Dear CEPP Faculty,

We have been incredibly fortunate to recruit and hire some of the nation’s most promising new faculty. As an organization that is committed to doing public good, we are professionally obligated to assist new faculty in their development as educators, scholars, and servants of their profession and community.

Over the past two academic years the CEPP has been developing a process for mentoring new faculty. Many ideas have been put on the table and considered, yet a systematic approach has yet to be realized. With our continued success of hiring new faculty, we must be more intentional with helping new faculty transition to our college, departments, and academia in general. Research suggests that investing in mentoring during the pre-tenure phase results in increased productivity, higher job satisfaction, and improved retention. Thus a strong mentoring program benefits all of us.

As mentoring is critical to the development of our new faculty members, I charged Associate Dean Swim with reviewing current literature on the topic, revisiting notes from previous conversations, and compiling a plan for AY 16-17. The results of that work follows.

Dr. Swim’s framework demonstrates the importance of mentoring at all levels of the institution: department, college, and university. However, mentoring should not be something that is done to a person. Rather, it should occur as part of a mutually beneficial relationship. An important part of our mentoring protocol is that non-tenured faculty members play an active role in their own development as they identify and select mentors based on their unique professional development needs. In addition, non-tenured faculty members continue to shape the mentoring relationship through building meeting agendas or otherwise directing the discussions with the mentor(s). This is not to downplay the important role that mentors play in this process. Mentors are tasked with creating a caring, helpful relationship that supports, encourages, and challenges mentees to take risks and grow as a professional.

We hope you will find this resource valuable, whether your role is of a mentee, mentor, and/or an advocate of mentoring initiatives within your department. Thank you for all you do to strengthen the CEPP community and support continued excellence in our college.

Sincerely,

James Burg
Dean, College of Education and Public Policy
New Faculty Mentoring Protocol

Context:

There are hundreds of rigorous research studies that show benefits to those who are mentored (Johnson, 2016). Research that focuses on institutions of higher education consistently find that mentoring new faculty on issues of personal and professional development is associated with positive career outcomes (Hanover Research, 2014). For example, Nick, et al (2012) concluded, from their review of the literature, that outcomes such as more quickly assuming the full scope of the academic role, increased productivity, higher job satisfaction, and improved retention are associated with new faculty mentoring programs.

Yet, mentoring relationships serve other important processes beyond work requirements. New faculty members’ psychosocial needs are just as important to address during the transition to a new institution. For example, balancing new work demands with family life, locating quality early learning programs for young children, or dealing with separation from family members are all topics where mentors can provide guidance and support (Johnson, 2016).

Accordingly, the mentoring system within the CEPP is designed so that non-tenured faculty members are provided guidance in the areas of:

1. Getting to know the institution;
2. Excelling at teaching, research, and service;
3. Understanding the annual review processes as well as promotion and tenure;
4. Creating healthy work-life balance; and
5. Developing professional networks.

Our Goals:

To give systematic guidance to non-tenured CEPP faculty so that they may develop in the areas of teaching, research, service, and leadership in the field. This process also has the goal of non-tenured faculty understanding their meaningful roles within the department, college, and university.

Mentoring Framework:

At IPFW, mentoring is becoming more and more an important part of the first year experience and is practiced at several different levels (see Figure 1). This is evidenced by the VCAA’s office providing a full-day orientation for all new faculty during on-duty week of the first year. In addition for AY 16-17, as part of the Leadership Academy, three leaders convened an advisory group to determine the content of that day as well as eight (8) follow up experiences that will occur throughout the first year. This systematic approach for supporting new faculty (i.e., cohort mentoring) was designed to provide maximum opportunities for new faculty to become a part of the larger institution and to network with others within the institution. In addition, this office offers other opportunities for learning about the P&T process and networking with other faculty on campus.
The Dean’s office of the College of Education and Public Policy also has a role in building an effective mentoring system. There will be planned events throughout the academic year, such as a luncheon with the Dean for all first- and second-year faculty, group meetings about teaching and research, social gatherings, writing groups, etc.

The Chairs of departments within the college play a particularly important role in the lives of new faculty. They assist with, among other things, learning roles within the department, understanding expectations for each role, guiding the preparation of annual review documents, providing feedback on performance, facilitating the understanding and analysis of student feedback, suggesting funding sources and/or research outlets for scholarly activities, and connecting new faculty to appropriate service activities.

During the third year of the pre-tenure process, a committee conducts a Third-Year Review for each candidate. This committee provides a formal, summative evaluation on progress toward tenure, suggestions for future growth, and notes the quality of documentation provided. As such, this committee plays an important role in providing feedback to each non-tenured faculty members.

In addition, new faculty members are strongly encouraged to formally select mentors to help them develop professionally (see next section). It is also recognized that informal mentoring relationships will exist for non-tenured faculty members as they seek and receive guidance throughout this time period. Care must be taken on the part of the non-tenured faculty member to select mentors judiciously.

Figure 1. Structure of Mentoring at IPFW.
Selecting a Mentor(s):

Each year of employment, non-tenured faculty members will select at least one mentor. Names of mentors will be shared with the department chair by the end of the first week of September. The chair will provide feedback and guidance knowing that the faculty member is responsible for making the final decision about who they want as a mentor. If helpful, the chair who will convene the first meeting between all of the parties; otherwise, the mentee is expected to assume that responsibility. The faculty member is encouraged to select a mentor from within the same department the first year and then gain experiences, over the years, with mentors from both inside and outside of the department, college, and even IPFW. Given the value of peer mentoring in terms of psychosocial benefits (e.g., personal support and friendship; Angelique, Kyle, & Taylor, 2002), a fellow non-tenured faculty member can also be selected as a mentor. It is suggested that a peer mentor be paired with a tenured faculty mentor or selected as a sole mentor after the third year review. By the end of the pre-tenure process, a mutual mentoring network of relationships should be in place. In other words, many varied relationships (see Figure 2 on next page) should exist to support the non-tenured faculty member.

In general, a mentee can select a mentor based on expertise in teaching, research, service, or any combination thereof. In addition, selecting someone with whom you have shared interests (e.g., teaching style or philosophy, research topics or methods, service passions) or characteristics (e.g., work experience, personal skills, and professional skills) tends to result in a better match. Research suggests that personal characteristics should be considered, in addition to professional knowledge or skills, as competent mentors possess “foundational character virtues (integrity, caring, prudence), salient foundation abilities (cognitive, emotional, relational), and numerous skill-based competencies (e.g., providing support, respecting autonomy, allowing increasing mutuality)” (Johnson, 2016, p. 61). None of these elements is adequate in isolation, but rather it is the dynamic interplay among the competencies that make for a true competence in the mentor role (Johnson, 2016). Thus, mentees should consider not only “who they are” but “what they do” when selecting a mentor. These elements specifically include:

**Character Virtues (“who they are”)**
- Integrity
- Caring
- Prudence

**Emotional and Relational Abilities (“who they are”)**
- Emotional IQ
- Interpersonal competence
- Helping orientation
- Empathy
- Positive affectivity
- Warmth
- Congruence
- Humility
- Capacity for Intimacy
- Personal health and self-awareness
Skill-based Competencies (“what they do”)  
Be thoughtful about your time and resources  
Be accessible  
Provide encouragement and support  
Clarify performance expectations  
Teach and train  
Initiate sponsorship (share power judiciously)  
Provide insider information (demystify the system)  
Challenge (put mentee to face anxieties directly)  
Constantly affirm (nurture the “dream”)  
Provide professional exposure and promote visibility  
Be an intentional mentor  
Protect mentee (but only when necessary)  
Foster mentoring networks (or mentoring constellations)  
Provide professional socialization  
Deliver both positive and less positive feedback  
Self-disclose when appropriate  
Offer counsel (without becoming a counselor)  
Allow increasing mutuality and collegiality (Johnson, 2016, chs. 4 and

While pairings tend to be more successful when both the mentee and mentor have a choice in selecting and participating in the mentoring relationship, it is recognized that the Chair may need to play an active role in certain situations to help make the matches. Faculty members in their first year often experience challenges in selecting a mentor due to a lack of knowledge of colleagues and the political landscape of the department. In addition, data shows that women and underrepresented groups are less likely to develop high-quality mentoring relationships when self-selection is the sole method of assignment (Columbia University, n.d.). Thus, conversations with the Department Chair should ensure that these faculty groups have equal access to excellent mentors.

Before finalizing the selection of a mentor, discussions about the time commitment should occur as successful mentor-mentee relationships involve regular meetings and interactions (Hanover Research, 2014). Thus, both parties should commit to engaging on an ongoing basis throughout the academic year. Each mentoring relationship is expected to last for one academic year. If at the end of the year, both parties want to continue the relationship, then that is possible. If at some point during the AY, the mentoring match is not working, please see your Department Chair for guidance. She/he will create a neutral and confidential way of evaluating the mentoring relationship. If it is determined that the mentee is best served by stopping the relationship, then a plan for doing so will be formed and implemented.
Role of Mentees:

In general, mentees should be independent, motivated learners who are willing to work hard to improve their knowledge, skills, and dispositions through a mentoring relationship. They should be willing to direct the mentoring relationship, even when that feels uncomfortable with tenured faculty members. However, because it is the mentees’ professional reputations and careers on the line, they should be in the driver seat. This should be understood as the mentee taking an active role in the mentoring process, rather than passively responding to the ideas of the mentors.

This begins best with a reflective process to identify areas for development. Appendix A (based on Lipscombe & An, 2010) provides a tool for such reflection. Once these areas are revealed, selecting an appropriate mentor is the next essential step. Then, the mentee can actively direct the relationship by leading a discussion with the mentor to arrive at mutually agreed upon expectations for the relationship, goals for development, and schedule for mentoring activities (e.g., meetings, observations, visits to research labs, etc.). Once these are determined, the mentee should build meeting agendas or otherwise direct discussions with the mentor(s).

While this description may imply that meetings must be formal, that is not necessarily the case. The mentee and mentor should determine together how formal or informal the meetings will be. However, if the format selected is not meeting the needs of both parties, then an alternative format should be negotiated.
Role of Mentors:

Mentors should provide the necessary support and guidance so that a mentee can develop a strong identity as a member of the profession into which they are being socialized. On one hand, this means that mentors should be good at asking open-ended questions and then actively listening to answers. Open-ended questions can facilitate rich discussions that help the mentee recognize areas for improvement, reflect on their experiences, analyze their observations, and build pathways for improvement. It is not the mentors’ job to do this important work for the mentees. In fact, taking on those responsibilities reflects a lack of respect for the new professional.

On the other hand, this means that mentors should be willing to share their understanding of institutional characteristics, culture, and resources. As these can often be an ‘invisible aspect of the institution,’ strong mentors help make them visible to their mentees.

As discussed previously, successful mentors blend characteristics of “who they are” with “what they do.” They, for example, form caring, helpful relationships that provide support, encouragement, challenges, and sponsorship to the mentee. Each mentoring relationship will be different as the exact blend of elements will vary depending upon the strengths of the mentor and the expressed or perceived needs of the mentee.

Training for Mentors and Mentees:

Beginning in the fall 2016 semester, a workshop will be held to better acquaint both mentees and mentors with their respective roles. Three faculty members, as part of their Leadership Academy project, convened an advisory group to determine the content of the workshop.

Accountability:

The success of the CEPP New Faculty Mentoring Protocol will be evaluated based on the following information:

Short-term data:
- Satisfaction of mentee
- Satisfaction of mentor
- Progress of mentee (see Appendix B, based on Lipscombe & An, 2010)
- Ratings of the quality of support provide by mentor

Long-term data:
- Yearly Reappointment decisions
- Promotion & Tenure decisions
Appendix A.
Self-reflection & Planning Tool

| Name: _________________________________ | Date of Reflection: ____________ |

Think about your experiences in each of the following areas and list what you see as your strengths and areas for improvement.

<table>
<thead>
<tr>
<th>Teaching – Strengths</th>
<th>Teaching – Areas for Improvement</th>
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<table>
<thead>
<tr>
<th>Research – Strengths</th>
<th>Research – Areas for Improvement</th>
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<table>
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<tr>
<th>Service – Strengths</th>
<th>Service – Areas for Improvement</th>
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</table>

Looking over your lists above, what would you like to devote time to improving this year (add numbers as necessary to reflect the length of your list)?

1. 
2. 

What do you see as strategies for addressing those areas for improvement on your priority list?

Who might be best to help you address your areas for improvement?
During or after your meeting with your mentor, record your specific plans for addressing the areas of improvement on your priority list.

Record also the dates and times of future meetings as well as the topic/activity for the meeting.

<table>
<thead>
<tr>
<th>Meeting #1</th>
<th>Day/Time</th>
<th>Topic/Activity</th>
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Other notes:

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<tr>
<th>Meeting #2</th>
<th>Day/Time</th>
<th>Topic/Activity</th>
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Other notes:

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<thead>
<tr>
<th>Meeting #3</th>
<th>Day/Time</th>
<th>Topic/Activity</th>
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Other notes:
Appendix B
Tool for Reflecting on Progress

<table>
<thead>
<tr>
<th>Mentee: ____________________________</th>
<th>Date of Reflection: ____________</th>
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<tbody>
<tr>
<td>Mentor: __________________________</td>
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<table>
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<tr>
<th>What are your accomplishments to date?</th>
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<tr>
<th>Is your focus the same as initially planned?  If not, how has it changed?</th>
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<th>What remains to be addressed in future meetings?</th>
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<tr>
<th>What has been your greatest challenge up to this point?</th>
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<table>
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<tr>
<th>What have you done to address that challenge?</th>
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<tr>
<th>How would you describe your mentoring relationship? What are its strengths and weaknesses?</th>
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<th>What, if anything, would you change about your mentoring relationship?</th>
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<tr>
<th>What has been your most valuable learning experience up to this point?</th>
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References


