

Office of Multicultural Affairs Mentoring Program



2013-2014
Faculty/Staff Mentor Manual



Office of Multicultural Affairs
West Chester University
003 Sykes Union Building
West Chester, PA 19393

610-436-3273
www.wcupa.edu

Faculty/Staff Mentor,

On Behalf of the Office of Multicultural Affairs (OMA), we would like to thank you for volunteering to participate in the OMA Mentoring Program. I am extremely excited about your participation in this year's program and look forward to a successful academic year with your help. This year we are working extremely hard to ensure we have continual success with our mentoring program. A large part of the program's success is based on the time and dedication of the Faculty/Staff Mentors who meet with students and help them navigate the often challenging first-year transition process. Your role as a Faculty/ Staff Mentor is indeed a cornerstone to the program and contributes greatly to the success of our first-year multicultural students.

The OMA Mentoring program has had a positive impact on the success of the multicultural students at West Chester University for many years. Since 1996 our office has coordinated a mentoring program to help first-year and transfer students with their transition to the University. Many of you and your colleagues have graciously donated your time to these students and helped them navigate the unfamiliar and often intimidating waters of WCU. Your dedication has paid off and our records indicate that the students who have participated in the program have experienced significantly greater success (as measured by graduation rates) than their counterparts who were not enrolled in our program.

Over the years, the number of students participating in the OMA Mentoring Program has continued to increase. Last year we had a record setting 182 first-year and new transfer participants! A major challenge we face is not having enough faculty members to pair with our mentees. This is where we need more of you. Your valuable service to our program and most importantly, to our students, can help by encouraging your faculty/staff colleagues in your respective departments to volunteer as mentors in our program. The time commitment is minimal, but the rewards to our students and to you, the mentors are limitless.

Included in the Faculty/Staff Manual is information about the OMA Mentoring program and more about your role as a Faculty/Staff mentor. Please help us spread the word about this opportunity to serve, and consider encouraging a colleague to sign up as an OMA Faculty/Staff Mentor. Many thanks for your willingness commitment to the program and the students. Please contact me if you have any questions regarding our program.

Sincerely,

Querida Lugo

Querida Lugo
Associate Director
Mentoring Coordinator
Office of Multicultural Affairs
Sykes Student Union 003
West Chester University
(610) 436-3273
qlugo@wcupa.edu

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Office of Multicultural Affairs - Mentoring Program Information

Office of Multicultural Affairs Mentoring Program History:

The Mentoring Program in OMA was formed in 1994 due to a need for increased retention and graduation rates, and student engagement amongst the multicultural students at West Chester University. The Mentoring Program was implemented by Jerome (Skip) Hutson and Rochelle Peterson. At that time the Mentoring Program only consisted of two components: the Mentee (student) and a Faculty/Staff Component.

The program's goals were to:

- **Focus towards an academic area of concentration**
- **Provide additional resources and opportunities to get involved**
- **Encouragement and reinforcement of enthusiasm for the college experience**
- **Minimizing the feelings of isolation**
- **Strengthening self awareness and self confidence**

In 1996, Dr. Kendrick Mickens added a third component, the Peer Mentor component to the Mentoring Program to offer a successful academic faculty/staff liaison and role model for those students participating in the program. The Learning Outcomes for the mentees in the Mentoring Program were the following:

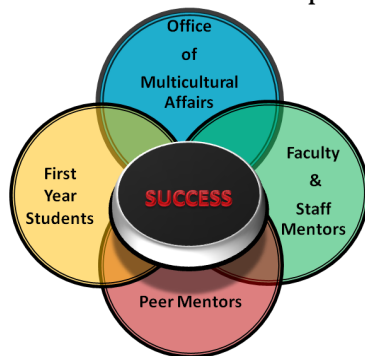
- **Development of goal setting and networking skills**
- **Development of increased interpersonal skills**
- **Greater awareness of University resources**
- **Improved understandings of University policies and procedures**
- **Establishment of positive relationships with successful professionals and faculty/staff s**
- **Enhanced atmosphere of trust and respect**
- **Increased ability to make informed decisions**
- **Enhanced leadership skills**
- **Successful transition from high school to the college environment**
- **Improved retention and graduation rates**

Over the years the program has seen the following successes:

- **Expansion from the early days of approx 55-60 students per year to 150-200 students per year.**
- **Increased, overall GPAs, retention and graduate rates which are higher than the university's students' rates who are not participating in the Mentoring Program.**
- **Increased extracurricular involvement of the multicultural students at the university**
- **Increased leadership involvement.**

OMA Mentoring Program Design:

The OMA Mentoring Program consists of three basic components:



- The first component is the student Peer mentors. Mentors on each level strive to assist one first-year multicultural student in his/her academic, career, personal, and social endeavors during their initial year of enrollment at WCU.
- The second component is comprised of the faculty/staff mentor.
- The third and most important component is the first-year multicultural student, the focus of the program.

Purpose:

The purpose of the Office of Multicultural Affairs Mentoring Program at West Chester University (WCU) is to assist first-year and new transfer students of African, Asian, Latino, and Native American descent in making a successful transition to WCU.

The program, which is open to all first-year and new transfer multicultural students, aims to empower individual student participants by providing them with a member of WCU's faculty/staff and multicultural student body who will guide, offer information, and support the student throughout his/her initial year of enrollment.

Our office strongly believes that the contributions of a faculty/staff member and a multicultural student who has earned 24 or more credits will result in a significant increase in the number of multicultural students achieving success at WCU, both inside and outside of the classroom.

Mentoring Process:

Mentoring is a process in which an active and structured relationship exists between an experienced person (mentor) and another less experienced person (mentee). The mentor offers advice, guidance, support, motivation, encouragement, constructive criticism, and counseling to the mentee for an extended period of time. Relationships between the mentor and the mentee can be formal or informal.

"Effective mentoring is not; however, a process in which one person dictates to the other what he/she must do. Neither is it a means of cloning or replicating another individual in one's own likeness. Mentoring means providing, in a supportive, non-threatening way, advice, counsel, insight, and facts that the less experience person can use to guide his/her development in seasoned professional." -**Dr. Williams B. Harvey, North Carolina State University**

Faculty/Staff Mentor Description

The responsibility of the Office of Multicultural Affairs faculty/staff mentor is to assist the office in its continuous efforts to administer a comprehensive program that will positively impact first-year and new transfer multicultural students who matriculate at West Chester University. The faculty/staff mentor will fulfill tasks which will enhance OMA in its endeavors to foster the educational, career, financial, moral, personal, social, and spiritual development of multicultural students.

Faculty/Staff Mentor Responsibilities:

- Commit to serve as mentor for one academic calendar year.
- Communicate with your mentee on a consistent basis. In your first initial meeting with your mentee, discuss the type of interactions (***in person, by phone, e-mail, over lunch in the cafeteria, your office, study lounge, etc.***), and the frequency of the interaction (***weekly, bi-weekly, monthly, etc.***) that will be beneficial for both you and your mentee.
- Provide a brief summary of interactions with your mentee at the end of the semester to the coordinator of the program (**e-mail reminders will be sent**).
- Be persistent in establishing a relationship with your mentee. Some suggestions are:
 - Phone call
 - Email
 - In person visit in a mutually agreed upon location
 - Attend an off campus trips sponsored by the university
 - Attend a campus event
 - Send a greeting card
- Maintain confidentiality whenever appropriate.
- Inform the coordinator of concerns impeding the development of the relationship and/or success of the student.
- Inform coordinator of ANY major problems mentee may be experiencing.
- Complete an evaluation of program at the end of each semester (e-mail reminders will be sent to you at the end of each semester).
-

Use of the Multicultural Center:

The Multicultural Center is open for the university community to use. When using the center and the furnishings in the center, it is expected that the center be treated with respect. Inappropriate use of the furniture and equipment will not be tolerated. It is an expectation that the OMA staff address such behavior if witnessed or heard. In addition, should you find that you are uncomfortable with addressing any inappropriate behavior or language, it is expected that you notified the Director, Associate Director, Sykes Union Staff, and/or Public Safety should the need arise.

Meetings:

Each faculty/staff mentor and mentee is responsible for choosing a time that works best for their schedules. We ask that you find a time that is consistent as well as an effective means of communication. If the mentor or the mentee is having a hard time contacting either party please contact the Mentoring Coordinator.

Evaluation:

Faculty/staff mentors will be asked to fill out an evaluation on their mentoring experience to measure areas in which we can approve.

Mentoring Program Activities & Events:

The Mentoring Program consists of a variety of programs, events, workshops, and socials that will take place throughout the academic year. Some of these programs will be sponsored by OMA and other programs will be sponsored by other offices on and off campus. There will be several programs that you will be required to assist with development, promoting, set up, implementation, taking pictures with the OMA camera, evaluating, and clean up after OMA sponsored programs and events. The Mentoring Program Coordinator will inform you of these programs in our Mentoring Moments Newsletter. In addition, this is a great opportunity for you to participate and support some of the activities OMA holds with your mentee.

Some of our key events are the following:

- *Mentoring Program Welcome and Overview Social(August/September)*
- *Kente Celebration (December)*
- *OMA Academic Awards Ceremony (April)*
- *OMA Series (a number of workshops which focus on stress management, financial aid, roommate conflicts, career opportunities, etc.).*

Mentoring Principles:

- The mentor relationship is one in which one person sees the potential for the growth and development of another and assumes the responsibility and capacity for nurturing this potential.
- Mentoring occurs when a more-experienced professional gives significant assistance to a less-experienced one during a period of transition.
- Mentoring can be hard work and can be a test of endurance.
- Mentors view the mentee as a separate person with different needs and goals and must be comfortable with those differences.
- Mentors set standards of performance, usually high ones, and gives the mentee assistance and self-confidence in reaching them.
- Mentors are honest, committed and respecting of their mentee, and willing to share themselves.
- Mentors facilitate trust, respect, support, encouragement to risk, and assessment.
- Mentors empower mentee to develop a life's dream and move towards the realization of this dream.
- Mentors identify mentee strengths and weaknesses in order to help mentee develop.
- Mentors encourage mentee to take risks and learn from their mistakes.

What Does A Mentor Do?

A Mentor Boosts Self Esteem:

- ✓ Believes in you.
- ✓ Reflects confidence in you to others.
- ✓ Renews your self-confidence.
- ✓ Assist you during a crisis or turning point.

A Mentor Shares Your Dreams and Enlarges Your Vision:

- ✓ Believes that your dream is worthwhile.
- ✓ Helps you expand your horizons.
- ✓ Encourages you to have a “Think Big” perspective.
- ✓ Helps you map out a plan of action.
- ✓ Helps you design firm, clear, and realistic goals.

A Mentor Supports Your Educational and Career Goals:

- ✓ Provides exposure to career professionals, administrators, and other faculty.
- ✓ Broadens your contacts on campus and in the community.

A Mentor introduces you to the Educational or Corporate Structure, its Politics and Players:

- ✓ Teaches you the language of the system.
- ✓ Helps you become part of the system.
- ✓ Shares the philosophy and values of the system and those running it.
- ✓ Gives advice on which contacts to develop and how to use them.

A Mentor Provides Advice, Encouragement, and Support:

- ✓ Supports and encourages you
- ✓ Alerts you to blind alleys
- ✓ Provides “inside information

A Mentor Gives Feedback on Your Progress:

- ✓ Gives you feedback on your progress
- ✓ Provides perspective on how others see you

- ✓ Gives you opportunities for taking on additional responsibilities

A Mentor Teaches by Example:

- ✓ Teaches code of behavior
- ✓ Teaches the value of confidentiality

Faculty/Staff Mentor Does:

- Provide personal assistance to students participating in the mentoring program.
- Assist in the development of skills necessary for mentees to succeed in college.
- Guide in developing realistic holistic goals.
- Establish expectations for the mentee.
- Motivate mentee toward achieving excellence.
- Monitor mentee success and offer information about resources that will help mentee achieve greater success.
- Serve as resource and referral person for a mentee.
- Encourage, advises, and provide practical empowering information.
- Serve as mentee role model, friend, and confidante.
- Work closely with the Mentoring Program Coordinator.

OMA Mentor Benefits:

- Are offered opportunity to have a positive affect on an individual's life.
- Show new students that they are valued members of the university community.
- Make new students aware of campus resources.
- Inform new students of various ways to communicate with professors/faculty/staff s effectively.
- Help new students avoid common academic, social and personal pitfalls.
- Gain a greater appreciation of the importance of interdependence.
- Develop a true sense of giving back to the community.
- Acquire an increased regard for people of diverse backgrounds.
- Are personally satisfied from making a positive difference.

OMA Mentee Benefits:

- Confusion & alienation on new campus is alleviated.
- Academic performance is enhanced.
- Taught the culture of their college campuses without having to learn the "hard way".
- Increased abilities to network with faculty/staff s and professionals.
- Increased awareness of the value of interdependence.
- Provided with the tools they need to have a successful college experience.
- Have positive role models who are students as well as professionals.
- Increased awareness of the campus resources.

- Possess a better understanding of their rights as a student.

OMA Mentee Responsibilities:

- Meet and communicate with mentors on regular basis.
- Inform mentors when s/he is unable to attend scheduled meetings.
- Make mentors aware of any problematic issue(s) s/he may be encountering.
- Attend all classes on time.
- Establish positive relationships with professors.
- Complete assignments on time.
- Prepare for exams in advance (no cramming!).
- Seek assistance in classes before you take 1st exam or assignment(s) are due.
- Become familiar with campus resources that will aid you during your journey to graduation.

Benefits to the University Community:

- Increased mentee retention and graduation rates.
- Decreased mentee attrition rates.
- Increased mentee grade point averages.
- Promotes a more supportive campus environment.
- Improved interaction between faculty, staff, and students.
- Positive campus-wide responses to the mentoring program.
- Increased participation and involvement of mentors and mentees.
- Increased institutional budgetary support.
- Increased number of students seeking campus leadership positions.

Strategies for Effective Mentoring

- Be yourself and allow mentees to be themselves.
- Be available.
- Be a good listener.
- Allow your mentee to inform you of their dreams, passions, aspirations, challenges, and concerns.
- Clearly outline and discuss mentees' responsibilities.
- Don't attempt to handle situations with mentees for which you are not qualified to deal with.
- Monitor your mentee's progress.
- Give constructive feedback.
- Follow up on commitments made to mentees.
- Be realistic with your mentees and encourage them to explore empowering opportunities.
- Maintain confidentiality where appropriate.
- Establish mutual goals and expectations.
- Encourage accountability.

Goal Setting & Mentee Learning Outcomes:

Many of the first-year and new transfer students will require assistance with setting academic and personal goals. Faculty/staff mentors will assist their mentees with planning in the following areas:

Academic Goals:

- ✓ What are your present academic goals?
- ✓ What are your specific plans for meeting your academic goals?
- ✓ Is there a specific time line you have for achieving your academic goals?
- ✓ How may I be of assistance (mentor) in helping you fulfill your academic goals?

Personal Goals:

- ✓ What are your personal goals?
- ✓ What are your specific plans for meeting your personal goals?
- ✓ Is there a specific time line you have for achieving your personal goals?
- ✓ How may I be of assistance (mentor) in helping you fulfill your personal goals?

All mentees will have the opportunity to benefit in several areas while participating in the Mentoring Program. Faculty/staff mentors will be instrumental in assisting and educating mentees to insure that each mentee succeeds in gaining knowledge or skills in the following learning outcomes:

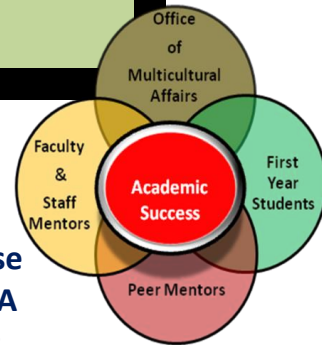
- ☒ **Development of networking skills and goal setting**
- ☒ **Increased interpersonal skills**
- ☒ **Greater awareness of University resources**
- ☒ **Improved understandings of University policies and procedures**
- ☒ **Establishment of positive relationships with successful professionals and faculty/staff s**
- ☒ **Enhanced atmosphere of trust and respect**
- ☒ **Increased ability to make informed decisions**
- ☒ **Enhanced leadership skills**
- ☒ **Successful transition from high school to college environment**
- ☒ **Improved retention and graduation rates**

Office of Multicultural Affairs Mentoring Program Faculty & Staff Profile Form

On Behalf of the Office of Multicultural Affairs, we would like to thank you for volunteering to participate in the Mentoring Program!

In order to establish a dynamic mentor and mentee (first year student) pairing, please provide the following information. The information shared will only be used by OMA to pair you with an incoming first year student participating in the OMA Mentoring Program.

(Please take a moment and complete this form.)



Personal Information

| | |
|--|--|
| Full name: | |
| Nickname: | |
| Title of your position: | |
| Department/Office: | |
| Department phone # where you can be reached: | |
| E-mail address: | |
| Are you a faculty or staff member? | |
| Have you served as a Faculty/Staff Mentor in the past? | |
| How many years? | |
| Please list some of your hobbies: | |
| Please list those things that you have a passion for: | |
| Please list any sports activities that you enjoy? | |
| Are you interested in being assigned more than one mentoring student? If yes, how many? | |
| Is there anything else that you would like to share? | |
| If you feel that more information is required concerning becoming a mentor, would you be willing to attend an OMA Mentoring Information Session during the week of September 1 st in OMA? | |

Thank you for providing this helpful information!

**Multicultural Affairs
003 Sykes Union
610-436-3273
610-436-3292(fax)**

