Mentoring Faculty
Assignment of Mentors

• Mentors are assigned by evaluators (department heads or associate deans).

• Mentor assignments include a summary of the duties of the mentor.
Faculty Supported

Mentors may be assigned to

• Tenure-track faculty who have not yet obtained tenure.
• Newly assigned full-time non-tenure-track faculty.
• Adjunct faculty.
Typical Topics of New Faculty Concern

• Effective ways to teach
• Managing heavy teaching loads and other requirements
• Motivating students
• Dealing with inappropriate student behavior
• Understanding criteria for promotion and tenure
• Department, school and university politics
• Campus resources
• University organizational structure
Things new faculty would like to do more of

- Have senior faculty visit their classes
- Share and develop instructional materials with senior faculty
- Visit others’ classes
- Have informal discussions about their career with senior faculty
- Receive immediate, developmental feedback on their efforts
- Receive recognition for their efforts
- Attend meetings of campus committees with senior faculty
Primary Mentor Responsibility

• To tenure-track faculty is to provide assistance in progress towards tenure.

• To full-time non-tenure-track faculty and adjunct faculty is improving quality of instruction.
Other Mentor Responsibilities

Common to all three types of faculty:

• Serving as a resource for understanding CSU policies and procedures, and the roles and responsibilities of faculty.

• Playing an active role in the development of the faculty member as a teacher.
Developing Teachers

• Visiting classes, discussing observations of the visits with the faculty member, and developing instructional techniques.

• Reviewing and sharing syllabi and course materials, including Web based materials.

• Evaluating technology skills related to teaching and assisting the faculty member to receive training in areas needing improvement.

• Providing assistance in course development.

• Providing assistance in understanding standards for student assessment.
Examples in Service Area

• Explaining committee and governance structures and encouraging the faculty member’s participation.
• Providing assistance in understanding the advisement process and the faculty member’s role in it.
• Encouraging support to student organizations and community life.
Examples in Professional Development Area

- Encouraging membership and participation in disciplinary societies and organizations.
- Encouraging grant and/or contract activity.
- Encouraging professional publication or artistic performance.
- Encouraging presentations to learned societies and organizations.
- Encouraging participation in professional development training.
Additional Responsibility of the Mentor

For tenure-track faculty:

Care must be taken to ensure that the faculty member understands the tenure requirements and concentrates efforts in areas of strength rather than across all possible areas of evaluation.
General Guidance for Mentors

- Be proactive; initiate contacts
- Conduct regular meetings
- Define meetings around one or two topics
- Make sure the meeting is a dialog
- Listen: provide a “safe” ear; identify problems
- Offer realistic encouragement
- Discuss your experiences
Letter Report

The mentor provides an letter report to the appropriate administrator

– describing activities undertaken and
– including other relevant comments that the mentor would like to add.
Benefits to Mentors

- Developing and improving the quality of the faculty and of instruction.
- Increasing the level of interaction between faculty.
- Improving the quality of evaluation of faculty.
- Fulfilling a senior faculty responsibility.
- Obtaining credit for efforts in satisfying your own promotion and tenure requirements.