



**Austin Peay State University  
FACULTY MENTORING PROGRAM  
GUIDELINES**



**Revised June 2020**

## **Mentoring Program Guidelines for New Faculty**

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### **Introduction to the Mentoring Program**

#### **Intent**

The Mentoring Program at Austin Peay State University is designed to provide guidance to new faculty in their first year for their success as valued members of the APSU community. In this program, experienced faculty members assist new faculty in adjusting to the myriad roles of professor, including teaching, advising, scholarship, service, and campus culture.

The roles of mentor and mentee are intended to be dynamic and interactive, thereby making the success of the relationship dependent on constructing meaningful dialogues and designing tangible actions. In higher education, new faculty mentoring programs provide the opportunity to share pertinent and valuable information, including resources, support, and cross-disciplinary collaboration and discussion.

#### **Duration of the Mentoring Commitment**

The length of the mentorship set forth in the letter of intent will be one academic year. Mentors will serve for a maximum of two consecutive years. Longer terms of service will be at the discretion of the coordinator of the Mentoring Program in concert with the Provost.

### **EXPECTED BENEFITS OF THE APSU NEW FACULTY MENTORING PROGRAM TO THE UNIVERSITY AND TO THE MENTORS**

- satisfaction in assisting in the professional development of a colleague
- ideas for and feedback to improve teaching, scholarship, and service for mentor and mentee
- a network of colleagues who have previously participated in the program
- retention of excellent faculty colleagues
- enhancement of department quality

### **SUGGESTED QUALIFICATIONS FOR THE ROLE OF MENTOR**

- a successful track record of working with students
- a working knowledge of the culture of Austin Peay State University, including ideas about APSU's mission and vision
- familiarity with APSU's policies on retention, tenure, and promotion
- a sense of supportiveness coupled with good networking skills
- a knowledge of effective instructional methods and activities, along with the ability to organize and plan effectively
- a sincere desire to build constructive, positive relationships between the mentor/mentee, as well as between the mentee and the institution
- the ability to listen and be compassionate

### **ROLES AND RESPONSIBILITIES OF MENTORS**

The mentor shall

- make sure that contact with the mentee, preferably through face-to-face meetings, is maintained on a regular basis (for example, at least once a month)
- help the mentee make the transition to the university community
- introduce the mentee to the larger academic community and its culture
- suggest strategies for effective teaching
- propose effective ways of interacting with students and colleagues
- encourage the submission of papers for presentation at professional conferences
- offer critical feedback on the mentee's research proposals and papers
- advise on retention, tenure, and promotion requirements and processes
- advise on time allocation for research, teaching, and service
- provide guidance on university and college policies
- refer the mentee to other mentoring resources when needed
- inform the mentee and the chair/director when the relationship needs to be modified

### **ROLES AND RESPONSIBILITIES OF THE MENTEE**

The mentee shall

- make contact with the mentor on a regular basis
- attend the regularly scheduled meetings (refer to contract) for first year faculty
- request his/her mentor observe at least one of his/her classes during each semester of the mentoring period and discuss the class
- request through their chair an opportunity to observe a class by a more experienced faculty within the academic unit

### **MENTOR/MENTEE ASSIGNMENT**

Mentor and mentees will be determined by the recommendation of the Department Chair/Director in agreement with the Academic Dean. The Office of Academic Affairs will have final approval.

### **INCENTIVE FOR MENTORS**

Mentors and Mentees can request funding for allowable expenses listed below. Faculty mentors must file the Mentor Letter of Intent (form included in Appendix A) with the Center for Teaching & Learning no later than August 14 of the fall semester, or January 15 of the spring semester. Spending shall be approved by the Center for Teaching & Learning .

Mentors can request up to \$300 in funding for allowable expenses. Mentees can request up to \$300 in funding for allowable expenses.

#### Allowed expenses under mentorship allowance

These professional development funds can be for the mentor and/or mentee and are targeted toward professional development – the incentive cannot be paid as cash.

Mentors and mentees have flexibility in when the mentoring stipend can be spent in the academic year within the guidelines and restrictions described below.

Please note that all purchases / expense reports must be filed before the end-of-fiscal year deadlines distributed by the Business Office each year.

Allowed expenses include:

- Travel related to research, teaching and learning, or advising
- Professional conference registration fees,
- Webinars related to discipline,
- Discipline-related materials for the Woodward Library
- Technology for the purpose of professional development (may need IT preapproval)\*,
- Books or other physical materials

Faculty members must seek pre-approval from the Vice Provost for Student Achievement before making any purchase. A mentor-mentee fund request form will be provided to seek pre-approval. All expenses must be spent or encumbered by March 1.

Mentoring funds cannot be used as a substitute for departmental budgets, e.g.:

- The funds cannot be used for office supplies,
- The funds cannot be used for classroom materials.
- The funds cannot be used for meals.

Funds also cannot be used (directly or indirectly) for contributions to non-profit entities or political organizations. If you have questions about expenses or other items mentioned in this document, please contact the Center for Teaching & Learning at extension 6540.

\* All physical goods purchased using mentorship funds are the property of the university currently in the possession of a particular faculty member. Any property that is purchased with these funds must be returned to the university upon separation / retirement.

## CHECKLIST FOR RETENTION, TENURE, AND PROMOTION (RTP)

### FIRST PRIORITY

The mentor and mentee should address the following topics:

- discuss the *Calendar for Faculty Personnel Actions* –explain the deadlines and where to find the calendar on Academic Affairs webpage <http://www.apsu.edu/academic-affairs/resources>
- remind the mentee that quality teaching is emphasized at APSU
- attend mandated RTP workshops during Pre-Semester Activities (Find date/time in Pre-Semester Activities Calendar – activities conducted each August)
- have a copy of current departmental RTP criteria
- meet with mentor for a thorough review of the departmental RTP guidelines
- remind the mentee that his/her narratives in the e-dossier will be reviewed by a broader audience outside of the mentee’s discipline, e.g. avoid uncommon or discipline-specific abbreviations (ask Chair/Director for permission to see an example of a narrative)
- acquaint the mentee with Personnel Policies 1:025 Academic Tenure, 2:063 Academic Promotion, and 2:051 Faculty Appointments and recommend that the mentee print out a copy of 1:025 Academic Tenure
- acquaint the mentee with the Faculty Handbook and where it can be located on the APSU website
- become familiar with the technical aspects of setting up an e-dossier
  - explain the process of inserting review materials in the e-dossier
  - remind them that they will receive student evaluation reports by e-mail
  - exclude student narrative comments
- share with mentee what activities meet Area 3 requirements (campus; community; discipline)
- remind mentee to keep all evidence needed for Supplemental Materials section of the e-dossier (e.g. e-mails; committee lists; meeting attendance, etc.)

### SECOND PRIORITY

**The mentor shall:**

- discuss the required peer reviews and departmental expectations as per policy 1:025 Academic Tenure

- remind the mentee to attend e-dossier training sessions (the mentee shall confirm his/her attendance with the mentor)
- explain the RTP voting process and the levels that the e-dossier travels
- explain the composition of RTP voting committees
- share the name, email, and contact information of the Academic Affairs Technical Support Coordinator
- remind the mentee to maintain an up-to-date vita
- explain the Appeals Process per Policy 1:025 Academic Tenure

### **THIRD PRIORITY**

#### **The mentor shall**

- differentiate between Instructor RTP criteria and Professor RTP criteria if applicable
- remind the mentee that the time toward tenure is shortened if the mentee has received credit toward tenure as designated in the APSU contract
- remind the mentee to start preparing the e-dossier early
- remind the mentee that the second year e-dossier is due in early fall
- explain the promotion timeline and that seeking promotion is an option (see Policy 2:063 Academic Promotion)
- share with the mentee the APSU Standing Committee website:  
<http://www.apsu.edu/governance/stand>

### **CHECKLIST FOR TEACHING AND ADVISING**

#### **FIRST PRIORITY**

#### **The mentor and mentee shall address the following topics:**

- departmental resources for teaching, e.g. syllabi, textbooks, key faculty members to consult
- locations and resources for courses
- how to build a D2L shell

- required elements for course syllabi
- the Student Academic Misconduct Policy  
<http://www.apsu.edu/sites/apsu.edu/files/policy/3035.pdf>
- suggestions for handling plagiarism and cheating
- how to choose and order textbooks
- when to use FN/FA/I grading system
- when to use Academic Alert system
- how to use OneStop <https://apbrlu6.apsu.edu/cp/home/displaylogin>
- department requirements for office hours

### **SECOND PRIORITY**

- planning, instruction, and assessment strategies including
  - student engagement strategies
  - grading
  - formative assessment through feedback
  - classroom management
  - self- reflection
- lesson delivery
- use of technology in the classroom
- how to use Smart Boards
- Winter Term
- discuss establishment of a professional network (Area 3, Service)
- opportunities for summer teaching and Winter Term
- explain the Faculty Workload Policy 2:046
- discuss Extra Compensation Policy 2:048, adding extra students to a face-to-face or to an on-line class
- process for posting grades in Web Self Service
- how to change a grade
- cyber security issues

### **THIRD PRIORITY**

#### **Discuss:**

- Campus resources for faculty development in teaching:
  - training offered through the Office of Distance Education

- Course-development and tech-support resources for online, hybrid, or enhanced courses
- Center for Teaching & Learning library, workshops, individual consultations, and faculty teaching program
- Off-campus resources for teaching, from websites to organizations or conferences that address teaching in the discipline
- FERPA expectations and where to find the FERPA forms
- High Impact Practices offered through the Keys to the World (Study Abroad and Service-Learning) as a part of the University's Quality Enhancement Plan.
- Procedures for assisting students who are registered with the Office of Disability Services
- Professionalism inside the classroom



### **CAMPUS CULTURE CHECKLIST**

- the role of the APSU Board of Trustees
- academic administration (President, Provost, VPs, Deans, etc.)
- major divisions of the university (colleges, Academic Affairs, Student Affairs etc.)
- the role of faculty senate: shared governance, standing committees
- our students: demographics, admission requirements, enrollments in majors
- campus amenities: Foy Fitness and Recreation Center, arts, athletics, cafeteria (meal plan availability), food court, parking, Child Learning Center, camps and classes, community outreach.
- student life (organizations, ways to get involved, non-traditional, military, cultural centers)
- contact list to help students and faculty navigate offices and situations (personalized to individuals within specific areas)
- become familiar with Benefits (Human Resources)
- APSU's history, mission, and identity – major initiatives and changes
- faculty opportunities: professional development, grants, awards
- SACSCOC accreditation
- Student Learning Outcomes (SLO) and Institutional Effectiveness process
- tour of campus
- compensation plan/ state raises/ equity raises
- safety and emergency information
- long distance account code from Network and Voice (Telephone) Services

**Guidelines prepared by the following:**

Faculty Mentoring Task Force 2015

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Updated April 2015

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Updated June 2017

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## Appendix A

### Mentor Letter of Intent

I agree to serve as a faculty mentor for the \_\_\_\_\_ academic year and carry out the roles and responsibilities as set forth in the *Faculty Mentoring Program Guidelines* .

I understand I can request up to \$300 for allowable expenses listed in the Faculty Mentoring Program Guidelines for each academic year of my commitment.

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Faculty Mentor's Name Department _____	Signature	Date
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Faculty Mentee's Name Department _____	Signature	Date
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Chair/Director's Name Department _____	Signature	Date
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Dean's Name College _____	Signature	Date
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Vice Provost Name for Student Achievement	Signature	Date
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**Appendix B****Mentee's Acceptance of Mentor**

I agree to be mentored for the \_\_\_\_\_ academic year and carry out the roles and responsibilities as set forth in the *Faculty Mentoring Program Guidelines* .

I understand I can request up to \$300 for allowable expenses listed in the Faculty Mentoring Program Guidelines for each academic year of my commitment.

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Faculty Mentee's Name	Signature	Date
Department _____		

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Faculty Mentor's Name	Signature	Date
Department _____		

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Chair/Director's Name	Signature	Date
Department _____		

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Dean's Name	Signature	Date
College _____		

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Vice Provost Name for Student Achievement	Signature	Date
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