

Participating Faculty Task Force Mentoring Recommendations

Mentorship sub-committee

The sub-committee reached out to colleges/schools across campus to learn how each approaches mentorship with new faculty. A common response concerning mentorship was, “Mentors are available for Participating Faculty if requested, but we have nothing formal in place.”

A plan to include a mentor/mentee relationship among Marquette University colleges and schools may help Participating Faculty be more successful, enhance their engagement within the college/school and establish roots and deepen their commitment within the University. Quite simply, this is an informal relationship that may help them navigate the challenges they face in their first year and “find their way.”

The Participating Faculty Task Force understands colleges and schools may adopt different aspects of this recommendation to fit their needs and may even modify those components further based on their circumstances. Implementation and selection of mentors will vary by college/school based on specific expectations.

Mentors – experienced/senior faculty who are knowledgeable in teaching and learning, research/scholarship, and navigating service within the college and university. Mentors provide guidance and support their mentees in developing within their role in the college.

Mentees – faculty new to Marquette that may need guidance for role development and need, mentee establishes goals and engages with the mentor to take advantage of resources, feedback, and the experience of the mentor.

Recommendations

1. It is recommended that individual colleges/schools schedule each new participating faculty member to meet with a full-time faculty member during their first two weeks.
 - This will give the new faculty member an opportunity to establish a relationship with a colleague and have a “go-to” person during their first year at Marquette.
 - The new faculty member can be encouraged to schedule at least two “check-in” meetings each semester with that colleague to address any day-to-day challenges that arise.
 - The college/school may develop a “checklist” of items to cover in these one-on-one meetings (general questions as a helpful resource or starting point). Alternatively, the mentor/mentee may draft their own list.
2. When multiple new faculty members start together, colleges/schools may wish to conduct group event each semester during the first year. Such an event would invite new faculty to gather as a group, share experiences and troubleshoot challenges they may be facing.
3. Conclude first year with a summary meeting. Have each participant provide feedback (written or otherwise) with their thoughts so college/school may continue developing and improving the program.
4. College/school may encourage faculty to engage as mentors by noting their participation as “service to college” in faculty evaluations (faculty without service expectations should not be assigned as mentors).