**Mentoring Committee**  **HHP PPS No. 04.04.02**

 **Effective Date: January 31, 2020**

 **Next Review Date: January 31, 2025**

 **Sr. Reviewer: Department Chair**

**01. SCOPE**

* 1. The scope of the mentoring process includes all new full-time faculty members in the Department of Health and Human Performance (HHP) regardless of rank. The focus of the mentoring committee may vary based on the roles and expectations of each faculty member. For the new faculty member, the mentoring process will begin prior to the first day of class to orient new faculty member to the department.

**02. DEFINITIONS**

02.01 Mentoring is a process in which a mentor provides support to a mentee. The mentor should be an experienced advisor that actively guides and socializes a colleague to a new work environment. In addition, the mentor provides advice on how the mentee can develop his or her skills, competencies, knowledge, and experience in order to progress along a successful career path.

**03.** **ROLE OF THE DEPARTMENT CHAIR**

03.01 Organize and conduct a new faculty workshop that orients all new faculty members to facilities, resources, and policies and procedures in the Department of HHP.

03.02 The Department Chair will contact each new faculty member prior to assigning a Lead Mentor to discuss the new faculty member’s needs and research interests. The Department Chair and the Personnel Committee (PC) will consider the mentee’s scholarly agenda and research interests when assigning a Lead Mentor.

03.04 In consultation with the PC, the Chair will assign faculty members to serve as Lead Mentor.

**04.** **ROLE OF THE PERSONNEL COMMITTEE (PC)**

04.01 Establish guidelines for mentoring committee based upon the program, department, college, and university requirements and expectations of performance, tenure and promotion.

**05. COMPOSITION OF THE MENTORING COMMITTEE (MC) FOR TENURE ELIGIBLE FACULTY**

05.01 Each tenure eligible faculty member will be assigned a Lead Mentor. When possible, Lead Mentor should be from the mentee’s academic area.

05.02 After year one, the mentee will meet with the Lead Mentor and the Department Chair to discuss the future make-up of the Mentoring Committee (MC). The MC should ideally consist of one member from the mentee’s academic area and when possible additional member(s) who complement(s) the mentee’s scholarly agenda. The additional member may be from outside HHP.

**06. MC RESPONSIBLITIES FOR TENURE ELIGIBLE FACULTY**

06.01 The purposes of the MCs are to support, guide, and serve as an advocate to the mentee. Responsibilities are to give feedback about teaching, guide in research opportunities, and provide advice regarding service. The MC will not officially evaluate their mentee. The role of evaluation remains with the PC.

06.02 The MC will meet with the mentee formally at the beginning of the academic year and throughout the year to:

a. Discuss topics including but not limited to; 1) maintaining accurate and up to date activities in the Faculty Qualification System, 2) annual review process, 3) annual reappointment process, 4) creating an electronic portfolio and supporting documentation for tenure and promotion, and 5) student evaluations of teaching.

b. Provide feedback with regard to the mentee’s progress, successes, and challenges.

c. Provide assistance with identifying research opportunities, setting goals for teaching, research and service.

06.03 The support and guidance offered by the MC should parallel AA/PPS 04.02.01, Academic Affairs and College of Education PPS, and HHP PPS 04.02.20 & 04.02.10 T&P Annual Evaluation.

06.04 During year one, the Lead Mentor should focus their attention equally on

the mentee’s teaching and research while providing guidance regarding the limited/targeted service required of first year tenure-track faculty.

a. *Research*: The Lead Mentor and MC after year one should assist the mentee with developing a scholarly agenda, initiating the research activities tied to the start-up funds and course releases for research, and submitting successful grant proposals in order to meet or exceed expectations.

b. *Teaching*: During year one, the Lead Mentor should observe the new faculty member in the classroom at least once each semester. To ensure consistency, the Lead Mentor should use *Attachment A* to evaluate the mentee’s teaching. After each observation, the Lead Mentor should meet with the mentee to provide feedback. The Lead Mentor will also compose a summary letter highlighting strengths and potential areas for improvement encompassing instruction. The summary letter will be included in the mentee’s tenure and promotion portfolio.

c. *Service*: Provide advice regarding appropriate limited/targeted service activities at the departmental level.

06.05 During years two and three, the MC should continue to monitor the mentee’s progress through review of research activities and related expenditures (including expenditures of start-up funds), review of student teaching evaluations, at least one observation of classroom teaching (for second year tenure track faculty members only), continued guidance regarding targeted service at the departmental and college levels, and formal and informal meetings with the mentee. Additionally, the MC will also help the mentee begin preparing for the tenure and promotion process (e.g., gathering materials for the mentee’s electronic portfolio).

06.07 During years four and five, the MC will assist the mentee in maintaining excellence in teaching and scholarship, address updates on start-up funds or external funding, while assuming a more substantial service role.

06.08 During each year of the probationary period, the MC will prepare and share with the PC a formative review of the mentee’s progress. During the third and sixth year, the MC will prepare and share with the PC a summative review of the mentee’s progress. The reviews will consist of such information as the mentee’s scholarly agenda and initial start-up funds, completion of research activities to date, grant proposals both submitted and awarded, a summary of student evaluations, MC observations of teaching, and a summary of service activities.

**07. LEAD MENTOR RESPONSIBILITIES FOR TENURE TRACK FACULTY**

07.01 During the beginning of the academic school year, meet with Lead Mentor to ensure that each Lead Mentor consistently and uniformly conveys to each mentee the established guidelines concerning the program, department, college and university requirements and expectations of performance, tenure and promotion.

07.02 Meet with the Lead Mentor at the end of the academic school year to discuss specific issues related to teaching, service, and scholarship for each mentee.

07.03 The Lead Mentor (i.e., chair) of each mentee’s MC will organize all meetings and prepare formal reports at the end of each semester to chronicle each mentee's progress. Formal reports should be reviewed by the mentee for accuracy prior to submission to the PC.

07.04 These reports will be shared with the PC during each year of the mentee’s probationary period.

**08. COMPOSITION OF MC FOR CLINICAL FACULTY AND LECTURERS**

08.01 Each new Clinical Faculty will be assigned a Lead Mentor, for a minimum of two years, who ideally is from the mentee’s academic area. The new Clinical Faculty will be mentored in teaching, service, and professional engagement/scholarly activity.

08.02 Each new Lecturer will be assigned a Lead Mentor for two years, who ideally is from the mentee’s academic area and has been teaching in the department for two or more years. The new Lecturer will be mentored in teaching and service.

**09. LEAD MENTOR RESPONSIBLITIES FOR CLINICAL FACULTY AND LECTURERS**

09.01 The purpose of the Lead Mentor is to provide support and guidance to the mentee specifically regarding issues related to teaching. The Lead Mentor should observe the new faculty member in the classroom during their first semester. To ensure consistency, the Lead Mentor should use *Attachment A* to evaluate the mentee’s teaching. After the observation, the Lead Mentor should meet with the mentee to provide feedback. The Lead Mentor may suggest appropriate workshops or training opportunities to assist the new Lecturer in improving their teaching skills.

09.02 The Lead Mentor should also provide Clinical Faculty and Lecturer advice for finding on-campus opportunities to enhance scholarship and departmental service opportunities.

09.03 The support and guidance offered by the Lead Mentor should parallel the HHP PPS 04.02.20, Annual Faculty Evaluation.

09.04 The Lead Mentor will meet with the mentee formally at the beginning and end of the academic year:

a. Discuss topics such as instructional strategies, student engagement and other procedures;

b. Provide feedback with regard to the mentee’s progress, successes, and challenges; and

c. Provide assistance with setting annual goals and completing yearly reports.

**Certification Statement**

This HHP PPS has been approved by the reviewers listed below and represents the

HHP Department policy and procedure from the date of the document until superseded.

Voting Faculty Representative: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_

Approve: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_

 Chair of the HHP Department

[1] Adapted from Heery, E., & Noon, M. (2001). *A dictionary of human resource management*. Oxford: Oxford University Press.

**ATTACMENT A: INSTRUCTIONAL FEEDBACK FORM**

Instructor’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluate the presenter on each of the items listed below by circling the appropriate number on the scale. If unable to observe a particular area, check the box located in the far right column.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **AREAS TO BE OBSERVED:****The Teacher:**  | **Excellent** | **Very Good** | **Good** | **Fair** | **Poor** | **Not Able to Observe** |
| Clearly explains the lesson objective(s)/purpose(s).  | 5 | 4 | 3 | 2 | 1 | ❒ |
| Presents a well-planned and organized lesson/lecture. | 5 | 4 | 3 | 2 | 1 | ❒ |
| Explains subject matter clearly.  | 5 | 4 | 3 | 2 | 1 | ❒ |
| Uses examples and illustrations to help students understand difficult concepts.  | 5 | 4 | 3 | 2 | 1 | ❒ |
| Uses class time effectively (e.g., starts and ends class on time, wastes little time, keeps class moving, etc.). | 5 | 4 | 3 | 2 | 1 | ❒ |
| Encourages active learning (i.e., engages students, encourages students to participate in class discussion, etc.).  | 5 | 4 | 3 | 2 | 1 | ❒ |
| Impartial in dealing with students in class. | 5 | 4 | 3 | 2 | 1 | ❒ |
| Speaks distinctly.  | 5 | 4 | 3 | 2 | 1 | ❒ |
| Self-confident in the classroom.  | 5 | 4 | 3 | 2 | 1 | ❒ |
| Courteous and tactful in dealing with students. | 5 | 4 | 3 | 2 | 1 | ❒ |

**Strengths:**

**Opportunities for Improvement:**

**General Comments/Perceptions:**

Signature of Observer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Visit: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_