



MENTORING PROGRAM GUIDELINES FOR NEW FACULTY

Adopted by the New Faculty Mentoring Committee

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"Mentoring is an honor. Except for love, there is no greater gift one can give another than the gift of growth. It is a rare privilege to help another learn, have the relevant wisdom useful to another, and have someone who can benefit from that wisdom."

--Chip Bell, Manager as Mentor

Introduction to the Mentoring Program

The Mentoring Program for new faculty at Austin Peay State University is designed to provide an institutional and personal commitment to each new faculty member as he or she searches for community and participates in the diverse culture of the university campus.

Reflecting the spirit of Austin Peay State University, the program seeks to provide and foster dialogue in a relationship where more experienced faculty members assist newer faculty in adjusting to the myriad roles of professor (including teaching, advising and relating to students and colleagues), in planning their talents and professional development schedule, and in displaying their talents and giving their time to service endeavors.

This effort emphasizes our Austin Peay heritage, which stresses the need for consistent dialogue, an appreciation for living and working in and as a community, and caring for the development of each individual. However, the success of any mentoring program will depend, to a large extent, upon the department chair, the mentor and the mentee all taking on an active role within the acclimation process.

Mentoring has been defined as the process in which one person, usually of superior rank and outstanding achievement, guides the development of an entry-level individual, seen as the protégé or the mentee. Additionally, the roles of mentor and mentee are intended to be dynamic and interactive, thereby making the success of the relationship dependent on constructing meaningful dialogues and designing tangible actions. In higher education, new faculty mentoring programs provide the opportunity to share pertinent and valuable information, including resources, assistance and support, and cross-disciplinary collaboration and discussion.

While mentors cannot guarantee the job satisfaction and happiness of new faculty mentees, they *can* offer support, encouragement and useful information. This, in a few words, is the mission of the New Faculty Mentoring Program.

Expected positive benefits of the APSU New Faculty Mentoring Program to the University and to the Mentors

- Satisfaction in assisting in the development of a colleague
- Ideas for and feedback about the mentor's own teaching/scholarship
- A network of colleagues who have previously participated in the program
- Retention of excellent faculty colleagues
- Enhancement of department quality

Suggested Qualifications for the Role of Mentor

Faculty members might suggest that an ideal mentor should be one who has achieved tenure at Austin Peay State University. However, a fundamental requirement to be a mentor at APSU is that the mentor will have undergone at least one successful promotion and/or tenure evaluation process at Austin Peay State University. The mentoring process seeks to be removed from personnel processes at the University.

Additionally, mentors should have

- a successful track record in working with students;
- a working knowledge of the culture of Austin Peay State University, including ideas about APSU's mission and vision;
- familiarity with APSU's policies on retention, tenure and promotion;
- a sense of supportiveness coupled with good networking skills;
- a knowledge of effective instructional methods and activities, along with the ability to organize and plan effectively;
- a sincere desire to build constructive, positive relationships between the mentor/mentee, as well as between the mentee and the institution;
- the ability to listen and be compassionate;
- an understanding of accessibility, dedication, and perceptiveness; and
- balanced views in a given situation as well as a sense of humor.

Roles and Responsibilities of Mentors

The mentor should

- make sure that contacts (preferably through meetings) are maintained on a regular basis, for example, once a month;
- try to be compassionate, caring, and mindful that these are tough times for junior faculty members;
- help the mentee make the transition to the University community;
- introduce the mentee to the larger academic community and its culture;
- advise the mentee on how to deal with the pressures and crises of professional life;
- suggest strategies for effective teaching;
- propose effective ways of interacting with students and colleagues;
- read and critique research proposals and papers;
- advise on submission of papers for publication;
- encourage the submission of papers for presentation at professional conferences;
- advise on retention, tenure, and promotion requirements and processes;
- advise on time allocation for research, teaching and service;
- provide advice on University and college policies;

- refer the mentee to other mentoring resources when needed;
- let the mentee and the Program Coordinator know when a relationship needs to be modified, amplified, diminished or terminated; and
- participate in as many program functions as possible.

Obligations of the Mentee

The mentee should

- attend meetings/programs during the semester;
- have his/her Mentor observe at least one of his/her classes and discuss the class;
- observe at least one of the Mentor's classes and then discuss the outcome of that observation;
- meet with Mentor at mutually convenient times (as previously arranged) to discuss institutional expectations and answer questions; and
- complete evaluation forms as requested.

Mentor/Mentee matching process

Mentors and mentees will be matched by the recommendation of the Department Chair/Director in agreement with the Academic Dean. Requests from mentors for specific assignment to a particular mentee will certainly be entertained. The Office of the Provost will have final approval.

Program of Activities for Mentors/Mentee

A workshop will be held for prospective Mentors and Mentees prior to the opening of the academic year (August). The workshop will define the relationship and the expectations of both parties, and provide an introduction to the University environment. Additionally, there is a monthly New Faculty Orientation meeting sponsored by the Office of Academic Affairs. All Mentors/Mentees will be encouraged to participate. Finally, the mentor and mentee should meet in a face-to-face meeting on a regular basis (e.g. once a month [see Roles and Responsibilities of Mentors]). Each meeting will combine presentations on subjects such as (but not limited to):

- rank and tenure
- "teacher talk"
- constructing a learner-centered syllabus
- constructing faculty-oriented teaching portfolios
- strategies for teaching large (or small) classes
- the use of visual tools to enhance learning
- classroom management
- active learning strategies
- formative evaluations

Incentive for Mentors

Mentors will have \$300.00 per semester available for professional development.

Faculty Mentors must file a letter of intention (form included in Appendix A) with the Office of the Provost when the mentoring process begins. The letter must be filed with this office no later than August 15th of the fall semester, or January 15th of the spring semester.

Duration of the Mentoring Commitment

The length of the mentorship set forth in the letter of intent will be one academic year. Mentors will serve for a maximum of two consecutive years. Longer terms of service will be at the discretion of the Director of the Mentoring Program in concert with the Provost.

Appendix A**Mentor Letter of Intent**

I agree to serve as a faculty mentor for the _____ academic year and carry out the roles and responsibilities as set forth in the New Faculty Mentoring Program Guidelines.

I understand I will receive \$300.00 in professional development funds per semester for each year of my commitment.

Faculty Mentor's Name Signature Date

Faculty Mentee's Name Signature Date

Chair/Director's Name Signature Date

Dean's Name Signature Date

Provost's Name Signature Date

Appendix B**Mentee's Acceptance of Mentor**

I agree to be mentored for the _____ academic year and carry out the roles and responsibilities as set forth in the New Faculty Mentoring Program Guidelines.

Faculty Mentee's Name	Signature	Date
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Faculty Mentor's Name	Signature	Date
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Chair/Director's Name	Signature	Date
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Dean's Name	Signature	Date
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Provost's Name	Signature	Date
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