Center for Teaching and Learning Excellence

Faculty Mentorship Program Handbook

2015-2017
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Introduction

Thank you for choosing to be a part of the Center for Teaching and Learning Excellence (CTLE) Mentorship Program! You are volunteering your experience and expertise to create a stronger community among the faculty at MEC. We hope that you will be able to form a bond with a colleague that will be enjoyable and enriching for both of you. Your mentee or mentor may be any age and have any skill set: we encourage you to be open to learning from them, as well as being a source of advice and support over the year.

There are no specific rules within the program. The official length of the mentorship is one year from the time that a partnership forms. We hope that some of these relationships will be enduring and valuable for both parties beyond the immediate year. Each partnership should communicate and establish the best way for them to interact.

Purpose

The CTLE Faculty Mentorship Program is designed to support untenured faculty through the reappointment and tenure process and senior faculty in continued research in their chosen discipline. Participants are expected to commit to regular meetings and formulate goals in different areas of importance for the junior faculty member as it relates to Article 18 of the PSC CUNY contract’s Nine Points. (See Appendix)

A junior faculty member will be paired with a senior faculty member that best matches his or her degree of study and field of interest. The mentorship program is designed so that each mentoring relationship provides great flexibility in choosing how to spend their time and energy to enhance the junior members’ career. Pairs meet throughout the academic year to work toward goals they develop together. Program participants also meet as a group periodically for training and informal gatherings focused on career development.

The Responsibility of the Mentor

The mentor should provide informal advice to the new faculty member on aspects of teaching, research and committee work or be able to direct the new faculty member to other appropriate individuals. Often the greatest assistance a mentor can provide is simply the identification of which staff one should approach for which task. Funding opportunities both within and outside the campus are also worth noting. The mentor should treat all dealings and discussions in confidence. There is no evaluation or assessment of the new faculty member on the part of mentor, only supportive guidance and constructive criticism.

Qualities of a Good Mentor

- Accessibility – the mentor is encouraged to make time to be available to the new faculty member. The mentor might keep in contact by dropping by, calling, sending e-mail, or
extending a lunch invitation. It is very helpful for the mentor to make time to read / critique proposals and papers and to provide periodic reviews of progress.

- Networking – the mentor should be able to help the new faculty member establish a professional network.
- Independence – the new faculty member’s intellectual independence from the mentor must be carefully reserved and the mentor must avoid developing a competitive relationship with the new faculty member.

The Responsibility of the New Faculty Member

The new faculty member should keep his/her mentor informed of any problems or concerns as they arise. When input is desired, new faculty should leave sufficient time in the grant proposal and paper submission process to allow his/her mentor the opportunity to review and critique drafts.

Program Requirements

Mentor

To be a Faculty Mentor, candidate must:

- Complete a mentorship application
- Have published a peer reviewed item from their subject area within the last five years
- Be available to communicate with your mentee
- Commit to mentoring for at least one (1) academic year
- Attend at least two (2) CTLE workshops

Recommendation for Mentors

Below are a few items for consideration when mentoring junior faculty:

- Share CV's with your mentee to stimulate discussion about career paths and possibilities.
- Ask about and encourage accomplishments.
- Provide constructive criticism and impromptu feedback.
- Share personal experiences to encourage persistence and advancement.
- Try to be in contact twice monthly (if possible) about the junior faculty's career and activities. Commit to making one contact per month to show you're thinking about your mentee’s career advancement.
- Discuss CUNY policy on Evaluation, Reappointment, and Tenure.
- Discuss College culture and networking possibilities
• Share knowledge of important university and professional events that should be attended by the junior faculty member.
**Mentee**

To be a **Faculty Mentee**, candidate must:

- Complete a mentorship application
- Be available to communicate with your mentor
- Commit to being a mentee for at least one (1) academic year
- Attend at least two (2) CTLE workshops

**Recommendation for Mentees**

Below are a few items for consideration when collaborating with senior faculty:

- Set realistic and obtainable goals for the mentoring year.
- Share your CV with your mentor for discussion.
- Find out about, and take advantage of, opportunities for learning about how the university, and your field, operates.
- Learn the MEC Mission and its founding principals
- Make your scheduled meetings with your mentor a priority, and take advantage of e-mail and the telephone to keep in touch informally.
- Let the CTLE know if you have questions or concerns about the mentorship program or the mentorship relationship.
- Make and maintain contacts with other junior faculty, within your department as well as in other departments and schools.
- Become familiar with the resources available to support and strengthen your teaching and research.
- Set up a meeting with your mentor

**Mentoring Program Events and Activities**

The CTLE Faculty Mentorship Program will offer various professional development opportunities during the course of the academic year that are specifically designed for junior faculty. Program participants are required to attend at least two (2) workshops each semester as a part of the mentorship program.

Workshops will vary from semester to semester but an example of offered workshops are:

- Getting to Know MEC
- The Medgar Student
- CUNY & MEC Governance
- Research and Scholarship
- CUNY Reappointment and Retention Process
- Career Advancement
Professional Portfolio

Reappointment and Tenure is based on the quality and a predetermined quantity of scholarship and service. Upon entering the professoriate, junior faculty that create and maintain a professional portfolio based on and organized by the nine points (see Appendix), will be prepared to demonstrate his or her professionalism and improve possibility of reappointment, promotion and tenure.

Program Assessment and Evaluation

The mentorship relationship is not designed for the formal evaluation of a junior faculty mentor’s teaching effectiveness or scholarship in Medgar Evers College. Instead, the mentorship relationship will be evaluated as follows:

- Ability for senior and junior faculty partners to meet at self prescribed times
- Ability for senior and junior faculty partners to attend required workshops
- Junior faculty ability to meet self prescribed goals
- CTLE support for mentorship relationship
**Medgar Evers College Mission**

Medgar Evers College was founded as a result of collaborative efforts by community leaders, elected officials, the Chancellor, and the Board of Trustees of The City University of New York. The College, named for the late civil rights leader, Medgar Wiley Evers (1925-1963), was established in 1970 with a mandate to meet the educational and social needs of Central Brooklyn. The College is committed to the fulfillment of this mandate.

In keeping with the philosophy of The City University and Medgar Evers College, we believe that education has the power to positively transform the lives of individuals and is the right of all individuals in the pursuit of self-actualization. Consequently, the College offers programs both at the baccalaureate and at the associate degree levels, giving close attention to the articulation between the two-year and the four-year programs.

The College has a commitment to students who desire self-improvement, a sound education, an opportunity to develop a personal value system, and an opportunity to gain maximum benefits from life experience and from their environment.

**CUNY Nine Points**

Medgar Evers College follows the guidelines set forth in the PSC CUNY contract to determine reappointment and tenure within the professoriate. At minimum, junior faculty must create a portfolio that encompasses all Nine Points for successful reappointment and Tenure.

**Article 18: Professional Evaluation**

Evaluation of a member of the teaching faculty shall be based on total academic performance, with special attention to teaching effectiveness, including, but not limited to, such elements as:

1. Classroom instruction and related activities;
2. Administrative assignments;
3. Research;
4. Scholarly writing;
5. Departmental, college and university assignments;
6. Student guidance;
7. Course and curricula development;
8. Creative works in individual’s discipline;
9. Public and professional activities in field of specialty.
Reappointment and Promotion

Required Materials for Full-Time Faculty Candidates for Reappointment:

1. Candidate’s personal statement.
2. Results of the Department P & B vote.
3. The Chair’s annual evaluation, signed by the Chair and the candidate. The annual evaluation must state the Chair’s recommendation regarding reappointment.
4. Candidate’s personal CV.
5. Candidate’s CUNY CV containing the Chair’s recommendation (section H) from the annual evaluation document.
6. Institutional Research and Assessment summary analysis of at least the last two semesters of student evaluations.
7. Peer evaluations, with post-observation memoranda, from the last two semesters.
8. Documents in support of the candidate’s performance according to the Nine Points of the PSC/CUNY Contract for the academic year under consideration.

Required Materials for Full-time Faculty Candidates for Reappointment with Tenure:

1. Candidate’s personal statement.
2. Results of the Departmental P & B vote.
3. Candidate’s application for Tenure.
4. Candidate’s personal CV
5. Candidate’s CUNY CV containing the Chair’s recommendation (section H) from the annual evaluation document. The annual evaluation must state the Chair’s recommendation regarding tenure.
6. The current Chair’s annual evaluation and summaries of all annual evaluations since the candidate’s initial appointment (six years), with comments on strengths and areas for improvement as well as the Chair’s recommendation regarding reappointment, signed by the Chair and the candidate.
7. All available peer evaluation post-observation memoranda.
8. All available Institutional Research and Assessment summary analyses of student evaluations
9. Documents in support of the candidate’s performance according to the Nine Points of the PSC/CUNY Contract for all academic years.

Required Materials for Full-Time Faculty Candidates for Promotion:

Note: Only credentials acquired since last promotion considered

1. Candidate’s personal statement.
2. Results of Departmental P & B vote (not needed for rank to Professor).
3. Candidate’s application for Promotion.
4. Candidate’s personal CV.
5. Candidate’s CUNY CV containing the Chair’s recommendation (section H) from the annual evaluation document. The annual evaluation must state the Chair’s recommendation regarding promotion.
6. All available peer evaluation post-observation memoranda.
7. All available Institutional Research and Assessment summary analyses of all semesters of student evaluations.
8. Documents in support of the candidate’s performance according to the Nine Points of the PSC/CUNY Contract for all academic years since the last promotion.
Application Form for Junior Faculty Members

The CTLE Faculty Mentorship Program is designed to support untenured faculty through the reappointment and tenure process and senior faculty continue research in their chosen discipline.

Thank you for choosing to be a part of the Center for Teaching and Learning Excellence Mentorship Program! You are volunteering your experience and expertise to create a stronger community among the faculty at MEC. We hope that you will be able to form a bond with a colleague that will be enjoyable and enriching for both of you. Your mentee or mentor may be any age and have any skill set: we encourage you to be open to learning from them, as well as being a source for advice and support over the year.

There are no specific rules about the mentorship relationship. However, the official length of the mentorship commitment is one year from the time that a partnership forms and you must attend at least two (2) workshops each semester. We hope that some of these relationships will be enduring and valuable for both parties beyond a year. Each partnership should communicate and establish the best way for them to interact.

To be a Faculty Mentee, candidate must:

- Complete a mentorship application
- Be available to communicate with your mentor
- Attend at least two (2) CTLE workshops with your mentor each semester
- Commit to being a mentee for at least one (1) academic year

Application for:

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5-14-15 Adapted from Exemplary Junior Faculty Mentoring Programs by Rachel Thomas
Answers to the questions below will help us pair mentors and protégés.

• Please describe in a few sentences your research interests.
• Please describe in a few sentences the kinds of teaching you do or expect to do (i.e., lectures, seminars, laboratory teaching, graduate advising, etc.)
• Each mentor/protégé will agree on a plan for the mentoring partnership. Please state 3 areas where you feel a mentor could help you:
• Please state any preferences you might have regarding your potential mentor (i.e., gender, race, clinician vs. basic scientist, emeritus vs. current faculty, etc.). Do you desire a mentor inside or outside your department?
• Please return this form to the Director for the Center for Teaching and Learning Excellence.

If you have already chosen a mentor, please provide that person’s name* and school/department below:

*We will need to receive a completed application from him/her, also.

By signing, you agree to the terms of the CTLE Faculty Mentorship Program.

Signature: Date:
Application Form for Senior Faculty Members

The CTLE Faculty Mentorship Program is designed to support untenured faculty through the reappointment and tenure process and senior faculty continue research in their chosen discipline.

Thank you for choosing to be a part of the Center for Teaching and Learning Excellence Mentorship Program! You are volunteering your experience and expertise to create a stronger community among the faculty at MEC. We hope that you will be able to form a bond with a colleague that will be enjoyable and enriching for both of you. Your mentee or mentor may be any age and have any skill set: we encourage you to be open to learning from them, as well as being a source for advice and support over the year.

There are no specific rules about the mentorship relationship. However, the official length of the mentorship commitment is one year from the time that a partnership forms and you must attend at least two (2) workshops each semester. We hope that some of these relationships will be enduring and valuable for both parties beyond a year. Each partnership should communicate and establish the best way for them to interact.

To be a Faculty Mentor, candidate must:

- Complete a mentorship application
- Have published a peer reviewed item from their subject area within the last five years
- Be available to communicate with your mentee
- Attend at least two (2) CTLE workshops with your mentee each semester
- Commit to mentoring for at least one (1) academic year

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Answers to the questions below will help us pair mentors and protégés.

- Please describe in a few sentences your research interests.
- Please describe in a few sentences the kinds of teaching you do (i.e., lectures, seminars, laboratory teaching, graduate advising, etc.).
- Please describe your particular strengths as a mentor (for example: teaching techniques; time management; networking with other faculty; etc.).
- How available can you be to your protégé?
- Please state any preferences you might have regarding your potential protégé (i.e., gender, race, clinician vs. basic scientist, etc.). Do you desire a protégé inside or outside your department?

If you have already chosen a protégé, please provide that person’s name* and school/department below:

Please return this form to the Director for the Center for Teaching and Learning Excellence.

*We will need to receive a completed application from him/her, also.

By signing, you agree to the terms of the CTLE Faculty Mentorship Program.

Signature: ___________________________ Date: ___________________________
Resources

The National Teaching & Learning Forum
http://onlinelibrary.wiley.com/journal/10.1002/(ISSN)2166-3327