

College of Applied Sciences and Arts

Faculty Mentoring Manual

2008-2009

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***College of Applied Sciences and Arts
New Faculty Mentoring Program
Academic Year 2008-2009***

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 we want them to conceptualize a five-year plan for professional success.

Program Goal:

Overall, mentoring facilitates orientation to the SIUC 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.

Program Objectives:

- To foster a supportive professional and collegial environment that assists new tenure-track faculty in acclimating to the College and SIUC community.
- 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 develop collaborative relationships with faculty in their discipline that advances their career and discipline.
- To encourage new faculty to utilize resources, services, and opportunities available in Carbondale and the surrounding communities.
- To encourage new faculty to initiate interdisciplinary collaborations and accompanying scholarly and creative activities.
- 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 assist new faculty with developing an understanding of the policies, expectations, and organizational structure of the College and University.

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 you and your protégé 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 facilitate 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 meet at least three times per semester with the mentor.
 - To document progress toward goals collectively established with the mentor.

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.

Documents (yellow section)

- Template for curriculum vitae (see Faculty Handbook; see Faculty and Staff/New Faculty Mentoring/Tenure and Promotion at <http://www.siu.edu/~asa>)
- Memo from John Dunn, Provost and Vice Chancellor
On Promotion and Tenure Dossiers (see Faculty and Staff/New Faculty Mentoring/Tenure and Promotion at <http://www.siu.edu/~asa>)
- Template for dossier (see Faculty Handbook; see Faculty and Staff/New Faculty Mentoring/Tenure and Promotion at <http://www.siu.edu/~asa>)

Discussion Points

- The value of collaboration
- Time management: balancing teaching, research and creative activity, and service
- Expectations for tenure and promotion

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 (green section)

- ICE evaluation forms
- Sample syllabi—ask your colleagues (Dean and Associate Dean’s attached)

Discussion Points

- Teaching strategies and techniques – best practices
- Use of instructional technology
- Writing-Across-the-Curriculum – grading rubric (what distinguishes “A”, “B”, “C”, “D” & “F” writing?)
- Time management (i.e., group vs. individual assignments, writing assignments, exam timing, etc.)
- Academic honesty
- Assessment – Program Assessment Plan

Suggested Activities

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

Key Discussion Points

- Philosophy of teaching.
- Instructional strategies that enhance the learning process
- Strengths/weaknesses of your teaching style

Tasks

- Review your syllabi
- Integrate Writing-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 (blue section)

- ASA Research Committee proposal forms: <http://www.siu.edu/~asa>. Go to Faculty and Staff/Research Committee Proposal Guidelines.

Discussion Points

- Research and creative activity interests—discovery, integration, collaboration, and pedagogy
- Developing an area of expertise
- Collaborating to enhance success
- Grant writing and funding (internal and external)
- ORDA (<http://www.siu.edu/orda>) and other campus resources
- Developing familiarity with professional organizations, conferences, and journals
- Additional strategies for success (i.e., networking, avoiding procrastination, distributing research activities over time in lieu of becoming overwhelmed with multiple projects at one time, etc.)

Tasks

- Submit one paper for presentation, or creative activity for exhibition, at a professional conference
- Submit one peer-reviewed manuscript for publication
- 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)

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 operation 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

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-across-the-curriculum and/or Internet applications for one course.

- _____ 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. A sample copy is in the Mentoring Manual. 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 ASA 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, theatrical performances, parks, festivals, etc.

Documents

- Football and basketball schedule: <http://siusalukis.collegesports.com/>
- Shryock schedule: <http://www.siu.edu/~shryock/>

Life after the ASA 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