

Michigan State University College of Social Science Format for Departmental Mentoring Plans

There must be a written document that has been reviewed and approved by the department/school's faculty. The document should illustrate the key aspects of the program while highlighting the policies, goals, and expectations for the mentor(s) and the mentee(s).

a. A section of the document must clearly describe the selection process for mentors and a mechanism for making changes to the assignment of mentors as appropriate for junior (and potentially senior) faculty. The structure: Each junior faculty member in the tenure system shall be assigned one or more senior faculty member(s) as mentor(s) in addition to the unit academic administrator. In an effort to respect professional/academic diversity, the selection of mentors should not necessarily be limited to a particular junior faculty member's academic home (i.e., the mentor may have a different tenure home, if acceptable to the mentor and mentee, and the mentor's home unit). This possibility should be discussed with an outline of clearly defined roles and expectations.

b. In an effort to continue to be supportive of faculty members with joint appointments, the plan must include specific details about the management of mentoring junior faculty with joint appointments within and outside of the College. It is expected 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 plan should include details regarding communication protocols across the two units in reference to the mentor/mentee expectations.

c. The unit document must include a clear and concise description of expected mentoring activities and roles, with elements addressing research, teaching, scholarship, service, and professional leadership development. The unit document also must describe how these expectations will be communicated to the faculty.

d. There must also be clarity regarding the roles of mentor(s) and the mentees expectations for confidentiality². The program should highlight aspects of shared information that will not become a part of the mentee's reappointment, promotion and tenure process; the role of mentor(s), if any, in the annual evaluation and RPT process; and who (including the mentee) does/does not see written mentoring reports, if such reports are prepared (units may decide if they would like to have annual reports on mentoring activity).

e. The formal mentoring program must provide an environment in which the mentee and the mentor can address issues/concerns without fear of retribution within the unit structure.

f. Furthermore, it is suggested that actual or perceived conflicts of interest should also be highlighted in this section of the program.

g. A description of how mentoring activities will be reported and evaluated as a portion of an individual mentor's service to the unit and larger university should be included.

h. A description of how the overall unit faculty mentoring process is reported to the Dean's office as a part of the unit administrator's annual evaluation should be included.

i. The unit mentoring program must include a provision for mentors and mentees to opt out of the mentoring program. The unit document should clearly describe the opting out process, and also describe how a faculty member may reverse this decision if he or she chooses.