Missouri State | COLLEGE *of* NATURAL AND APPLIED SCIENCES

Faculty Mentor Program
Reviewed and affirmed - August 2018

CNAS departments have always engaged in the informal mentoring of new faculty members. This program is also available to any faculty member in the college who wants/needs a mentor. This is a voluntary program through which experienced faculty in the College of Natural and Applied Science (CNAS) at Missouri State University knowledgeable about the campus and academic life are matched with new faculty to orient them to MSU, inform them about campus support services, and assist them in the early stages of their academic careers.

GOALS OF THE MENTORING PROGRAM

Help new faculty members to:
- *Learn about MSU, the surrounding community and support resources for faculty.*
- *Become active members of the MSU community.*
- *Address questions, concerns and unique needs in a confidential manner.*
- *Gain insight about teaching and career development from a seasoned veteran.*
- *Network with other faculty and develop a personal support system within MSU.*

Encourage experienced faculty to:
- *Share their knowledge and experience with new faculty.*
- *Assist new faculty by answering questions.*
- *Provide a valuable service by promoting collegiality through mentoring.*

1. **The Identification of Mentors:**

    A. **<u>The initial responsibility for the mentoring of a new faculty member falls primarily on the search committee members and the department head, and secondarily on the faculty as a whole.</u>**

    B. As early as possible within the first semester of service, the new faculty member will submit to the department head the name(s) of one or more tenured colleagues as potential mentors. In consultation with these potential mentors, the department head will appoint a primary mentor for the new faculty member. It then becomes the responsibility of the primary mentor to provide or arrange all subsequent mentoring for the new faculty member.

    C. A new faculty member may request a mentor from outside his/her department but within Missouri State for specific purposes (teaching, interdisciplinary research, etc). This request should be made to the department head. The dean's office will keep a list of volunteers who are interested in serving as a mentor. The dean's office and department head will coordinate the match.

    D. A current faculty member may request a mentor from within his/her department to their department head or from outside his/her department but within CNAS for specific purposes. Matches will be made as volunteers are available.

    E. The entire faculty will serve as a committee-at-large from which the primary mentor may solicit help, when appropriate, as described below.

2.   Suggested Mentoring Activities:

    A.   Teaching assistance, which may include:

        (1)   Assistance or advice in the preparation of course outlines, policy statements, and exams.
        (2)   Instruction in the use of computer-graded exams and student evaluation forms.
        (3)   Introduction to teaching support staff and facilities, including Educational Media, Audio/Visuals, Computer Services, Printing Services, and the Bookstore.
        (4)   Briefing on the characteristics of the MSU student population, including skill levels and ranges, geographical origins, cultural heritages, etc.
        (5)   Assistance in improving teaching effectiveness. Depending on the expressed interests of the new faculty member, assistance might include:
            (a)   recommendations for books or articles on pedagogical techniques.
            (b)   encouragement and arrangement for the new faculty member to attend classes of senior colleagues.
            (c)   arrangement for one or more skilled teachers to attend classes taught by the new faculty member, for the purpose of providing constructive advice.

    B.   Research/scholarly assistance, which may include:

        (1)   Introduction to the staff members of the Office of Sponsored Research and the Graduate College, and an explanation of the services provided by these offices including external and internal funding opportunities.
        (2)   Introduction to computing facilities within the department and across the campus and the DUSS and IT personnel in CNAS who can help.
        (3)   Introduction to key resources related to Meyer Library.
        (4)   Introduction to the purchasing protocols within the department and who to contact regarding purchases. (Policy Library)
        (5)   Where appropriate, assist in identifying colleagues in other departments or in other institutions within the region with whom collaborative efforts may be possible.
        (6)   Review of research proposals or manuscripts. In some cases there may be other individuals in the department who are more qualified than the primary mentor, in which case it is the responsibility of the mentor to help arrange their assistance.
        (7)   Provide advice on the overall research plan of the new faculty member in terms of the general expectations of the department, college, and university for the attainment of tenure.

    C.   Service assistance, which may include:

        (1)   Providing information and advice to help the new faculty member become an effective student adviser and even a Master Advisor.
        (2)   Advising the new faculty member of important deadlines and meetings for the department, college, university, and professional organizations.
        (3)   Answering questions about the political structure of the university and service opportunities at the departmental, college, university, and community level.
        (4)   Helping faculty become aware of the contents of the Faculty Handbook, Faculty Constitution and Bylaws and Policy Library.
        (5)   Socialization to the university beyond the department and to the community.
        (6)   Helping the new faculty member assess service opportunities and activities relative to expectations for promotion and tenure.

Roles and Responsibilities of New Faculty (or those requesting a mentor)
- o Devote time to the mentoring relationship.
- o Make use of the opportunities provided by the mentor.
- o Keep your mentor informed of academic progress, difficulties and concerns.
- o Exchange ideas and experiences with your mentor.
- o Seek help and ask questions.

Duration of the Mentoring Process

No set duration is required for the mentoring relationship. It is recommended that mentors and new faculty interact frequently during the first two semesters. At the end of the second semester they can decide if it is necessary to continue the relationship at the same pace, or on an as needed basis, or conclude it if individual goals have been met.

At any point during the mentoring process, if a mentor or new faculty member feels that the relationship is not productive, the department head should be informed so that a different mentor can be assigned.

A survey will be developed and distributed annually for mentors and new faculty to determine if goals were met and to seek feedback on this program for improvement in the future.