

REGULATION on Faculty Mentoring

1. Statement of Philosophy: Mentoring of new faculty:

The college believes that it has a responsibility to give new full-time faculty members every possible opportunity to succeed, and that this is as important to the success of the College in the building of a quality faculty as it is to the new faculty member. To that end, the College has established a formal mentoring program, overseen by the Faculty Growth and Assessment Committee. The purposes of the mentoring program are to help new faculty acclimate to the college, achieve teaching excellence, and acquire a support network. Below are guidelines for faculty mentors.

2. Duration of the Mentoring Relationship:

1. The mentor should be prepared to serve in this role until the faculty member achieves tenure or leaves the College.
2. The mentor should realize that the mentee or the committee may end the relationship.
3. For any reason, especially if the mentor can no longer be positive about the mentee, the mentor may request that another mentor be assigned.

3. Mentoring Responsibilities:

1. The mentor should meet with/contact the mentee very early: if possible, before the mentee commences employment in his/her new position.
2. The mentor reminds the mentee about issues such as sexual harassment, substance abuse, and so forth, including the mentor's responsibility to follow College rules by reporting such things if told them or observing them.
3. The mentor should meet regularly with the mentee, keeping in contact by dropping by, calling, communicating on-line, or extending a lunch invitation.
4. The mentor should make time to answer questions.
5. The mentor should sit in on some of the mentee's classes and invite the mentee to sit in on some of his/her own classes.
6. The mentor can provide constructive criticism, encouragement, and compliments on achievements, and can share pedagogical methods with the mentee.
7. The mentor should assist in familiarization with the campus and its environment, including the tenure process, the college governance system, other relevant elements of the Sandburg organizational culture, the Faculty Handbook, and the Policy Manual.
8. The mentor should help in areas of networking such as helping the mentee identify which staff to approach for which task, introducing the mentee to faculty who could be helpful in areas the mentor might not have experience with, such as on-line, laboratory, or clinical situations, and in helping the mentee establish a professional network.
9. The mentor should be able to help the mentee find resources for teaching enhancement and technology at the College.

10. The mentor can give insights on personalities, committee assignments, social events, and other matters.
11. Each semester, the mentor turns in the Activity Report Form, describing activities undertaken without evaluating the teaching or competence of the mentee.
12. In the third year, the mentor has the option to do a peer evaluation of the mentee, and in the first two years, may suggest that another faculty member do such an evaluation.

4. Inappropriate Mentoring Behavior: New Faculty

1. The mentor should not evaluate, assess, or be negative about the mentee and the mentee's abilities.
2. The mentor should treat all interactions and discussions with the mentee in confidence.
3. The mentor should have no interaction with a supervisor of the mentee's regarding the mentee or the mentee's teaching. The mentor should not prejudice the mentee against the supervisor.
4. The mentor should not try to limit the mentee's independence or academic freedom by dictating classroom policies, choice of subjects, or teaching methods to be followed. A mentor should check with other mentors, if available, or other faculty, if not, about whether a particular behavior is bad instructional practice or simply a difference in teaching style.
5. In a disagreement between a supervisor and a mentee, a mentor should not take sides or interfere, but should help the mentee determine what the problem is, and what solutions are. The mentor may point out what remedies are available if a mentee feels something unfair has taken place, and may also advise on whether or not it is wise to seek these remedies.
6. The mentor should not do the mentee's work for the mentee.
7. Since the mentor should be an advocate for the mentee, the mentor should not, during the first two years, do a peer evaluation of the mentee, but may encourage others to do so.

5. Mentoring Adjunct Faculty

1. Any adjunct may be mentored, with the exception of Dual Credit adjunct faculty whose primary employment is with the school district of the students they are teaching.
2. Both full-time and adjunct faculty may serve as mentors of adjunct faculty; full-time faculty must be tenured.
3. Any adjunct with four semesters of experience at the college may mentor other adjuncts but cannot be required to do so, nor may any action be taken because the adjunct has declined to mentor.
4. When possible, mentors of adjuncts should report to the same Dean or Associate Dean as their mentees, but this is not an absolute requirement.
5. Mentoring for adjuncts should continue for three semesters of the adjunct's teaching.
6. Active and former mentors who are adjunct faculty will be formally designated

“Adjunct Mentors.”

7. Mentors of adjuncts will fill out the Mentoring Activity Report Form every semester they mentor, with the exception of the “Tenure Track” line.
 8. Mentors of Adjuncts should follow the same guidelines as are listed above under sections 3 and 4 for mentors of untenured full-time faculty, including confidentiality, except where they apply solely to tenure track faculty.
6. Mutual Mentoring for Tenured Faculty
1. Participating in mutual mentoring is voluntary for tenured faculty.
 2. Mutual Mentors must be tenured.
 3. Mentoring shall be for one year, with an option to extend for one more year.
 4. Mutual Mentors will fill out the Mutual Mentoring Activity Report Form every semester that they mentor.
 5. Mutual Mentors should follow the same guidelines as are listed above under sections 3 and 4 for mentors of untenured full-time faculty, including confidentiality, except where they apply solely to new faculty.