

Mentorship Program for New Faculty Effective 2020-2021 Academic Year

Purpose

The goal of the College of Technology (COT) Mentorship Program for New Faculty is to ensure that newly hired COT full-time faculty members are in the best possible position to succeed professionally. Early stage faculty members require and deserve access to mentorship during this important period of their careers.

The overall goal of this program is to provide support in learning about institution-college-department policies; excelling at teaching, research, and advisement; understanding the criteria for annual reviews; positioning the faculty member for promotion & tenure; developing professional networks; achieving career goals; and promoting work/life balance.

Required Terms

- 3 years for tenure-track faculty
- 1 year for multi-year instructor

The Mentorship Team

- Associate Dean (responsible to organize, monitor, and chair the Mentorship Team)
- Department Chair
- One representative from the Departmental Personnel Committee, as appropriate
- The COT Student Services representative
- Faculty Center for Teaching Excellence (FCTE) representative - optional
- Office of Sponsored Programs (OSP) representative – optional

Plan

- Each mentee will fill out the attached self-assessment form in their first 3 months at work and explain their career goals (short-term and long-term) along with their strengths and challenges, expectations from the Mentorship program, and highlight their prior professional experience.
- Based on the mentee's self-assessment, the Mentorship Team will select a primary mentor outside the Mentorship Team. The Mentorship Team members will serve as secondary mentors. The primary mentor can come from outside the Department.
- After the selections are made, the Associate Dean will organize a kick-off meeting with all parties to introduce the Mentorship program and its expectations.
- The mentee and mentor will sign a confidentiality agreement statement in the beginning of the Mentorship program.

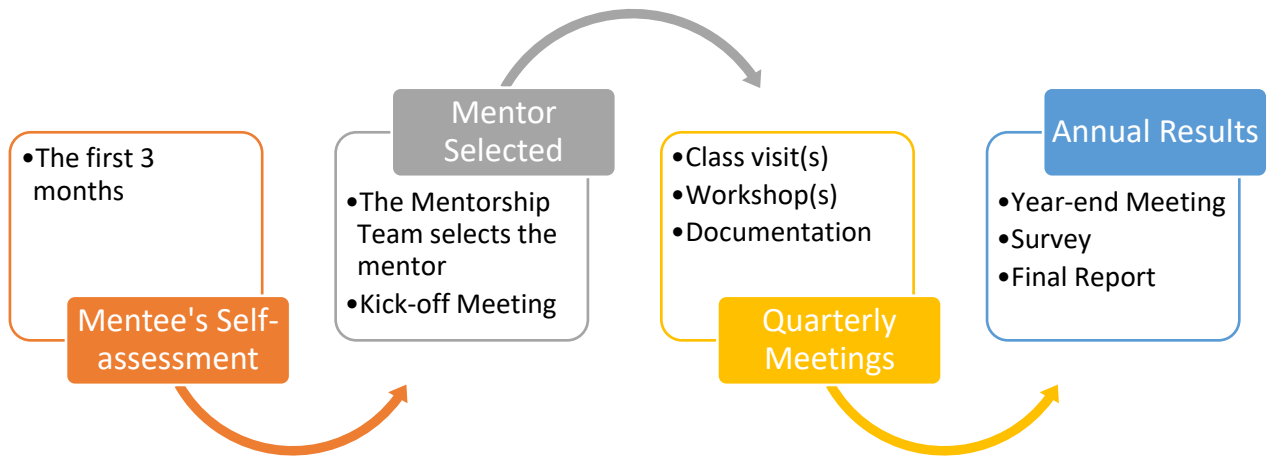
- After the kick-off meeting, mentors and mentees will start meeting privately. Quarterly meetings are required between mentors and mentees. An agenda and action items will be prepared for each meeting by the mentor with mentee's inputs, which needs to be kept confidential.
- Mentees will prepare a timeline with milestones about what they want to accomplish during this Mentorship program.
- Mentees are recommended to attend workshops and meetings organized by the ISU-FCTE and other internal and external organizations.
- Mentors will visit their mentee's class at least once a year and provide feedback about their observation.
- Each mentor will receive \$500 annual travel support at the end of the academic year from the COT Dean's Office after completing all the required work (organizing quarterly meetings, completing the survey, attending meetings, preparing necessary documents, etc.) for the Mentorship program.
- Mentors will have only one mentee at a time.
- At the end of each academic year, the Associate Dean will organize a meeting to highlight the learning points of the Mentorship program and recognize the participants.
- Mentors and mentees will write a report at the end of the academic year to summarize their results.
- Being a mentee is not a passive experience, and each individual owns his/her development. Therefore, a self-reflection is required each year by both mentee and mentor, which needs to be shared with each other.
- The Mentorship Team will conduct an annual survey for mentees and mentors to get their feedback about the Mentorship program and prepare overall results of the Mentorship program and make recommendations to the COT Dean on an annual basis.
- Mentors will remain the same for the required period, unless it is necessary to change them. When mentor-mentee arrangements do not work, the Mentorship Team will safely communicate no fault, no harm changes by either party.

Types of Mentorship Areas

- Teaching
- Research
- Service
- Advisement
- Experiential learning
- Community engagement
- Institutional knowledge (University-College-Department levels)
- Industry (optional)

Note: Faculty who are hired prior to the effective date can also benefit from this mentorship program.

COT Mentorship Program for New Faculty Process



COT Mentorship Program for New Faculty Mentee Self-Assessment

The success of a mentoring relationship is often influenced by the mentee's awareness of his/her strengths and challenges in meeting the mentorship goals, as well as by the fit between the mentee and mentor's goals, their interpersonal styles, and mutual career interests.

Faculty Mentee Name:

Department:

Mentee's career goals: (Be candid with your mentor about your goals and set realistic expectations)

1. What are your short-term (next 12 months) and long-term (next 3-5 years) career goals?
2. How do you see your primary mentor's role in helping you reach your career goals?

Strengths and challenges in meeting your career goals:

3. What strengths do you bring in meeting your career goals (these could be professional, personal, interpersonal, organizational, or other)?
4. What challenges do you envision in meeting these goals (prioritize these, if possible)?
5. How would you like your primary mentor to help you address these challenges? Be open to developmental (constructive) feedback.

Mentorship process:

6. Consider different ways that you might work with your mentor(s) to reach your mentorship goals (i.e., collaborate on project, individual meetings, group meetings, other). Which ways would be most effective, and which would be least effective for you?
7. In receiving feedback on your work, which ways are helpful and which are not helpful for you?
8. While the COT Mentorship Program for New Faculty aims to enhance career development for the mentee, mentorships ideally provide something to both the mentee and the mentor. What do you bring to the mentorship that will benefit your mentor?

Prior Professional Experience:

9. List your prior professional experience or add your CV.