

Roles & Responsibilities of Mentors

Mentors can take on various roles, such as coach, friend, champion, advocate, career guide, role model, instructional resource, or confidant depending on the needs of their new faculty and the nature of their mentoring relationship.

Mentors are responsible for:

- Taking the initiative for contacting new faculty and staying in touch with them.
- Devoting time to the relationship and be available when requested.
- Assisting new faculty with their various questions, needs, or concerns.
- Sharing their knowledge and experience to benefit their new faculty colleagues and following up on their progress at NIU.
- Maintaining confidentiality of the information shared by their new faculty colleagues.

NOTES

Contact information about your mentors or new faculty for quick reference

Name: _____

Department: _____

Phone/Email: _____

Name: _____

Department: _____

Phone/Email: _____

Roles & Responsibilities of New Faculty

New faculty can take on various roles such as friend, protégé, new colleague, or junior faculty depending on their needs, academic experience, and the nature of their mentoring relationship.

New faculty members are responsible for:

- Devoting the time to the mentoring relationship and interacting with the mentor often.
- Making use of the opportunities provided by the mentor.
- Keeping the mentor informed of academic progress, difficulties, and concerns.
- Exchanging ideas and experiences with the mentor.
- Seeking help and support when needed.

Both the mentors and new faculty colleagues have the responsibility for gaining each other's trust and confidence, interacting in a collegial manner so as to value each other's time, and professional and personal commitments, and engaging in activities that support the mission of NIU.



“A mentor is defined as a wise and trusted teacher. In Greek mythology, Mentor was Odysseus' counselor.”

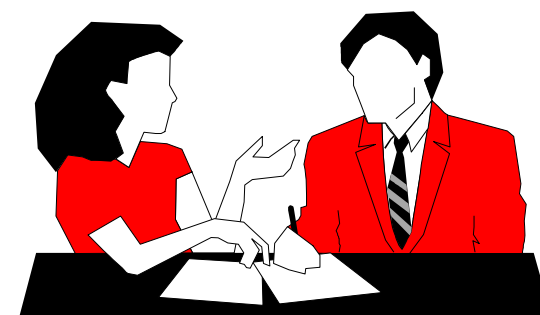
Northern Illinois University is an equal opportunity institution and does not discriminate on the basis of race, color, religion, sex, age, marital status, national origin, disability, or status as a disabled or Vietnam-era veteran. The Constitution and Bylaws of Northern Illinois University afford equal treatment regardless of political views of affiliation, and sexual orientation.

05/08



FACULTY DEVELOPMENT AND
INSTRUCTIONAL DESIGN CENTER

New Faculty Mentoring Program



Northern Illinois University
DeKalb, Illinois 60115

Phone: (815) 753 0595

Fax: (815) 753 2595

Email: facdev@niu.edu

Web: <http://www.niu.edu/facdev>



The New Faculty Mentoring Program

This is a voluntary program through which experienced faculty at Northern Illinois University (NIU) knowledgeable about the campus and academic life are matched with new faculty to orient them to NIU, inform them about campus support services, and assist them in the early stages of their academic careers at NIU. This program is not meant to be a substitute for existing mentoring programs at the department or college levels but can be a supplement to those programs.

Goals of the Mentoring Program

Help new faculty members to:

- Learn about NIU, the surrounding community, and support resources for faculty.
- Adjust to the new environment and become active members of the university quickly.
- Address questions, concerns, and unique needs in a confidential manner.
- Gain insight about teaching and career development from a seasoned veteran.
- Network with other faculty and develop a personal support system within NIU.

Encourage experienced faculty to:

- Share their knowledge and experience with new faculty and gain professional satisfaction.
- Assist new faculty to adjust quickly to the campus and address their unique needs, concerns, or questions, if any.
- Help shape the careers of new colleagues and enjoy opportunities for self-renewal.
- Provide a valuable service to the university by promoting collegiality through mentoring.
- Contribute to teaching, research and scholarly activities, and service mission of NIU.

Suggested Mentoring Activities

Mentors and new faculty are encouraged to meet face-to-face frequently during the first two semesters and keep in touch frequently through phone or email. Suggested mentoring activities are:

- Discuss short term and long term career goals and professional interests.
- Attend the programs offered by the Faculty Development and Instructional Design Center and other campus units.
- Share information on academic and student support services on campus.
- Discuss effective instructional techniques, course development and curricular issues.
- Explore research and sponsored funding opportunities, and writing publications.
- Discuss academic policies and guidelines, and university governance structure.
- Attend campus events such as sports, theater productions, and cultural programs.
- Share information on instructional resources and Web sites useful to new faculty.
- Discuss student issues such as advising, motivating, and handling academic dishonesty.
- Share experiences on managing time, handling stress, and balancing workload effectively.
- Discuss preparing for tenure and promotion and career advancement.
- Explore professional development opportunities available to new faculty.
- Address unique needs, concerns, or questions and help in troubleshooting difficult situations.

For more information about the New Faculty Mentoring Program and other services, check <http://www.niu.edu/facdev/services>

Matching Mentors with New Faculty

Faculty Development and Instructional Design Center will match new faculty at their request with senior faculty mentors from the same department, college, or outside the college. If a new faculty's department or college has assigned a mentor from within the department or college, the new faculty can still request mentors from outside the department or college. Mentors are usually identified through personal contacts and recommendations of deans, chairs, and colleagues.

As the research on successful mentoring has suggested, mentors assigned are generally of the same gender as the new faculty. However, mentors of particular gender, race, ethnicity, or background can be requested for multicultural development or other professional development reasons.

Duration of the Mentoring Process

No set duration is required for the mentoring relationship between a mentor and a new faculty. It is recommended that mentors and new faculty interact frequently during the first two semesters. At the end of the second semester they can decide if it is necessary to continue the relationship at the same pace, or on an as needed basis, or conclude it if individual goals have been met.

At any point during the mentoring process, if a mentor or new faculty feels that the relationship is not productive, the Center should be informed so that a different mentor or new faculty can be assigned. Due to the voluntary nature of the program, the Center cannot monitor the mentoring relationship closely or guarantee the outcomes of individual mentor-new faculty relationships.

Mentors and new faculty will be requested to provide feedback on the progress of their relationships at the end of the second semester so that the Center can evaluate the program and use the feedback to improve the program in the future.

