

New Faculty Mentoring Program Guidelines

Guideline Purpose: The purpose of this guideline is to: 1) Outline the FAU CON Mentoring Program for new full time (FT) Faculty, 2) Delineate the responsibilities of CON Faculty Mentors, and 3) Identify expectations for new CON Faculty members.

Mentorship Purpose: The purpose of mentorship is to assist individuals in meeting their full potential as educators and scholars. “Faculty member” includes all full-time (FT) positions and all ranks. Part-time faculty members will be invited to group mentoring opportunities.

Supporting documents: (with links)

- FAU Promotion and Tenure guidelines
- CON Promotion guidelines and tenure guidelines
 - Promotion and tenure guidelines
 - Promotion guidelines for practice teaching tracks
- CON Teaching Peer Evaluation document specific to the mentee’s role

The faculty mentorship program at the Christine E. Lynn College of Nursing is designed to provide guidance for faculty members during their first year of employment with the college. Each new FT faculty member will be assigned 2 mentors: one of which is an established scholar and one that has demonstrated excellence in teaching. In the first semester of employment, new faculty may be assigned to co-teach a course. In that case, the teaching mentor will be the primary faculty teaching the course.

After the first year, it is expected that each new faculty member will have identified colleagues who will continue to mentor and support them as needed. It is possible mentor/mentee relationships established in the first year continue beyond the first year (e.g. for a second year, through 3rd year review, through promotion and tenure). In addition, the Associate Dean of Research and Scholarship and Associate Dean for Academic Programs are always available to provide support and guidance to both mentors/mentees.

The following guidelines provide a succinct overview of the mentorship program.

- The Associate Dean of Research and Scholarship and Associate Dean for Academic Programs will host a mentorship introduction meeting for Mentors at the beginning of the new academic calendar. FT Faculty will be invited to serve as mentors and attend the introduction meeting. Mentors for each mentee will be collaboratively determined at the introduction meeting. The Associate Dean of Research and Scholarship and Associate Dean for Academic Programs will address mentor assignments for new FT faculty joining in the Spring semester as well as any needed mentor/mentee assignment changes.
- Following mentor assignment, assigned mentors are encouraged to meet with mentees at least three times during the academic year (e.g., October; January;

- April). It is the responsibility of the mentor to schedule meetings during the first year. Additional meetings are scheduled as needed.
- Prior to the first meeting, mentees and mentors should review the following documents as appropriate to the mentee's position and goals:
 - FAU Promotion guidelines and Tenure
 - CON Promotion guidelines and tenure guidelines
 - CON Teaching Peer Evaluation document(s)
 - CON Annual Evaluation guideline(s)
 - CON 'Helpful Hints and Timeline for Promotion and Tenure'
 - At the first meeting of the year, it is recommended the mentee and both Faculty mentors meet to assess mentee goals (scholarship, service, & teaching), caring for self, and work/life balance.
 - Mentees will send mentors, 1 week before their first meeting, their current curriculum vita, professional goals and objectives for the semester/academic year, and questions concerning the University and CON P&T guidelines. During this session, the mentors will dialogue with the mentee regarding thoughts about growth as a scholar and educator, what is needed to progress, preparation for annual evaluation, etc.
 - At the completion of the first meeting, mentees should have revised goals, objectives, timeline, and support needed related to: 1) teaching effectiveness, 2) manuscript preparation 3) funding, 4) practice, 5) service, 6) caring for self, and 6) support needed to achieve personal objectives as appropriate.
 - At the last meeting of the year, it is recommended the mentee and both Faculty mentors meet to assess first year progress of the mentee including reflection on caring for self and work-life balance.
 - Mentees will send mentors, 1 week before the meeting, their updated curriculum vita, professional objectives for the next semester/academic year, and questions concerning the University and CON P&T guidelines. During this session, the mentors will again dialogue with the mentee regarding thoughts about growth as a scholar and educator, what is needed to progress, etc.
 - At the completion of the last meeting of the academic year, all mentees will have objectives related to 1) Teaching effectiveness, 2) Manuscript preparation 3) Funding, 4) Practice 5) Service and 6) Support needed to achieve personal objectives.

Research Specific Content areas to consider during mentoring sessions:

- Preparing research grant proposals following the Christine E. Lynn Center for Caring intramural grant guidelines and in applying for extramural funding; 2) How University start-up funds will be used to support their research activities; 3) Promoting scholarly writing (drafting and submission of manuscripts) and

dissemination activities (participation and presentation at professional meetings/conferences), and 4) Activities related to professional development.

Practice line specific content to consider during mentoring sessions:

- 1) Preparing education/practice grant proposals following the Christine E. Lynn Center for Caring intramural grant guidelines and in applying for extramural funding, 2) Manuscript preparation, CON/FAU faculty practice opportunities and expectations, Dissemination activities (participation and presentation at professional meetings/conferences), and 4) Activities related to professional development.

Teaching specific content areas to consider during mentoring sessions:

- 1) CON Syllabi, 2) Preparing courses in canvas, 3) Teaching from nursing situations, 4) Exam preparation, 5) Use of grading rubrics, managing discussion boards, etc.

Additional meetings will be scheduled as needed (i.e., monthly and at the end of each academic teaching semester), between the faculty mentor and the mentee, to review the first year's teaching, service, and scholarship goals and activities.

- The teaching mentor is encouraged to sit in on at least one mentee's class in the first semester to provide feedback about teaching in preparation for a peer evaluation before the end of the first year.
- Faculty Mentors will not engage in official evaluative activities, such as the peer evaluation with their mentees.

The Associate Dean of Research & Scholarship will meet collectively with new Faculty Member each semester during the first two (2) years of hire to facilitate transition from assigned mentors to ongoing mentors and to discuss research/scholarship productivity.