

# Faculty mentoring policies

## Department of Statistics and Probability

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**MENTORING:** “a developmental, caring, sharing, and helping relationship where one person invests time, know-how, and effort in enhancing another person’s growth, knowledge, and skills, and responds to critical needs in the library of the person in ways that prepare the individual for greater productivity or achievement in the future.”

Shea GF. (1994) *Mentoring: helping employees reach their full potential*. New York: American Management Association.

References:

- [MSU Faculty Mentoring Policy](#)
- [College of Natural Science Faculty Mentoring Policy](#)

**Goal:** To establish and support mentoring relationships that enhance teaching, research, and leadership skills.

### 1. The roles of different parties:

#### **Department Chair:**

- Helps identify and assign one or more mentors of mentee’s choice within the first year of appointment. More than one mentor may be assigned, as appropriate to the individual needs of the faculty mentee.
- Advises mentee on academic reviews and advancement, and other university policies and procedures.
- Demonstrates sensitivity to potentially different challenges faced by diverse faculty
- During annual review, discusses with mentee the success of the mentoring program.

#### **Mentee:**

- All assistant and associate professors are mentees.
- Meets with mentor(s) on a regular basis (depending on their requirements, with a general expectation of at least once a semester).
- Networks to seek additional mentor(s), possibly outside the Department of Statistics and Probability or outside MSU.
- Keeps mentor(s) informed of goals.
- May choose not to have mentor(s).

#### **Mentor:**

- Mentors can be senior faculty member(s) inside the department, or some senior faculty members outside the department, e.g., someone working in similar areas as the mentee or college administrators.
- Provides informal advice on teaching, research (grant writing, attending conferences, increasing visibility both inside/outside the department), committee work, administrative responsibilities.
- Meets with the mentee on a regular basis depending on the mentee’s requirements.

- Initiates first meeting to discuss goals of the relationship, agree on frequency of meetings, and how to deal with confidentiality, how problems will be dealt with.
- Offers advice free of personal bias and prejudice, and encourages the Mentee to come to solutions on their own (with guidance).
- Demonstrates sensitivity to potentially different challenges faced by diverse faculty.
- Mentoring is considered as a service to the department and should be incorporated into mentor's annual review.

## **2. Mentor selection process:**

- A mentee sends the department chairperson a list of suggested senior faculty members (inside or outside of the department) who can be their mentors. The chair decides who will be in the mentoring team in consultation with the faculty member. In case the same senior faculty member is suggested by multiple mentees, the chair will balance the mentoring assignment, keeping the interests of the mentees as a high priority.
- All mentees are recommended to have at least one official mentor inside the department.

## **3. Duration of mentoring responsibilities and process for changing mentors**

- The mentoring relationship remains in effect until a mentee is promoted, or until the mentee or mentor or chair determines that a change would be beneficial.
- During the mentoring process, if a mentee raises concerns to the chair, the chair should consult with both parties first; and terminate the mentor and mentee relationship with the agreement of the mentee if issues cannot be solved.
- A mentor may choose to opt out of the mentoring program. Changes in the mentoring team can be accommodated for a variety of reasons such as changing commitments or occurrence of other more beneficial relationships. Such requests should be made to the chair.

## **4. Implementation and mentoring activities**

- The chair can call a meeting for mentors and mentees once a while, for the purpose of sharing experiences, evaluating the program, with chair laying out the expectations, and gathering feedback for program improvements.
- Department will provide materials/publications/suggestions/workshops from College/University on mentoring to be given to mentors and mentees.
- A mentor can be the mentee's advocate during tenure and promotion discussion, under the mentee's or the Chair's request.
- All parties will be considerate/respectful of each other; be open to learning/sharing of different backgrounds/cultures.

## **5. Reporting and evaluation:**

- At the end of each year, both mentor and mentee submit a brief report to the chair on their mentoring activities, including the number and the nature of interactions.
- The chair uses this report to help both the mentor and mentee in their mentoring process either by a joint or an individual meeting with both mentor and mentee.
- Each year the chair may have a joint meeting with both mentor and mentee to discuss how to further the future success of the mentee.

## **6. Confidentiality:**

- Confidentiality has to be protected. Mentors and mentees should recognize and agree on what remains confidential in their discussions, use discretion when communicating sensitive information, and should not divulge confidential information.
- Mentors and mentees should initially attempt to resolve conflicts amongst themselves. The chair should be informed of conflicts of interests and will work towards resolving such situations.