

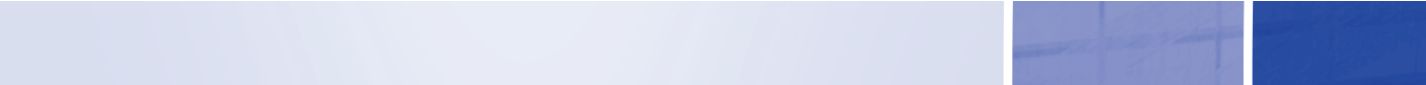
Faculty Mentoring & Advancement

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 entire faculty has equal access to key decisions, information, and career opportunities.

For a complete copy of the **Giving and Getting Career Advice; A Guide for Junior and Senior Faculty**, go to: <http://www.umich.edu/~advproj/career%20advising.pdf>

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 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 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 on-going 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).

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 and 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