

Amendment to the IU Bloomington School of Education Policy on Mentoring  
recommended by the Faculty Development Committee

- Revising the mentoring policy to include the full-time non-tenure track faculty members (NTT) at SOE
- Rationale:

Along with the parallel reward structure for NTTs promotion, there is a need for a parallel support and mentoring structure.

## IU Bloomington School of Education Policy on Mentoring

To supercede 17.48

### Preamble

In an effort to support all faculty the Faculty Development Committee proposes the following program for mentoring. The proposed program focuses on pre-tenured [tenure track](#) faculty members [and full time non-tenure track \(NTT\) faculty members](#) -as they navigate new situations and challenges both professionally and personally. The NTT faculty covered in the policy include the following ranks: Clinical Lecturer, Clinical Assistant Professor, Lecturer, and Assistant Research Scientist.

This mentoring program will feature training opportunities and materials provided by the Faculty Development Committee to make the mentor-mentee relationship successful for both parties. In particular, suggestions are made to help pair mentors and mentees; conduct regular, structured meetings; help faculty members develop a constellation of mentors and recognition for formal SOE mentors. All faculty members are welcome and supported in the mentoring program, specific characteristics are included to foster an inclusive climate.

### Policy on Mentoring

For the purposes of this policy, a lead mentor refers to a tenured faculty member of the IU School of Education who serves as the primary mentor for a pre-tenured faculty member [and for full time NTT faculty members](#) in the School of Education.

Department chairs are responsible for identifying a lead mentor for each pre-tenured faculty [and for full time NTT faculty members](#) ~~member~~ in their departments. Department chairs will pair their pre-tenured [and full time NTT](#) faculty members with lead mentors within 3-6 months of their arrival at Indiana University. In identifying suitable lead mentors, departments should consult pre-tenured [and NTT](#) faculty members on their preferences and needs, ensuring that it is an informed decision when assigning mentors. The department chairperson would also be responsible for rematching a pre-tenured [and full time NTT](#) faculty member with a lead mentor in the event that either the lead mentor or the mentee requests to terminate the mentoring relationship. Lead mentors can be assigned from either within or outside the department.

The responsibilities of lead mentors are as follows:

- Identify their mentees' unique mentoring needs;
- Include resources, possibly an outside person, to facilitate the establishment of goals;
- Connect their mentees with other mentors who can provide support in areas beyond the expertise of the lead mentor; this process acknowledges that no single mentor can fulfill all of the mentoring needs of a mentee;
- Conduct at least four one-on-one 60-minute mentoring sessions with their mentees each academic year using support from the Faculty Development Committee's resource materials.

Each academic year during the annual review meeting, pre-tenured [and full time NTT](#) faculty members will participate in a discussion with the department chair regarding their relationship with their lead mentors and their mentoring needs.

At the end of the first and second academic years, pre-tenured [and full time NTT](#) faculty members and their lead mentors will also complete a brief evaluation form to provide feedback on their mentoring relationship (no later than May 1). Copies of the lead mentors' and mentees' evaluation forms will be given to the lead mentors, mentees, and the mentees' department chairs.

Upon satisfactory completion of their mentoring duties each year, lead mentors will be recognized for the mentoring they provide to each pre-tenured faculty member over a period of three years. ~~We encourage the School of Education to support the lead mentors financially. An example of such support is a cash-based faculty mentoring award to recognize outstanding faculty mentors.~~ We also encourage department chairs and merit review committees to recognize the work of lead mentors as a time-intensive and integral service commitment in the School of Education.

The Faculty Development Committee is responsible for providing resources to mentors and mentees that will enhance the effectiveness of their mentoring experiences.