

Faculty Mentoring Policy

Rider University recognizes that the successful mentoring of new faculty is a key aspect of their development as they move through the tenure track. As such, faculty mentoring is inextricably bound with the Promotion & Tenure process for faculty, librarians, and members of the Athletic staff, a situation similar to that at many colleges and universities.

Sections VIII(A)(2) and VIII(A)(3) of the Agreement expressly require the department and its chairperson to mentor junior faculty. The unique implications of a successful mentoring program at a small, teaching university like Rider are powerful. Mentoring encourages candidates to develop, strengthen and deepen their scholarship, teaching, and value (service) in an effort to not merely survive but thrive within the Rider community and across various academic, and research, scholarly and professional communities. While mentoring should attempt to support the candidate, it cannot be a promise of success in the Promotion and Tenure process. The candidate himself or herself is solely responsible for building his/her career and assuming the burden of making the positive case for Promotion and Tenure to the Department and to the University.

Principles

Rider University recognizes and acknowledges the potential for effective teaching, scholarly, and collegial mentorship in support of the retention of the best and brightest faculty at Rider University.

Rider advocates a combination of formal and informal mentoring—or mentoring teams—officially supported and valued by the Administration and the AAUP for new faculty and librarians, and probationary professional Athletic staff.

The following structure and responsibilities of the proposed Mentoring subcommittee are drawn from the recommendations made by the joint AAUP/Provost's Task Force on Faculty Mentoring. Members of the Task Force might be considered for membership to the subcommittee: K. Bidle, K. Browne, J. Castagnera, M. Cusack, M. Diaz, L. Johnson, T. Lengle, E. McDowell, P. Peters, K. Pierce, E. Scheiber, J. Yavelow.

Committee

There will be a Rider University Faculty Mentoring Committee reporting to the Provost;. It shall consist of one representative from each of the following: all APCs, Athletics, the Teaching and Learning Center, the Office of the Provost, the Affirmative Action Committee, and the University Assessment Committee.

The Faculty Mentoring Committee will:

- Identify and recommend a series of best practices for providing quality mentoring to new faculty and athletic staff.
- Interact with the University's academic departments and their chairpersons to encourage and assist the development of formal mentoring programs.

- Facilitate a relationship with complementary University activities and resources (e.g. faculty development, new faculty orientation, HR programming).
- Develop strategies to select, train, retain and renew mentors.
- Work with complementary offices when appropriate (e.g. TLC, HR) and provide training opportunities for mentors (both departmental and informal mentors) in such topics as:
 - Department criteria for P & T are key!
 - Teaching, scholarship and community matters.
 - The importance of relationships with department and extended-community members.
 - An integrated, balanced personal life.
 - How to set priorities and develop a professional profile.
 - Strategies for avoiding pitfalls and for addressing difficult situations and saying, "No."
 - How to access sources of extramural support and develop professional networks.
 - How to develop professional independence.
- Develop strategies to inform mentees about how to get the most out of mentoring opportunities.
- Help match junior faculty with informal mentors, drawn from outside the mentees' departments, where deemed desirable by the mentees.
- Recommend a timetable of steps in the mentoring/process.
- Increase communication and help prevent the isolation of junior faculty members by encouraging them to take advantage of developmental opportunities, especially as they may relate to their teaching, scholarly work and value activities.
- Encourage junior faculty to attend University-wide research forums and social gatherings where faculty can meet and find common ground for trust and relationship-building.
- Help facilitate the relationships between all parties involved.
- Create a feedback loop (a brief survey or checklist) regarding mentoring's influence on successful as well as unsuccessful Promotion and Tenure cases.
- Regularly review the mentoring program.
- Report to the Provost and AAUP annually.