

Faculty Mentoring & Advancement

Mentoring is an important part of developing and retaining both new and more senior faculty. Through mentoring, critical information is passed along that helps a faculty member guide and advance his/her career to tenure and beyond.

Especially important, mentoring enables cultural and political acclimation for new faculty, and often enables social networking, which helps faculty members feel welcomed and connected with the department and campus. All of these elements are crucial to a culture of inclusion for women and minorities in particular, who may experience more difficulty connecting with established social, political and informational networks.

Mentor vs. Career Advisor

Some campuses prefer to use the term “advisor” or “career advisor” because they feel that “mentor” connotes a relationship that is only suitable for junior/senior faculty pairs and implies a certain type of superiority on the mentor’s part, similar to the relationship between a graduate student and his or her faculty “mentor”. Some feel the term “advisor” is more neutral and collegial. “Advising” is appropriate at any career stage, not just for new faculty members who are not yet tenured. Use terminology that appeals to your department.

Mentoring Serves Two Different Purposes

The most commonly understood purpose of faculty-faculty mentoring is to help advance a faculty member’s career. This can include advising on the tenure process and requirements for tenure within one’s de-

partment, it can include review and comment on works in progress, it may mean recommending professional development workshops or providing individual advice on topics such as proposal writing, teaching, supervising graduate students, etc. All of these can be seen as direct interventions to advance a faculty career.

The other purpose for mentoring, which occurs just as frequently, is equally necessary and is more personal in nature, is providing emotional support and guidance on topics that directly relate

to the work environment. Examples of this type of mentoring include advice about department politics, listening to and providing guidance regarding interacting with difficult colleagues, or helping a colleague work through issues of balancing research, teaching and family obligations. This type of advising is not as straightforward as specific recommendations to advance one’s career, however, in many ways it can be even more valuable in terms of helping someone acclimate to a new academic environment and new job. For the colleague who has been in the department for some time, this kind of collegial support can make the difference in retaining a faculty member who is experiencing an interpersonal conflict at work or a problematic family situation.

Traditional Mentoring

The traditional mentoring relationship is a one-to-one relationship, often hierarchical in nature and typically internal to a department or organization. These relationships can be formal or informal and may be assigned or self-selected. The success of such

Traditional Definition of Mentor

“...Individuals with advanced experience and knowledge who are committed to providing support and upward mobility to their protégé’s careers.”

(Ragins in Handbook on Gender and Work, 1999, Hunt & Michael, 1983, Kram, 1985)

relationships is heavily dependent on the mentor's willingness to commit time to the experience, interpersonal chemistry between the mentor and mentee, and a mentor with the ability to transmit his/her skill and knowledge in an understandable way to the mentee. Mentoring is not for everyone and there are some faculty members who will not feel comfortable acting as a mentor and who may not possess the interpersonal skills necessary for successful mentoring. When formally assigning mentor/mentee pairs, the chair must be cognizant of which faculty members will make the most successful mentors.

Traditional informal mentoring has worked in the past when the Academy was more homogeneous. Anecdotal and research findings, however, suggest that establishing these mentor/mentee relationships is more difficult today for women and minorities because, in part, they do not have the same access to existing networks as white males, other women and minority faculty members are in short supply and because everyone's overall workload has increased, leaving less time for mentoring. This changing environment makes it all the more necessary for the chair to step in and formally implement and monitor mentoring within the department.

Group Mentoring

In contrast to traditional mentoring, group mentoring is not one-on-one. Group mentoring can involve multiple mentors and multiple mentees meeting on a regular basis on one focused topic or multiple topics. An alternative is to have different groups of

"mentors" discuss topics in which they have special expertise with a group of mentees, either the same group of mentees or different groups of mentees, depending on the topic.

E-Mentoring

One of the newer areas in mentoring is mentoring via email. There are some national academic mentor networks that have formed, in which individuals can find mentors and correspond via email. Typically these organizations have a membership fee that is paid by the institution. Such e-mentoring may also be found through some professional societies and organizations. Such a mentoring program could be formed within the University of California, even on an informal basis involving similar departments across campuses.

Examples of group mentoring include:

- A panel of senior faculty who review dossiers to provide feedback and insight to a group of fourth year assistant professors to assist them in preparation for tenure.
- A cross-departmental group of minority faculty members who meet on a regular basis with a group of minority junior faculty to discuss issues related to navigating the politics of race and gender within the Academy.
- A group of senior women scientists who meet on a regular basis with pre-doctoral, post-doctoral and junior faculty women scientists to discuss issues relevant to academic women in science.
- Two senior faculty members who meet with a group of new faculty members to discuss approaches to finding and securing grant funding.
- A panel of senior faculty members who meet with new faculty members to discuss teaching techniques, best practices and common problems.

One Size Doesn't Fit All

The key to developing a successful mentoring environment is to provide multiple opportunities for mentoring and not to rely on a one-size-fits-all approach limited to formal traditional mentoring within departments. Instead, it is important to provide mentoring at multiple levels: departmental, divisional, campus-wide; and in different types: individual and group, formal and informal. By providing numerous options, the varying needs of individuals can best be met and it is more likely that efforts will reach everyone in some form.

Key Terms:

Internal Mentor – mentor who is in the same department as the mentee.

E-Mentor – a mentor who advises mentees via email, typically at a different institution than the mentee.

External Mentor – mentor who is not in the same department as the mentee.

Group Mentoring – two or more senior faculty members who mentor a group of faculty members, usually on a specific topic.

Peer Mentoring – a group of junior colleagues meeting to encourage each other and share their insights.

Conference Mentoring – a senior person from another institution helping junior colleagues think through career plans (may be formal or informal) and is likely to occur through conferences and professional societies.

Role of the Chair

- Take responsibility for overseeing mentoring at the department level.
- Communicate the importance of mentoring to senior faculty members and include recognition of their mentoring in their evaluations.
- Provide opportunities for senior faculty members to enhance their mentoring skills through professional development workshops, conferences or mentoring by the chair.
- Establish a formal mentor or multiple mentors for each new faculty member. (Even new faculty members who join the department with tenure may be paired with an “advisor.” The culture of the department and the UC may be different than what the faculty member is familiar with.)
- Ensure regular follow-up with departmental mentor/mentee pairs to make sure mentoring is occurring. (This can include individual, separate meetings with the mentor and the mentee, as well as short written mentoring evaluation forms.)
- Take an active role in addressing any issues discovered and make changes to mentor/mentee pairs as needed.
- Work with the dean and fellow chairs to establish interdepartmental or division level group mentoring programs.

Facilitating Career Advice: Tips for department chairs and directors

Excerpt from “Giving and Getting Career Advice: A Guide for Junior and Senior Faculty” NSF ADVANCE at the University of Michigan: <http://www.umich.edu/~advproj/career%20advising.pdf>

Department chairs and program directors set the tone for how many faculty in the unit – senior and junior – will view the issue of career advising. If the chair or director does not appear to truly value the practice, or merely gives it lip service, it will be clear to all concerned that it is not a valued activity in the unit. By taking career advising seriously, and consistently communicating that it is part of the responsibility of all faculty, chairs and directors can help create a climate in which better career advising takes place.

1. Build into the evaluations of senior faculty a share of responsibility for mentoring new colleagues. For example, during reviews for merit increases, chairs and directors can take into account the quality and quantity of career advising by asking explicitly for this information on the annual review forms. Have senior faculty document in their annual report their efforts to assist junior faculty in getting research grants, establishing themselves as independent researchers, and having their work published in peer-reviewed outlets. Collaborative research – especially when the junior scientist is the lead author – may also be a sign of a productive career advising relationship. You may also want to ask junior faculty to indicate which senior faculty have been helpful to them, as a sort of check on these self-reports.
2. Take multiple opportunities to communicate to senior colleagues the importance of providing career advice to junior faculty.
3. Ensure that the procedures and standards involved in the tenure and promotion processes are clear to junior faculty.
4. Ensure that all junior faculty know about University policies intended to ease the work-family conflict, such as stopping the “tenure clock” and modified duties.
5. Create opportunities that encourage informal interaction between junior and senior faculty. You might create a fund for ordering pizza, a lunch budget, a gift card for a local coffee shop for them to share, etc.
6. Provide a “tip sheet” for new arrivals. A tip sheet would include items such as contact people for key services around the Department or unit. More broadly, check to ensure that the newly-arrived faculty have access to the information, services, and materials (e.g., computing or lab equipment) needed to function effectively in the environment.
7. Recognize that senior faculty may not be completely certain how best to engage in career advising. Help them! For example, sponsor a lunch for senior faculty in which the topic of discussion is career advising and faculty can exchange information and ideas on the subject.
8. Provide the junior faculty member with a yearly review – in addition to a formal interim (4th year) review – of her/his accomplishments and discuss goals for the future. Recognize that junior faculty may find it difficult to assess the significance of criticism; be careful to frame criticism in a constructive way, but also be as clear as possible. Be sure to provide some written follow-up, summarizing the discussion (or to ask your junior colleague to do that, so you can review it).
9. Use email as a mechanism to ensure the

Faculty Mentoring Program Guidelines

UC San Diego has published this description of its Faculty Mentoring program on their Academic Affairs website at <http://academicaffairs.ucsd.edu/faculty/programs/fmp/default.htm>. It is provided here as an example for department chairs.

Introduction

A 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 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.

The Responsibility of the Department Chair

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. 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 the academic personnel process.

The Responsibility of the Mentor

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 other appropriate 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 Responsibility of the New Faculty Member

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 Mentor

The most important tasks of a good mentor are to help the new faculty member achieve excellence and to acclimate to the campus. 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 help-

ful 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 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.

Typical Issues

- 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?

Mentoring Tips

From UCSF Academic Affairs: <http://acpers.ucsf.edu/mentoring/mentoringtips.php>

Mentoring Meeting Journal

Consider using a mentoring meeting journal following meetings with your mentor or mentee. It will help you track the progress of your relationship, remind you of action items and help structure your meeting time. Here is a link to a **Mentoring Meeting Journal** (<http://acpers.ucsf.edu/mentoring/mentoringmeetingjournal.doc>).

Giving And Receiving Feedback

Mentees want to receive honest, candid feedback from their mentor. Equally important is the feedback mentees can offer to mentors. Engaging in reciprocal and ongoing feedback is a vital component of the partnership. Here are some examples of effective feedback to give your mentee or your mentor.

Effective Feedback:

- Is offered in a timely manner
- Focuses on specific behaviors
- Acknowledges outside factors that may contribute to the situation
- Emphasizes actions, solutions or strategies

Effective Feedback from Mentor:

- Whether the advice or guidance you offered was beneficial and solved an issue
- Whether the mentor communication style and/or actions facilitate a positive mentoring experience
- Whether the mentor communication style and/or actions create challenges to a positive mentoring experience

Effective Feedback to Mentee:

- Mentee strengths and assets
- Areas for growth, development and enhancement
- Harmful behaviors or attitudes
- Observations on how your mentee may be perceived by other

Individual Development Plans

Individual Development Plans (IDPs) are used widely by organizations – from the National Institutes of Health (NIH) to the U.S. Coast Guard – to help individuals develop and achieve career goals. We think it's a great tool to guide successful mentoring relationships. An IDP helps the mentor understand the mentee's needs and the mentee identify professional goals. Mentees can send their completed IDP to their mentor prior to their meeting to make the most of their meeting time.

Here is a link to the UCSF Faculty Mentoring Program Individual Development Plan. (<http://academicaffairs.ucsf.edu/mentoring/IDP.doc>) Or check out the IDP developed for UCSF School of Medicine by the Academy of Medical Educators (http://medschool.ucsf.edu/academy/faculty_development/FacultyID%20Form.pdf) or the UC Davis School of Medicine Career Mentoring Handbook (<http://www.ucdmc.ucdavis.edu/facultydev/pdfs/0CurrentHandbook.pdf>).

Ways to Bring Recognition to Your Faculty

*From the National Leadership Workshop for SEM Department Chairs July 9-10, 2007
University of Washington ADVANCE: http://www.engr.washington.edu/advance/workshops/20031017-Ways_to_Promote_Your_Faculty.pdf*

There are a number of different systems Chairs can use to nominate their faculty for awards and recognition.

To start, it is useful to keep a list of all possible awards for which you may wish to nominate your faculty, along with their nomination due dates. During the annual merit review meeting with individual faculty, Chairs could ask for suggestions on awards for which faculty would like to be nominated and/or award ideas for their colleagues. This discussion could be particularly useful if the Chair is not very familiar with all the professional areas. Possible awards might include

- Distinguished Teaching awards in the University and College
- Distinguished Service awards in the University
- Early career recognition such as the Sloan Research Fellowship, NSF CAREER award, MIT TR100, ONR PYI, US Army YPI, etc.
- National awards for teaching and/or research
- Elected Fellow of a professional society

Next, recognize that in most cases, faculty are delighted to be nominated at all. Chairs can likely ask faculty to help with the nomination package, although it would be most useful if Chairs could start by writing a rough draft of the nomination letter. A good place to pull material for the rough draft is the faculty member's self statement from his/her most recent promotion case, if applicable.

Another approach is to have a departmental committee whose job is to nominate faculty for internal and external awards. The committee could decide who to nominate and then draft the initial letter.

Chairs may also wish to maintain a list of people who are in queue to be nominated for an award. Chairs might also share their nomination intention with the potential nominee, giving that faculty a strong vote of confidence and allowing the nominee to help prepare materials for the nomination. Maintaining some type of award nomination record keeping system helps prevent faculty from being overlooked and helps Chairs stay on top of the nomination process.

Writing strong nomination letters is a lot of work but it gets easier with practice. Nominating your faculty for awards is a wonderful way to help retain them.

Faculty Professional Development Opportunities

From the National Leadership Workshop for SEM Department Chairs July 9-10, 2007
University of Washington ADVANCE: http://www.engr.washington.edu/advance/workshops/20030227-development_opportunities.pdf

Department Chairs may consider opportunities from the following list to assist faculty members in their professional development.

Internal

Research – Collaborative/Centers

- PI
- Co-PI

Committee Participation

- Department (membership, chair duties)
- College (membership, chair duties)
- University (membership, chair duties)

Mentoring

- Undergraduates
- Graduate Students
- Faculty
- Student Societies (serving as faculty advisors)

External

Industry Collaboration

- Technology transfer/intellectual property
- Consulting
- Research
- Science/Technical Advisory Boards
- Summer Sabbaticals
- Spin-offs
- Industry Employment Experience

Professional Societies/Research Community

- Fellow Activities
- Workshops (participants, organizer, chair)
- Conferences (participants, organizer, chair)
- Journals (editor, guest editor)
- Committees/panels (member, chair)
- National Academy of Engineering, National Academy of Sciences
Funding Agency Service
- Review Panel Member
- Advisory Committee
- Program Management
- Direction Setting Workshops
- Studies
- Defense Advanced Research Projects Agency (DARPA) Program Managers

Education

- Curriculum Development
- Textbooks
- Seminar Series
- Technology tools in the classroom
- K-12 Outreach

Invited/Distinguished Lecturer

Development – Fund raising activities

External Relations

- Press/Media

Personal

Leadership Development

- Process Development & Management
- Conflict Resolution
- Associated Chair Duties
- Leadership Skills Training
- Budget/Human Resources Responsibilities
- Resources Allocation (e.g., Space Allocation)
- Peer Evaluation (e.g., teaching, promotion and tenure, salary)

Personal Development

Technology Tools

- Professional Career
- Research and Training

Recognition/Awards

- Department/College Award
- Young Investigator Award
- Research Award
- Society Award
- Fellow
- Major Award
- National Academy of Engineering, National Academy of Sciences

Tenure Clock Extensions

Sabbaticals