

College of Applied Sciences and Arts

Faculty Mentoring Program

Revised: April 18, 2014

“The basis for excellence and success of all programs in CASA relies on the quality of people who work and study in the college.

This applied to faculty, staff, and students. Our aspiration is to recruit and retain the faculty needed to carry out excellent teaching and scholarly activity and research, staff to support the work, and students who are able to achieve academic excellence. Every action in this plan is predicated on having the highest quality and most able people at every level of the organization to allow attainment of our goals and objectives.”

From CASA Strategic Plan 2013 - Founding Proposition

Table of Contents

Program Goal and Objectives	3
Mentor-Protégé Relationship	5
Teaching, Research/Creative Activity, and Service	6
Teaching: First Year Process.....	7
Research and Creative Activity.....	8
Service.....	9
Suggested First Year Objectives	10
Personal Endeavors	12
Long-term Mentoring.....	12
Template for Promotion and Tenure Dossiers	available online (see p. 6)
ICE Evaluation Forms	available online (see p. 7)
Sample Syllabi.....	online per department

College of Applied Sciences and Arts

Faculty Mentoring Program

Mentors provide a friendly and helpful welcome as new faculty members get acclimated and familiar with the college, campus and larger community. Mentors meet periodically with a new faculty member, perhaps for lunch, but also at each other's office to encourage exchange about the college and its array of programs. Mentors encourage discussion about setting goals for teaching, research and service to achieve tenure and promotion. We don't want to overload new faculty yet over the course of the first year as we want them to conceptualize a five-year plan for professional success.

Program Goal:

Overall, mentoring facilitates orientation to the SIU academic community and provides professional support and assistance for achievement of quality teaching, research, scholarship, creative activity, and service. Successful productivity in these areas benefits not only the new faculty member, but also students, the profession, the discipline, the College, and the University. Success in these areas is essential for tenure and promotion and general advancement.

Program Objectives:

- To assist new faculty with developing an understanding of the policies, expectations, and organizational structure of the College and University.
- To foster a supportive professional and collegial environment that assists new tenure-track faculty in acclimating to the College and SIU Carbondale community.
- To assist new faculty in developing one- and five-year professional development plans that will meet their respective School or Department's criteria for tenure and promotion.
- To inform new tenure-track faculty of resources and support services offered through the College and University that may assist them in their teaching, research, creative activity, and service activities.
- To encourage new faculty to utilize resources, services, and opportunities available in Carbondale and the surrounding communities.
- To encourage new faculty to develop collaborative relationships with faculty in their discipline that advances their career and discipline.
- To encourage new faculty to initiate interdisciplinary collaborations and accompanying scholarly and creative activities across university endeavors.
- To foster an ongoing standard for excellence in regard to productive and content-rich research activities and the quality and depth of pedagogical and service-oriented endeavors.

Mentor Assignments:

The College of Applied Sciences and Arts (CASA) holds an annual workshop for first-year TT faculty and their mentors to discuss the T&P process, responsibilities of the mentors, and other related issues. The Associate Dean for Academic Affairs in CASA is in charge of implementing the new faculty mentoring program.

For TT faculty, there are two ways to pair new faculty with their mentors:

- (1) When a new TT faculty is hired, the department chair/school director will assign a mentor to the new faculty member.
- (2) Within the first semester after a new TT faculty member is hired, he/she will select a mentor himself/herself.

If necessary, the Associate Dean will help suggest a mentor for the new TT faculty member in consultation with the faculty and his/her department chair or school director.

For NTT faculty, the department chair or the school director will act as a mentor, or appoint a mentor for the NTT faculty. The NTT faculty should review their contractual arrangements in regard to their specific areas of performance. Classroom visits will be arranged during the first semester. Student evaluation will be collected and analyzed by the department chair or school director.

Performance Review and Reporting:

Over the course of the tenure and promotion period, mentors will meet periodically with a new TT faculty member, setting goals for teaching, research and service to achieve tenure and promotion. Mentors will council new faculty in developing five-year development plans and their dossiers-in-process in order to meet their respective School or Department's criteria for tenure and promotion. To meet any immediate needs, distinct one- to two-year goals may also be established in order to address deficiencies or to increase productivity. It is the faculty member's responsibility to facilitate meetings with their mentor and to prepare for their yearly reviews toward fulfillment of their contractual obligations toward tenure and promotion.

The performance of TT faculty will be evaluated at least once every year (at a time set within the spring academic calendar, directly following departmental performance reviews). The performance evaluation will be conducted between the Associated Dean of Academic Affairs and the TT faculty member, in consultation with the faculty member's department chair or school director. Yearly performance reports of each evaluation will be kept on record in the CASA Dean's office for review as the faculty members prepare toward Tenure and Promotion. The faculty and his/her chair or director will also retain a copy for their records.

The Mentor-Protégé Relationship

Historically, the mentor-protégé relationship has been more of an informal relationship. Mentoring evolved naturally and often unexpectedly as each participant gradually became aware of the mutual benefits of the partnership. In recent years, as the value of these relationships became clearer, mentoring programs evolved to enhance these benefits for new faculty. The following discussion points can help both mentor and mentee better understand the value, purpose, and function of this particular mentoring relationship.

Discussion Points:

- Expectations of the CASA Faculty Mentoring Program
 - **Expectations of the Mentor**
 - To encourage regular meetings with the mentee.
 - To create a welcoming, confidential, and non-threatening environment for scholarly discussions with the mentee.
 - To listen and respond to the needs and concerns of the mentee.
 - To offer professional assistance and guidance as needed.
 - To review the teaching performance of the mentee through classroom observations.
 - **Expectations of the Mentee**
 - To achieve self-determined goals and objectives developed through the CASA Faculty Mentoring Program. (see worksheet entitled, “New Faculty Mentoring Program: Suggested First Year Objectives”)
 - To facilitate and meet at least three times per semester with the mentor.
 - To document progress toward goals collectively established with the mentor and their respective Director/Chair.

The Big Picture: Teaching, Research and Creative Activity, and Service

To succeed in each of the three domains that will determine your success—*teaching, research/creative activity, and service*—it is vital to begin planning a course of action early in your academic career. With a plan in place, you will be able to track your progress and eliminate much of the stress that new faculty members feel when faced with the expectations for tenure and promotion. Review the attached documents and use what helps you develop your plan.

Best Practices, Resources, and Operating Papers:

- For CASA faculty general information and sources related to teaching and operations: (<http://www.asa.siu.edu/infofor/faculty-and-staff.html>)
- Review your individual School or Departmental Operating Papers for specific expectations toward tenure and promotion.

University Tenure and Promotion Documents:

- Templates for Curriculum Vitae and Dossier (see Promotion and Tenure and Information at The Office of the Provost and Vice Chancellor for Academic Affairs at: (<http://pvcaa.siu.edu/academic-administration/promotion-and-tenure-information/index.html>).
- For general Faculty information and resources see SIUC Employee Handbook: (http://policies.siu.edu/employees_handbook/index.html) and in particular review key sections on employee advancement: (http://policies.siu.edu/employees_handbook/chapter3/employee-advancement/faculty-ap/index.html)
- TT and NTT Faculty Association, IEA/NEA collective bargaining agreements: (<http://pvcaa.siu.edu/academic-administration/index.html>)

Discussion Points:

- The value of collaboration (both within discipline and across disciplines)
- Time management: balancing teaching, research and creative activity, and service
- Expectations for tenure and promotion and employee advancement
- Meeting or exceeding a 21st century standard for excellence in your field.

Teaching: First Year Focus

Teaching can be an exciting, rewarding, and inspiring part of your academic experience. It can also be intimidating, frustrating, and consume far more of your time than you ever imagined. Reviewing the attached documents with your mentor may be helpful.

Documents:

- ICE evaluation forms (available through Instruction Services at Morris library)
- Sample syllabi— (as posted online per University requirements)
- Center for Teaching Excellence (<http://cte.siu.edu/>) provides an array of educational services, resources, and support.

Discussion Points:

- Teaching strategies and techniques – *Best Practices*
- Use of instructional technologies and university resources
- Writing-Across-the-Curriculum – grading rubric (what distinguishes between “A”, “B”, “C”, “D” & “F” products or work?)
- Time management (i.e., group vs. individual assignments, writing assignments, exam timing, work overload, respect and management in relation to other courses’ assignments, finals week, etc.)
- Academic honesty/ SIUC Standards of Conduct
- Assessment – Program Assessment Plan / Accreditation procedures
- Field Trip Procedures (Safety, Liabilities and Risk, and Cleary Act Policies)
- Setting an example for leadership, collegiality, and respect of students

Suggested Activities:

- Protégé observes mentor’s teaching
- Mentor observes protégé’s teaching

Key Discussion Points:

- Synergistic Research and Pedagogical Philosophies
- Instructional strategies that enhance the learning process
- Strengths/weaknesses of your teaching style

Tasks:

- Review and compare your syllabi with expected standards/accreditation needs
- Integrate Communication-Across-the-Curriculum exercises
- Conduct appropriate assessment activities

Research and Creative Activity: Getting Started

Your research and creative activity have the potential to direct and influence the future of your profession for years to come, and high-impact research and creative activity are especially encouraged. While the rewards of publication and creative activity can be great, they can also pose some of the greatest challenges. Over the coming year, you will be asked to develop an agenda for your research and creative activity—a plan of action that will facilitate the production of quality, scholarly research and creative activity during your first five years. The attached documents and discussion points may help you identify current skills and interests, available training and resources, and strategies for you to begin your own professional advancement.

Documents:

- CASA Research Committee proposal forms:
(<http://www.asa.siu.edu/infofor/faculty-and-staff.html>)
Go to Faculty and Staff/Research Committee Proposal Guidelines.

Discussion Points:

- Research and creative activity interests—discovery, integration, collaboration, and pedagogy
- Developing distinct areas of expertise and a strategic research agenda
- Interdisciplinary work and collaborating to enhance success and depth of research
- Grant writing and funding (internal and external)
- Office Sponsored Projects and Administration (OSPA) (<http://ospa.siu.edu/>),
Office of the Vice Chancellor for Research (OVCR) (<http://vcresearch.siu.edu/>),
and other campus resources
- Developing familiarity with professional organizations, conferences, journals, and other sources for publication.
- Additional strategies for success (i.e., networking, collaborations, avoiding procrastination, distributing research activities over time in lieu of becoming overwhelmed with multiple projects at one time, etc.)

Tasks:

- Develop first year objectives (see suggested plan)
- Draft a five-year research and creative activity plan (i.e., research or creative interests and direction at minimum)
- Strategically submit posters or papers for presentations, or creative activities for exhibition at a professional conference or symposium
- Strategically submit peer-reviewed manuscripts for publication
- Research and contact publication venues within your disciplinary field
- Research collaborative grant writing and funding opportunities across university and disciplinary fields

Service: Keeping It All in Perspective

By now, it should be evident that success in academia is predicated upon successful achievement in three areas: teaching, research and creative activity, and service. However, there are many more responsibilities facing faculty that, while necessary, can divert time and energy from these three vital areas. As a new faculty member, it is easy to say yes to every student, colleague, and administrator when asked for assistance. However, as a new faculty member, you face unique responsibilities and unique challenges. Learning how to manage your professional resources is a skill that we must foster if the University is to avoid faculty burnout and high turnover. Simply put, there are some things that new faculty should be discouraged from attempting. Too much, too soon could lead to job dissatisfaction and actually threaten prospects for tenure rather than ensure them. We all have limits.

Documents:

- Department and College operating papers (see College and Department handbooks)
- College committee operating papers

Discussion Points:

- Levels of service: profession/discipline, Department, College, University, and Community
- Review the functions and responsibilities of college, school and/or department committees
- Develop familiarity with on-campus organizations and community resources
- Discover opportunities for involvement and leadership
- Turning Service into Service-Learning (teaching) and Research

Suggestions:

- Become involved and network in a national professional organization; prepare for a service position within the organization (i.e., volunteer, seek nomination, or apply as appropriate)
- Become involved and network in an on-campus or local organization

**New Faculty Mentoring Program
Suggested First Year Objectives
Teaching, Research, Creative Activity, and Service**

Your School/Department Operating paper provides tenure and promotion guidelines. You are responsible for following those guidelines. The objectives listed below provide suggestions for specific activities to accomplish your school/departmental guidelines. Although this list has been reviewed by all the directors and chairs, it does not replace school or departmental guidelines. Review the dossier(s) of faculty seeking tenure/promotion this fall to get an idea of the documents you will be working to develop over the next five years.

First Year Teaching Objectives:

Excellent teaching is a must! Review your teaching evaluations with your Mentor and Chair and develop a teaching improvement plan to address areas you wish to improve. Demonstrating steady improvement in your teaching evaluations for your tenure/promotion dossier is important. All faculty will be encouraged to integrate multimedia instructional materials, email, writing- and communications-across-the-curriculum, and/or internet applications within your courses.

- _____ Observe your Mentor or a Senior Faculty member teach.
- _____ Schedule your Mentor and/or Senior Faculty to observe you teach and provide written feedback. You will want peer review letters for your tenure/promotion dossier.
- _____ Strive to achieve a mean of 4.0 on the ICE teaching evaluations. Use ICE evaluations for all your classes. You will need these scores for your tenure/promotion dossier.
- _____ Work with your Mentor and Chair to develop a form for students to write comments addressing important aspects of your teaching that are not included on the ICE evaluation. Student comments are an important addition to your tenure/promotion dossier.
- _____ Attend at least one on-campus faculty development workshop. Library Affairs offers a Seminar Series. Check the Library Affairs homepage.
- _____ Submit a University Summer Teaching Fellowship to the Associate Provost, if funds are available. Application materials will be distributed by your Director or Chair.

First Year Research/Creative Activity Objectives:

Work with your Mentor to draft one or two research or creative activity focus statements. List specific topics for development into research or creative projects to present, exhibit and/or publish. Perhaps your thesis or dissertation is a good place to start.

- _____ Check with your director/chair and program faculty to develop a list of journals and other appropriate professional outlets for your research and/or creative activities.
- _____ Submit one manuscript, exhibit, drawing, etc. for peer-reviewed presentation.
- _____ Submit one manuscript, exhibit, drawing, etc. for peer-reviewed publication. Recommendations for further research or creative activity in this manuscript should correspond to next year's objectives.
- _____ Attend a Library Affairs workshop on using your computer to access the professional literature and creative works in your field.
- _____ Submit a proposal to the CASA Research Committee if funds are available. Application materials and criteria are in the Mentoring Manual.
- _____ Submit a Special Research Application to the Office of Research Development and Administration for funds to support a research project. Application materials are in the Mentoring Manual.

First Year Service Objectives:

Good citizenship in your department, college, university and profession is important, but even in abundance, service will never be enough to earn tenure or promotion. Be careful to limit your service. Focus on accomplishing your teaching and research goals for tenure and promotion.

- _____ Review your service commitments with your director/chair at each annual evaluation meeting.
- _____ New faculty should limit service to one school/department committee and one College Committee. Through this service, you will learn about the school/department and College and meet other faculty.
- _____ Delay service activities outside the College until your second or third year, and focus on teaching and research.
- _____ Keep a list of committee members and addresses. In the future, you may want to ask these colleagues for a letter acknowledging your contribution.

You, Too, Can Have a Life!

Take care of yourself. Enjoy your personal life. Explore the campus, community, and regional events and attractions. Check out the concert series, athletic events, Recreation Center, music and theatrical performances, art exhibits, parks, outdoor events, festivals, etc.

Documents:

- SIUC Calendar and Events: (<http://www.siu.edu/events/>)
- Athletics Calendar: (<http://www.siusalukis.com/index-main.html>)
- SIUC Rec Center: (<http://www.reccenter.siu.edu/>)
- Visit local tourism resources and find out about city-wide, community, or regional activities and events.

Life after the CASA Mentoring Program

The relationships established through the mentoring process have the capacity to endure. The challenge for new faculty is to discover mentors who meet their professional needs and recognize the value of the mentoring process. Both mentors and new faculty can benefit from the collective synergy that results from professional partnerships. The following strategies are designed to assist new faculty in building professional relationships with mentors in their respective disciplines.

Suggestions

- Discover outlets for research, scholarly, and creative activities
- Become involved in professional organizations
- Network at professional meetings
- Become involved in interdisciplinary research and project initiatives

Long-Term Success and Excellence

Your tenure process sets the standard for long-term success and productivity. The faculty member should build a lasting foundation that leads toward a distinguished record of excellence, where the faculty builds a repertoire, a distinct and distinguishable body of work and a recognized expertise that exceeds the standards for their profession globally. In addition, the faculty tenure process also builds a way for the faculty to build themselves individualized ways, but in such ways that continue productivity and success as the faculty matures. This process is really the first steps in becoming a leader in the university and in your disciplinary or professional your field.