

Salve Regina University Mentoring Program for New Faculty

Goals of the Mentoring Program

- Faculty-led
- Strictly voluntary
- Commit to one academic year
- Tailored to individual needs
- Guided by the university mission
- Interdisciplinary one-on-one pairings
- Supplement mentoring that already happens within one's own dept.
- Group/peer mentoring opportunities
- Welcome and support junior faculty, especially in first 2 years of service
- Provide information
- Promote excellence in teaching, scholarship, and service
- Promote development: professional, psychosocial, and cultural
- Promote faculty retention and diversity
- Promote work/life balance
- Promote sense of community, cohesiveness, and respect
- Encourage collaboration
- Provide sounding-board and offer advice for addressing challenges

Possible Forms of Mentoring

Informational Mentoring	Facilitative Mentoring	Collaborative Mentoring
A mentor can provide or suggest sources of information; share ideas for teaching, scholarship, or service.	A mentor can assist and guide a new faculty member in analyzing or thinking through a decision.	Mentors and new faculty members can set goals or problem-solve issues together.
<p><i>Topics could include:</i></p> <ul style="list-style-type: none"> • Academic policies • Third-year review procedures • Promotion and Tenure Procedures • General campus resources • Strategies for teaching, scholarship, or service • Procedures such as: student evaluations, departmental and peer evaluations, letters from inside and outside the institution, research with students, grants 	<p><i>Topics could include:</i></p> <ul style="list-style-type: none"> • Deciding about service to the university, department, and community • Deciding about timetable and next steps for research agenda • Identifying opportunities for collaborative research with other faculty members • Analyzing effectiveness of teaching approaches 	<p><i>Topics could include:</i></p> <ul style="list-style-type: none"> • Generating ideas of how to deal with challenges in teaching • Identifying barriers or impediments to progress in research or publishing • Developing solutions to overcome impediments • Brainstorming for alternative teaching strategies to experiment with in the classroom

Adapted from Glickman's Framework for Developmental Supervision (1981) and the New Teacher Center (NTC, 2014).

Glickman, C. (1981). *Developmental supervision: Alternative practices for helping teachers improve instruction*. Alexandria, VA: Association for Supervision and Curriculum Development.
 New Teacher Center (NTC). (2014). *Mentoring for effective instruction field guide*. Santa Cruz, CA: New Teacher Center.

Suggestions for Mentoring Language and Effective Listening

Effective Listening

Effective listening communicates that the listener is trustworthy, respectful, encouraging, and focused on building the relationship. Effective listening involves:

- *Truly hearing what the other person is saying*
- *Genuinely accepting the other person's feelings, no matter how different from your own.*
- *Trusting the other person's capacity to handle, work through, and find solutions to his/her own problems.*

Facilitative questioning can be used to...

- Show you listened and understood the mentee: *It seems you're most concerned with...*
- Clarify a situation: *Can you provide a specific example of...?*
- Focus on what is working: *You were successful when you...*
- Promote self-assessment: *How do you feel about...?*

Mediational questions

Mediational questions help bring about a new understanding by posing questions that extend thinking and planning. Possible mediational question stems include:

- *What's another way you might...?*
- *What do you think would happen if...?*
- *What criteria do you use...?*
- *How did you decide...?*
- *What might have contributed to...?*

Non-Judgmental Responses

Non-judgmental responses communicate that you are listening, open-minded, encouraging, and interested in what the new faculty member is saying. Some non-judgmental responses include:

- *It sounds like you have a number of ideas to try out?*
- *It sounds like you have a clear plan.*
- *In what ways did the class go as you expected?*
- *What didn't you expect?*
- *I'm interested in learning/hearing more about...*

Suggestion Stems:

Express suggestions that encourage thinking.

- *Perhaps ___, ___, or ___ might work for...*
- *Have you considered trying...*
- *From my experience, on thing I've noticed...*
- *Based on your question, something to keep in mind when dealing with...*
- *There are a number of approaches...*

Following a suggestion with a question invites the new faculty member to analyze a specific situation and imagine how the idea might work in his/her context.

- *How might that work in your situation?*
- *What do you think might happen if you...?*

Best Practices for Mentors

- € Work with mentee to develop mutual expectations.
- € Commit sufficient time for mentoring responsibilities.
- € Develop trust and open communication with the mentee.
- € Listen.
- € Be supportive, but don't be afraid to challenge the mentee.
- € Provide constructive feedback.
- € Share personal experiences. What went right? What went wrong?
- € Provide insight on campus politics.
- € Maintain realistic optimism. Avoid sharing overly negative perspectives.
- € Respect boundaries of the professional relationship.
- € Understand that the mentee is an individual with his/her own personality/values/ways of doing things. Be accepting and non-judgmental of his/her feelings and perspectives.
- € Ensure confidentiality, when appropriate.
- € Promote balance.
- € Be an advocate.
- € Teach by example.
- € Gradually reduce guidance and encourage professional independence.
- € If the relationship isn't working, contact the Director of Faculty Development.

Expectations of Mentees

- € Provide mentor with your CV, ideas for research agenda, teaching portfolio, etc.
- € Identify needs and interests.
- € Identify any gaps in competencies or skill sets in order to set professional goals.
- € Set professional goals and make a concrete plan for achieving these goals.
- € Take initiative to maintain communication with the mentor.
- € Actively engage in the mentoring relationship.
- € Set meeting times and agendas based on needs.
- € Be prepared for meetings with questions and materials.
- € Solicit feedback.
- € Be willing to listen to advice and feedback, both positive and negative.
- € Be respectful of the mentor's time.
- € Follow through on commitments.
- € Express gratitude.
- € Take responsibility for developing scholarly independence.
- € Develop networks among the faculty.
- € If the relationship isn't working, contact the Director of Faculty Development.

Suggested Mentoring Activities

- € Initiate contact with your mentee and set up a first meeting.
- € Setup meetings with mentee, meal tickets available from Amy Roehrig (24 hour notice)
- € Share information about your own background with your mentee.
- € Review the mentee's CV--a good introductory activity.
- € Initial meeting: set expectations based on needs of mentee.
- € Meet regularly with your mentee; we suggest once a month.
- € Agree upon frequency, agenda, and outcomes for meetings.
- € Examine together the Salve Regina University mission. Discuss how to address the mission through teaching, scholarship, and service.
- € Discuss university requirements for tenure and promotion.
- € Discuss timetables and deadlines.
- € Discuss career goals and professional interests.
- € Discuss the mentee's short and long-term goals for teaching, scholarship, and service including possible objectives, strategies for achievement, specific deliverables, timelines.
- € Create plans and timelines for achieving goals.
- € Discuss ways in which the new faculty member will be evaluated (i.e., student teaching evaluations, peer evaluations, letters from inside and outside the institution, publications, research with students, grants)
- € Discuss progress toward goals, periodically, to guide the mentee toward productive efforts.
- € Suggest classroom observations: mentor of mentee and mentee of mentor.
- € Attend professional events together.
- € Discuss pedagogy, course development, syllabi, etc.
- € Discuss funding opportunities and joint research ventures.
- € Suggest appropriate university committees for service.
- € Discuss university support systems and policies on academics and governance.
- € Discuss student issues: advising, preparedness/motivation, academic integrity, etc.
- € Share experience in stress/time management and work/life balance.
- € Provide introductions to other members of the community.
- € Facilitate professional networking within and outside the institution
- € Facilitate access to non-academic resources such as child care, housing, etc.
- € Offer timely advice on specific issues as they arise. Respond as quickly as you can to emails, phone calls, requests from your mentee.
- € Provide resources and/or make referrals to appropriate faculty/staff to respond to questions (i.e., grant writing, teaching strategies, etc.).