1. Formal Introduction / Welcome / Induction Session

   a. Early in the faculty member’s first semester, the dean’s office will coordinate an
      orientation session to orient the faculty member to the unit.
   b. This may include a tour of the building, introduction to key areas and staff (e.g.,
      Computer labs, Schuab Materials Center)
   c. Session will be attended by Deans, Chairs, and Assistant to the Dean; others as
      deemed appropriate

2. Assignment of a formal Mentor

   a. Mentors have several responsibilities. One is to help the mentee understand how
      his or her work will help to advance the mission of the school of education. Another
      is to charge the mentee with addressing critical issues and questions in the
      profession and developing a research agenda that helps to advance his or her field
      with regard to these critical issues.
   b. Within this context, another role of the mentor is to help the new faculty member
      achieve his or her professional goals (see 2j below) and to be successful in his or her
      field. In particular, a mentor is assigned to help the mentee to be successful in the
      tenure and recontracting process.
   c. A mentor should assist the new faculty member in establishing both long- and
      short-term professional goals (i.e., setting priorities).
   d. A mentor should assist the new faculty member in increasing his or her visibility in
      the professional community (e.g., school, unit, community, profession) and
      establishing a professional identity.
   e. A mentor should assist the faculty mentor in establishing ways to ensure early and
      strategic progress toward T&R, including establishing a strong publication record
      and excellence in teaching.
   f. The mentor’s role should complement that of the T&R Committee in providing
      guidance and suggestions in navigating the college’s performance review systems
      (e.g., T&R).
   g. The mentor also assists the faculty member in identifying additional people who
      can serve in the mentee’s professional network and who can provide guidance and
      support in the areas of teaching (e.g., teaching evaluation feedback) and service, as
      well as scholarship.
   h. Mentoring should provide new faculty members with assistance with COE
      processes and culture.
   i. A mentor should be assigned as soon as the new faculty member is hired, so that
      he/she can make early contact (i.e., prior to arrival on campus) and help with the
      transition process.
   j. Mentors will be provided for new faculty members (tenured and tenure-track).
      Mentoring activities should be tailored to the individual needs of the mentee (e.g.,
      Instructors’ primary focus would be to establish strong methods of teaching;
      Assistant Professor tenure-track faculty members are focused on teaching,
      research, and service).
k. The Associate Dean in consultation with the Dean will assign mentors. To assist in this process, mentees and potential mentors will be asked to provide relevant information about their interests in mentoring (e.g., research interests; goals for mentoring relationship, see attached).

l. The mentor may be a tenured College of Education faculty member inside or outside of the mentee’s primary division.

m. Regular (e.g., monthly) meetings between mentor and faculty mentee are strongly encouraged, where the pair may review and work on goals.

n. The COE and Faculty Center will also sponsor 2 events per year to facilitate engagement between mentors and mentees.

o. In addition to formal mentoring, mentees are encouraged to establish an informal network of mentors who can provide support in a variety of areas, including teaching, scholarship, service, and navigating the COE culture and South Jersey community.

3. Characteristics of the Mentor

   a. Mentors should have a documented record of success in the areas evaluated for tenure and recontracting (e.g., strong publication record, established reputations in their fields, evidence of success in teaching and service).

   b. Individuals selected as mentors should also have an interest in faculty development and mentoring, and should be accessible to their mentees.

   c. Because evidence of a strong track record in scholarship, teaching and service is a requirement for mentoring, mentors should be selected from a group of tenured faculty.

   d. Mentors should be willing to serve as advocates for their mentees.

   e. Mentors should be able to provide an appropriate balance of challenge and support to encourage mentee professional development.

   f. Mentors should be able to clarify professional and personal boundaries of the relationship and maintain mentee confidence as appropriate.

4. Benefits for the Mentor

   a. Mentors may gain personal satisfaction from the mentoring relationship.

   b. They may find opportunities to re-evaluate their own teaching and scholarship based on discussions with mentees.

   c. Mentors have the opportunity to work closely with highly talented colleagues.

   d. Mentors are able to directly and indirectly contribute to the strengthening of the department, unit, and university.

   e. Mentors will be able to document their mentoring activities as service to the unit in their performance evaluations.

Specific programs reviewed were Emory University: Passages Program; University of California, San Diego: Faculty Mentoring Program; and University of Wisconsin: Women Faculty Mentoring Program.