**Memorandum**

**to:** Mentors of new faculty, Teaching Stream

**from:** Chair, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, UTM

**date:**

**re:** Guidelines for Mentors

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The following is a general overview of what is involved in being a mentor to new teaching-stream faculty. I would welcome your comments and suggestions, especially based on your experiences as mentors over the next few years.

A mentor provides new faculty members with guidance and assistance through the early years of academic life. The mentor’s role is to provide advice and direction as requested by the new faculty member, especially for the first four years of her or his appointment, but essentially until the faculty member undergoes his/her continuing status review. Some of the areas where a mentor might be helpful include giving informal advice on balancing teaching, scholarship, committee work and other responsibilities; providing information about the procedures of the Department and University; advising on scholarship, professional development and/or teaching, and generally providing encouragement and support.

In this regard, the guidelines for promotion to continuing status for teaching-stream faculty include the following:

*A positive recommendation for continuing status will require the judgment of excellence in teaching and evidence of demonstrated and continuing future pedagogical/professional development.*

*a) Excellence in teaching may be demonstrated through a combination of excellent teaching skills, creative educational leadership and/or achievement, and innovative teaching initiatives in accordance with appropriate divisional guidelines.*

*b) Evidence of demonstrated and continuing future pedagogical/professional*

*development may be demonstrated in a variety of ways e.g. discipline-based scholarship in relation to, or relevant to, the field in which the faculty member teaches; participation at, and contributions to, academic conferences where sessions on pedagogical research and technique are prominent; teaching-related activity by the faculty member outside of his or her classroom functions and responsibilities; professional work that allows the faculty member to maintain a mastery of his or her subject area in accordance with appropriate divisional guideline*

(Policy and Procedures on Academic Appointments June 26, 2015)

The mentor should treat all dealings and discussions in confidence. There is no requirement to report to the administration. The purpose of a mentor is not evaluation or assessment of the new faculty member; rather it is to provide supportive guidance and constructive criticism.

In cases of changing commitments, incompatibility, or where the relationship is not mutually fulfilling, then either the new faculty member or mentor should seek advice from informal advisors or the Dean. Such changes can and should be made without prejudice or fault.

The Department of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_will reimburse each mentor for a lunch with the new faculty member once or twice a year for the first four years. As we develop this program, other similar ways of fostering informal communication will be adopted, and I welcome your suggestions. Thanks in advance.