

Faculty Development Mentor Program Procedures and Guidelines

Guidelines:

1. The Mentor Program is part of the Faculty Development program, so the conversations and observations that you have together are confidential. The experienced faculty members should not be a part of the evaluative process for a new faculty member with whom she/he has worked. The new faculty members should always be able to rely on the privacy of your conversations together. This program is designed to be strictly developmental, not evaluative.
2. This program does not, in any way, replace the mentoring by department chairs and other senior members of the department; it is designed to supplement the help given new faculty members by their departmental colleagues and in no way to supplant it. Department chairs have a copy of these guidelines, so that they are aware of the program and its structure.
3. The basic literature about this kind of program usually describes four primary types of mentoring functions:
 - A *friend* who provides emotional support, social interactions, and advice with personal problems
 - A *career guide* who emphasizes professional advancement
 - An *information source* who explains policies and procedures related to promotion, committee expectations, or other responsibilities
 - An *intellectual guide* who promotes “collaboration and constructive feedback” (Luna and Cullen, *Empowering the Faculty: Mentoring Redirected and Renewed*, 1995, p. 31).

Each set of partners will find the type or combination of types that works best for them.

Basic Expectations:

1. The mentor and new faculty member will meet once a month for lunch (maximum \$20.00 each) or a dinner (maximum \$30.00 each). This will be paid for by Faculty Development; send receipts, along with the Voucher Worksheet [see Travel Guidelines in the Faculty Development Handbook] to Terry Bruner in Academic Affairs, 305 Harrison Hall. Please be sure to indicate on the voucher that this is part of the Faculty Mentor Program. The mentor will take responsibility to call or e-mail and arrange the time and place.
2. The mentor should visit one of the new faculty member’s classes at least once and talk with her/him about that experience. The timing of the visit should be made in consultation with the new faculty member. Please use the following process for the visit.
 - Have a conversation before the class visit in which the teacher asks the observer to focus on certain classroom dynamics for which he or she would like to receive

- feedback, such as discussion-leading skills, number of students participating, clarity of the lecture, etc.
- During the class visit, the mentor should take extensive notes on the nuts-and-bolts of the class. Keep track of how many students participate, what their body language suggests, what percentage of the class time is given to lecture, discussion, mechanics of the course, etc.
 - Be sure to have a conversation after the class visit, in which the mentor talks about the class experience, always in a positive, constructive and developmental context.

You might want to use some of the points on the attached sheets from Maryellen Weimer's "Guidelines for Classroom Observation" as suggestions. I encourage mentors to invite new faculty members to visit their classes as well; this peer visitation structure can be very valuable.

3. Each of you may want to initiate other meetings. The new faculty member should always feel free to call the mentor with any questions or concerns about teaching or professional/artistic work.

4. If there are any concerns for the mentor or the new faculty member about working together, please don't hesitate to contact the Faculty Development Coordinator; and please also let us hear any thoughts you have about how we can improve this important program.

Thanks again for giving your time and your energy.