

## **Brooks College of Interdisciplinary Studies Mentoring Guidelines**

All academic units within Brooks College of Interdisciplinary Studies provide mentoring for incoming faculty. The College guidelines are limited to logistical considerations and university requirements as outlined here. Individual units have their own mentoring plans that are approved by the dean as meeting the College guidelines.

### Purposes of mentoring

1. Promoting successful professional development in the areas of teaching, research/scholarship/creative achievement, and service.
2. Developing professional institutional awareness.
3. Encouraging self-advocacy and collaboration.
4. Facilitating discussion on work-life balance.

### Assignment of mentors

The unit head will assign a mentor from within the unit for each new tenure-stream faculty member.

- The originally-assigned mentor is expected to work with the incoming faculty member before and during their first semester; the mentee is expected to participate in the selection of their assigned mentor(s) for subsequent semesters.
- Faculty members will have assigned mentors though their first contract renewal, and they may opt for longer mentoring if desired.
- The unit head will send the names of the assigned mentors to the Dean's Office within the first month of the semester.
- The unit head should not serve as the assigned, formal mentor.
- New faculty are strongly encouraged to attend the University Mentoring Program.
- Faculty may avail themselves of additional mentoring outside of the program or unit if desired (for example, through FTLC\* or CSCE\*).

### Expectations of mentoring

- Because successful mentoring depends in part on candidness and confidentiality, assigned mentors are expected to refrain from participation in any process that involves a personnel decision (including annual salary adjustments) beyond standard participation in unit discussions and voting on personnel matters at the unit level.
- During the first meeting between the mentor and mentee, timelines for Fall and Winter semesters will be set to ensure discussion of the topics on the mentoring checklist.
- During the first year, the mentor and mentee should meet formally at least once per month and may meet informally more often if needed. During subsequent years, mentors and mentees will decide together on the frequency of meetings.
- Mentors and mentees are expected to utilize College resources and should make every effort to attend College mentoring events.
- Mentors and mentees are expected to observe one another's classes. (These informal visits do not count as formative peer reviews.)
- If a new faculty member declines mentoring in the unit and/or university program, they should notify their unit head in writing of their intent not to participate.

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### Mentoring Checklist

- Orientations, workshops, and meetings that mentee is expected to attend
- Teaching expectations and resources (e.g., syllabi, LIFT\*, FTLC\*, etc.)
- Scholarship and funding sources (e.g., CSCE\*)
- Departmental/college/university culture, policies, expectations, and resources (e.g., Faculty Handbook, college & unit documents, I & E\* affinity groups, suggestions of people with whom the mentee should meet, etc.)
- Annual review process (use of DM\*, FAP\*/ FAR\*, salary evaluations)
- Service opportunities and expectations (e.g., committee elections, departmental tasks)
- Student advising (advising begins year 2, so training/discussions should begin year 1)
- Contract renewal and tenure review processes
- Role of faculty members' contribution to collegiate environment (GVSU, national)
- Structure of academic culture (role of unit heads, Brooks' emphasis on collaborations, collegiality policy)
- Professional ethics

### **\*Glossary of abbreviations and acronyms**

- CSCE = Center for Scholarly and Creative Excellence: important resource to support scholarly activities
- DM = Digital Measures: online system for entering/managing faculty activities
- FAP = Faculty Activity Plan (entered in DM): plan for faculty workload, submitted in October
- FAR – Faculty Activity Report (entered in DM): report on faculty workload, submitted in January
- FTLC = (Pew) Faculty Teaching and Learning Center: important resource to support teaching activities
- I & E = Inclusion and Equity: branch (“Division”) of GVSU intended to support university-wide efforts for faculty, staff, and students. Includes social justice centers, affinity groups, etc.
- LIFT = Laker Impressions of Faculty Teaching: student surveys given at the end of each course to gather student input on instructors and courses. (Formerly called “student evaluations”.)