

College of Arts & Sciences
Faculty Mentor Program – Fall 2020

Overview*:

The goal of the CAS Faculty Mentor Program is to provide new tenure-track faculty a mentor from outside their home department or area helping facilitate the success of the new faculty who are on the tenure track by introducing them to the formal and informal norms of the college and university. The following outlines the process and expectations for both mentor and mentee.

Process/Timeline:

- Mentor application survey sent to all tenured Associate- and Professor-rank faculty.
- All first-year tenure-track faculty are automatically on the list of mentees. These faculty will choose their mentor partners from the list of faculty who expressed interest via the survey with input and advice from the CAS Dean's Office.
- Mentor and mentee will have an initial meeting – to (1) get to know each other; and (2) look ahead to the mentee's first year.
- During the year, mentor and mentee meet regularly to discuss successes, challenges, progress toward tenure/promotion, etc.

Expectations:

Mentors and mentees should enter this relationship with some clear expectations. The following table lists some common, reasonable expectations adapted from several sources*; the expectations are, in some cases, the same for both mentor and mentee. Ultimately, this is meant to be a partnership with both participants showing respect and support for each other.

Mentors will...	Mentees will...
Provide help, offer suggestions, and be a safe sounding board for issues relating to the mentee's professional goals and development.	Take initiative to drive the relationship and be responsible for your own professional development and planning. Ask questions.
Provide and be open to feedback. When providing feedback, be honest, yet tactful. Always remember to use the proper tone.	Provide feedback about the mentoring relationship and be open to receiving feedback. When providing feedback, be honest, yet tactful. Always remember to use the proper tone.
Provide suggestions, thoughts, ideas, and advice on goals, activities, and progress.	Ask for suggestions and advice early in the relationship. When advice is given, actively listen to the mentor, apply at least some of their ideas, and let him or her know the results.
Be a catalyst for mentee developing her or his own network. Point to others he or she might reach out to and engage.	Elicit mentor's advice and suggestions on developing other informal (possibly mentoring) relationships.
Keep confidences with mentee. This relationship is meant to be a safe place to	Keep confidences with mentor. This relationship is meant to be a safe place to

*The design of this program is adapted from the mentoring expectations of Omicron Delta Kappa, Wartburg College, and Gavilan College.

discuss possible issues and concerns professionally.	discuss possible issues and concerns professionally.
Keep any commitments made.	Keep any commitments made.
Meet as often as your schedules permit but should meet regularly in some fashion.	Meet as often as your schedules permit but should meet regularly in some fashion.
Give mentee your undivided attention during meetings (turn cell phones off or to silent).	Give mentor your undivided attention during meetings (turn cell phones off or to silent).
Evaluate the relationship at various points.	Evaluate the relationship at various points.

The best mentoring programs are mentee-driven. They allow new faculty to bring questions, concerns, and/or problems to someone who listens, supports, informs, sympathizes, and suggests without judgement, criticism, or comparison.

*The design of this program is adapted from the mentoring expectations of Omicron Delta Kappa, Wartburg College, and Gavilan College.