



Handbook

Diversity and Inclusion Committee
College of Arts and Sciences
Bowling Green State University

Introduction

The Faculty Mentoring Program (FMP) was initially established in Fall Semester 2012 to retain diverse faculty in the College of Arts and Sciences. Since its establishment, the focus and scope of the FMP has expanded. In addition to retaining diverse faculty, the FMP aims to enhance the professional development of mentees and mentors, foster productive partnerships among both tenure-track and qualified rank faculty from many diverse backgrounds, and help participants meet specific teaching and research goals. Our program recognizes that strong mentoring relationships can improve the scholarly, professional, and psychosocial lives of both mentors and mentees.

Numerous studies have found that formal mentoring programs are important to faculty development and retention, especially for faculty of color and women (Gibson, 2006; Mullen and Hutinger, 2008; Smith, Smith, and Markham, 2000; Sorcinelli and Yun, 2007). The FMP is designed to facilitate the professional development and retention of diverse faculty by creating a culture in which they are institutionally and communally supported to become successful and satisfied faculty members at BGSU.

The FMP is based on a “multi-mentor network” model (Sorcinelli and Yun, 2007). Mentees are paired with two mentors, one at the College-level and one at the department/program-level. Matches will be based on perceived needs/interests of the mentee at the time of entry, but they will also be based on self-disclosed identity. Research on mentoring suggests that same-gender or same-race mentor matches are important for the retention and success of minority faculty (Gibson, 2006; Smith, Smith, and Markham, 2000), so every attempt will be made to ensure that at least one of the mentee’s mentors matches him/her in terms of gender, race/ethnicity, disability, sexual orientation or other self-disclosed identity.

A subcommittee from the College of Arts and Sciences' Diversity Committee oversees the FMP. Current members can be found on the Diversity & Inclusion Committee webpage (<https://www.bgsu.edu/arts-and-sciences/college-committees/diversity-and-inclusion-committee/faculty-mentoring-program.html>) If you have questions or concerns, please contact any of them.

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General Guidelines

Program Goals

The goals of the FMP are to:

General

- Enhance the professional development of mentees and mentors in the program;
- Improve faculty retention, especially for faculty of color and women in traditionally male dominated fields;
- Help departments retain diverse faculty;
- Help faculty reach promotion and/or tenure goals;
- Help participants to meet specific teaching and research goals;
- Introduce service opportunities.

For the Mentee

- Help the new faculty member acclimate to BGSU and the surrounding community. Mentors will be able to explain (or find people that can explain) university/college/department procedures and expectations, introduce new faculty to available professional resources, as well as help the new faculty member find appropriate community resources;
- Provide mentors that can give the mentee advice about teaching. Many new faculty members have little or limited teaching experience. For these mentees, it is particularly important to be paired with at least one mentor who is an accomplished teacher who can discuss best strategies for teaching BGSU students, introduce teaching and learning resources on campus, provide peer feedback on teaching, and so on;
- Provide mentors that can help the mentee establish a research and/or creative agenda and attain the mentee's publication/production goals. Mentors may read drafts of grant proposals, publications, review artistic work and other productions, providing formal comments and suggestions for improvement. Mentors can also help their mentee select the most appropriate publication outlets for tenure and promotion;
- Provide mentors that can help mentee establish a service agenda.

For the Mentors

- Increase the mentor's professional network;
- Provide an important professional development experience;
- Introduce the faculty mentor to new ways of teaching and new avenues of service.

The Mentoring Success Plan

At the first meeting, the group should complete the Mentoring Success Plan (see [Appendix A](#)). This Plan encourages mentees to develop specific, measurable goals for the semester/year and details how the mentor(s) will help the mentee reach the goals. The Plan also asks mentoring groups to schedule regular meetings so that time is purposefully set aside for the development of the mentoring relationship. At the end of the academic year, all members of the mentoring group will assess the success of the Mentoring Success Plan, acknowledge accomplishments, and make specific suggestions on how to improve the plan for next year.

Participation Expectations

- At the first meeting, the mentoring group should complete the **Mentoring Success Plan** (see [Appendix A](#)).
- Each mentoring group should meet at least once per month. This can be one meeting with all three people or two meetings with the mentors separately.
- Each mentoring group is encouraged to attend, together, at least two events per semester organized or promoted by the Diversity and Inclusion Committee. However, mentees and mentors can also attend separately if necessary.
- All mentors and mentees are encouraged to attend other programs related to diversity and inclusion taking place on BGSU's campus.
- All mentors and mentees are required to complete assessment materials at the end of each academic year. An email with a link to a Report and an Exit Survey will be provided in spring.
- If any party in the triad feels that the mentoring relationship is not working, no one should feel pressure to maintain the relationship. We encourage you to discuss the reasons why the relationship is not working as openly as possible, and then come to a no-fault conclusion of the relationship. The parties should also speak to Diversity and Inclusion Faculty Fellow or a member of the FMP subcommittee to be reassigned.

Professional Development (PD) Funds

- The participants (mentees and mentors) are eligible to receive professional development funds upon submitting the required documentation of their participation. In recent years, the amount of the professional funds awarded has been \$250¹ but is subject to change. A mentor² can have multiple mentees.

PD Qualifications:

In order to qualify for the professional funds, at the completion of the academic year the mentee with mentor collaboration submits, in electronic form, the following:

1. Reflection on the degree of success of the Faculty Mentoring Plan
2. Record of events/workshops the triad attended and a reflection on one that was most impactful
3. FMP exit survey

¹ For faculty on terminal appointments the amount of \$250 will be added to the last paycheck as supplemental pay with appropriate taxes withdrawn.

² At most two professional fund stipends will be awarded to one mentor.

Confidentiality and Relationship Parameters

At the first meeting or contact between a particular mentor and mentee, the pair should openly discuss confidentiality expectations.

Assessing the Mentoring Relationship

Mentees and Mentors will be asked to complete an assessment of the mentoring relationship and goals at the end of the academic year.

Guidelines for the Mentee

The Role of the Mentee

Mentees are both tenure-track faculty (TTF) and qualified rank faculty (QRF) members in the College of Arts and Sciences. The goal of the FMP is to help faculty succeed professionally and emotionally at BGSU. Mentees should keep his/her mentor(s) informed of any problems and seek help and assistance when appropriate. One of the purposes of the FMP is to avoid isolation, so please do not be afraid to ask for guidance! We want to encourage community building and networking; therefore, you are encouraged to take initiative and reach out to your mentor, seek feedback, attend events together, and so on. Mentees should also be mindful of their mentors' time and give ample time for feedback from mentors if input is sought on grant or publication submissions.

Tips and Advice

- Exchange your CV, research statement, service statement, or teaching portfolio with your mentor for review and discussion;
- Write down questions about the university, life in Bowling Green, and other professional issues that you may have as they occur to you so that you won't forget to ask them when you meet with your mentor!
- Make your scheduled meetings with your mentor a priority! Show up on time and be prepared to get the most out of these exchanges.
- Respond promptly to emails and phone calls from your mentor.
- Be willing to accept constructive criticism. Thank your mentor for being honest with you and ask for specific recommendations for improvement.
- Explore the website of the National Center for Faculty Development & Diversity (<https://www.facultydiversity.org/>) Please note: All BGSU faculty members have an institutional membership to NCFDD. Sign up to activate your membership.

Guidelines for the Mentors

The Role of the Mentor

Mentors should provide honest, constructive criticism to mentees and support them both professionally and socially. Mentors help junior faculty navigate the written and “unwritten rules” of the academy by helping junior faculty make good decisions about time management and responsibilities (e.g., service commitments, teaching load, advising, etc.), network with faculty and staff on campus, deal effectively with professional setbacks (e.g., poor teaching evaluations, grant rejection, etc.), and other professional development issues. Mentors should also help new faculty acclimate to the city of Bowling Green and surrounding area. We encourage you and your mentee to attend social and cultural events in the community.

Tips and Advice

- Initiate the invitation for the first meeting with your mentee.
- Exchange your CV, teaching portfolio, research statements, and service statements to start a discussion with your mentee about career paths and possibilities;
- Help your mentee understand and explore the departmental, school, college, and institutional culture. What is rewarded? What is valued?
- Keep in touch with your mentee. Respond promptly to email and phone communications, and make your meetings with the mentee a priority.
- Be willing to provide constructive criticism to your mentee, and encourage your mentee to seek advice from other peers.
- Familiarize yourself with promotion and tenure policies, family/work life policies, and other policies that may impact your mentee.
- Share information about your own background and experiences at BGSU.
- Introduce the mentee to your network of colleagues at BGSU and beyond.

Resources

Suggested Discussion Topics

- Annual/enhanced performance review, promotion/tenure;
- Time management (balancing service with teaching, research, service, and family/home life);
- Access to local organizations, resources, and community events;
- Departmental, college, school, and/or university organization and processes;
- Campus resources and programs for faculty on campus (The Center for Faculty Excellence, Office of Sponsored Programs and Research, etc.);
- Course development. College-level and University-level course approval processes;
- Publishing, grants and research proposals. Collaboration with colleagues and authorship etiquette;
- Interacting with/supervising students.

Campus Resources

- College of Arts and Sciences (<https://www.bgsu.edu/arts-and-sciences.html>)
- Center for Faculty Excellence (<https://www.bgsu.edu/center-for-faculty-excellence.html>)
- Office of Sponsored Programs and Research (<https://www.bgsu.edu/research-economic-development/office-of-sponsored-programs-and-research.html>)
- Faculty Senate (<https://www.bgsu.edu/faculty-senate.html>)
- BGSU-FA (<http://bgsu-fa.org/wp>)
- Center for Undergraduate Research and Scholarship (<https://www.bgsu.edu/provost/center-for-undergraduate-research-and-scholarship.html>)
- Division of Diversity and Belonging (<https://www.bgsu.edu/equity-diversity-and-inclusion.html>)
- Women's Center (<https://www.bgsu.edu/womens-center.html>)
- College of Arts and Sciences Diversity and Inclusion Committee (<https://www.bgsu.edu/arts-and-sciences/college-committees/diversity-and-inclusion-committee.html>)

Mentoring Resources

There is a lot of fantastic information out there about faculty mentoring. Here are some of the best we have found:

- National Center for Faculty Development & Diversity (<https://www.facultydiversity.org/>). Please note: All BGSU faculty members have a membership to NCFDD. Sign up to activate your membership.
- Additional resources can be found on the College of Arts and Sciences Diversity and Inclusion web page (<https://www.bgsu.edu/arts-and-sciences/college-committees/diversity-and-inclusion-committee.html>)

Appendix A: Mentoring Success Plan

Contact Information

Mentee	Mentor #1	Mentor #2
Name:	Name:	Name:
Title:	Title:	Title:
Department:	Department:	Department:
School:	School:	School:
Office:	Office:	Office:
Phone:	Phone:	Phone:
Email:	Email:	Email:

Scheduling Information

We recommend meeting with your mentor/mentee at least once a month. As the semester progresses, schedules tend to become hectic. Therefore, we recommend setting the dates and times for your monthly meetings now:

Table 1 Meeting Schedule

Month	Date & Time	Location	Event Description
October			
November/December			
January/February			
March			
April			
May			

Setting Goals

Please identify specific objectives (preferably related to research, teaching, service and professional development) that you can accomplish this spring.

Objective	Measurable Outcome(s)	Mentor(s)	What will the mentor(s) offer to help the mentee complete the objective?
<p><i>Example:</i></p> <p>To strengthen the new faculty member's teaching performance at BGSU</p>	<p><i>Example:</i></p> <p>Improved quantitative and qualitative teaching evaluations (Fall 2014 v. Spring 2015)</p>	<p><i>Example:</i></p> <p>1. A. Mentor</p> <p>2. N. Educator</p>	<p><i>Example:</i></p> <p>1. A. Mentor will complete two peer teaching observations (one in the fall and one in the spring) and provide feedback to the mentee.</p> <p>2. N. Educator is currently teaching a large lecture class. The mentee is scheduled to teach a large lecture class this spring, but she has limited experience teaching 100+ students at a time. The mentee will visit N. Educator's large lecture class twice during the fall semester to learn innovative teaching techniques and ideas.</p>