Department of Criminal Justice, Social & Political Science

Faculty Mentoring Program

The purpose of the Criminal Justice, Social & Political Science Department mentoring program is to facilitate the successful promotion of junior faculty through teaching and scholarship as well as enhance their job satisfaction. The mentoring program is intended to help junior faculty adjust to their new environment. Guidance includes grant writing, research, teaching, advising, and service on committees. Participants of the mentoring program include the Department Head, Mentor and Mentee. The program’s success depends on the new faculty member, the mentor, and the Department Head taking an active role in the acclimation process. The mentoring program pairs new faculty with a senior colleague who is a tenured member of the department.

The department is best served through a constructive mentoring program. A constructive mentoring program helps junior faculty to realize their full potential as scholars, teachers, and members of the academic community. It is through this mentoring process that the department supports its newest faculty members. The granting of tenure is the acknowledgement of the contributions a faculty makes to the intellectual community and the recognition of Armstrong’s wise choice in hiring and retaining the faculty member. As a result, mentoring new faculty is an investment in the success of the department for all its members.

The Department Head’s Mentoring Activities

Ideally, as soon as the candidate accepts the position, the Department Head should pair the new faculty with a mentor. The Department Head may seek the new faculty’s preference of Mentor and should also take into consideration in making the pairing the faculty member’s academic interest, specialization, and personal interests. The Department Head also participates in mentoring activities with the new faculty as a means of facilitating the new faculty’s assimilation into the department. These activities include:

- Ensuring the newly hired faculty has the following information:
  - University orientation regarding retirement benefits, health benefits, pay schedule, etc.
  - Office key;
  - University ID card and parking permit;
  - University email account;
  - Photocopying, ordering textbooks, obtaining supplies.
- Introducing the new faculty member to department faculty and staff;
- Providing a department directory, university catalog, department tenure and promotion guidelines, and the department mentoring guidelines packet;
- Explaining and providing a copy of the Annual Professional Activities Report (APAR) requirement;
- Clarifying teaching assignments, discuss faculty member’s interests and plans, discuss the mentoring program;
- Meeting with the mentor to discuss their role as mentor, planned activities, and end-of-the-year reporting mechanism;
- Soliciting, after Spring Break, an activity and progress report from each mentor;
- At the end of the Spring semester, reviewing the year’s activities and future plans, the mentoring relationship, and provide feedback on the junior faculty’s progress;
- Each subsequent year, meeting with the mentees in the early Fall to discuss progress toward tenure and promotion and mentoring assignment.

The Department Head plays a crucial role by contributing to mentoring atmosphere. Some ways this is done is by:
- Seeking ways to determine the appropriate senior faculty to serve as a mentor to each new faculty member;
- Finding ways to recognize and reward senior faculty for good mentoring.
- Setting expectations for mentoring by senior faculty;
- Encouraging senior faculty to initiate contact with newcomers with senior faculty (e.g. team teaching);
- Developing additional mentoring resources, such as emeritus faculty;
- Fostering interchanges among mentors about experiences, best practices, etc.

The Department Head also contributes to faculty mentoring by adopting some of the following strategies:
- Exercise care in initial assignments to newcomers e.g. minimize the number of different teaching preparations and committee assignments;
- Nominating faculty for prestigious early career awards e.g. the Brockmeier Award, etc.;
- Use invited colloquia as a way to introduce new faculty to members of the community within the field;
- Showing sensitivity to dual-career and family issues and provide information about relevant policies such as local resources.

Faculty Mentors

It is important that mentors have interest in the mentee’s professional growth and development, willingness to commit time and attention to the relationship, sensitivity to but also readiness to give honest feedback, and commitment to act on behalf of the mentee. The mentor should make contact with the mentee prior to the mentee’s arrival on campus. The mentor should be proactive and not wait for the junior faculty to reach out for assistance both initially as well as throughout the relationship – at least up to the point of the granting of tenure. Additionally, the mentor must keep interactions
confidential. Doing so will build the trust necessary for a productive mentoring relationship.

Mentors should act as advocates, protectors, coaches, and challengers to:

- Provide guidance on scholarly activities (e.g. read manuscripts, grant proposals, etc.) with the goal of helping the mentee achieve regional and national recognition for their scholarship;
- Introduce the mentee to colleagues and experts across the campus;
- Provide tips on teaching, research, and personal issues;
- Explain how to build a tenure file and the tenure and promotion portfolio;
- Provide insight into funding and help in acquiring resources;
- Offer career guidance;
- Exchange CVs to stimulate discussion on career paths;
- Discuss how to prepare the APAR (Annual Performance Activities Report);
- Provide guidance regarding campus politics/culture (at all levels);
- Assist the mentee in mentoring their own students;
- Discuss the important university and professional events that should be attended;
- Attend multiple classes of the mentee and provide significant feedback on teaching.

Topics that can be discussed with mentees:

**Setting up the relationship:**
- How often to meet
- When and how to seek assistance
- Assurance of confidentiality in conversations

**General:**
- Departmental organization
- How decisions are made
- The role junior faculty play in decision making
- What can be expected of support staff
- The supplies and expenses that are covered by the department/college/university
- Internal resources available for research and teaching expenses such as travel funds

**Teaching:**
- The electronic resources available to support teaching and access to them
Expected course load, voice in course assignments and class scheduling, and the number of course preparations
Amount of time spent on teaching
Level of assistance from graduate assistant
Grading standards and exam schedule
Teaching evaluations and what to include in Tenure and Promotion Portfolio
Resources for assistance with teaching
The documentation related to courses needed for T&P Portfolio i.e. syllabi, exams, grades, etc.
Handling of students in need of assistance i.e. mental health, writing skills, learning disabilities, etc.
Invite Mentee to observe Mentor’s class(es).

Service:
Level of committee work and the committees to seek out or avoid
Importance of professional service outside of the university and the desirable service venues

Research:
The conferences junior faculty should attend
How to make contacts with other colleagues in the field
Issues in collaborative research such as determining order of authorship, role of graduate students versus single authored papers
Suggest journals and publishers with which to publish and how much publication is expected
The value of publications: books, chapters, refereed journal articles, conference proceeding papers, etc.
Importance of grants and resources for assistance in writing grants
The department’s understanding of mentee’s research area and its value

Evaluation:
How and when mentee receives feedback on progress
Reappointment/retention process
Third year review expectations and process
Tenure review expectations and process
The reviewers at each stage
Content of the vita and personal statement

Personal:
- Level of visibility in the department i.e. office hours, work from home, etc.
- Resources and persons to contact if mentee is involved in a dispute

Goals of Mentor Relationship:
- Familiarize the Mentee with the campus to ensure Mentee can effectively fulfill their responsibilities;
- Clarify mutual expectations about accessibility of mentor and mentee;
- Educate the mentee about the system of shared governance between the administration and faculty;
- Network/introduce the mentee to colleagues, identifying other possible mentors;
- Create awareness of the policies and procedures relevant to the mentee's work;
- Help the mentee sort out priorities: budget time, balance research, teaching and service.

Benefits of Mentoring:
- Mentoring relationships can develop into collaborations and friendships;
- Mentoring demonstrates value placed in colleagues;
- Successful mentoring enhances the reputation of the department;
- Mentoring can improve faculty retention.

**The Role of the Mentee**

The Mentee should play an active role in the mentoring process. Good mentoring interactions will lead to the following results:

- Expand the Mentee’s view of the university;
- Provide honest and informal feedback from a senior member of the department;
- Provide advice on how to balance teaching, research, and other responsibilities and set professional priorities;
- Provide knowledge of informal rules for advancement (as well as political and substantive pitfalls to be avoided) and coping strategies;
- Provide knowledge of skills for showcasing one’s own work;
- Enhance understanding of how to build a circle of friends and contacts both within and outside the department;
- Provide a perspective on long-term career planning;
- Connect Mentee closer to the university and to other employees;
- Expand growth in the mentee’s sense of competence, identity, and effectiveness as a professional;
• Provide an outlet to discuss concerns.

Mentee’s responsibilities:
• Meet regularly with the mentor;
• Keep informed in regard to the requirements for tenure and promotion and your progress toward meeting those requirements;
• Ask for and give feedback;
• Request to observe Mentor’s (and other senior faculty) class(es).
• Write down questions as they arise so as not to forget when meeting with the Mentor;
• Follow through on referrals to appropriate offices for specific information or assistance;
• Ask your mentor for guidance and assistance whenever it is needed;
• Articulate needs as they arise.

Possible Issues for Discussion with Mentor:
• How does one establish an appropriate balance between teaching, research, and service? How does one say “no”?
• What criteria are used for teaching evaluations? How is teaching evaluated?
• How does one obtain feedback concerning teaching? What resources are available for teaching enhancement?
• How does one identify and recruit good undergraduate and graduate students? How are undergraduate and graduate students supported? What should one expect from undergraduate and graduate students? What is required in the undergraduate and graduate programs?
• What are the criteria for research excellence? How is research evaluated?
• How do the merit, retention, and promotion process work? Who is involved?
• What committees should one be on? How much committee work should one expect?
• What social events occur in the department?
• What seminars and workshops does the department, college, and/or university organize?

No-Fault Mentoring Policy

The Criminal Justice, Social & Political Science Department has a no-fault mentoring policy. This policy reflects the understanding that some mentor pairs do not meet the needs of both mentoring partners. This may be due to scheduling conflicts, time
commitments, or any other reason. If that is the case, one or both of the mentor partners should contact the Department Head for re-assignment.