



Faculty Mentoring: Best Practices and Recommendations for Structured Mentor Mentee Program

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Table of Contents

Introduction.....	3
Review of the Literature (abbreviated).....	4
Best Practices.....	8
Conclusion.....	11
References.....	13
Appendix A.....	14
Appendix B.....	18
Appendix C.....	21
Appendix D.....	30
Appendix E.....	33
Appendix F.....	37
Appendix G.....	41
Appendix H.....	44

Introduction

The Chronicles of Higher Education report that “Universities, foundations, and scholarly associations have been studying and supporting mentorship since about the 1980s, when higher education’s increased complexity made clear the need to offer young faculty members better and more-explicit guidance, particularly for the rising number of women and minority scholars entering academe.” (McMurtrie, 2014). And that mentoring should be an important part of an academic career both for junior faculty and senior faculty in order to maneuver what can be obstacles to tenure, promotion and retention. Arizona State University also recognizes the importance of mentoring to support faculty development at the Provost’s office identifying the degree of support from the level of the Dean’s office, department chair/unit level and informal faculty members (provost.asu.edu). But what is less clear is “How can you be a good mentor? How can you find a mentor? And what do you need to do to make that relationship work?” (McMurtrie, 2014).

The importance of mentoring junior faculty is quite clear. And the mentoring relationship that is developed within their first year is critical in establishing a positive pattern of productivity (Bolce, 1992 as cited in Borders et al. 2011). Successful mentoring programs provide seamless integration into the culture of the program while ensuring faculty support and development toward productive teaching, career progress, and ultimately retention of quality faculty that contribute to their program as a valued colleague (Faurer, 2014).

Review of the Literature (abbreviated)

The Mentoring Process

There are several forms of mentoring that are either informal or formal programs. Informal mentoring relationships develop naturally as the result of mutual identification and interpersonal interests and comfort between individuals (Parise & Forret, 2008; Wanberg et al, 2006). Informal mentoring relationships are generally not governed by a timeline, have no oversight by program or college level leadership, and no formal rules or guidelines for accomplishment of tasks or goals (Parise & Forret, 2008; Wanberg et al, 2006).

Formal mentoring relationships are generally developed with organizational assistance where protégés/mentees and mentors are matched through some process. These relationships are usually designed for a limited duration (e.g. nine months to a year), and protégées/mentees are prompted to have developmental goals in mind (Wanberg et al, 2006). The primary benefits of formal mentorship programs are intended to provide a structure for new faculty members with the goals of developing a viable plan for future development, guidance on the path to successful promotion and tenure, and an awareness of the expectations of various categories in academia including teaching, service, and research and student mentoring/supervision.

A brief review of the literature identifies common themes expressed on the part of University faculty with respect to mentoring as an absence of clear guidelines, insufficient or absence of mentor development activities and training, commencement and duration of mentor/mentee relationship, recognition of mentor role as program level service; absence of clear and meaningful involvement of college/department and program directors; absence of

accountability regarding support of the mentor/mentee relationship (Faurer et al, 2014). Thus the focus of this brief report will be to provide a best practices approach to developing a guideline for a strong mentoring program for ASU Faculty. On a broad scale the table below identifies the key pieces to promote a structured and meaningful relationship at all levels when developing and supporting junior faculty interests, senior faculty and the program as a whole.

Table 1. Best Practice for Establishing Meaningful Mentor-Mentee Relationship	
1. Establish a formal mentor with new faculty hires	Provide faculty and new hire mentee to develop a relationship prior to commencing work at the University
2. Provide mentor training program for faculty mentors	Online and face-to-face training sessions to provide leadership training and establish clear understanding of program procedures and policies. Identify areas of foci regarding teaching, service and/or research regarding promotion and tenure requirements at the program level.
3. Identify primary goals and timeline of the mentoring relationship.	Mentee provides a roadmap of the areas they are interested in developing. Mentor provides input on best practices to approach these goals providing expected timelines and regular feedback to adjust goals as needed.

<p>4. Meaningful involvement of program coordinators, department chairs, school director's and college deans.</p>	<p>Establish regular meetings between mentors' and mentees. Mentor generates brief report on identified mentee goals. Semester meeting between mentor and program coordinator to identify areas of success and further support.</p>
<p>5. Reward mentor relationship.</p>	<p>Recognize mentor role as program level service. Develop a nine-month to one year service agreement with established guidelines between the mentor and mentee relationship.</p>

Successful mentoring programs are sustained over time when they are embedded in the cultural organization that values continuous learning and a goal of seamless integration of new faculty members toward productive teaching, career progress, and as a contributing member to the program (Faurer et al, 2014). Arizona State University provides general guidelines on mentoring responsibilities, mentoring practices and links for ASU faculty to additional information from peer institutions regarding the mentor/mentee relationship (Appendix A, B, D-H). This process begins with formal training for the selected mentor.

A review of the literature consistently identifies mentors requesting training and or re-exposure to dossier preparation, existing academic policies and desired teaching skills and interpersonal skills (Faurer, J., Sutton, C., & Worster, L., 2014; Eisner, 2015; Parise & Forret,

2007; Appendix C). Following three of the links from the ASU Provost page directs you to the Michigan State University, Iowa State University and University of Toronto mentor pages. These three universities all provide formal mentor training programs in the form of both face-to-face, online and virtual mentoring options for faculty members. Michigan State University offers through their Academic Advancement Network (formerly known as Office of Faculty and Organizational Development at Michigan State University) comprehensive Faculty Leadership and Academic Life workshops to support the demands of academia (Appendix D, fod.msu.edu).

These F&OD workshops are designed for faculty and academic administrators who want to learn more about leadership because they:

- Are exploring whether to pursue leadership and/or administrative roles in the future;
- Have leadership and managerial responsibilities for committees, large projects or labs;
- Wish to develop leadership skills;
- Aspire to (or currently have) external leadership roles in professional associations.

They are also designed to explore dimensions of academic life across the career span, such as work-life balance, career planning and managing transitions. Life in the academy is always changing, presenting us with new roles, opportunities and challenges. This workshop series is designed to support faculty and academic administrators as they traverse that ever-changing landscape.

Iowa State University and University of Toronto both provide professional development programs for faculty mentors for the purposes of orienting potential mentors on topics concerning time management skills for faculty, research visibility, promotion and tenure goals and wellness (Appendix A, B, D - I). Iowa State University further provides Virtual Mentoring through the National Center for Faculty Development and Diversity, an online subscription made available to faculty and provides monthly tele-workshops and “Monday Motivators” for enrolled faculty (Appendix G). There is a clear need and faculty interest to provide our voluntary mentors the appropriate training so as to provide productive input in the development and retention of quality junior faculty members.

After careful selection and pairing of a mentee with a mentor it is equally important to identify key areas of performance that are relevant to mentees academic mission. Iowa State University provides a Faculty Mentoring Agreement form that requires the mentee to identify their key concerns and areas for professional development and the support of their retention and future promotion (Appendix H).

Primary Goals for the Mentoring Relationship (select all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Assistance with teaching | <input type="checkbox"/> Assistance in grantsmanship |
| <input type="checkbox"/> Help prepare for annual performance evaluation | <input type="checkbox"/> Networking within/outside ISU |
| <input type="checkbox"/> Discuss scholarship ideas | <input type="checkbox"/> Introduction to professional organizations |
| <input type="checkbox"/> Collaborate on research projects | <input type="checkbox"/> Socializing opportunities |
| <input type="checkbox"/> Understanding departmental culture | <input type="checkbox"/> Review drafts of proposals/manuscripts |
| <input type="checkbox"/> Understanding college culture | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Understanding ISU values | |

Arizona State University as do the Universities identified on the Provost's page provides suggestions on mentoring topics and ideas for research, teaching and service but no clearly defined checklist (Appendix A – H). This above checklist may be helpful tool for both the mentee and mentor for the early identification of the unique needs of the mentee.

Once the mentee identifies their key goals they should then produce a brief report on how they perceive they will achieve their short-term and long-term teaching, service and research goals. The mentor can then provide input on best practices to approach these goals providing expected timelines and regular feedback to adjust goals as needed. ASU suggests meeting with their mentee at least once a semester while the literature suggests frequent meetings; although no prescribed length of time per meeting was indicated; provided stronger support of the mentee/mentor relationship and the ability to make adjustments to the stated goals in a timely manner. This provides the mentee with ongoing and continuous assessment and constructive feedback on how they may adapt their goals to meet specific promotion and

tenure expectations. This can further assist the new faculty member in developing a plan that is manageable; a concern that is often reported amongst junior faculty (Appendix C).

Ultimately, a mentoring program should promote faculty involvement at all levels and recognize the achievements of senior faculty and junior faculty and support continued faculty development. And participation in a formal mentoring program should be voluntary as mentors are more inclined to direct attention and effort to the professional relationship with their mentee (Parise & Forret, 2007). ASU suggests the following overall expectations of a Department Chair or Unit Level mentoring as the following (provost.asu.edu):

Overall

- Provide each junior faculty member with a mutually agreed upon senior faculty mentor.
- Match junior faculty with an appropriate senior faculty member (by teaching duties, scholarly interests, and expertise).
- Ask faculty who have successfully completed promotion and tenure or probationary review to mentor untenured faculty.
- Form 2- to 3-person mentoring teams for each junior faculty member composed of mentors with strengths in the specific areas of research, service and teaching.
- Devote a faculty meeting/department retreat time to facilitate learning on the subject of leadership.
- Encourage junior faculty to meet with outside seminar speakers for career development advice.
- Provide mentors with up to date information on policies, etc.
- Ask for feedback from junior faculty on impact of mentoring.

These goals as outlined for program directors may be more meaningful if the mentor role was designated as program level service. Annual evaluations are already a part of all programs; a formal mentoring program that has clear objectives could serve both the mentor and the unit chair with their annual assessment of both the senior and junior faculty members within their program. Within formal mentoring programs faculty mentors have a single academic appointment during which time they generate a report every 12 weeks summarizing the short

and long term goal attainment as identified at the beginning of the term with their mentee. In this report the mentor is responsible for identifying areas of concern and success of their mentee while providing information to their Chair regarding how they might better ensure success of their mentee. Iowa State University provides on their annual Faculty Evaluation Checklist a section on “Provided Mentoring Concerning Advancement”. Voluntary faculty mentors at ASU would include within their Faculty Annual Review reports documentation of their regular interactions with their mentee including reports they produced that provided constructive feedback and amendments to the agreed upon short term and long term mentee goals; and their report to their department chair or unit level director. The department chair/unit level director can use this information in the annual evaluation and report that is generated for each faculty member with each academic year. This would further support the mentorship responsibilities and duties as outlined for on the Provost’s page for Department Chair/Unit Level Mentoring Practices.

Recommendations: Best Practices for Mentor Partnership

In addition to the current Mentor guidelines established at the University Provost’s office and the information collected in Dr. Clarke’s mentoring report generated from the College of Liberal Arts and Sciences the following are checklist of recommendations for a formal faculty mentoring program.

1. Director or mentee selects faculty mentor for one-year appointment upon initial hire.

The faculty mentor and mentee receive formal training the week prior to the beginning academic semester and are formally introduced.

2. Establish clear support of mentors through training programs that reinforce promotion dossier preparation, existing academic policies, desired teaching skills, service requirements and research expectations.
3. Formal guidelines are provided outlining expectations for the mentee in which outcomes are clearly defined. The mentee clarifies in teaching, service, scholarship and/or research. Mentee creates document outlining how they will meet these short-term and long-term goals.
4. Mentor provides direction and resources to support mentee goals. A timeline for achievement of these goals will also be generated at the end of the meeting.
5. Program directors and coordinators meet quarterly with mentors to review progress of mentored faculty.
6. Recognition of mentoring as a program or school level service commitment.

Set Guidelines For Mentors:

1. Ensure that mentee's have program/school/college criteria for promotion and tenure.
2. Attend one class lecture per month to provide immediate pedagogical feedback.
3. Meet monthly to discuss and update goals and objectives.
4. Provide one page feedback on mentee timeline and suggestions for attainment or continued success.
5. Meet monthly or quarterly with other college mentors to share experiences and provide support.
6. Meet with program coordinator and school director to share mentee progress ensuring timely and productive feedback.

Conclusion

Overall, mentoring is associated with a wide range of positive outcomes designed to improve academic adjustment of new faculty and support retention and career development of all university faculty. Arizona State University clearly recognizes the importance of mentoring our faculty and holds all faculty accountable across every level of service. Equally important is the early introduction of mentoring partnerships. This is critical in establishing a positive pattern of productivity and seamless integration into the ASU culture. As professionals and representatives of ASU we need to develop a strong formal mentoring program ensuring continuous faculty support and development toward productive teaching, career progress, and ultimately retention of quality faculty that contribute to their program as a valued colleague. This ultimately benefits ASU and the community that we serve in Arizona.

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**Appendix A: Department Chair/Unit Level Mentoring Practices: Arizona State
University**

Overall

- Provide each junior faculty member with a mutually agreed upon senior faculty mentor.
- Match junior faculty with an appropriate senior faculty member (by teaching duties, scholarly interests, and expertise).
- Ask faculty who have successfully completed promotion and tenure or probationary review to mentor untenured faculty.
- Form 2- to 3-person mentoring teams for each junior faculty member composed of mentors with strengths in the specific areas of research, service and teaching.
- Devote a faculty meeting/department retreat time to facilitate learning on the subject of leadership.
- Encourage junior faculty to meet with outside seminar speakers for career development advice.
- Provide mentors with up to date information on policies, etc.
- Ask for feedback from junior faculty on impact of mentoring.

General Culture Expectations

- Discuss expectations of teaching, scholarship, and service with junior faculty.
- Identify resources that will advance faculty member's professional development.
- Place junior faculty offices across the hall from senior faculty.
- Recognize and reward senior faculty who are good mentors.
- Remove senior faculty from mentoring teams if they routinely skip mentoring sessions, department meetings or seminars

Performance Expectations

- Early and persistent communication of standards required to achieve tenure.
- Within six weeks of the first semester define and clarify expectations for promotion and tenure with each junior faculty member.
- Discuss the faculty member's self-reported short-term and longer-term research agenda and teaching schedule in light of these expectations.
- Meet regularly with junior faculty to give advice on issues and assess progress. For those with joint appointments hold joint meetings.
- Provide developmental feedback each spring semester: The faculty member summarizes her/his activities, achievements, and impacts during the year and outlines her/his plans for the next year. The chair discusses the results of the assessment and provides information, insights and guidance for future direction.

Research

- Identify an out-of-department mentor, preferably with similar culture and gender.
- Introduce junior faculty to program managers in their discipline for various research sponsors.
- Recommend research initiation meetings between faculty and companies/program managers and ensure necessary travel funds exist.
- Encourage junior faculty to seek advice from senior research leaders in their specialization on

selecting suitable, quality journals for publication as it relates to their progress towards promotion.

- Form research development committee of 2-4 mentors to provide critical readings of manuscripts, grant proposals, and faculty work. The committee assists mentees in: selecting journals, improving the quality of manuscripts, increasing the publication in a peer-reviewed, high impact journals, increasing the likelihood of publishing a book length manuscript in a high quality press or increasing success at external funding.
- Provide opportunity to take a one-semester, one-course deferral.
- Hold research discussions with all junior faculty and include faculty with appropriate strengths in these areas.
- Hold brown bag research sessions that focus on developmental issues or showcase the research of untenured faculty.
- Hold writing for publication workshops.
- Conduct regular workshop series allowing a steady stream of external researchers to present leading edge work to our faculty.
- Invite campus resources (i.e. library) to offer workshops to facilitate knowledge of the distinctions in ranking among various publications (print and online) in the specific fields and provide resources for publication.

Professional Associations

- Identify appropriate professional activities that will give the faculty visibility within the field, e.g., technical committees, proposal review panels, workshops.
- Help establish connections between a faculty member and peers/leaders in his/her field.
- Introduce faculty member to peers at conferences.
- Nominate faculty member for external awards commensurate with her or his experience.
- Coach junior faculty to apply for specific awards.
- Attend conference presentations of your new junior faculty and provide feedback on their presentation.

Teaching

- Communicate expectations regarding rigor and classroom quality.
- Provide information regarding assistance and tools available within the school to improve classroom delivery.
- Discuss teaching evaluations and suggestions for improvements if needed.
- Require first year faculty to visit specific classes taught by senior faculty.
- Provide early warning of any teaching difficulties.
- Conduct peer assessments of teaching at least once a year.
- Provide 1- or 2-day a week teaching schedule for tenure-track faculty for the entire probationary period.
- Minimize new course preparations for tenure-track faculty members.
- Hold discussions with junior faculty on teaching and include tenured faculty with appropriate strengths in these areas.
- Encourage faculty to attend a new faculty teaching orientation at the Center for Learning and Teaching Excellence prior to the first week of class

- Hold a First Monday seminar focused on teaching excellence.
- Feature top faculty discussing and demonstrating issues related to teaching and methods of improving classroom performance.
- Include tutorials in teaching methodologies and technologies such as “Turning Point” (a voting software package).

Service

Protect untenured faculty members from incurring large service burden.

Appendix B: Informal Faculty Mentoring: Arizona State University

Overview

- Hold all meetings and conversations in strict confidence.
- Keep regular and frequent contacts with the mentee (i.e. a minimum of three contacts per semester).
- Provide supportive guidance and constructive feedback that gives clear messages, offers encouragement, compliments achievements and motivates behavior change.
- Refrain from evaluation or assessment.
- Mentoring topics:
 - Culture of the faculty, department, school, college and university life.
 - University resources to advance the professional development.
 - Decision-making skills related to career management and advancement.
 - Teaching and scholarship challenges.
 - How to establish a professional network.
 - Setting priorities—budgeting time, time management and balancing research, teaching and service.
 - Networking—introduce to colleagues, identify other possible mentors.
 - Policies and procedures that are relevant to the faculty member's work.
 - ASU system of shared governance.
- Collaboratively decide on the focus of mentoring activities.
- Allow either party to end the relationship at anytime without prejudice.

Research

- Faculty member and mentor develop a two-year plan for meeting promotion and tenure expectations.
- Provide critical readings of manuscripts, grant proposals and other faculty projects.
- Assist mentees to:
 - Select appropriate journals.
 - Improve the quality of manuscripts
 - Increase their probability of publication in a peer-reviewed, high impact journal.
 - Increase the likelihood of publishing a book length manuscript in a high quality press.
 - Increase the chances for the mentee to secure external funding for his/her research.
- Arrange for junior faculty to meet with outside seminar speakers for career development advice.
- Recommend names of other faculty to discuss specific topics: writing, research methods, etc.
- Help establish connections between a faculty member and peers and leaders in his/her field.
- Introduce faculty member to peers at conferences.
- Coach on how to build networks within her/his field.
- Coach on how to identify key potential reviewers of her/his work for tenure review and/or promotion review.

Teaching

- How to develop lectures, construct syllabi, develop tests and writing assignments for a class, stimulate student involvement in the class, grade written assignments and mentor students etc.
- Visit each other's classes and discuss your observations.
- Attend two classes taught by the mentee, discuss how the class went from both parties' perspectives and provide the mentee with an assessment of strengths, weaknesses and/or suggestions. (These assessments will not be included in the annual review.)
- Review the course syllabi.

Service

- Work with the mentee to take on service roles appropriate to his/her time in rank, making sure that the mentee does not de-emphasize teaching and research in the process and take on too many service roles.

**Appendix C: Report on Faculty Mentoring: College of Liberal Arts and Sciences at
Arizona State University**

Deborah Clarke

REPORT ON MENTORING

PROCEDURES:

I began this process by speaking with chairs and/or program directors across CLAS:

- Humanities
 - Lester, Van Hagen, de Marneffe, Cutter
- Natural Sciences
 - Raskind, Crnic, Blackson, Yost, Hodges, Petusky, Nemanich
- Social Sciences
 - Kenney, Plumb, Brewis-Slade, Tippiconic, Anselin, Fonow

In each case, I asked about mentoring procedures currently in place, their evaluation of such procedures, what improvements they might envision, and what steps the college could take in support of retaining junior faculty.

I then met with junior faculty and recently tenured faculty across the college, scheduling meetings with two departments from each division:

- English and SILC
- SHESC and Politics / Global Studies
- Math and Chemistry / Biochemistry

I also sent out individual emails to faculty in other (generally smaller) departments across the college and met individually with people (including a couple from the departments above who couldn't make the larger meeting) and received email responses from several others. Overall, forty-five people from the untenured/recently tenured ranks shared their ideas about what kinds of mentoring they had experienced and what kinds they would have liked to experience. Of those, fifteen were from Humanities, seventeen from Natural Sciences, and thirteen from Social Sciences.

Note: This may reflect a somewhat skewed sample: i.e., those who are interested in mentoring responded while those who may not feel the need for it did not.

CONTEXTS:

According to data from the provost's office, CLAS has lost 23 untenured faculty from 2007-08 through 2009-10. Of those, five were terminated as a result of 3rd year reviews or P&T reviews. Eighteen resigned, fourteen of whom took positions elsewhere; one retired, two moved, and one left due to disability.

This suggests that in terms of getting faculty through promotion and tenure, CLAS is doing a reasonably good job. We're less successful in retaining faculty who get other offers. My hope is that a strong mentoring program may reduce the numbers in both categories; those who feel they comprise an integral part of the ASU community may be less likely to look elsewhere.

KINDS OF MENTORING:

Mentoring falls into three primary categories:

- Professional/intellectual: reading articles, giving advice on grants, presses, journals, etc.
- Nuts & bolts career: preparing for reviews, reading P&T statements, etc.
- Culture of the unit and university: what can I ask for, when can I say no, who do I go to for this information, etc.

Mentoring may take place both within the unit and outside it, may be either formally assigned or informally provided. While internal mentors can offer specific advice for research and the procedures and politics within the department, external mentors can provide valuable assistance in providing an outside perspective, reading statements as a non-specialist, offering advice about the cultural of the university, providing assistance in understanding and negotiating internal politics, and generally serving as an advocate and resource.

There is no one-size-fits all mentoring program; different divisions, disciplines, and situations may require different or additional programs. See additional suggestions at the end of this report.

RESPONSES

Chairs & Directors:

- Current procedures include:
 - Appointment of a junior faculty review/advocacy committee by chair.
 - Appointment of a specific mentor by chair.
 - Chair takes on role of mentoring.
 - Information is provided so junior faculty may choose mentor if so desired.

Note: The chair generally begins with a conversation with the junior faculty member to determine his or her interests, potential deficiencies, etc., to help in determining who to assign as a mentor.

- Practices beyond specific mentoring:
 - Social events:
 - Chair having lunch with junior faculty.
 - Departmental gatherings.
 - Pizza nights with junior faculty.
 - Research support:
 - Have junior faculty present seminars/brown bags.
 - Teaching:
 - Assign grad seminars in their field.
 - Peer evaluations, preferably in second or third semester.
 - Service:
 - Light service duties.
- Concerns:
 - Faculty with joint appointments.
 - New schools and programs may lack senior faculty who can mentor effectively.
 - Faculty of color may need special mentoring.
 - Finding ways to highlight positive voices rather than negative ones.
- How the College could help:
 - College follow-up to initial orientation.
 - Assistance for teaching problems.
 - Support for release time.
 - Providing opportunities for divisional deans to meet with junior faculty.

Note: generally there was a mixed response regarding the usefulness of external mentors.

Junior faculty:

The vast majority of junior faculty spoke highly of their directors and chairs, but nonetheless felt that mentoring was best done by someone other than the chair. But my impression was also that everyone appreciated the mentoring and advice from the chair; they wanted it supplemented, not replaced. Most—but not all—agreed that an external mentor could be useful but only if it supplemented an internal one.

- Commonly expressed concerns:
 - Current mentoring programs are generally random and ad hoc.
 - Lack of clarity regarding reviews and P&T guidelines.
 - Questions regarding quality vs. quantity.
 - FAR not covered in orientation.
 - Awkwardness if a mentor is not a good fit.
 - Difficulty of reaching out beyond one's unit.
 - Senior faculty may be unable to provide much help in reformulated programs.
 - Occasionally there's a generation gap, regardless of whether the program is new or reformulated.
 - They often hear contradictory information.
 - Mark Searle's workshops are very useful but sometimes insufficiently advertised.
 - Faculty Women's Association workshops also very useful but one sees few men attending them.
 - No real structure given to mentoring relationship.
 - A desire for straight talk, i.e., research matters most.
 - Institutional memory is short.
 - Chairs come and go and standards may change accordingly.
 - Some faculty join in January and miss out on most orientation.

- Wish list and suggestions:
 - The best mentoring is organic.
 - Mentor should be someone other than unit chair.
 - Prefer a mentor to be formally assigned.
 - Have a handbook for junior faculty.
 - Have training sessions for mentors.
 - Lay out specific guidelines for mentors and mentees.
 - Provide a means for faculty with joint appointments to meet others in similar situations.
 - Advertise the various P&T workshops more thoroughly.
 - Have a website where potential mentors might be identified.
 - Have workshops that deal with very specific tasks relating to P&T.
 - Provide guidance on how to deal with excessive service demands.

Note: There was a mixed response on who makes the best mentors: fully established or recently tenured faculty. I would suggest using fully established faculty, since informal mentoring may be easier to come by from the recently tenured, though being able to provide both would be optimum.

- **Special concerns for specific faculty:**
 - Newly formulated schools, transdisciplinary programs
 - Often lack a clear sense of guidelines.
 - Difficulty of finding mentoring.
 - Problem of getting external letters.
 - Many wanted leadership from deans.
 - Faculty with joint appointments
 - Need to get both units together: mentor from each unit.
 - Clarity even more important.
 - Extra service can be a burden.
 - Faculty with labs
 - Space: often a delay before lab is set up.
 - Major transition from grad school to job.
 - Need to learn to run lab, manage people.
 - Need to learn how to recruit students.
 - Need to learn how to manage large budget.
 - Faculty of color
 - Often burdened with extra demands.
 - Possible distrust of largely white power structure.
 - May have very different cultural values.
 - International faculty
 - Often need extra help learning system and expectations.

RECOMMENDATIONS:

- **Establishing mentoring program within units:**
 - Set up introductory meeting with chair/director to set out parameters, expectations, and procedures. Determine what kind of mentor(s) would be most useful for each individual. (See questionnaire guidelines below.)
 - Ideally, assign two internal mentors, one with familiarity with individual's field and the other with experience on P&T matters. Or, one could be senior and one recently tenured.
 - Provide an easy procedure to change and/or add mentor.
 - One might begin by assigning a single mentor, allowing the junior faculty member to select a second by the end of the first year.
 - One might assign a provisional mentor for the first year and meet with the chair/director at the end of the year to decide if the pairing should continue or if someone else should step in.
 - Set up a specific plan regarding what the mentoring relationship should include.
 - Make sure that mentors can claim the activity as service and that it gets recognized as valuable.
 - Set an official limit on how many mentees any senior faculty can advise at one time (2-3?).
 -
- **Set guidelines for mentors and mentees:**
 - Require one meeting a term for the first five years.
 - Write up a five-year plan and review it each year.
 - Make it clear that not all pairings will result in a good fit and that either mentor or mentee can ask for a change without incurring any bad feelings.
 - Establish workshops for mentors.
 - Include mentors, chair, and divisional dean.
- **General suggestions:**
 - Each unit should have an orientation session for new faculty.
 - The chair/director should meet yearly with all probationary faculty to go over the annual review.
 - Each unit should do peer teaching evaluations in the second or third term and at least once more during the probationary period.
 - Consider discussing mentoring at department retreats, meetings.
 - Make sure guidelines and examples are easily available on website.
 - Make sure that international faculty understand guidelines and expectations.

- **Support from CLAS:**
 - Schedule an event each year for all mentors and mentees.
 - Hold follow-up events after the main orientation to enable follow-up questions and facilitate interaction within the cohort.
 - Schedule a general orientation session in January for faculty arriving mid-year.
 - Sponsor teaching workshops for faculty in need of teaching support.
 - Set up P&T workshops focused specifically for CLAS faculty, drawing on expertise of chairs, Dean's Advisory Committee, and University Promotion and Tenure Committee members. These may be focused more specifically by division and with specific topics.
 - Timelines
 - Writing the statement
 - Choosing external reviewers
 - 3rd year reviews
 - Joint appointments
 - Preparing the CV
 - **External Mentors:**
 - Create a questionnaire regarding faculty needs to help determine who to assign as external mentor. (See below.)
 - Have divisional deans assign an external mentor, keeping in mind that there may be cases where a mentor from a different division makes sense.
 - External mentors should meet with mentees at least once a term for the first three years.
 - **Questionnaire (included with letter of appointment):**
 - In a short paragraph, describe your research.
 - What departments make most sense for an external mentor?
 - What do you hope to get out of a mentoring relationship?
 - Are there any particular concerns we should be aware of in assigning you a mentor?

- **Additional suggestions for specific groups:**
 - Humanities and Social Sciences:
 - Establish writing groups.
 - IHR may be able to help coordinate this.
 - Workshops on transforming dissertation into book.
 - Provide lists of desired journals for publication.
 - Provide opportunities for collaborative research.
 - Set up a website where people can share research interests.
 - Natural Sciences:
 - Workshops on managing a lab and budget.
 - Military faculty:
 - Provide workshops on teaching.
 - Offer opportunities to observe teaching across the college.
 - Faculty with joint appointments:
 - Make sure the MOUs are established early.
 - Set up meeting with faculty member, directors of both units, and mentors.
 - Have an event or meeting for faculty with joint appointments in college.
 - Faculty of color:
 - Set up a special program that faculty of color may participate in, but make it voluntary.
 - Identify senior faculty of color to serve as external mentors.
 - Faculty in transdisciplinary programs and/or newly formulated schools:
 - Hold meetings with junior faculty, chair, department personnel committees, and divisional dean to make sure that guidelines and expectations are clearly laid out and that everyone is on the same page. Discuss issues of finding external reviewers for newer branches of study; if this means that one must call disproportionately on associate professors as external reviewers, make sure that this is clearly explained on P&T documents.

Appendix D: Academic Advancement Network (AAN) Formerly: Office of Faculty and Organizational Development at Michigan State University.

Welcome!

The Academic Advancement Network works with all faculty, academic staff, and academic administrators at Michigan State University as they join the university, establish professional trajectories, and move through various stages of review, promotion, and growth. We are building on the foundations established by our predecessor, the Office of Faculty & Organizational Development.

The AAN's leadership team is dedicated to advancing academic careers through inclusive, collaborative, and experiential learning. Through our workshops, flexible cohort programs, and individualized mentoring, the AAN helps faculty and academic specialists grow professionally in the intertwined areas of Teaching and Learning, Research and Scholarship, Academic Career Paths, and Leadership Development. This website provides information about and access to our current offerings.

AAN partners with colleges, departments, and other units across campus to address the common issues all academics encounter and the specialized issues arising for particular disciplines or demographic cohorts. Our work is universal, evidence-based, and iterative, encompassing the complexity of how academics learn and develop over time, informed by the outcomes of successive rounds of experimentation, reflection, and assessment.

We welcome inquiries and suggestions - please get in touch so we can start working with you!

MICHIGAN STATE
UNIVERSITY

Call MSU: (517) 432-1185 | Visit: msu.edu | MSU is an affirmative-action, equal-opportunity employer.
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Academic Advancement Network

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[Leadership](#)
[Resources Beyond MSU](#)
[Teaching and Learning](#)

Leadership

Cohort Groups

- [Big Ten Academic Alliance Academic Leadership Program \(ALP\) \(Formerly CIC ALP\)](#)
 - The Academic Leadership Program (ALP) is designed to develop the leadership and managerial skills of academic administrators and faculty on Big Ten Academic Alliance campuses.
- [Big Ten Academic Alliance Department Executive Officer Program \(DEO\) \(Formerly CIC DEO\)](#)
 - DEO is an annual leadership development opportunity for department heads and chairs (Department Executive Officers or "DEOs").
- [Coordination for American Council on Education \(ACE\) Fellowship Applications](#)
 - Every few years, MSU sponsors one fellow to apply for the nation's premier higher education leadership development program preparing senior leaders to serve American colleges and universities.

Learning Communities

- Leadership Learning Communities (LLCs)
 - Leadership Learning Communities (LLCs) focus on topics relevant to academic leadership and are open to academic administrators and faculty who wish to pursue formal and informal leadership roles.

Seminars & Workshops

- Administrator Briefings: Conversations with the President and Provost
 - During both Fall and Spring Semesters, the President and the Provost each meet with MSU academic administrators (deans, directors, chairs, and executive managers) to promote ongoing communication and to discuss current issues, challenges and opportunities.
- Leadership and Administrator Seminar Series (LEADs)
 - LEAD workshops are designed for deans, chairs, directors, and executive managers to promote ongoing communication among academic administrators, provide leadership development opportunities, and support campus leaders in their efforts to foster organizational change in their units.
- Workshops for Faculty on Leadership and Academic Life (WFLALs)
 - WFLALs are designed for faculty and academic administrators who want to learn more about academic leadership, develop leadership skills, and explore dimensions of academic life across the career span.
- Executive Leadership Academy (ELA) Seminars and Webinars (Co-sponsored by HR and AHR)
 - ELA programs are open to executive managers, deans, directors, chairs, and supervisors level 15-17. These workshops are designed to provide opportunities for high quality cross-campus leadership development and dialogue.

Consultations

- Individual/Group Consultations on Leadership
 - Provided by academic administrators. Contact leaders@msu.edu to request a consultation.
- Organizational Development Consulting Services
 - Cost sharing model between the Office of the Provost and the requesting unit to support:

-Strategic Visioning	-Performance Review
-Strategic Planning	-Change Management
-Climate and Culture	-Program Review
-Meeting Planning	-Meeting Facilitation

Appendix E.....faculty.wsu.edu (Washington State University faculty mentoring)

Mentors

Successful mentors are generally influential and experienced faculty members familiar with the university system. Mentors are mature or recognized teachers/scholars in their field and usually higher up the organizational ladder than their mentee. Mentors should be interested in the mentee's professional growth and development, be willing to commit time and attention to the relationship, be willing to give honest feedback, and be willing to act on behalf of the mentee. A mentor is not automatically a friend, "exclusively" assigned to a mentee, nor expected to be "on call" to listen to grievances and frustrations. Tenured faculty members are encouraged to volunteer to be mentors and to serve on mentor committees.

Mentoring Effort

Mentoring is not new to WSU. Some departments or programs already have mentoring efforts underway. In other academic units, chairs have assumed a mentoring role as they guide new faculty through the annual review, third year review, and tenure and promotion review. Thus, the WSU Mentoring Effort expands upon process(es) that are already in place and familiar, but it embraces a wider goal.

Although WSU makes the assumption that the faculty members hired are those whom we want to tenure, the mentoring program's purpose is career advancement in the broadest sense, which may or may not result in tenure and promotion at WSU. A job well done results in career advancement at WSU or elsewhere. Guidance in seeking employment elsewhere (in academe or not) are among the possibilities associated with the WSU mentoring effort.

Although the mentoring effort at WSU will assume a variety of forms and serve a number of specific objectives, mentoring ought to address the following: (a) assistance with setting long-term goals and short-term objectives; (b) advice for setting priorities and developing a professional profile; (c) understanding the "system," including explanation of departmental criteria for tenure and promotion; (d) understanding the departmental culture and socialization processes; (e) identifying strategies for avoiding pitfalls, addressing difficult situations and saying "no"; (f) assistance in identifying sources of extramural support; (g) development of professional networks; (h) feedback on progress toward and encouragement of professional independence; (i) increased communication and prevention of isolation of new faculty members; and (j) shared (among faculty) responsibility for understanding differences among teaching styles, extension responsibilities, and research or scholarly productivity.

Mentoring will vary by department, program and college, and is not intended to include rigid structures, but should allow some flexibility in meeting the objectives of the department as well as the needs of the new faculty member. A mentoring effort is not merely a parallel system for evaluating progress (e.g., annual review) but should complement existing system(s) for the ultimate goal of career advancement.

In developing their own mentoring efforts, departments and programs should adapt the general purposes outlined above to their specific needs. Typical considerations might include the following:

- 1 Single mentors, multiple mentors, mentor committees;
- 2 Mentors from within a department or program; mentors from outside the department or from outside WSU;
- 3 Number of available tenured faculty members;
- 4 Number of non-tenured faculty members;
- 5 The relationship among annual review, tenure & promotion, and a mentoring program;
- 6 Departmental or program purpose(s) of mentoring;
- 7 Special attention or preparation for mentoring members of underrepresented groups (discussed more fully below);
- 8 Strategies to fully involve all tenured members of the department in mentoring by providing specific communication opportunities between tenured and untenured faculty, such as holding a yearly meeting devoted to questions concerning promotion and tenure; and
- 9 Effective use of electronic technology to support involvement of geographically dispersed faculty, i.e., counties, research and extension centers, branch campuses.

Enhancing Success of a Mentoring Program

Mentoring is not a simple process and requires understanding, communication and cooperation between faculty and administrators. It is important to reflect upon those factors which contribute to success and those which can adversely affect career advancement, especially for women and members of ethnic minority groups, who are likely to be different in background and experiences from the majority of the department. References and resources are attached as helpful suggestions to mentors and mentor committees (see Attachment 1).

WSU emphasizes positive actions which contribute to career advancement and professional enhancement through mentoring. Through understanding the artificial barriers which may adversely affect tenure and promotion decisions, WSU's mentoring efforts attempt to develop an open and affirming climate for professional and personal advancement. Among those factors which may differentially influence women and members of racial minority groups and about which department members may disagree are the following:

- 1 Research or scholarly production and extension education programs in areas unfamiliar to tenured faculty; emerging fields which have not yet received stamp of approval by tradition or authority;
- 2 Hidden workload given one's gender, race, ethnicity, sexual orientation, disability (e.g., student advising, committee assignments);
- 3 Family obligations;
- 4 Community expectations for service activities;
- 5 Cultural differences re: expectations for teaching, research and service;
- 6 Increased financial pressures – less family help, more loans from graduate and undergraduate study;
- 7 Decreased access to informal networks and gate keeping;

- 8 The unconscious use by some faculty of different standards based on gender or ethnic assumptions (e.g., women who are outspoken are “pushy,” whereas outspoken men are merely forthright); and
- 9 Unwillingness of new faculty to state their needs for fear of being labeled as troublesome or uncooperative.

Initially, departments will need to pay close attention to issues affecting members of under-represented groups, because departmental faculty members will be confronting new issues on which not all faculty will agree. Departments are encouraged to increase their awareness of these issues through reading and discussion of materials suggested in Attachment 2.

Responsibilities of the Department or Program Chair

Department or program chairs are key to successful mentoring efforts and the career advancement of their faculty members. Chairs play a major role in getting new faculty started right, and their success or failure will affect departmental mentoring efforts. Below are some suggestions which may assist chairs in this task:

- 1 Clarify expectations and criteria at all levels—department, college, university. Explain the relationship of the written criteria to the expectations of the departmental culture. Give clear notice of deadlines and timelines. Conduct annual evaluations seriously and in writing; make sure that strategies for correcting shortcomings are fully understood. Speak frankly, thoroughly, and early about tenure expectations. Work to mitigate the double demands of joint appointments.
- 2 a. Research – make sure the new faculty member has the appropriate introductions, contact persons, access to networks and distribution lists and appropriate information about conference presentations and grants/awards. b. Teaching and teaching policies – support faculty development activities and get help for teaching if necessary. Balance teaching load with research needs, evaluating member’s needs when making teaching assignments. Try not to give new course preparations every semester. c. Extension Education – ensure that new faculty have appropriate introductions and access to networks and resources in the community and organization. Support faculty development activities. Assist in creating a community of geographically dispersed tenure unit members. d. Service – do not overload with departmental committees, and assist in choosing appropriate university committees.
- 3 Give frequent and accurate feedback, Conduct annual reviews and “dry run” (trial) tenure reviews. Assist in goal setting. Provide feedback through written summary/evaluation.
- 4 Reduce impediments to progress by helping the faculty member learn to protect his/her time and refuse excessive demands. Be sure that the faculty member is aware of relevant university policies such as parental leave. Facilitate acquisition of resources to meet expectations.

The chair can greatly facilitate the success of the mentoring program by encouraging the active participation of senior faculty in mentoring efforts and by educational efforts among the faculty to overcome possible biases.

Appendix F..... University of California, San Diego Faculty Mentoring Program.

Faculty Mentoring Program

This mentoring program is intended to be a useful way of helping new faculty members adjust to their new environment. Whether it is academe itself that is new, or simply the UC San Diego campus, assistance from a well-respected mentor can be an invaluable supplement to the guidance and assistance that a Department Chair provides during the early years at a new university. The program's success will depend on the new faculty members, their mentors and their department chairs all taking an active role in the acclimation process. An outline of the responsibilities of each is outlined below.

As soon as the appointment is made, the chair assigns a mentor. For faculty appointed as Associate Professor or Professor, assignment of a mentor is less critical, but highly encouraged, to serve as a means of acclimating the new faculty member to UC San Diego. The chair is responsible for advising new faculty on matters pertaining to academic reviews, and advancement. As the mentor may also be asked to provide informal advice, it is also the chair's responsibility to see that mentors have current information on UC San Diego's academic personnel process.

The mentor should contact the new faculty member in advance of his/her arrival at the University and then meet with the new faculty member on a regular basis over at least the first two years. The mentor should provide informal advice to the new faculty member on aspects of teaching, research and committee work or be able to direct the new faculty member to appropriate other individuals. Often the greatest assistance a mentor can provide is simply the identification of which staff one should approach for which task. Funding opportunities both within and outside of the campus are also worth noting. The mentor should treat all interactions and discussions in confidence. There is no evaluation or assessment of the new faculty member on the part of the mentor, only supportive guidance and constructive feedback.

The new faculty member should keep his/her mentor informed of any problems or concerns as they arise. When input is desired, new faculty should leave sufficient time in the grant proposal and paper submission process to allow his/her mentor the opportunity to review and critique drafts.

The most important tasks of a good mentor are to help the new faculty member achieve excellence and to acclimate to UC San Diego. Although the role of mentor is an informal one, it poses a challenge and requires dedication and time. A good relationship with a supportive, active mentor has been shown to contribute significantly to a new faculty member's career development and satisfaction.

Qualities of a Good Mentor

- Accessibility – the mentor is encouraged to make time to be available to the new faculty member. The mentor might keep in contact by dropping by, calling,

sending e-mail, or extending a lunch invitation. It is very helpful for the mentor to make time to read / critique proposals and papers and to provide periodic reviews of progress.

- Networking – the mentor should be able to help the new faculty member establish a professional network.
- Independence – the new faculty member’s intellectual independence from the mentor must be carefully preserved and the mentor must avoid developing a competitive relationship with the new faculty member.

Goals for the Mentor

Short-term goals

- Familiarization with the campus and its environment, including the UC San Diego system of shared governance between the Administration and the Academic Senate.
- Networking—introduction to colleagues, identification of other possible mentors.
- Developing awareness—help new faculty understand policies and procedures that are relevant to the new faculty member’s work.
- Constructive criticism and encouragement, compliments on achievements.
- Helping to sort out priorities—budgeting time, balancing research, teaching, and service.

Long-term goals

- Developing visibility and prominence within the profession.
- Achieving career advancement.
- Benefits for the mentor
- Satisfaction in assisting in the development of a colleague
- Ideas for and feedback about the mentor’s own teaching / scholarship
- A network of colleagues who have passed through the program
- Retention of excellent faculty colleagues
- Enhancement of department quality

Changing Mentors

In cases of changing commitments, incompatibility, or where the relationship is not mutually fulfilling, either the new faculty member or mentor should seek confidential advice from his/her Chair. It is important to realize that changes can and should be made without prejudice or fault. The new faculty member, in any case, should be encouraged to seek out additional mentors as the need arises.

- How does one establish an appropriate balance between teaching, research and committee work? How does one say "no?"

- What criteria are used for teaching excellence, how is teaching evaluated?
- How does one obtain feedback concerning teaching? What resources are available for teaching enhancement?
- How does one identify and recruit good graduate students? How are graduate students supported? What should one expect from graduate students? What is required in the graduate program?
- What are the criteria for research excellence, how is research evaluated?
- How does the merit and promotion process work? Who is involved?
- What committees should one be on and how much committee work should one expect?
- What social events occur in the department?
- What seminars and workshops does the department organize?
- What is the college system? What responsibilities come with appointment to a particular college?

Appendix G..... Faculty Mentoring Program Iowa State University

Professional development programs

The Provost's Office organizes a series of professional development workshops annually on time management, wellness, mentoring graduate students, and other topics. A special program on promotion and tenure includes a presentation on university policies, and small group discussions with senior colleagues and department chairs. Additional workshops on documenting and boosting research visibility/impact are offered in collaboration with the University Library.

Calendar of faculty professional development events for 2015/2016

To register for SVPP programming and events **online**:

1. Go to the Learn@ISU page <http://learn.iastate.edu/lowaSU/site/>
2. Login using your **ISU netID and password** (top right)
3. Select **Course Catalogue** from the menu (top left)
4. Scroll to **SVPP events**
5. Click **List Events** next to the event you would like to attend
6. Select **Enroll** in the pop-up window - the event will be added to your Menu

Virtual mentoring

Virtual mentoring is provided through Iowa State's institutional membership in the [National Center for Faculty Development and Diversity \(NCFDD\)](#). Resources include weekly "Monday Motivator" emails and monthly teleworkshops. For information on how to activate your sub-membership, click [here](#).

Additional Resources

- [Resources for mentoring from ISU ADVANCE](#)
- [Faculty Mentoring Handbook from NSF ADVANCE at University of Rhode Island](#)
- [Getting the Most out of Mentoring - Presentation handout \(September 29, 2015\)](#)
- [Mutual Mentoring Guide, by Sorcinelli and Yun, UMass Amherst \(redirected from University of North Texas\)](#)
- [Mentoring Task Force Report \(2006\)](#)

Appendix H..... University of Toronto Mentoring Program.

What are the Mentoring programs at U of T? The Rose Patten Leadership Program includes 2 mentoring programs and is sponsored by the VP – HR & Equity and named in honour of the past Chair of Governing Council. Staff are partnered with a more senior staff leader to broaden their skills, university experience and contacts. Mentees initiate goals and plan the topics for their individual meetings with their partners every 3 weeks. The partners are assisted from time to time by a coach. There are 5–6 group sessions that offer training and networking opportunities.

When and how long are the mentoring programs? The programs run for 12 months, January to December each year. Announcements for the information sessions are emailed to staff at the appropriate job levels for the 2 programs in October for an application deadline in November.

The **Mentoring Leadership Partnership** is designed for staff in job levels:
Pay Band 15, 16, 17, 18, 19, PM4, PM5 and PM6. 1AP

The **Mentoring Learning Partnership** is for staff in job levels:
Pay Band 11, 12, 13, and 14 and C3, PM1, PM2 and PM3

What are the benefits for the mentee? The mentees gain exposure to new ideas; broaden their network of people; enlist professional support and encouragement from the mentor; enhance personal effectiveness through informal feedback; improve their understanding of how the University works; gain new skills and the opportunity to practice them in a structured setting; and, solidify career goals. Mentees should expect a minimum commitment of 8 hours/month.

For information about the Mentoring Leadership Partnership and Mentoring Learning Partnership, contact cate.walkerhammond@utoronto.ca 416-978-3927.