



NAZARETH UNIVERSITY

New Faculty Mentoring Guidelines

One of the most important ways to welcome and retain new faculty to a university community is through mentorship. For those who raise their hand to mentor colleagues, it is helpful to remember what it was like to begin a career in the professoriate. If we had the good fortune of a positive mentoring experience, the support from those individuals likely made a difference in our learning, growing, and becoming as members of our new professional community. Thank you for agreeing to serve as a mentor to our newest colleagues. In this document, you will find some general guidelines to help you to approach mentorship in a purposeful and supportive way.

Assigning Mentors

Department chairs, deans, or associate deans select a mentor within a new faculty member's department, taking into account the faculty member's workload, 'fit' between mentor and mentee interests and teaching schedules, and proximity of offices. A selected mentor should be free to decline.

A more informal mentor from outside of the department may also be selected.

Note that chairs, deans, or associate deans may consider a modified form of mentoring for new faculty members with significant prior teaching experience.

Characteristics of Effective Mentors

- Good listener
- Strong organizational skills
- Willingness to promote others
- Ability to support others
- Ability to challenge others

- Reliability
- Collaborative skills
- Wisdom and insight

Key Tasks

Mentors should do the following in order to set the mentoring relationship up for success:

1. Try to make contact with their new mentees prior to New Faculty Orientation, if only to introduce yourself and say, "See you there!"
2. Schedule three to five meetings throughout each semester of their first year.
3. Review the mentee's syllabi, and sit in on at least one course, completing a [peer observation form](#) for the mentee's reference. Be sure to set up a time for some follow-up discussion!
4. Engage in some sort of mid-year and end-of-year formative assessment.
5. Submit a brief summary of mentoring activities by email to the department chair or associate dean by October 15 and December 15.

Mentees should also submit a brief summary to the chair or associate dean which answers the two questions: What worked well in the mentoring relationship? What didn't go as well as you had hoped?

Suggested Discussion Items

A mentor's key role is to support the new faculty member in getting acclimated to the roles, responsibilities, and expectations of their new positions, such as those listed below.

Expectations for Faculty

- Opportunities for scholarship, creative activities, civic engagement, professional development, and service learning
- Striking a balance between teaching, scholarship, service, and administrative work and other workload issues
- Advising; additionally, new faculty are required to attend Master Advisor Training within the first academic year

- Grading, assessment, and evaluation
- Syllabus construction
- Core Curriculum structure, goals, and learning outcomes
- Teaching excellence: seek and share advice; observe each other's teaching
- Course evaluations
- Annual goal-setting and year-end self-evaluations
- Department meetings
- Office hours and availability to students
- Critical issues of engagement with students, student retention, and the university's commitment to creating an inclusive environment

The mentor should also communicate institutional expectations regarding the following:

- Rank & Tenure
- Scholarship and/or creative activities
- Committee membership and other forms of service to the institution, department and/or program
- Professional service outside of the institution
- Strategies for increasing university-wide visibility
- Participation at faculty meetings, assembly days, admissions events, faculty development workshops offered by TIII, TLT, etc.
- Engagement with other faculty and students
- Accessing and utilizing the Faculty Manual

A Few Additional Items

The mentor (among others, such as program directors, chairs, and/or associate deans) should be a resource for any and all day-to-day questions about things like...

- Institutional governance structure
- University history and culture
- Acquiring supplies
- Photocopying
- Library and media services
- Ordering textbooks

- IT and Teaching and Learning Technologies
- Travel and professional development funds

The mentor should help their new mentee adjust to the demands of their teaching load, ways to balance teaching with service and scholarship, and find opportunities to engage with the campus community. Overall, the mentee should feel supported by their mentor and be able to ask questions and communicate ideas without feeling threatened or vulnerable. Confidentiality is key.

