



Faculty Mentoring Handbook

The faculty mentoring handbook was created in 2021 by the Faculty Mentoring Committee, led by Leslie Gates (Art & Design) and Ollie Dreon (Educational Foundations). Committee members were:

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The Association of Pennsylvania State College & University Faculty's (APSCUF) Collective Bargaining Agreement (CBA) and Millersville University's (MU) Governance Manual govern faculty life at MU. This handbook makes every effort to point to relevant parts of those documents in order to answer questions that faculty may frequently ask. This is to say that this handbook is supplemental to the directives in those documents.

When answers to questions in this handbook do not directly cite the CBA or MU's Governance Manual, the answers are a synthesis of personal experiences from the authors of this handbook. While this advice can provide insight, it is not a substitute for a faculty member's knowledge of the CBA or Governance Manual. The CBA and Governance Manual take precedence over the more generalized advice we offer in this handbook, and also from other opinions you may encounter in passing on campus.

One of the best ways to supplement this handbook is by signing up for a faculty mentor, who can support your work in a more individualized fashion. Check out the section on mentoring in this handbook to learn more about the mentoring that is available to you.

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Teaching and Student Success

Teaching effectiveness and fulfillment of professional responsibilities is defined in the Collective Bargaining Agreement and the Promotion Statement in Millersville University's Governance Manual.

We suggest non-college faculty (from Advising, Library, and Counseling) reach out to your department chair for additional information.

As the excerpt above from the Millersville promotion statement indicates, our work as educators is the foundation of our professional identity at Millersville. In order to succeed in this role, make sure to seek out your colleagues to support you as you begin your teaching experience at Millersville. Our environment is a very communal one that has many supports for our teaching. These supports exist both in tangible and human resources. Our faculty are renowned educators who have chosen our comprehensive, teaching-focused institution as their home.

A. What are some ways I can support students in the classroom and via academic advisement?

- MU Academic Advisement
- Success coaches Information on how to help a student access a Success Coach
- Early Alert and Starfish platforms? Info will be available in August, 2021
- Writing Center Information on How to Support Student Writing
- Math Assistance Center Information on how to obtain a tutor for Math
- Learning Services/Tutoring Information on how to support Students with Learning Needs
- Research Assistance from University Librarians
- Online programs Online Student Support Resources

B. What should I do when a medical emergency occurs in the classroom?

- Call 9-1-1
- Call Campus Police (717-664-1180).
- How to use AED: Using an AED

C. How does FERPA impact our teaching?

- FERPA fundamentally protects student records. ***Subsequently, sharing academic performance information is prohibited unless there is a signed FERPA waiver.*** General rule of thumb is this: If the information can be found on the public website, it is ok to share. If the information is protected by a password, it is not ok to share. Also, you are encouraged to only use a Millersville email address when communicating with students. This protects you and the student.
- Federal FERPA Policy: [FERPA](#)
- Millersville Information on FERPA: [FERPA at MU](#)

D. What am I required to do when I receive a Learning Service Accommodation Letter?

- [MU Office of Learning Services](#)

E. How do I make a Mental Health Referral?

- If there is an immediate emergency, call 9-1-1.
- [Information on how to file a Threat Assessment](#)
- [Millersville Center for Counseling](#)

F. How do we support students' general wellness?

Millersville has a commitment to supporting and developing students' academic and socio-emotional selves. Academic success results from this approach to caring for the whole student. The [Center for Health Education and Promotion](#) has many programs and resources to aid us in achieving these goals.

G. What do I need to know about the Class Evaluation and Observation Process?

- All information related to faculty observation and evaluation can be found on the [Millersville Provost's Website](#)
- The CBA also has information pertaining to these topics. [APSCUF Information on CBA](#)

H. When do I begin advising? Who selects who I advise?

Departments decide on advising loads and needs within their programs. Please discuss your advising responsibilities with your Department Chair. It is important to remember that advising is more than helping students select and register for courses each semester. Detailed information can be found about advising responsibilities at the [Advising Website](#).

I. How can faculty use the information in MAX and in a students' Degree Audit Report (DAR) to support students?

Students schedule and monitor their progress through these systems. MAX contains each student's picture, class standing, transcript of courses, and overall GPA. The DAR system allows students and advisers to check progress toward a degree and visualize possibilities for enrollment in different majors through a "What-if" degree audit. Detailed information can be found at the [Registrar's Website](#).

J. What is the Curricular Approval Process (CAP)?

Many opportunities exist to create new courses or edit existing courses that relate to you and your department's interests. Check out the process for course and curriculum development: [CAP at MU](#).

K. What resources might support my work teaching and advising graduate students?

- The College of Graduate Studies and Adult Learning has a page of [resources for graduate faculty](#) that include forms commonly used by graduate faculty, a [list of graduate coordinators by program](#) and information about GSAL staff.
- The program's graduate coordinator works with respective department chairs and is also an important resource for you. Each graduate coordinator is a member of the Graduate Course and Program Review Committee, which deals with both curricular and policy issues specific to graduate students.
- The navigation bar on [GSAL's Student Resources page](#) is full of resources that may help to answer questions graduate students bring to you, including information about graduate assistantships, frequently used forms and information about commencement.

Scholarship

Scholarship can take many forms at our institution. Article 12 of the CBA (July 1, 2019- June 30, 2023) provides information on the categories of scholarship used for performance review. These categories remain broad because Millersville employs a diverse faculty with many different approaches to scholarship. As you read through these categories, identify which forms of scholarship your work typically takes and hone in on those areas.

A. How do I get funding for research opportunities (conferences, travel, general research expenses)?

- Faculty Grants: Reliable source of funding to support small projects, professional travel, equipment, and teaching release time for faculty and faculty-student projects. Capped at \$1,000 as of current writing, grants ranked based upon level of participation and competitiveness.
- Office of Sponsored Programs and Research Administration – assist faculty with funding search, proposal writing, budget construction and IRB review.
- Millersville University Grant Accounting - The University Accounting Office is involved in the entire cycle of the grant program starting with the proposal process.
- Faculty Professional Development Council Grants – awarded through a Pennsylvania State System of Higher education (PASSHE) or system-wide competitive application process.
- Grant Search Engines - The University Sponsored Programs & Research Administration subscribes to several services available only to MU faculty and staff. These can be used to conduct general searches for Federal, State, and private funding, as well as to create personalized accounts that will deliver funding information to your email account daily.
- Faculty Proposal Development Frequently Asked Questions – FAQs are a great way to get quick answers.
- The Community Engagement Grant Program - Brings together teams of faculty, students, and members of the community to engage collaboratively in research for public purposes.
- Sabbatical Leaves - awarded to faculty through a university-wide competition; candidates must have completed five years of consecutive service to be eligible.

See information on the Sabbatical Leave in the Governance Manual. Further information on the application procedure on the [Office of the Provost website](#).

- In addition to the above, each college and each department may have funds available to support research, travel, and publication. Please inquire with your department chair and college dean.

General Advice Related to Funding Your Scholarship

- Understand how your department's funds are allocated and determine if there is funding available for your scholarly project. This may require some element of student involvement to justify spending department funds.
- Whenever possible involve your undergraduate students in your research proposals to broaden the impact of your work and demonstrate your commitment to mentoring the next generation of scholars in your field.
- Note that according to our CBA, the university provost has no discretion with regards to changing your teaching load to accommodate scholarly work. If applying for salary through an external funding agency, you must first discuss with the MU grants administrator the different options for submitting a salary line in your proposal budget that is earmarked for teaching release time. It is often possible to 'buy your way out' of some portion (at least) of our required 24 contact hour annual teaching load. You should also discuss this with the funding agency's program coordinator to make it clear what you will be requesting to assure compliance with their rules. This can be a confusing element of proposal writing because not all universities operate like the PASSHE universities with regard to research funding.
- Obtain 'faculty release time' through the faculty grants program (see above) to lighten your load for one semester and commit to spending this time writing a grant proposal or searching for funding or doing any scholarly work. Make sure you budget this time honestly and commit to doing the work.
- If applying for funding for salary through an external grant, consult the MU Grants Administrator about budgeting your 'teaching release time' salary at a salary level lower than your own. This may be possible, since the classes you will not teach can likely be taught by an adjunct whose salary is less than yours. During the period of the grant covered by the teaching release time, the university will continue to pay you at your current salary, and the adjunct is paid from your grant. This must be cleared through the provost first, working through the MU grant's administrator.

- If you obtain faculty release time, work with your department chair to best structure your semester course load to minimize your teaching workload and maximize your time for scholarly work. For example, if possible, choose multiple sections of a course rather than multiple courses.

B. How do I balance my teaching load and service with my scholarship?

Incorporate elements of your scholarly work into your classroom instruction or independent studies. For instance, involve students in your projects that you intend to present at professional meetings and conferences in order to expose students to the attitude and conduct of professional life outside of the university. This also shows the students the breadth and depth of topics and people working in the discipline which will likely be much more expansive than what the student is exposed to on our own campus.

Scholarly work is an important part of the expected workload of a MU faculty but there are limited supports for faculty to actually do the work. Be aggressive and selfish in carving out time during your regular work week for these important activities and do not feel guilty about saying “no” to colleagues or students when you are engaged in scholarly work.

C. How can I optimize my research time?

The best way to optimize research time may be to integrate your research and teaching. One strategy for such integration is to make your teaching the object of your research. The scholarship of teaching and learning is highly valued at Millersville University. It involves a systematic inquiry into the classroom learning practices and using this inquiry as the basis for developing new methodologies and practices that will enhance student success.

Another strategy is to share your research with your students by including it into class assignments (whenever appropriate) or developing collaborative research projects with individual students within independent studies or thesis advising frameworks.

D. How do I find out about opportunities for collaboration?

Get involved on campus. Millersville University includes several centers that can help faculty find collaborative scholarship projects including:

- Center for Academic Excellence (CAE)
- Center for Disaster Research and Education (CDRE)
- Walker Center for Civic Responsibility & Leadership (Walker Center)

Becoming involved in faculty events can naturally lead to discussions on collaboration, including APSCUF events, President's Commissions, and more. Learning about these opportunities comes through reading the Ville Daily emails – the announcements included each day help connect faculty with campus spaces for collaboration and scholarship.

E. How do I build a research network at Millersville and beyond?

Millersville University is closely located to many major cities that host regional and national conferences. Build on local collaborative connections to present at these conferences and share your scholarship broadly.

F. How much scholarship is necessary for tenure?

There is no set answer to this, no quantifiable number of publications, presentations, or other forms of scholarship that will help someone earn tenure. Instead, focus on pursuing scholarship that feeds into your teaching. Demonstrate that your scholarship positively influences your teaching and that you are sharing your work with members of your field in order to earn tenure.

G. How much scholarship is necessary for promotion?

While there continues to be no set amount of scholarship that will earn someone promotion, it is vital to keep in mind that promotion is an extremely competitive process. Since the system is comparative at Millersville, your scholarship will be directly compared to that of other candidates. The better job you do of contextualizing the importance of that scholarship to your field and to your teaching, the better equipped you will be to compete in this area with candidates from drastically different fields. Moreover, please keep in mind that in a Millersville context, scholarship appears to be a much stronger determinant of promotion from assistant to associate, while leadership appears to figure more strongly in the move from associate to full.

H. What kinds of scholarship are most valued and in what contexts?

First and foremost, the value of your scholarship will become most apparent to Millersville audiences in terms of how you contextualize it. This context should include how it was created and what kind of impact it has had, within and beyond Millersville. While the value of peer reviewed work is more readily acknowledged, the ability to frame what you do, or to “tell your story” is imperative to conveying value in a variety of contexts, from reappointment to tenure & promotion.

I. How do I contextualize my research for the university-wide tenure and promotion committee?

- Explain your research in plain, non-discipline specific language.
- Explain how your research prioritizes genre and format. (For example, book chapters may be more important and more rigorously reviewed in humanities than in other disciplines.)
- Explain distinctions between the types of review your work has undergone (e.g., editorial review vs. peer review).
- Provide official descriptions of professional organizations responsible for hosting the conferences or other professional events in which you participated. Whenever appropriate, provide the conference’s acceptance rate.
- Provide official descriptions of the journals in which you published, including their sponsoring institutions and organizations, target audiences and circulation information. Note the impact factor of the journal or any metric for the reach of your article (e.g., the number of downloads or citations).
- For publications in edited collections, include information about the publisher.
- If available, include quotations from favorable internal or external reviews of your work.
- Provide any evidence of the impact and outreach of your work e.g. awards and recognitions, use in curriculum by peers at other institutions, online comments and responses etc.
- Provide testimonies by professional colleagues representing your discipline.
- If you publish or perform in non-academic venues, provide information about the venue, including the type and size of its audience as well as the significance for the community it serves.

- If you are a co-author of an article, describe your exact role in the research underpinning the publication as well as your role in writing and editing the published article.
- Prior to submitting your application, select readers from radically different disciplines to give you feedback about what definitions, concepts, terms etc. need further clarification.

J. If my research does not fit a more standard research model, how do I make my research more understandable to the rest of the faculty?

Clearly define the scope/importance of a particular conference or publication in our field. If conferences and publications are not the main venues of scholarship, explain what are and how they function in terms that are comparable to scholarly publication. Provide any numbers that contextualize competitiveness of selection process (for a presentation) or that contextualize impact as a means of making the scholarly contribution more comparable to something that is more recognizable to the University Committee on Promotion and Tenure (UCPTC). Most important, explain how the scholarship is related to our teaching and how that impacts student learning.

K. How do I interact with the library (librarians and other resources) to help support my research?

Millersville subject librarians have different levels of subject matter expertise with your field. Regardless of that expertise level, they know our resources well and can quickly connect you with what we have or with a potential workaround, thereby saving you time and effort.

If you are combining your research interests with your teaching, you can work with the Learning Design librarian, Michele Santamaria (msantamaria@millersville.edu). In addition, your subject librarian can help you to create an assignment that meets learning objectives in your courses and functions as scholarship of teaching and learning. Your subject librarian can help orient you to our library's publication search engines and other tools and services that you may find useful for scholarship activities.

Service

Language from the Promotion Statement in the Governance Manual:

"Service contributes to the development and maintenance of the academic community and thus is essential for the welfare of the institution and the community the institution serves. It should not, however, be viewed as a discreet activity, separate and apart from the other aspects of faculty responsibility. Service supports and strengthens the functions of teaching, advising, scholarly growth, and other professional responsibilities."

Therefore, service should be done in areas in which you have an interest and that align with your roles and responsibilities at the university and scholarship, not just as something to put something on your CV. There are many university and external service opportunities to meet each faculty member's talents and areas in which they would like to learn about and grow in which to serve.

Talk with your department chair and mentor(s) to determine which service opportunities will be, for you individually, valuable and aligned with the work you are or are planning to do for the university or outside organizations, as well as that match your teaching and scholarship.

There are levels of service: department, college, and university wide. You will need to determine with your department chair or mentor if leadership on one committee or heading up an important initiative/taking on a specific role within a committee, versus just membership on another, will be seen as more valuable, regardless of the level of the service (department, college, or university).

A good rule is that committees that do a lot of work on campus, such as curriculum or policy committees among others, or those that meet more regularly/frequently are considered more "high-profile" than committees that might only meet once a semester or year. Likewise, if a committee has a larger scope, such as a university wide committee, versus a department committee to address a one time or once a year need might be considered to hold a higher profile.

There are a few general ways to learn about service opportunities: You will learn about many service positions that are open/posted from any number of sources via email. Opportunities come via the 'Ville Daily and may also come from your dean, APSCUF, Faculty Senate and/or PASSHE. It is a good idea to also ask your mentor and department chair for service opportunities, as certain departments could have an in-

house mechanism for notification. The Faculty Senate and APSCUF websites will be helpful as well – even if they do not have a current list of open positions, you can review the current committee rosters to see when a committee member’s term ends.

A. How do I know when committees meet?

It varies. Only some committees have set meeting times. Often, these will be included when the opening is announced. You can check the websites for Faculty Senate and APSCUF for their committee membership and contact the committee chair or other current committee members to ask about meeting times.

B. How do I get a seat on a committee?

Generally, you are either appointed or elected. For elected positions, check your email regularly as you will be emailed about upcoming committee elections from any number of sources, including your dean, ‘Ville Daily, APSCUF, Faculty Senate and PASSHE. There will usually be a series of emails, starting with a call for nominations that could include a self-nomination option. Then, there will be an election. Some elections are held virtually, and you are notified to vote via email. Other elections are held during meetings. For example, Faculty Senate elections are held during meetings and the senators vote. So, you should make sure that you are nominated and on the ballot by checking with your department senator prior to the election. It is a good idea to also ask your mentor and department chair this question, as certain departments could have an in-house mechanism for committee appointments/elections.

C. How do you balance service with the other contractual obligations? How much service should I do?

The way the teaching, scholarship, and service categories are weighted in promotion decisions is outlined in the [Governance Manual Promotion Statement](#). Because service will be weighted a minimum of 20% and a maximum of 30%, it would be reasonable to balance the time you spend in each of these areas using a similar approach. Service activities should approximate 20-30% of your weekly schedule, with teaching being the most substantial time commitment (50-60% of your time) and scholarship (20-30% of your time).

D. How much diversification should I have across my service profile?

Categories of service include:

- Department service is time consuming and helpful to your department but keep in mind that it will not provide exposure across the university. One service contribution is ideal but build towards a leadership role or a meaningful contribution. Coordinate with chairs or coordinators for advice on how to contribute.
- College or University service contributes towards bureaucratic (APSCUF) or academic management (UCC). You can view a [list of committees at Millersville University](#) and learn a little bit about each one.
 - [APSCUF](#) is a very important contribution towards university and PASSHE governance. You can serve on APSCUF subcommittees here at MU, including:
 - [Representative Council](#)
 - University curricular committee (UCC) ([Senate](#)) is an important contribution for academic or curricula concerns and maintains 13 standing [committees](#) with representatives from each college. There are additional opportunities to serve on state-wide APSCUF committees.
- [State, national, or international service](#) provides a broad view of the current state of your discipline. One service contribution on any level is ideal. Attempt to have a position that can inform your classroom teaching or involve students. ["Labor of love"](#) service is something that may not contribute to tenure and promotion like community service, but it satisfies a passion that is important and fulfilling. Eventually, this may lead to something meaningful for students, or the university.

MU Community

Like any community, Millersville University has its unique structures and processes. Getting to know the community and the interworking of the campus is critical for the success of any new faculty member.

A. Are there regular meeting places for faculty to get together socially?

APSCUF hosts social events that are a good way to get to know people from outside your departments. They are advertised via email. In addition, you can join the statewide APSCUF Facebook group here <https://www.facebook.com/APSCUF/> and follow the MU APSCUF facebook page. <https://www.facebook.com/apscufmu> In addition to these events, be sure to attend the events hosted through the Millersville University President's office including the State of the Ville Address, the Garden Supper and Spring Convocation.

B. How can I collaborate with other faculty across departments/ colleges?

Many faculty members have found collaborators through their work in service-related activities. Check out the service section of this handbook for service opportunities that are one way to network with other faculty members across campus.

C. How can I better connect my students with other opportunities taking place around campus?

Student clubs & organizations <https://www.millersville.edu/ville-life/clubs-organizations/>

D. Where can I find information about campus services, facilities, and events available for faculty?

Places to go and things to do on campus (scroll down to find the box with the links)
<https://my5.millersville.edu/>

E. Where can I find information about using athletic facilities on campus?

Faculty are permitted to bring one guest or family member for the purpose of using athletic facilities. More information about athletic facilities and policies can be found here:

<https://www.millersville.edu/campusrec/facilities.php>

<https://www.millersville.edu/wssd/pucillofitness.php>

<https://www.millersville.edu/campusrec/smc-rec-center.php>

F. Where can I find information about the Employee Wellness Program?

Links to resources including the MU Campus Walking/Running Routes and upcoming events <https://www.millersville.edu/hr/wellness/index.php>

G. What discounts/benefits are available through APSCUF or programs such as Working Advantage?

<https://apscufrewards.enjoymydeals.com/>

<https://www.workingadvantage.com>

H. Where can I find a central location for faculty resources?

This page is currently under construction, but will eventually become a one-stop shop for faculty & staff resources.

<https://www.millersville.edu/facultyandstaff/index.php>

Mentoring

Mentoring can take a variety of forms at Millersville. While new faculty are presented with numerous mentoring opportunities at the beginning of their time at the University, any impact of these opportunities are only realized through the participation of new faculty. We encourage new faculty to participate in the opportunities available to them and to reach out when they need additional support. Our best advice for new faculty is to develop a constellation of mentors to support different aspects of their work. The Faculty Mentoring Program and the Center for Academic Excellence can be valuable resources for developing this constellation.

A. What is the Faculty Mentoring Program?

The Faculty Mentoring Program (FMP) at Millersville University seeks to:

- Grow and sustain mentoring initiatives on campus to support early-career, mid-career and late-career faculty.
- Develop a culture of mentoring on campus which includes building the expertise of faculty mentors.

The FMP is led by Drs. Leslie Gates and Ollie Dreon, who have been appointed as the CAE Fellows for Faculty Mentoring for a two-year term (2020-2022). The FMP shares CAE meeting space in Lyle Hall.

B. Why is faculty mentoring important?

Research shows that intentional faculty mentoring can positively impact

- job and career satisfaction (Ambrose et al., 2005)
- research productivity (Bland et al., 2005; Paul et al., 2002; Wilson et al., 2002)
- teaching effectiveness (Goodwin et al., 1998) and
- socialization to the campus community (Corcoran & Clark, 1984; Ritchie & Genoni, 2002).

Research also shows that faculty mentoring programs can aid institutions by

- increasing research productivity (Bland, et al., 2005)
- increasing funding for research (Steiner, Lamphear, Curtis & Vu, 2002; Zahorski, 2002)
- decreasing faculty turnover (Kreitner & Kinicki, 2004; Luecke, 2004)
- increasing leadership capacity (Jossi, 1997; Murray, 2001)

- improving faculty enculturation to institution's norms, values & mission (Luna & Cullen, 1995) and
- improving their ability to recruit talented faculty (Lorsch & Tierney, 2002).

C. I already have experience at another institution. Do I really need to be mentored?

Every institution is different. While expertise and prior experience are valuable for anyone entering a new workplace, it may not fully prepare them to successfully navigate the expectations and culture of the new environment. We encourage all new faculty to participate in the mentoring opportunities to build a network of support here at MU.

D. What types of mentors are available?

While all first-year faculty members are partnered with an in-department mentor, they can also request an out-of-department mentor or request a mentor that targets a specific area of growth. Faculty at any stage of their career can request a mentor.

E. How do I request a mentor?

To request a mentor, faculty should visit the Faculty Mentoring Program page on the CAE website (<https://www.millersville.edu/cae/facultymentoringprogram.php>) and complete the form. Faculty can also email Drs. Leslie Gates (leslie.gates@millersville.edu) or Ollie Dreon (oliver.dreon@millersville.edu) to request a mentor.

F. What additional mentoring opportunities are available?

In addition to individual mentoring, a series of PreTenure and First Year sessions are offered through the Faculty Mentoring Program, published by the Center for Academic Excellence. The Faculty Mentoring Program also offers Campus Learning Communities (CLCs) which provide important opportunities for collaborative learning and growth.

G. How can I get involved as a faculty mentor?

To volunteer to be a mentor, faculty should visit the Faculty Mentoring Program page on the CAE website (<https://www.millersville.edu/cae/facultymentoringprogram.php>) and complete the form. Faculty can also email Drs. Leslie Gates (leslie.gates@millersville.edu) or Ollie Dreon (oliver.dreon@millersville.edu) to volunteer to be a mentor.