

MENTORING PROGRAM FOR NEW FACULTY

Handbook and Guidelines

Introduction to the Mentoring Program

The Mentoring Program for new faculty was piloted at Benedictine University in January 2001. The program 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. In the Benedictine spirit, the program seeks to provide and foster dialogue in a relationship where more experienced faculty members choose the opportunity to assist newer faculty in adjusting to the myriad roles of professor (including teaching, advising and relating to students), in planning their talents and professional development schedule, and in best displaying their talents and giving their time to service endeavors. This effort only emphasizes our Benedictine 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.

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. (Carmen, 1988; Gerstein, 1985; Gehrke, 1988). Additionally, the role is intended to be dynamic and interactive, thereby making the success of the relationship dependent on constructing meaningful dialogues and designing tangible actions (Cohen, 1999). 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 few words is the mission of the New Faculty Mentor Program.

Qualifications for the role of Mentor:

- Mentors will be faculty who have a high degree of credibility with peers and administration;
- Mentors will have undergone at least one successful rank and tenure evaluation process at Benedictine University, or mentors of new faculty on the professional track will have served a minimum of five years at Benedictine University.
- Mentors will have demonstrated knowledge of effective instructional methods and activities, along with the ability to organize and plan effectively;
- Mentors will have demonstrated a successful track record in working with students;
- Mentors will demonstrate a knowledge of Benedictine University and its resources;
- Mentors will be known as supportive, trustworthy faculty who are known to have good networking skills;
- Mentors will demonstrate a sincere desire to build constructive, positive relationships between the mentor/mentee, and the mentee and the institution
- Mentors will demonstrate an ability to listen;
- Mentors will agree to be accessible, persistent, perceptive and dependable, and,
- Mentors will strive to maintain a sense of balance and a sense of humor.

Roles and Responsibilities of Mentors:

- Attend all meetings and seminars designed for the benefit of the mentees;
- Have mentee observe one of mentor's classes and conference about the observation;
- Arrange to observe one of mentee's classes and conference about the observation;
- Complete an evaluation at the end of each semester, designed to review, refine, evaluate, and, if necessary, reorganize the mentor program;
- Regularly meet with your mentee on an informal basis. It is suggested *at least twice a month for the first semester* and then *at least once each month during the second semester*. Introduce the mentee to future topics of conversation, such as:
 - Answering questions regarding campus resources
 - Discussing University policies and procedures;
 - Forms of University/college/departmental service,
 - Faculty goals statement; first year review
 - Reviewing (as necessary) the Faculty Handbook;
 - How "life can be lived in balance" at Benedictine University; and
 - Arranging for and discussing parameters of classroom observation of mentee, as well as the observation of mentee of his/her mentor.
- Each mentor will agree to be evaluated by his/her mentee at the end of the semester. Dimensions on which the evaluation will be conducted may include areas such as:

- a. Timelines/frequency of contact
- b. Quality of information shared
- c. Relative comfort level enjoyed by both
- d. Quality of the constructive relationship between mentor/mentee
- e. Analysis of what is/what is not working in the relationship
- f. Degree of rapport established
- g. Availability of mentor when needed

Obligations of Mentee:

- Attend all meetings/programs during the year
- Have Mentor observe one of your classes and conference about the observation;
- Observe one of Mentor's classes and conference about it;
- Meet with Mentor at mutually convenient times (as arranged) to discuss institutional expectations and answer questions;
- Complete evaluation forms as requested.

Frequency of Contact:

Data from the National Center for Educational Statistics indicate that the efficacy of mentoring is a direct result of *the amount of time* the mentor/mentee work together. Specifically, eighty-eight percent of those who work with mentors one time a week, report substantial improvements to their instructional skills, compared with thirty-six percent of protégé who work with mentors "a few times a year."

Mentor/Mentee matching process:

Mentors and mentees will be matched by the Director of Mentoring, under the advisement of the Provost and key faculty administration. Requests from mentors for specific assignment to a particular mentee will be entertained, however, the literature indicates that "best practices" dictate that Mentors/Mentees be matched from different departments/disciplines (American Psychological Association.)

Program of Activities for Mentors/Mentees:

A meeting will be held for prospective Mentors and Mentees in the week prior to the opening of the academic year (August). The meeting will define the relationship and the expectations of both parties, and provide an introduction to the University environment.

Additionally, there will be four meetings during each semester for Mentors, Mentees, and administrative faculty. Each meeting will combine social interactions and presentations on subjects such as (but not limited to):

- Benedictine hospitality (dinner at the Abbey)
- Evaluations, promotion, tenure
- New and novel pedagogies
- Campus resources
- University policies and procedures
- Forms of university/college/departamental service
- Writing across the curriculum initiative (WAC)

- Student evaluation tool (IDEA)
- Faculty Role in the Catholic Intellectual Tradition
- University assessment (Open Pathway)
- Formative evaluations
- Academic advising

Compensation/faculty rewards:

Each mentor is limited to one mentee per semester, translated to one-hour released time during the semester. Mentors may elect to:

- Be monetarily compensated for the equivalent of one hour release time per semester, or
- “Bank” the hour until three are accrued, and receive compensation of one course load reduction at that time.
- If faculty chooses monetary compensation, it will be treated as a stipend during the semester of service.

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 September 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.

Expected positive benefits of the BU New Faculty Mentoring Program:

- To create an opportunity for new faculty to become integrated into the University community, rather than just the individual’s department;
- To give the new faculty member more perspective of the “whole picture” of the University;
- To enable the mentee to begin his/her relationship to the University with a sense of purpose and direction;
- To give new faculty a chance to expand ideas and learn the Benedictine University culture;
- To give the mentor a role that is useful and needed, and the opportunity to make a unique contribution;
- To help both the mentor and mentee take a closer look at his/her own teaching;
- To create a venue of both mentor and mentee to participate in informal conversations on a regular basis.

Web Resources:

For additional resources and links please visit the Benedictine Website on Faculty Mentoring at http://www.ben.edu/faculty-staff/ctle/development/new_faculty.cfm

References Cited:

- American Psychological Association. (1999). *Mentoring Program Helps Young Faculty Feel at Home*. *Monitor Online*, 30, 3.
- Carmen, L.N. (1988). "Issues in mentoring: Definitional and methodological". *International Journal of Mentoring*, 2(2): 9-13.
- Cohen, N. (1999). *The manager's pocket guide to effective mentoring*. Massachusetts: HRD Press.
- Gehrke, N. (1988). Toward a definition of mentoring. *Theory Into Practice*, 27(3): 190-94.
- Gerstein, M. (1985). "Mentoring: an age-old practice in a knowledge-based society." *Journal of Counseling And Development*, 64(2): 156-7.

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 indicated on pp. 3-4 of the Mentoring Program Handbook and summarized below.

I elect to (choose one):

_____ Be monetarily compensated for the equivalent of one hour release time per semester

_____ Bank the hours until three are accrued and receive compensation of one course load reduction at that time

Faculty Mentor _____ Date _____

Director of Faculty Mentoring _____ Date _____

Department Chair _____ Date _____
(Please sign and forward to the Dean)

Dean _____ Date _____
(Please sign and forward to the Provost)

Provost _____ Date _____

Roles and Responsibilities of Mentors: (summarized from the Faculty Mentoring Handbook)

- Attend all meetings and seminars designed for the benefit of the mentees;
- Regularly meet with your mentee on an informal basis. It is suggested **at least twice a month for the first semester** and then **at least once each month during the second semester**.
- Have mentee observe one of mentor's classes and conference about the observation;
- Arrange to observe one of mentee's classes and conference about the observation;
- Complete an evaluation at the end of each semester, designed to review, refine, evaluate, and, if necessary, reorganize the mentor program;

- Introduce the mentee to future topics of conversation, such as:
 - Answering questions regarding campus resources;
 - Discussing University policies and procedures;
 - Forms of university/college/departmental service;
 - Faculty Goals Statement and first year reviews;
 - Reviewing (as necessary) the Faculty Handbook;
 - How “life can be lived in balance” can work at Benedictine University; and
 - Arranging for and discussing the parameters of classroom observation.
- Each mentor will agree to be evaluated by his/her mentee at the end of the semester. Dimensions on which the evaluation will be conducted may include areas such as:
 - Timelines/frequency of contact
 - Quality of information shared
 - Relative comfort level enjoyed by both
 - Quality of the constructive relationship between mentor/mentee
 - Analysis of what is/what is not working in the relationship
 - Degree of rapport established
 - Availability of mentor when needed

The tentative schedule for monthly events is as follows:

Date and Time	Session
August 22 nd Monday 8:30 AM – 5:30 PM	New Faculty Orientation
September 13 th Tuesday 12:20 PM – 1:20 PM	CTLE teaching resources, accessibility and accommodations
October 13 th Thursday 12:20 PM – 1:20 PM	Annual evaluations, promotion and tenure reviews
November 15 th Tuesday 12:20 PM – 1:20 PM	Diversity, equity and inclusion
January 19 th Thursday 12:20 PM – 1:20 PM	IDEA student evaluations and Academic Honesty Policy
February 16 th Thursday 12:20 PM – 1:20 PM	Faculty handbook, governance and assessment
March 23 rd Thursday 12:20 PM – 1:20 PM	Institutional research, grants
April 20 th Thursday 12:20 PM – 1:20 PM	Benedictine tradition and Catholic social teaching

Meetings are set up for lunchtimes (12:20-1:20) when there are limited numbers of meetings scheduled. I know that not all mentors will be able to attend every meeting, but I just ask that you do your best.