

# ACADEMIC SENATE PROPOSAL TRACKING SHEET

**(Document To Be Originated By Academic Senate Secretary On Canary Color Paper)**

**All proposals MUST have their originating college faculty body (Ex. Arts & Sciences, Education and Nursing; Technical Sciences) approval and must be signed by the submitter and the college dean before being submitted to the Academic Senate Secretary.**

1. Submit all proposals (using the appropriate Academic Senate program/degree and/or course revision forms) to the Academic Senate Secretary.
2. The Academic Senate Secretary logs and numbers items and forwards them to the appropriate Academic Senate subcommittee(s): Teacher Education (if applicable), General Education (if applicable), or Curriculum.
3. The Academic Senate subcommittee(s) consider(s) the proposal. If approved, the proposal is forwarded to the next committee. If a committee disapproves the proposal, the originator may request that the item be forwarded to the next body for consideration. The committee will provide written rationale to the originator when a proposal is disapproved and the proposal is returned to the originator.
4. The Academic Senate considers the proposal and approves or disapproves. If approved, the proposal is forwarded to the Full Faculty for consideration. If the Academic Senate disapproves the proposal, the originator may request that the item be forwarded to the Full Faculty for consideration. The Academic Senate will provide written rationale to the originator when proposals are disapproved and the proposal is returned to the originator.
5. The Full Faculty considers Academic Senate approved proposals. If faculty approve, the proposal will then be forwarded to the Provost. The Provost approves or disapproves the proposal. If approved, the proposal is then forwarded to the Chancellor.
7. The Chancellor approves or disapproves the proposal.

**Subcommittee and Academic Senate college representatives will notify their respective colleges' of the progress of submitted proposals or the proposal may be tracked via the web page --**

**<http://www.msun.edu/admin/provost/asproposals.htm>**

**Documentation and forms for the curriculum process is also available on the web page:**

**<http://www.msun.edu/admin/provost/asforms.htm>**

**\*\*\*\*\* (If a proposal is disapproved at any level, it is returned through the Academic Senate secretary to the Dean of the submitting college who then notifies the originator.)**

<b>Proposal # 06-02</b>	<b>Proposal to Implement a Faculty Mentoring Program at MSU-Northern</b>
(proposal explanation, submitter and college dean signatures on attached program/degree or course revision form)	

Received by ACAD Senate Forwarded to Teacher Ed Council	Date <u>9/5/06</u> NA	Approved _____ Disapproved _____	
Forwarded to Gen Ed Committee	NA	Signature _____ Date _____ Approved _____ Disapproved _____	
Returned to ACAD Senate Forwarded to Curriculum Committee	<u>9/5/06</u>	Signature _____ Date _____ Approved _____ Disapproved _____	
Returned to ACAD Senate for Vote	<u>9/5/06</u>	Signature _____ Date _____ <del>Approved _____ Disapproved _____</del>	9/12/06
Sent to Provost's office for Full Faculty vote Voted on at Full Faculty meeting	<u>9/13/06</u> <u>9/26/06</u>	Signature _____ Date _____ Approved _____ Disapproved _____	9-26-06
Forwarded to Provost for Approval/Disapproval	<u>10/9/06</u>	Signature _____ Date _____ Approved _____ Disapproved _____	10/11/06
Forwarded to Chancellor for Approval/Disapproval	<u>10/11/06</u>	Signature _____ Date _____ Approved _____ Disapproved _____	10/12/06

Copies sent to originating college and registrar's office \_\_\_\_\_  
 Updated 09/29/05

TO: Academic Senate

FROM: Lanny Wilke



DATE: September 1, 2006

SUBJECT: Proposal to Implement a Faculty Mentoring Program at Montana State  
University – Northern

I request that the attached proposed mentoring program be considered for  
implementation.

## MSU-Northern Mentoring Program

Mentor Program Overview

The Mentoring Relationship

Successful Mentors/Mentees

### Establishing the Mentoring Program

#### I. Mentee Preparation

Before entering a mentoring relationship, potential mentees should clearly articulate their career development needs, since meeting these needs will form the structure of the mentoring relationship.

#### II. Forming Mentor-Mentee Pairs

Although traditional mentoring relationships involve mentees voluntarily seeking out a mentor within their own College, other options have also proven effective:

- Pairs formed by the arbitrary assignment of mentees to mentors by department chairs or deans have fared as well as pairs that picked each other
- Pairs formed across departments have worked as well as pairs from within departments

Cross-department pairings have the advantages of fostering more open relationships and more neutral analyses of departmental politics. Furthermore, external mentors are perceived as objective advocates for the mentee. The disadvantage of cross-departmental pairings is that mentees may have to solicit department specific information (e.g. policies, politics) from a source in their own department. The general pattern reflected in the research literature suggests that while some degree of professional or personal overlap enhances the mentoring relationship, pairs that are too close (in the same research area) or too distant (from different faculties) are not as successful. Mentoring relationships founded on previous friendships have been least successful.

#### III. Matching Mentors & Mentees

It is important to remember that this program is completely voluntary. Experienced faculty who wish to serve as mentors will make their desires known to the Provost using the linked application. As part of the hiring process, the Provost will ascertain the desires of new hires regarding their desire to participate in this program. That desire, and information pertinent to initially establishing a mentor/mentee relationship will be document using the linked form. The Provost will make the initial mentor/mentee match and inform both parties as required.

#### IV. The Mentoring Agreement

Comment: Do we see this as necessary? Is this too formal for our institutional culture?

To avoid misunderstandings of what is required of mentors and expected by mentees, it is useful to draw up a brief written agreement which defines the broad parameters of the mentoring relationship. Such an agreement varies, but can specify the general areas to be addressed, the time commitment and the expected duration of the mentoring relationship. Perhaps most importantly, the agreement should provide for the termination of the agreement by either party.

## Montana State University - Northern

### Mentoring Program

Establishing the Program

The Mentoring Relationship

Successful Mentors/Mentees

#### **A Strategy for Career Development**

Research indicates that scholars and researchers develop successful careers more rapidly in academic environments where expectations for successful performance are explicit and intellectual strengths and career development are supported. In contrast, academe is often characterized as an environment in which norms defining successful performance are unwritten or vague and new faculty members learn their roles primarily through experience.

One strategy through which new faculty members can learn information essential to successful careers in new academic environments is to establish a mentoring relationship with a more experienced faculty member. A mentoring relationship is characterized by an experienced faculty member (mentor) taking an active role in the development of the academic career of a less experienced faculty member (mentee) by offering guidance, support and advice. A mentor's guidance is rendered with an "inside knowledge" of the norms, values and procedures of the institution and from a depth of professional experience. Access to this often tacit knowledge enables a mentee to enjoy a "quick start" in a new academic environment and to receive support in the development of his or her academic career. Although mentor-mentee relationships do develop on an informal basis, mentoring support for new faculty is not the norm.

Based on an overview of the characteristics of successful mentoring programs, suggestions for implementing mentoring programs have been developed to assist experienced faculty in taking an active role in mentoring pre-tenure faculty at Montana State University - Northern.

#### **Goals and Objectives**

The purpose of the Faculty Mentoring Program is to create a link between newly-appointed faculty and experienced MSU-Northern faculty. It is anticipated that the program will improve the overall university experience for mentored faculty. Specific objectives of the program are to:

- Develop teaching skills, thereby improving the quality of education provided to students.
- Accelerate the time required for new faculty to acclimate to the University by aiding in the understanding of college and University structures, processes, and policies.
- Develop an understanding of institutional norms and expectations relevant to advancement, reappointment, and tenure reviews.
- Increase the level of productivity for new faculty.
- Enhance the likelihood of retaining new faculty.
- Facilitate the achievement of promotion and tenure for new faculty.

## MSU-Northern Mentoring Program

Mentor Program Overview

Establishing the Program

The Mentoring Relationship

### The Successful Mentee & The Successful Mentor

#### I. The Successful Mentee

The primary characteristics of successful mentees include the ability and willingness to:

- Clearly articulate career needs
- Assume responsibility for their own professional growth and development
- Set goals and make decisions to achieve those goals
- Spend time reflecting on the achievement of goals
- Be receptive to constructive feedback

#### II. The Successful Mentor

The primary resource of successful mentors is a knowledge of the norms, values and procedures of their institutions. This knowledge is essential to mentees in meeting their objectives, but there are also personal characteristics which contribute to effective mentoring. These include the ability to:

- Value the mentee as a person
- Develop mutual trust and respect
- Maintain confidentiality
- Listen both to what is being said and how it is being said
- Provide constructive feedback
- Help the mentee solve his or her own problem, rather than giving direction
- Focus on the mentee's development, and resist the urge to produce a clone

Successful mentors avoid negative criticism and confrontation and do not prevent mentees from taking reasonable risks in meeting their objectives.

#### Qualities of a Good Mentor

- Accessibility - the mentor is encouraged to make time available for the new faculty member. The mentor might keep in contact by dropping by, calling, sending e-mail, etc. It is very helpful for the mentor 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 preserved and the mentor must avoid developing a competitive relationship with the new faculty member.

#### III. Responsibilities

##### The Responsibility of the Mentor

If at all possible, the mentor should contact the new faculty member in advance of his/her arrival at the University and then meet with the new faculty member on a regular basis, typically weekly during the first semester on campus, at least bi-weekly during the second semester, then as arranged by the parties thereafter.

The mentor should provide informal advice to the new faculty member on aspects of teaching effectiveness (including effective teaching methods, syllabus preparation, assessment, lesson planning, etc.), service/research requirements, committee work, University policies and procedures, and scholarly development. Additionally, the mentor should ensure that the new faculty member gains a thorough understanding of the review and portfolio requirements of the tenure and promotion process.

Often the greatest assistance a mentor can provide is simply the identification of which staff member one should approach for which task. 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 the mentor, only supportive guidance and constructive criticism.

## Mentoring programs

The most important tasks of a good mentor are to help the new faculty member achieve excellence and to acclimate to MSU-Northern and our community. Although the role of mentor is an informal one, it poses a challenge and requires dedication and time. A good relationship with a supportive, active mentor has been shown to contribute significantly to a new faculty member's career development and satisfaction.

### **The Responsibility of the Mentee**

The new faculty member should keep his/her mentor informed of any problems or concerns as they arise. Remember, this relationship is a partnership. It takes both parties to make it successful.

## **IV. Goals**

### **Short-Term Goals**

- Familiarization with the campus and its environment, including the MSU-Northern system of shared governance between the Administration and the Academic Senate.
- Networking - introduction to colleagues, etc.
- Developing awareness - help new faculty understand the policies and procedures that are relevant to the new faculty member's work.
- Constructive criticism and encouragement, compliments on achievements
- Helping to sort out priorities - budgeting time, balancing service/research, teaching, etc.

### **Long-Term Goals**

- Developing visibility and prominence within the profession
- achieving career advancement

## **V. Benefits for the Mentor**

- Satisfaction in assisting in the development of a colleague
- Ideas for, and feedback about, the mentor's own teaching/scholarship
- A network of colleagues who have passed through the program
- Retention of excellent faculty colleagues
- Enhancement of University quality

## **VI. Changing Mentors**

In cases of changing commitments, incompatibility, or where the relationship is not mutually fulfilling, either the new faculty member or mentor should seek confidential advice from his/her Chair. It is important to realize that changes can, and should, be made without prejudice or fault. The new faculty member, in any case, should be encouraged to seek out additional mentors as the need arises.

## MSU - Northern Mentoring Program

Mentor Program Overview

Establishing the Program

Successful Mentors/Mentees

### The Mentoring Relationship

The essential characteristic of successful mentoring relationships is that they are built around the career needs of the mentee. Each mentoring relationship must be negotiated on an individual basis to match the needs of the mentee with the resources of the mentor. However, there are several areas of emphasis which frequently emerge in mentoring relationships:

#### I. Getting to Know the Institution

Mentors frequently assist new faculty in:

- Understanding the academic culture of the institution
- Identifying and using resources to support teaching and research activities (if so engaged)
- Building a network of colleagues
- Appreciating the social and political dynamic in their new Colleges and faculties

#### II. Career Development

Mentors can:

- Advise mentees on the promotion and tenure process
- Provide feedback on the quality and quantity of their work in terms of tenure consideration
- Provide general support and encouragement

#### III. Professional Development

Mentors can support mentees by providing:

- Constructive feedback on classroom teaching and suggestions for the development of effective teaching strategies
- Guidance on advising students
- Advice on the selection of appropriate campus committee assignments

Given the broad range of possible mentoring activities, it is essential that mentees articulate their career development needs in order to select an appropriate mentor and plan an effective mentoring relationship.

Successful mentoring relationships are dynamic and transient in nature. The career needs of mentees typically involve goals ranging from entry level concerns, to promotion and tenure requirements, to professional development issues. Once begun, the mentoring relationship will undergo changes as the career needs of the mentee are gradually met.

### Expectations and Responsibilities

#### Mentor-Mentee Pairs

The mentoring program is not designed to be discipline specific. In order to encourage open communication and to avoid the pairing of mentees with future Promotion and Tenure Committee members, mentees will be matched with mentors from outside their college or school. The Mentoring Program is formative, not summative. Participation by both mentors and mentees is voluntary.

#### Mentor-Mentee Interaction

Each mentee will come into the mentor-mentee relationship with distinct expectations and needs for direction and guidance. As a result, each relationship will evolve differently and involve various types of interaction. A mentee may have general questions about the community at large or specific concerns about University policy. The mentee may want to know more

## Mentoring Program

about the tenure and promotion process. Regardless, the issues discussed will change as the semesters progress and as the mentee becomes more invested in the University.

The primary goal of the program is to facilitate interaction. The particular dimensions of the relationship are left to the individuals involved. Some mentor-mentee relationships are highly structured; the individuals often create a list of items they expect to discuss and then proceed methodically through the list. Other relationships are fairly unstructured and issues or concerns are addressed as they arise. Both types of experiences can be successful. The most necessary ingredient to a fulfilling mentoring relationship is for the two individuals to spend time interacting.

### **Time Commitment**

It is obvious that good mentoring involves regular interaction between the mentor and mentee, but the relationship should not consume so much time as to become burdensome.

### **Expected Duration and Exit**

To the extent that a major objective of the mentoring program is to prepare the new faculty member for promotion and tenure, it is anticipated that the mentoring relationship will last until tenure is achieved. While it would perhaps be preferable that the initial relationship would last until that time, it is understood that changes may be deemed necessary either from the perspective of the mentor or as a desire of the mentee.