

## **Nazareth College Academic Affairs New Faculty Mentoring Guidelines (8.2018)**

One of the most important ways to welcome and retain new faculty to a college community is to have a formalized mentoring program. For those who agree to be a mentor, it is helpful to remember what it was like to begin a career in the professoriate. If we had the good fortune to have a positive mentoring experience, the lessons learned and the support from our mentor probably made the difference in how we experienced the academy. Thank you for agreeing to serve as a mentor for our 2018-2019 new faculty cohort. Included in this correspondence are some general guidelines and resources for your consideration. Over the course of this next year, Academic Affairs will offer opportunities for conversations about mentoring, not only for new faculty but for all faculty.

### **Structure/Process of assigning a mentor**

1. Department chairs, in consultation with their department, will select a mentor from within the department for new faculty members. Selection of this mentor should take into account faculty work-load, 'fit' between mentor and mentee, 'fit' between teaching schedules, and proximity of mentor/mentee offices. A selected mentor should feel free to decline.
2. Department chairs may also consider setting up the new faculty member with an informal mentor from outside the department. *Note: Academic Affairs is presently investigating a process for creating a group of experienced interdepartmental mentors for new faculty.*
3. Department chairs may want to consider a modified form of mentoring for new faculty members with significant prior teaching experience.

### **Characteristics of an effective mentor include:** (Phillips & Dennison, 2015)

- Good listening
- Organizational skills
- Willingness to promote others
- Ability to support others
- Ability to challenge
- Reliability
- Collaborative skills
- Insight

### **Suggested Guidelines for Mentoring:**

- Mentors should reach out to make contact with your assigned mentor prior to the New Faculty Orientation session on August 21, 2018 in Medaille Formal Dining Room
- Mentor should schedule from three to five meetings with the mentee each semester.
- After review of the syllabus for the course, mentor sits in on at least one course session of the mentee with a follow-up discussion. (Electronic peer observation form available)
- After review of syllabus for the course, mentee sits in on at least one course session of the mentor with a follow-up discussion.

- Engage in some form of mid-year and end of year assessment.
  - Mentors will submit a brief summary of mentoring activities (by email) to the department chair by October 15 and December 15 (suggested time line).
  - Mentees submit a brief summary to chair at the end of their first year (i.e. May), which answers two questions: What worked? What didn't? Suggestions.

**Key Issues for Discussion: College Expectations for Faculty:**

The mentor will communicate departmental expectations regarding the following:

- a. Scholarship/creative activities/civic engagement, professional development and service learning opportunities
- b. Balance between teaching and scholarship/creative activities and administrative work (being able to say 'no' and willing to say 'yes')
- c. Workload issues
- d. Advising (process, and core, major, minor requirements). New faculty are **REQUIRED** to attend the Master Advisement Workshop within the first academic year! Contact Academic Advisement for schedule.
- e. Grading standards; formative versus summative assessment.
- f. Syllabi construction (*e.g., developing syllabi consistent with department/college goals and learning outcomes for all courses and stating these outcomes on all syllabi*)
- g. Core Curriculum structure, goals, and learning outcomes
- h. Teaching: the mentor and mentee will, as much as is possible, engage in discussions regarding courses (assignment structures, pedagogy, etc.); the mentee should be able to share and seek advice about student situations; the mentor and mentee are encouraged sit in on each other's' classes
- i. Student expectations for courses within the college and their discipline
- j. Course Evaluations (campus-wide CoursEval and department as required)
- k. Yearly goal setting and year-end self-evaluations (including strategies for keeping track of what one has done over the year)
- l. Department meetings
- m. Department's 5 year plan and self-study
- n. Office hours and presence on campus as well as availability to students outside of office hours
- o. Critical issues of engagement with students, student retention and the college's commitment to creating an inclusive environment.

**Key Issues for Discussion: Contractual Obligations per Faculty Manual:**

The mentor will communicate institutional expectations (or direct mentee to others who can) regarding the following:

- a. Yearly goal setting and year-end self-evaluations
- b. Expectations related to Rank & Tenure and course evaluations each semester
- c. Scholarship/creative activities
- d. Committee membership and meeting preparation
- e. Strategies for increasing college-wide visibility
- f. Participation at faculty meetings, assembly days, admissions events, faculty development workshops, TIL etc.

- g. Collegial engagement with other faculty and availability and engagement with students including undergraduate or graduate research opportunities
- h. Accessing Faculty Manual

### **Additional Important Information**

1. The mentor (along with the chair) will be a resource to the mentee for day-to-day questions. For example:
  - institutional governance structure
  - college history and culture
  - how to acquire supplies (pens to office furniture)
  - photocopying and obtaining a copy code
  - IDs
  - Library & media services and book ordering
  - textbook ordering and examination copies
  - Information Technology and Teaching and Learning Technology resources (e.g. TLT and IT.)
  - travel monies
2. The mentor will help the mentee strategize to adjust to the demands of teaching, meeting schedules, etc. (See sample needs assessment attached).
3. The mentor will accompany or encourage the mentee to attend Senate Town Halls, Faculty Development/TILL/TNT workshops, etc., when possible, and make an effort to introduce him/her/they to people outside the department
4. Mentee should feel supported by his/her mentor, chair, and department, and should be able to communicate ideas and impressions without feeling threatened. Confidentiality is key.

### **Additional Resources:**

1. **Monthly new faculty Information and Discussion Series 3:00 pm on Sept. 14, Oct. 12, Nov 9, Dec. 7, Jan 11, Feb. 1 and Mar. 15.**
2. **Mentoring Essay Series published in Inside Higher Ed (2013)**

#### **Essay on starting off a mentoring relationship**

<https://www.insidehighered.com/advice/2013/07/15/essay-starting-mentoring-relationship>

#### **Calling for senior faculty to embrace new style of mentoring**

<https://www.insidehighered.com/advice/2013/07/22/essay-calling-senior-faculty-embrace-new-style-mentoring>

#### **The coaching style of mentoring**

<https://www.insidehighered.com/advice/2013/07/29/essay-coaching-style-mentoring>

#### **How to make new arrivals in an academic department feel welcome**

<https://www.insidehighered.com/advice/2013/08/05/essay-how-make-new-arrivals-academic-department-feel-welcome>

### **How to be a good faculty mentor to junior faculty**

<https://www.insidehighered.com/advice/2013/08/12/essay-how-be-good-faculty-mentor-junior-professors>

3. **Faculty Mentoring Guides** – Digital copies will be available for both mentors and mentees. Please contact Lisa Durant-Jones [ldurant4@naz.edu](mailto:ldurant4@naz.edu) for access codes.
4. **Creating and Maintaining a Robust Faculty Mentoring Program** – We have purchased this on-line webinar and it is available to our campus community until 1.2019. Please contact Lisa Durant-Jones if you have difficulty accessing this digital recording.

*The seminar recording is now available on-demand. You can access the presentation and PDF documents through the [on-demand seminar recording link](#). To access, you will need to enter the following password: **mentoring115***