**SIUC College of Health and Human Sciences**

**Tenure-Track Faculty Mentoring**

**August 2023 DRAFT**

MISSION

The College of Health and Human Sciences (CHHS) empowers individuals to lead in their professions, embrace lifelong learning, and positively enhance their communities in an inclusive and accessible environment through: outstanding programs in high demand fields; innovative teaching by highly qualified and professionally recognized faculty; high-impact research contributing to theory, policy and practice; experiential learning opportunities to apply classroom knowledge; and meaningful service that transforms lives.

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# College of Health and Human Sciences

# Tenure-Track Faculty Mentoring Program

#### Program Goal:

Mentoring facilitates orientation to the SIU academic community and provides professional support and assistance for achievement of quality teaching, research, scholarship, creative activity, and service. Successful productivity in these areas benefits not only the new faculty member, but also students, the profession, the discipline, the College, and the University. Success in these areas is essential for tenure and promotion and general advancement.

#### Program Objectives:

* To assist new faculty with developing an understanding of the policies, expectations, and organizational structure of the College and University.
* To foster a supportive professional and collegial environment that assists new tenure-track faculty in acclimating to the College and SIU Carbondale community.
* To assist new faculty in developing one-, two- and five-year professional development plans that will meet their respective School’s criteria for tenure and promotion.
* To inform new tenure-track faculty of resources and support services offered through the College and University that may assist them in their teaching, research, creative activity, and service activities.
* To encourage new faculty to utilize resources, services, and opportunities available in Carbondale and the surrounding communities.
* To encourage new faculty to develop collaborative relationships with faculty in their discipline that advances their career and discipline.
* To encourage new faculty to initiate interdisciplinary collaborations and accompanying scholarly and creative activities across university endeavors.
* To foster an ongoing standard for excellence in regard to productive and content-rich research activities and the quality and depth of pedagogical and service-oriented endeavors.

***Value of Mentorship:***

Junior faculty receiving quality support and guidance from a mentor(s) is crucial for a successful academic experience, specifically research. Lack of mentorship is regarded as a significant barrier to an individual’s career path (Carey & Weissman, 2010; Gottleib et al., 2017; Marino, 2021).

#### Mentor Assignments:

The Associate Dean for Research and Personnel in CHHS is in charge of implementing the new faculty mentoring program. The Associate Dean for Research and Personnel works with the school directors to match new faculty with a faculty mentor. Official mentorship is expected to occur during the first two years of new faculty employment, but may persist longer, if mutually agreed upon by the mentor and mentees.

 ***Performance Review and Reporting:***

The mentorship relationship is informal and does not replace the formal performance review process. However, mentors can promote effective performance by meeting regularly with the new faculty members, setting goals for teaching, research and/or service to achieve tenure and promotion (or general advancement). Mentors will council new faculty in developing one, two, and five-year development plans designed to meet their respective School’s criteria for tenure and promotion.

# The Mentor-Mentee Relationship

Expectations of the CHHS Faculty Mentoring Program

**Expectations of the Mentor**

* + - To encourage regular meetings with the mentee (at least 3 times per semester).
		- To create a welcoming, confidential, and non-threatening environment for scholarly discussions with the mentee.
		- To listen and respond to the needs and concerns of the mentee.
		- To offer professional assistance and guidance as needed.
		- To guide the mentee as they develop 1, 2 and 5 year development plans during the first semester of employment

**Expectations of the Mentee**

* + - To achieve self-determined goals and objectives developed through the CHHS Faculty Mentoring Program. (see worksheet entitled, “New Faculty Mentoring Program: Suggested First Year Objectives”)
		- To facilitate and meet at least three times per semester with the mentor.
		- To prepare a 1, 2 and 5 year development plans during the first semester of employment
		- To document progress toward goals.
		- To ask questions and seek advice and input.

**TIPS FOR MENTORS**

1. **Establish a good relationship with the mentee**

Develop mutual trust and respect, making sure the mentor and the mentee have a good relationship before working together is an important factor for having successful research.

1. **Help the mentee to solve the problem**

Mentoring is not only teaching technical skills, but it is also helping those that entrust you with their concerns, problems, insecurities and future scientific career.

1. **Always keeps a mentee’s goals forefront**

Focus on the mentee's development and resist the urge to produce a clone keeping personal gain aside.

1. **Have clear communication with the mentee**

Take the time to tell a possible mentee what you want from a mentorship and what your mentor style is like. It is important to make sure the partnership can be successful.

1. **Share the good and the bad**

Be authentic and allow your mentee to learn from your mistakes, growing pains, good choices and best practices. Accept that no person is ideal mentor or ideal mentee. Do not let the past experiences stop you from learning more.

1. **Develop a reciprocal relationship**

Each partner that is the mentor and mentee contribute to the mentoring relationship. Ensure to develop a collaborative relationship. The optimal situation of learning and development is the one in which balance of power gradually shifts to the mentee.

**TIPS FOR MENTEES**

1. **Take Initiative**

In order to sustain the mentoring relationship, take the initiative to ask your mentor a question, to let him or her know your educational and professional interests and objectives, and to ask about his/her own experiences.

1. **Cultivate the mentor-mentee relationship**

Plan and set the meeting agendas, agree on a structure and objectives of relationship, follow through the tasks and ask for feedback.

1. **Be open-minded and willing to listen and learn.**

Dissatisfaction and problems are common to every relationship, including mentorships. Although a mentee should put forth his or her own ideas, it is critical that he or she not get defensive or argumentative when the mentor disagrees or provides constructive feedback. Try to develop good personality traits such as openness, conscientiousness, and agreeableness which positively influences mentoring relationship.

1. **Follow through**

Common mentor complaints are not following through or using the mentor’s time effectively.

1. **Stay motivated**

Mentees with a greater desire to advance in their career are more likely to experience successful outcomes from mentoring.

1. **Do not limit yourself to one mentor.**

It is important to network and engage with other people in your field. Having multiple mentors can help you gain different perspectives and broaden your horizons.

1. **Communicate about the issues**

Occasionally the differences in communication, respect, or resource use leads to a sudden end of a mentoring relationship. Mentee should directly address the problem, suggest change and try to find a solution.

# The Big Picture: Teaching, Research and Creative Activity, and Service

To succeed in each of the three domains that will determine your success— ***teaching, research/creative activity, and service***—it is vital to begin planning a course of action early in your academic career. With a plan in place, you will be able to track your progress and eliminate much of the stress that new faculty members feel when faced with the expectations for tenure and promotion. Your School Operating paper provides tenure and promotion guidelines. You are responsible for following those guidelines. What follows are some resources and tips to assist you.

#### Best Practices Resources, and Operating Papers:

* Center for Teaching Excellence resources: https://cte.siu.edu/
* See the CHHS Welcome kit for helpful links to the OSPA and VCR resources to support research
* See the CHHS Welcome kit for information about CHHS initiatives and awards
* CHHS Operating paper: https://chhs.siu.edu/about/operating-paper/
* Review your individual School Operating Papers for specific expectations toward tenure and promotion.

#### University Tenure and Promotion Documents:

* Templates for Curriculum Vitae and Dossier (see Promotion and Tenure and Information at The Office of the Provost and Vice Chancellor for Academic Affairs at: ( https://pvcaa.siu.edu/academic-administration/promotion-and-tenure-information/index.php).
* For general Faculty information and resources see SIUC Employee Handbook: ( https://policies.siu.edu/employees-handbook/index.php )

and in particular review key sections on employee advancement: (https://policies.siu.edu/employees-handbook/chapter3/index.php )

* TT and NTT Faculty Association, IEA/NEA collective bargaining agreements:

( <https://laborrelations.siu.edu/labor-contracts/>)

Annually, the provost’s office provides a faculty candidate workshop during the spring semester. You may attend at any time, but be certain to sign up to attend the semester before you will pursue tenure (https://pvcaa.siu.edu/academic-administration/promotion-and-tenure-information/p-t-work)

#### Mentorship Discussion Points:

* The value of collaboration (both within discipline and across disciplines)
* Time management: balancing teaching, research and creative activity, and service
* Expectations for tenure and promotion and employee advancement
* Meeting or exceeding a 21st century standard for excellence in your field.

# Teaching:

Teaching can be an exciting, rewarding, and inspiring part of your academic experience. It can also be intimidating, frustrating, and consume far more of your time than you ever imagined. Reviewing the attached documents with your mentor may be helpful.

#### Documents/Resources:

* ICE evaluation forms (on D2L. See appendix for list of questions)
* Syllabus template and attachment (https://pvcaa.siu.edu/forms/)
* Center for Teaching Excellence (<http://cte.siu.edu/>) provides an array of educational services, resources, and support.
* SIUC Writing Center (write.siu.edu)

#### Discussion Points:

* Teaching strategies and techniques – *Best Practices*
* Use of instructional technologies (e.g.,, D2L) and university resources
* Time management (i.e., group vs. individual assignments, writing assignments, exam timing, work overload, respect and management in relation to other courses’ assignments, finals week, etc.)
* Academic honesty/ SIUC Standards of Conduct
* Assessment – Program Assessment Plan / Accreditation procedures
* Field Trip Procedures (Safety, Liabilities and Risk, and Cleary Act Policies)
* Setting an example for leadership, collegiality, and respect of students

#### Key Discussion Points:

* Synergistic Research and Pedagogical Philosophies
* Instructional strategies that enhance the learning process
* Strengths/weaknesses of your teaching style

### *First Year Teaching Objectives:*

Excellent teaching is a must! Demonstrating steady improvement in your teaching evaluations for your tenure/promotion dossier is important.

 Observe your Mentor or a Senior Faculty member teach.

 Schedule your Mentor and/or Senior Faculty to observe you teaching and to provide written feedback. You will want peer review letters for your tenure/promotion dossier.

 Strive to achieve a mean of 4.0 on the ICE teaching evaluations. Use ICE evaluations for all your classes. You will need these scores for your tenure/promotion dossier.

 Discuss ICE evaluation scores with your mentor and ways to improve your teaching. Implement them.

 Work with your Mentor and Director to develop a format for students to write comments addressing important aspects of your teaching that are not included on the ICE evaluation. Student comments are an important addition to your tenure/promotion dossier.

 Attend at least one on-campus faculty development workshop (CTE).

# Research and Creative Activity: Getting Started

Your research and creative activity have the potential to direct and influence the future of your profession for years to come, and high-impact research and creative activity are especially encouraged. While the rewards of publication and creative activity can be great, they can also pose some of the greatest challenges. Develop a plan to conduct your research and creative activity—a plan of action that will facilitate the production of quality, scholarly research and creative activity during your first five years.

#### Discussion Points:

* Research and creative activity interests—discovery, integration, collaboration, and pedagogy
* Developing distinct areas of expertise and a strategic research agenda
* Interdisciplinary work and collaborating to enhance success and depth of research
* Grant writing and funding (internal and external)
* Office Sponsored Projects and Administration (OSPA) ( <http://ospa.siu.edu/> ), Office of the Vice Chancellor for Research (OVCR) ( <http://vcresearch.siu.edu/> ), and other campus resources
* Developing familiarity with professional organizations, conferences, journals, and other sources for publication.
* Additional strategies for success (i.e., networking, collaborations, avoiding procrastination, distributing research activities over time in lieu of becoming overwhelmed with multiple projects at one time, etc.)

#### Tasks:

* Develop first year objectives (see below)
* Draft a five-year research and creative activity plan (i.e., research or creative interests and direction at minimum)
* Strategically submit posters or papers for presentations, or creative activities for exhibition at a professional conference or symposium
* Strategically submit peer-reviewed manuscripts for publication
* Research and contact publication venues within your disciplinary field
* Research collaborative grant writing and funding opportunities across university and disciplinary fields

### *First Year Research/Creative Activity Objectives*:

Work with your Mentor to draft one or two research or creative activity focus statements / research questions that you wish to pursue. List specific topics for development into research or creative projects to present, exhibit and/or publish. Perhaps your thesis or dissertation is a good place to start.

 Review your school operating paper and discuss school level expectations with your mentor, colleagues, or director

 Check with your director and program faculty to develop a list of journals and other appropriate professional outlets for your research and/or creative activities, including regional and national conferences.

 Participate in relevant workshops offered about research by CHHS or the Vice Chancellor of Research’s office

 Set up your lab and utilize your startup funding to begin your research.

 Attend flash talk event, participate if possible

 Draft one or two focus statements about the area of research that you plan to conduct. List one or two specific research questions.

 Submit an abstract to present your research at a professional conference.

 Submit one or two manuscripts, exhibit, drawing, etc. for peer-reviewed publication.

 Put a preprint of your research on an open access site such as opensiuc.lib.siu.edu and/or Researchgate.net

 Create a google scholar profile.

# Service: Keeping It All in Perspective

By now, it should be evident that success in academia is predicated upon successful achievement in three areas: teaching, research and creative activity, and service. Good citizenship in your department, college, university and profession is important, but even in abundance, service will never be enough to earn tenure or promotion. Be careful to limit your service. Focus on accomplishing your teaching and research goals for tenure and promotion. There are many more responsibilities facing faculty that, while necessary, can divert time and energy from these vital areas. As a new faculty member, it is easy to say yes to every student, colleague, and administrator when asked for assistance.

However, as a new faculty member, you face unique responsibilities and unique challenges. Learning how to manage your professional resources is a skill that we must foster if the University is to avoid faculty burnout and high turnover. Simply put, there are some things that new faculty should be discouraged from attempting. Too much, too soon could lead to job dissatisfaction and actually threaten prospects for tenure rather than ensure them. We all have limits.

#### Discussion Points:

* Levels of service: profession/discipline, School, College, University, and Community
* Review the functions and responsibilities of college, school and/or department committees
* Develop familiarity with on-campus organizations and community resources
* Discover opportunities for involvement and leadership
* Turning Service into Service-Learning (teaching) and Research

#### Suggestions:

* Become involved and network in a national professional organization; prepare for a service position within the organization (i.e., volunteer, seek nomination, or apply as appropriate)
* Serving as a reviewer for journal articles or grants provides valuable insight into the requirements for success in those venues.

### *First Year Service Objectives:*

 Review your service commitments with your director at each annual evaluation meeting.

 Directors will assist new faculty by limiting their expectations for service initially, probably about one school committee and one College Committee. Through this service, you will learn about the school and College and meet other faculty.

 Delay service activities outside the College until your second or third year, and focus on teaching and research.

 Keep a list of committee members and addresses. In the future, you may want to ask these colleagues for a letter acknowledging your contribution.

 Choose specific service activities that complement your teaching and research interests when possible.

# Balance: You, Too, Can Have a Life!

Take care of yourself. Enjoy your personal life. Explore the campus, community, and regional events and attractions. Check out the concert series, athletic events, Recreation Center, music and theatrical performances, art exhibits, parks, outdoor events, festivals, etc.

#### Documents:

* SIUC Calendar and Events: ( <http://www.siu.edu/events/> )
* Athletics Calendar: ( <http://www.siusalukis.com/index-main.html> )
* SIUC Rec Center: ( <http://www.rec.siu.edu/> )
* Visit local tourism resources and find out about city-wide, community, or regional activities and events.

# Life after the CHHS Mentoring Program

The relationships established through the mentoring process have the capacity to endure. The challenge for new faculty is to discover mentors who meet their professional needs and recognize the value of the mentoring process. Both mentors and new faculty can benefit from the collective synergy that results from professional partnerships. The following strategies are designed to assist new faculty in building professional relationships with mentors in their respective disciplines.

#### Suggestions

* Discover outlets for research, scholarly, and creative activities
* Become involved in professional organizations
* Network at professional meetings
* Become involved in interdisciplinary research and project initiatives

# Long-Term Success and Excellence

Your tenure process sets the standard for long-term success and productivity. The faculty member should build a lasting foundation that leads toward a distinguished record of excellence, where the faculty builds a repertoire, a distinct and distinguishable body of work and a recognized expertise that exceeds the standards for their profession globally. In addition, the faculty tenure process also builds a way for the faculty to build themselves individualized ways, but in such ways that continue productivity and success as the faculty matures. This process is really the first steps in becoming a leader in the university and in your disciplinary or professional your field.

**Appendix**

**ICE Questions on D2L**

Response Choices: Strongly agree through Strongly disagree

1. The resources provided (textbook, syllabus, online materials, etc.) were useful.
2. The amount of work was appropriate for a class of this level.
3. The course conformed to the syllabus and helped me achieve the learning objectives stated on it.
4. Attending class sessions improved my comprehension of subject matter.
5. Generally, I had a good learning experience in this course.
6. The instructor was knowledgeable about the course content.
7. The instructor effectively communicated the course content.
8. The instructor showed enthusiasm for the subject matter.
9. The instructor’s presentation of material was organized.
10. The instructor showed interest in student success.
11. The instructor made expectations for assignments clear.
12. The instructor graded fairly and promptly.
13. The instructor was effective overall.