

**Mentoring Policy**  
**Department of Teacher Education**  
**11-11-2011**

As per university policy, each new, un-tenured faculty member in a tenure-stream position will be assigned at least one tenured faculty member from the department as mentor. The mentor(s) will serve for at least the first three years of the new faculty member's appointment and preferably until the un-tenured faculty member attains tenure.

**Mentor Assignment**

The department chair, in consultation with the mentee and with the chair of the search committee hiring the new faculty member, will assign one mentor to the un-tenured faculty member as early as possible during the mentee's first semester of employment. The new faculty member can, in consultation with the department chair, request one or two additional faculty mentors. This can happen early on in the mentee's appointment in the department and/or as the mentee moves toward reappointment and tenure. The department chair will have the responsibility for formally assigning these faculty mentors. To avoid conflicts of interest, appointing mentors who are in a supervisory relationship with mentee should be considered carefully. Mentors' service on the department's RPTE is allowed. Mentors can report this work on their annual review form as part of service.

**Mentor Responsibilities**

Mentor responsibilities include but are not limited to the following:

- Meet individually with mentee two to three times per academic year;
- In the event a mentee has more than one mentor, meet with mentee and other mentors as a committee at least once per academic year (possibly when the mentee receives feedback from RPTE on the mentee's annual evaluation)
- Be available to address mentee's questions and concerns;
- Advise and assist in preparation of annual review, reappointment and/or tenure files;
- Provide feedback on manuscripts for publications and grants;
- Provide advice on how mentee can enhance her or his teaching;
- Recommend additional or different mentors (either internal or external to the department/college) as appropriate;
- When appropriate, facilitate mentee's entrance into the relevant disciplinary/scholarly communities;
- Continue with mentee at least through reappointment and/or tenure as determined by the stage at which the mentee joins the faculty.

The department is responsible for providing mentors with resources and support to enact this work effectively.

**Formative evaluation**

Following university guidelines that formative evaluations be incorporated into the mentoring program to ensure the benefit to each individual being mentored, the chair will meet with each mentor (or mentoring committee) and mentee at the end of the academic year to assess the value of the relationship to the mentee. After the evaluation, the chair and mentee will determine whether to continue the mentor/mentee relationships or to seek different mentors.

A mentor and mentee can talk with the department chair at any time throughout the year about ending the mentor/mentee relationship.

### **Program Evaluation**

The department's mentoring program will be evaluated on a three- year cycle and be based on reappointment and tenure outcomes.

### **Other Program Components**

The following practices can be considered as part of the overall mentoring program.

- College and department faculty orientation sessions in the fall of each year;
- Annual sessions held by the College of Education RPTE to explain tenure and promotion;
- Take a tenured faculty member to lunch program. With funds from the Dean's office, untenured faculty can take one tenured faculty to lunch each year within the first two years of their joining the faculty. Tenured faculty members invited are expected to accept the invitation;
- Informational Web page – FAQ format, links to things faculty need to know and are often not told. Web page will be developed in part through feedback garnered from new faculty at the end of their first year. This can be done electronically or in a face-to-face meeting with the web page developer;
- On-going meetings and focus groups with the chair and/or other relevant faculty committees.
- Setting aside time during at least one department meeting a year for breakout groups during which un-tenured faculty can meet as a separate group and tenured faculty can meet to discuss faculty mentoring practices.