

## **School of Criminal Justice Faculty Mentoring Policy**

*The faculty of the School of Criminal Justice recognize that, as stated in the University's policy, "While the responsibility for career development and success is ultimately that of the individual faculty member, opportunity, mentoring and the degree of environmental support that is available can affect success." Thus, the School seeks to assist and provide support for individual faculty members in: establishing and sustaining a productive research agenda; teaching effectively; mentoring students; advancing the University's outreach mission; and developing leadership skills for School, University, and professional service. A key element for the pursuit of these goals is the development, implementation, and regular reevaluation of a mentorship program, designed in compliance with the mentoring policies of the University and the College of Social Science.*

### Selection of Mentors

- Based on consultation with junior faculty and feedback from other faculty, the School recognizes that the implementation of effective mentoring programs and the designation of mentors must be based on the development of *relationships* between mentees and potential mentors. Assistant professors and those associate professors who wish to have a mentor (or mentors) should be able to make choices about which faculty member(s) would best provide guidance to them and be best suited for regular open and frank communication about issues, problems, and career development.
- Bearing in mind that University policy states that faculty members may choose not to have a mentor, those assistant professors and associate professors who choose to have mentors should inform the Director of the identity of their mentor, mentors, or the composition of their mentoring committee. Pursuant to College policy, "the selection of mentors should not necessarily be limited to a particular junior faculty member's academic home."
- Potential mentees and mentors can opt out of the mentoring program simply by informing the Director of their decision. They can also begin or resume participation in the mentoring program—either as mentees or mentors—by informing the Director of their decision.
- Those faculty members interested in identifying an appropriate mentor are encouraged to seek advice concerning that selection from any colleague in the School, including the Director, members of Retention, Promotion, and Tenure Committee, or members of the Faculty Advisory Committee.
- The School recognizes that mentoring needs and goals vary. Thus individual faculty members are free to choose different mentors for the varied aspects of career development, such as a mentor for research and a mentor for teaching, depending on that individual's needs and goals.
- The School recognizes that mentoring needs, goals, and relationships may change over time. Thus the designation of a specific mentor is not presumed to be permanent as the mentee may choose a new mentor or mentors at any point in time as needs change and new relationships develop.

- Pursuant to the College’s expectation “that there will be a single mentoring plan for jointly appointed faculty members to follow, with leadership being guided by the lead unit administrator,” The Director—in cooperation with the mentee and any SCJ mentor(s)—shall inform any secondary units about the mentee’s preferences for selection of mentor(s) or mentorship committees. In order to conform to the University’s policy of permitting faculty to opt out of mentoring programs, a mentee must have the option of choosing a mentor solely from SCJ or solely from another unit (thereby effectuating an “opt out” entitlement with respect to either unit’s mentoring program).

### Responsibilities of Mentors and Mentees

- In order to permit mentoring relationships to develop in accordance with the needs and goals of the individual faculty members, the School seeks to avoid imposing a set of expected activities on these mentoring relationships. The most important element for universal understanding is the role of the mentor, rather than a mandated list of activities.
- As recognized in University and College policies, mentees are entitled to feel confident that in their relationships and communications with mentors, conflicts of interest will be minimized, confidentiality protected, and issues can be discussed without fear of retribution.
- The role of the mentor is not to evaluate the mentee. Faculty evaluation processes already exist through annual review and RPT processes. Instead, the mentor’s role is to listen to questions and concerns of mentees and provide feedback, advice, and assistance through a relationship/environment of open communication.
- Through conversations with and observation of the mentee, the mentor should provide guidance toward the attainment of the School’s goal that all tenure-stream faculty will become effective teachers, accomplished scholars, and developing leaders who achieve tenure and promotion. Depending on the needs and goals of individual mentees, such guidance and assistance could cover a wide array of activities, including advice about and review of grant proposals and manuscripts (research), review of syllabi or observations of classroom instruction (teaching), and advice about participation in committees and faculty development programs (service and leadership development).
- Mentors who are members of the Retention, Promotion and Tenure Committee can participate in RPT evaluation processes for their mentee(s) and mentors who are members of Faculty Advisory Committee can participate in annual review processes for their mentee(s). The mentors shall not reveal information gained in the mentoring relationship as part of either process, and the mentors shall not draft any reports concerning their mentee(s) in either process.
- The annual advisory meetings of the full Retention, Promotion and Tenure Committee with individual assistant professors concerning progress toward tenure are considered to be an additional element of the overall mentoring program. If a mentee’s chosen mentor is not a member of the Retention, Promotion and Tenure Committee and the mentee wishes to have the mentor present to hear the Committee’s assessment of progress and career planning advice, the mentee is entitled to have that mentor present for that advisory (i.e., non-RPT decision making) meeting.

### Evaluation and Credit

- Mentees shall provide an annual evaluation and suggestions for improvement of the School's mentoring program through a compiled document of comments not attributable to any individual or, if an individual so chooses, through direct communication with the Director. The mentees' compiled document can be developed through their own joint meeting or through the assistance of a focus-group process guided by a non-mentor faculty member.
- As an agenda item for the SCJ fall faculty retreat or an early fall faculty meeting, the chairperson of the SCJ Retention, Promotion and Tenure Committee shall prepare for discussion by the faculty a report on the mentoring program that contains comments and suggestions from mentees, mentors, and other faculty, as well as information on best practices drawn from University and other resources. This report, the attendant faculty discussion, and any resulting changes in SCJ mentoring policy and practices shall help to inform the required description of the mentoring process that is reported to the Dean's Office, as part of the Director's annual evaluation.
- In accordance with University policy, mentoring excellence shall be incorporated into the annual review of faculty.
- Mentors may provide narrative descriptions of mentoring activities and accomplishments as part of their annual review reports.
- During annual meetings with individual faculty, the Director shall ask mentees about activities/experiences/effectiveness of the mentoring program and mentees may, if they wish, provide a confidential assessment of their mentor(s).
- The Director shall solicit feedback and suggestions from all faculty members concerning the School's mentoring program during individual meetings in the annual review process. These comments and suggestions shall help to inform the required description of the mentoring process that is reported to the Dean's Office as part of the Director's annual evaluation.