one or two colleagues if that is thought to be more beneficial. We expect this to be positive for the senior colleagues as well. In addition to the satisfaction of helping guide a junior colleague, these are opportunities for both parties to share ideas about, for example, teaching, advising, and research.

To conclude, there are enormous resources available at UNC to aid new faculty, from the initial University orientation and start-up support for research to SPARC, CETL, HR, and College-sponsored workshops on topics like tenure and promotion. Under this umbrella of resources, the School’s mentoring program strives to provide further scaffolding for new faculty by adding more personal, collegial and on-going supports. In taking a collaborative approach to mentoring, our protégées develop multiple connections and access multiple sources of expertise related to the particulars of their work assignments. They receive guidance early and often, especially during their first year, and follow-up support is available and dictated by their needs. By the end of the first year, new hires have acquainted themselves with numerous sources of information and have identified colleagues with whom they are most compatible and from whom they can seek continued support and collaboration in the years ahead.
SCHOOL OF SPECIAL EDUCATION

Mentoring Program

The faculty in the School of Special Education strives to promote the concept of a healthy and vibrant learning organization characterized by collaborative scholarship, high standards, supportive environments, and ongoing improvement of all faculty and staff. To achieve these ideals, the following components of faculty mentoring and coaching support have been in place for several years:

(1) Each new faculty member is assigned a faculty “mentor” at the time of initial employment. The purpose of the faculty “mentor” is to provide a resource person to each new professor for purposes of answering questions and providing information regarding the expectations for personal and professional success at the University of Northern Colorado’s School of Special Education.

(2) Each faculty member is provided an opportunity to sign up for the weekly assistance of a faculty Research Mentor. The Research Mentor meets weekly with each participating faculty member to discuss programs of scholarly activity, identify sources of support for scholarship, receive consultation on research design, provide feedback on written work, and provide recommendations for improvement of scholarly articles, book chapters, monographs, grant proposals, and other productions identified by the faculty member.

(3) The faculty in the School of Special Education meets every Tuesday throughout the academic year. The faculty meetings are in a three week rotation that includes: first Tuesday devoted to regular faculty business meeting, second Tuesday devoted to committee work, and third Tuesday reserved for faculty professional development based on priority needs of the faculty.

(4) The School sponsors a variety of social activities designed to develop, promote, and sustain a positive work climate and culture. These social activities include pot luck dinners, trips to the local theater, football game tailgates, and FAC gatherings for the purpose of extending the social and collaborative connections among faculty.

(5) The School Director meets weekly with all new faculty members and provides and “open door” policy for communication and support throughout the year.

(6) All faculty are encouraged to participate in the Colorado Consortium of Special Education Teacher Educators (CCSETE), a state sponsored organization that consists of all teacher educators from Colorado colleges and universities that offer special education personnel preparation programs. The Colorado Department of Education sponsors an annual CCSETE Institute that provides a statewide forum for presentations and publications.
(7) All faculty are encouraged to participate in the various Centers and activities that are affiliated with the School of Special Education including: the National Center on Severe and Sensory Disabilities, the Bresnahan-Halstead Center, the Distance Opportunities for Interpreter Training Center, and the Center for the Study of the Gifted, Talented, and Creative.

(8) The School Director meets regularly with new faculty to articulate expectations for promotion, tenure, sabbatical leave, and other expectations that are identified.

(9) All faculty members take turns at being volunteer caterers in groups of two or three to prepare lunches prior to the start of each regularly scheduled faculty meeting.

(10) Faculty members participate in regularly scheduled retreats for the purpose of setting future direction, environmental scanning, and determining priority goals that secure the vision and mission of the School of Special Education.
SCHOOL OF TEACHER EDUCATION

Mentoring Program

The School of Teacher Education outlines a mentoring process in its School charter, available at http://www.unco.edu/cebs/teachered/PDF/charter.pdf. The following is from the charter:

School’s tenured and tenure-track faculty members are responsible for organizing a process of annual review and mentoring of all tenure-track and term faculty. The School Director will act as a temporary mentor for all new tenure-track faculty until such faculty requests some other person within the School to be the mentor, but no longer than one academic year. The mentor will have regular meetings with the new faculty and help develop a specific plan for meeting tenure and promotion expectations.
IMPORTANT INFORMATION TO BE PROVIDED TO NEW FACULTY

Along with College and School mentoring programs, access to the following is useful to new faculty as they enter the University:

1. Provide a tour of the building including introductions to key individuals.

2. Provide a list of faculty including names, contact information, area/s of interest, etc.

3. Provide specific tenure-track expectations.

4. Insure that new faculty have access to the most current syllabi for courses they are teaching. Include adopted syllabi sections such as:
   - Disability statement
   - Plagiarism statement
   - NCATE standards
   - Critical assignments
   - Rubrics for performance-based learning.

5. Train or provide a simple overview of technology such as phones (vm password, changing voice announcements), copier (including what code to use), etc.

6. Inform of procedures in place. e.g., reserving technology items.

7. Allow access to URSA as early as possible and provide an overview or documentation.

8. Have names on office marquee and office door prior to arrival.

9. Assist with graduate faculty application.


11. Provide a guide to Greeley and/or Northern Colorado.