

Department of Bicultural-Bilingual Studies

Faculty Mentoring Guidelines

Revised May 7, 2019

The Department of Bicultural-Bilingual Studies (BBL) supports the notion that newly hired assistant professors should receive direct formal mentoring. In addition, when possible, junior faculty should also seek mentors from another college to further support their goals. Mentors in BBL, with consultation and guidance from the Department Chair, will work to ensure the mentoring relationship is effective and meets both groups' expectations.

In addition, BBL understands the need for continued mentoring of un-tenured faculty after third-year review. This is why the mentoring relationship is highly encouraged to continue after the third-year review. The same is true of tenured professors seeking the path to Full Professor; these associate professors will also participate in BBL's mentoring program as Group 2 participants.

BBL's Mentoring Program consists of the following two groups:

GROUP 1

Assistant Professor Mentees

These mentees are classified as junior, un-tenured faculty who are recently hired or junior, un-tenured faculty who want to participate in a mentorship but are not considered new hires.

Mentors of Assistant Professors

Tenured senior faculty are considered mentors within the department who are selected to participate and accept the task.

GROUP 2

Associate Professor Mentees

These mentees are classified as tenured faculty who are working their way toward full professor.

Mentors of Associate Professors

Tenured senior faculty are considered mentors of associate professors if they have already been promoted to Full Professor. In the case of newly-minted associate professors, it is possible to have an advanced senior associate professor also serve as a mentor.

The Department Chair, in consultation with program-area faculty, will use the following general criteria for mentor selection and matching of mentor and mentee:

- Awareness of University policies and procedures
- Having an established research agenda
- Capacity to enhance others' research productivity
- Demonstrating and modeling effective teaching
- Being a good colleague in serving the department

Participation: Faculty mentors must participate in a training program when offered by the Provost Office, Faculty Center, or COEHD to be in line with the goals and guidelines of the program. Mentoring meetings must take place the first semester of the mentee's appointment, with subsequent meetings at a minimum of one per semester. Each meeting should last approximately 45 minutes. Formal meetings shall continue until the assistant professor mentee has completed the third-year review process. After this critical time period, mentees and mentors are encouraged to continue their mentoring relationship.

Once matched, Mentees and Mentors will come to an agreement of goals and communication methods (*See Form A*). Meetings must be productive and take place in an environment conducive to exchange of information without distraction or personal compromise/discomfort. If either the mentor or mentee experience problems with scheduling meetings or challenges in the mentoring relationship, either party shall consult with the Department Chair. Face-to-face contact is encouraged in addition to online/digital exchange of information.

Evaluations of the process will be completed by Group 1 Mentors and Mentees (*See Forms B and C*) **two times before the third-year review in the second and third November of the mentee's appointment. These will be submitted to the Department Chair.**

It should also be noted that mentors' service in this program will be duly noted and recorded in the annual review and merit process.

In addition, BBL will periodically review and update these mentoring guidelines every 3 years.

FORM A
BBL Mentoring Agreement Form
GROUPS 1 and 2

We are both entering into this partnership as part of the BBL Department's Faculty Mentoring Program. We wish this to be a rewarding experience, spending most of our time discussing developmental activities. We agree that:

1. The official/formal mentoring relationship of untenured faculty will last through the 3rd-year review. This period will be evaluated every three to six months. After the 3rd-year review, the mentor and mentee will decide if they continue the relationship. (If not, a new mentor will be assigned to the mentee for their time leading up to tenure.) For Group 2 participants, the mentoring relationship will last indefinitely and as agreed upon by both parties.
2. The mentor and mentee agree to meet at least once a semester.
3. Each meeting will last a minimum of 45 minutes.
4. In between meetings, the mentor and mentee will contact each other as necessary.
5. The aim of the partnership is to engage, discuss, and strategize on all aspects of the tenure and promotion process and all hyponyms encompassed within.
6. In this relationship, the mentor will provide advice, guidance, and constructive feedback to the mentee.
7. In this relationship, the mentee will bring questions and issues of concern related to professional career and advancement and be open to constructive feedback.
8. Both mentor and mentee agree to keep the content of these meetings confidential.

Date: _____

Mentor's signature:

Mentee's signature:

*Submit to Department Chair

**FORM B
GROUP 1
BBL ASSISTANT PROFESSOR MENTEE EVALUATION
(AFTER 3RD-YEAR REVIEW)**

Mentee _____ Mentor _____

Mentor Title _____ E-mail _____

Number of Mentoring Sessions _____

Overall, how would you rate the mentoring experience?

5 - Excellent 4- Good 3 - Satisfactory 2- Fair 1- Poor 0 - Did not occur

Comments: _____

On the space provided to the right, rate the following statements on the scale of 1 - 5.

5 - Strongly agree 4 - Agree 3 - Disagree 2 - Strongly Disagree 1 - Don't Know

I feel that I have advanced in reaching some of my goals for professional growth. ___

I have maintained or gained self-confidence in my professional growth since completing my third year. ___

My mentor played an important part in my growth as an academic. ___

I feel the mentoring I received had a positive effect on my professional success. ___

My mentor and I plan to continue our mentoring relationship. Yes ___ No ___ Don't Know ___

I would like to serve as a mentor in the future. Yes ___ No ___ Don't Know ___

Mentee Signature

Date: _____

**FORM C
GROUP 1
BBL MENTOR OF AN ASSISTANT PROFESSOR
EVALUATION (AFTER 3RD-YEAR REVIEW)**

Mentor _____ Mentee _____

Mentor's E-mail _____

Number of Mentoring Sessions _____

Overall, how would you rate the mentoring experience?

5 - Excellent 4- Good 3 - Satisfactory 2- Fair 1- Poor 0 - Did not occur

Comments: _____

**Rate the following statements on the scale of 5 - 1.
5 - Strongly agree 4 - Agree 3 - Disagree 2 - Strongly Disagree 1 - Don't Know**

I feel that my mentee has advanced in reaching some of their goals for professional growth. _____

I feel that my mentee has maintained or gained self-confidence in their professional growth since completing their third year as an assistant prof. _____

I feel I played an important part in their growth as an academic. _____

I feel the mentee has developed positive strategies for professional success. _____

I would encourage others to serve as mentors. _____

I would like to mentor others in the future. _____

I found the mentor role to be too demanding. _____

My mentee and I plan to continue our relationship. _____

Yes _ No _ Don't Know _

_____ Date: _____
Mentor's Signature