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## **Models of Faculty Mentoring: Approaches at Six Institutions**

Custom Research Brief – May 15, 2009

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# I. Methodology & Research Parameters

## Project Challenge:

The Provost's team at a research university in the South approached the Council with questions regarding how other institutions structure their faculty mentoring programs. The member's main areas of interest included:

- **Structures of Faculty Mentoring Programs:** Does the institution have a formalized mentoring program? If so, is it a university-wide initiative or are there separate programs overseen at the college and department levels? What career stages are involved (e.g., pre-tenure, mid-career, senior faculty)? Are there special mentoring programs for underrepresented faculty groups (e.g., women, racial or ethnic minorities, international faculty)? If there is no formal program in place, what services are there for junior faculty (e.g., informal mentoring, information sessions on promotion and tenure)?
- **Participation:** What proportion of colleges and/or departments have mentoring programs? Are new hirers and junior faculty required to participate? If not, what percentage of faculty are involved as mentees? How many senior faculty serve as mentors? Are there incentives to encourage senior faculty to participate (i.e., compensation such as release time or stipends)?
- **Training:** Does the university provide training for mentors and/or mentees? If so, what topics are covered during training sessions? How often does the institution offer such workshops? Are they administered centrally or by the individual colleges and departments? How formal is the training?
- **Mentor/Mentee Pairing:** How is the mentoring relationship organized? Are mentors assigned to or chosen by mentees? Do junior faculty receive support from a single mentor or a group of senior faculty?
- **Mentoring Sessions:** At what points during their tenure do junior faculty typically meet with their mentors? Are these mentoring sessions voluntary or required? Formal or informal? Does the institution track the frequency of the meetings? Are specific activities, skills, or responsibilities addressed (e.g., tenure, promotion, grant writing, publishing, research management, student advising)?
- **Institutional and Faculty Support:** What institutional support is provided for the program (e.g., dedicated staff, funding, office space, etc.)? How supportive are senior faculty of mentoring? Has the university made any effort to develop a mentoring culture?
- **Assessment:** How, if at all, does the university evaluate the effectiveness of faculty mentoring? How often is assessment performed? Are faculty satisfied with the current mentoring services? Do mentors participate in the evaluation of mentees during annual reviews or the promotion and tenure process?

## Sources:

- Education Resources Information Center (ERIC): [www.eric.ed.gov](http://www.eric.ed.gov)
- National Center for Education Statistics: [www.nces.ed.gov](http://www.nces.ed.gov)
- U.S. News & World Report: [www.usnews.com/college](http://www.usnews.com/college)
- The Chronicle of Higher Education: [www.chronicle.com](http://www.chronicle.com)
- Inside Higher Ed: [www.insidehighered.com](http://www.insidehighered.com)
- Internet, via search engines and multiple university Web sites

# I. Methodology & Research Parameters

## Research Parameters:

As requested, the Council focused its research on:

- Four-year research universities
- Public institutions with student enrollment numbers comparable to that of the member institution
- Institutions with innovative faculty mentoring programs

**A Guide to the Institutions Profiled in this Brief**

Institution	State	Type	Classification	Total/ Undergraduate Enrollment
University A	IA	4-year, Public	Research University (very high research activity)	27,000/21,000
University B	OH	4-year, Public	Research University (very high research activity)	52,500/39,000
University C	IN	4-year, Public	Research University (very high research activity)	40,500/32,500
University D	TX	4-year, Public	Research University (very high research activity)	46,500/37,300
University E	TX	4-year, Public	Research University (high research activity)	25,000/19,000
University F	WI	4-year, Public	Research University (very high research activity)	41,500/30,000

SOURCE: National Center for Education Statistics

## Roadmap to the Brief:

When applicable, institution profiles are divided into the following subsections:

- ✓ *Overview Table* – Includes basic information on each individual university’s faculty mentoring model, such as how junior faculty are paired with mentors; whether mentors receive training and financial compensation or course releases; and how the institution assesses the effectiveness of the mentoring relationships.
- ✓ *Mentoring Programs Targeted at Specific Populations* – Describes any university or unit-level initiatives to support special faculty groups (e.g., women, racial or ethnic minorities, emerging leaders).
- ✓ *Other Mentoring Initiatives* – Details workshops, networking groups and other support programs that may involve faculty mentoring.
- ✓ *Spotlight Section* – Highlights innovative or interesting practices and ideas surrounding faculty mentoring.

In addition to providing information on university-specific programs, the brief also includes a look at best practices for faculty mentoring from a national perspective.

## II. Executive Overview

### Key Findings:

- **All contacted universities require academic units to provide junior faculty with some form of mentoring support.** Contacts note, however, that the formality of the programs vary greatly by department. Programs range from assigned one-on-one mentoring relationships within a department to cross-college support networks that pair assistant professors with multiple senior faculty. In many cases, the intra-department mentoring relationships focus strictly on academic policies and procedures, especially those related to promotion and tenure review. At most universities, mentees rely on informal mentors from across their campuses to provide teaching and research advice and to offer guidance on personal issues.
- **No faculty at any of the profiled institutions currently receive financial compensation or course releases for serving as mentors.** At most universities, faculty mentoring is considered service to the institution and thus senior faculty are expected to serve as resources to new assistant professors. University A is the only contacted institution that reported having provided professional development stipends to faculty mentors at one time. The university recently discontinued this policy because there were no clear indications that the modest stipend was a major motivating factor for mentor participation.
- **Half of the universities included in this brief offer special mentoring programs for women, faculty of color, and other under-represented minority groups.** These identity-based relationships are usually designed to complement departmental mentoring by pairing junior faculty with mentors of the same gender, race, or ethnicity from outside academic units.
- **Most institutions do not offer any form of university-wide training for faculty mentors.** Instead, special mentoring programs hold sporadic workshops targeted specifically at the issues that those mentors and mentees face. University D is the only profiled institution that conducts training sessions for all interested mentors.
- **While the majority of profiled institutions conduct some form of assessment, it rarely includes a university-wide evaluation of department-based faculty mentors.** Most assessment is carried out by the programs targeted at specific populations (i.e., women, under-represented minorities, emerging leaders, etc.).
- **No contacted universities have any requirements related to the frequency of mentoring meetings.** While many of the targeted programs strongly encourage mentors to meet with junior faculty monthly, or at least a few times per semester, these recommendations do not extend to department-based mentor pairs.
- **Most universities report that department-based mentoring relationships often lead to a conflict of interest related to the promotion and tenure review process.** While varying by academic unit, many mentors sit on the promotion and tenure review committee responsible for evaluating the department's probationary faculty. Due to this inherent conflict of interest, junior often feel more comfortable turning to outside mentors to discuss concerns that may affect their chances of being granted tenure.
- **Several institutions cite a lack of deliberate support for associate professors as one of the main areas for improvement.** Though all profiled universities assign mentors to junior faculty, few offer any sort of professional development programs (that include mentoring) for newly tenured associate professors.

# III. Institution Profiles: University A

## University A

### Faculty Mentoring Structure

<p><b>Overview</b></p>	<p><b><u>Support for New Assistant Professors:</u></b> Like most institutions, University A provides support to junior faculty through both formal and informal mentoring. The 15-year-old intra-department mentoring program is the foundation of this support, but all new tenure-eligible faculty also benefit from:</p> <ul style="list-style-type: none"> <li>• <i>College-based peer mentoring program</i></li> <li>• <i>Teaching partners program overseen by the center for teaching and learning</i></li> </ul> <p><b><u>Institutional Support:</u></b> The provost’s office oversees the New Faculty Orientation Program, which compliments department-level mentoring and the peer mentoring groups in the colleges. Additionally, in order to underscore the importance of mentoring, the provost meets at least twice a year with a cohort of all new faculty and their mentors.</p> <ul style="list-style-type: none"> <li>• <i>Fall Orientation</i> – During the fall orientation, the provost sits on a panel with seasoned faculty mentors and discusses successful strategies for approaching the mentoring relationship.</li> <li>• <i>Spring Meeting</i> – The provost and department chairs also attend a spring meeting on the promotion and tenure review process. The provost’s involvement highlights mentors as a valuable resource when preparing for tenure.</li> </ul>
<p><b>Mentor-Mentee Pairing</b></p>	<p><b><u>Consultation, Not Assignment:</u></b> All probationary faculty are paired with a senior mentor (tenured associate or full professors), usually from within the junior faculty member’s home department.</p> <ul style="list-style-type: none"> <li>• <i>Mentor Recommendation from Department Chair</i> – The department chair formally recommends the mentor, in consultation with the new faculty member. This recommendation may consist of one or more mentors depending on departmental structure and the faculty member’s areas of responsibility.</li> <li>• <i>Relationship Timeline</i> – The mentor-mentee pairing continues throughout the junior faculty member’s pre-tenure years, with the focus on ensuring a successful probationary review (third-year review).</li> <li>• <i>Multiple Mentors</i> – Two faculty members may share mentoring responsibilities, especially when the new faculty member is involved in interdisciplinary teaching and research activities, or shares other career interests. In these cases, contacts note that the department chair will designate a “lead” mentor.</li> </ul>
<p><b>Mentor Training</b></p>	<p><i>No Formal Training</i> – There is no formal training, but the mentors are expected to discuss goals for the year with their mentees. Some departments have a very defined process for coming up with goals, requiring that all mentors and mentees sign a contract about what they will accomplish during the first year.</p>
<p><b>Compensation</b></p>	<p><i>Compensation Discontinued</i> – Mentors no longer receive professional development stipends, though previously they received a \$500 stipend for the first year of mentoring (see <i>Spotlight</i> box, next page).</p>

### Junior Faculty Interface with Mentors

<p><b>Frequency of Mentoring Sessions</b></p>	<p><i>Prescheduled Meetings Each Semester</i> -- The provost’s office recommends that all mentors and mentees have two to three scheduled meetings per semester. Pre-scheduling the meetings takes the burden off of the new faculty member to request any of their mentor’s time. Contacts also note that many junior faculty feel that if they have to request a meeting it sends the false signal that there is something wrong.</p>
<p><b>Content of Conversations</b></p>	<p><i>Range of Advice</i> – The mentor may offer expertise in teaching, research, extension/professional practice, grant writing, or a combination of these areas.</p>

### Assessing Effectiveness of Mentoring Services

<p><b>Evaluation</b></p>	<p><i>Provost’s Mentoring Survey</i> -- The provost’s office requests that each new faculty member and his/her mentor complete a confidential survey annually. While there is not a high response rate to this email-based survey, it does provide the administration with some sense of how to improve the program.</p> <p><i>Faculty Satisfaction Survey</i> – The Office of Institutional Research recently conducted a faculty satisfaction survey which included a section on mentoring: <a href="http://www.advance.iastate.edu/reports/reports.shtml">www.advance.iastate.edu/reports/reports.shtml</a>.</p>
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# III. Institution Profiles: University A

## Mentoring Programs Targeted at Specific Populations:

**Peer-to-Peer Mentoring** – In addition to the traditional mentor-mentee relationship between junior and senior faculty within a department, each college has a Peer Mentoring Coordinator. Created out of the recognition that the deans need to be more systematic about the mentoring of new faculty, the program requires each college to designate a Peer Mentoring Coordinator to meet regularly with all junior faculty and discuss issues related specifically to the college (as opposed to the university as a whole). Coordinated by the provost’s office, the peer-to-peer mentoring program enables small groups of new faculty interact with others in their college. Contacts explain that the goal of the program is to provide opportunities for new faculty to meet and network with peers across the college.

## Other Mentoring Initiatives:

**Teaching Partners Program** – University A’s center for teaching and learning offers an optional program for faculty in their second and third years at the university. Through the program, a master teacher is assigned to mentor a group of two to three tenure-eligible faculty (10-15 per year) who are looking for additional feedback on their teaching. Other details of the program include:

- Probationary faculty and master teachers spend the year visiting each other’s classes
- Master teachers critique the junior faculty members’ teaching and share effective instructional techniques
- The program is seen as a “safe space” where the master teacher does not evaluate the teaching in the same way as someone from within the junior faculty member’s home department would

### ***Spotlight: University A’s Former Mentor Compensation Plan***

**University A is the only profiled institution that reported having once compensated faculty who served as mentors.** Until recently, the provost supplied all faculty mentors with a \$500 professional development stipend for the first year of mentoring (compensation was shared in the case of more than one mentor).

The administration decided not to continue compensating mentors because there were no clear indications that the financial compensation was a major motivating factor for mentor participation. Moreover, many officials argued that mentoring should be viewed as any other form of service to the institution would be, which faculty are expected to engage in without compensation.

*“Now that we have made this change, it will be interesting to see if there is any qualitative difference in terms of the mentoring on campus.” – Council Interview*

# III. Institution Profiles: University B

## University B

### *Faculty Mentoring Structure*

<p><b>Overview</b></p>	<p><b><u>Two University-wide Mentoring Policies:</u></b> While mentoring at University B is decentralized, in that it is generally addressed at the college and department levels, contacts note that there are two university-wide policies that effectively ensure that all new faculty receive some sort of mentorship:</p> <ul style="list-style-type: none"> <li>• <b>Annual Reviews</b> – All faculty must have annual reviews, which are formal opportunities for assistant and associate professors, in particular, to explain what steps they will take to achieve tenure and full professor status, respectively. The department review committee is able to offer advice at this time.</li> <li>• <b>Core Dossier</b> – The core dossier for promotion and tenure explicitly mentions faculty mentoring as an example of service to the institution.</li> </ul> <p>In terms of institutional support, contacts state that having mentoring count toward the core dossier is the administration’s way of communicating the importance of this type of service to faculty.</p> <p><b><u>Formality Varies by Department:</u></b> Mentoring varies greatly by college and department in terms of how formal the programs are. According to contacts, the provost’s office is looking at a few of the stronger programs to use as best practices for the entire university (detailed information provided next page).</p>
<p><b>Mentor-Mentee Pairing</b></p>	<p><b><u>Consultation vs. Assignment:</u></b> Depending on the unit, mentees may be consulted on who they would like to be matched with, but in many cases they are simply assigned a senior department-based mentor.</p> <ul style="list-style-type: none"> <li>• <b>Mentors from Hiring Committee</b> – New faculty sometimes develop close relationships with members of their hiring committee, so they may request for one of those individuals to serve as their mentor.</li> </ul> <p><b><u>Conflict of Interests:</u></b> Due to the conflict of interest that can arise during the promotion and tenure review process, many department chairs struggle between matching new faculty with one official mentor, who will likely have some input on the promotion and tenure committee, or instead recommending that the junior professor form an informal relationship with a colleague.</p> <ul style="list-style-type: none"> <li>• <b>Official Mentors vs. Informal Peer Advisors</b> – In the English Department, for example, all probationary faculty are assigned a specific “resource partner”; however, in practice, a lower-level colleague typically serves as a de facto mentor for any nuts-n-bolts type issues.</li> </ul>
<p><b>Mentor Training</b></p>	<p><b><i>No University-wide Training</i></b> – The Diversity Enhancement Program (see next page) is the only group that has formal training for faculty mentors . This training takes place during a day-long retreat.</p>
<p><b>Compensation</b></p>	<p><b><i>No Compensation</i></b> – Mentors do not receive any financial compensation or course releases.</p>

### *Junior Faculty Interface with Mentors*

<p><b>Frequency of Mentoring Sessions</b></p>	<p><b><i>Annual Discussion about Promotion and Tenure</i></b>– Contacts believe that faculty would reject any requirements as to how often they should meet with mentors/mentees and it would be difficult to enforce such rules. Thus, the only university-wide expectation regarding mentoring is that all faculty will meet annually with their mentors to discuss how they will achieve promotion or tenure.</p>
<p><b>Content of Conversations</b></p>	<p><b><i>Formal vs. Informal Discussions</i></b> – Formal mentoring conversations tend to focus on how to meet promotion and tenure expectations. Regardless of the official pairing structure, new faculty usually address issues like navigating the college or department culture with their mentors on an ad hoc basis.</p>

### *Assessing Effectiveness of Mentoring Services*

<p><b>Evaluation</b></p>	<p><b><u>No Short-term Assessment:</u></b> Contacts state that it is difficult to do any formal evaluation of mentoring because many of the benefits do not become clear until long after the promotion and tenure review.</p> <ul style="list-style-type: none"> <li>• <b>Evaluation of Targeted Programs</b> – Still in their infancy, University B’s identity-specific mentoring programs (see next page) hope to produce assessment studies in the future. Looking at outcomes such as the number of participants to achieve tenure, these reports will focus on the overall success of the initiatives, not the effectiveness of individual mentor-mentee pairings.</li> </ul>
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# III. Institution Profiles: University B

## Mentoring Programs Targeted at Specific Populations:

In addition to department-based mentoring, University B has several structured programs that include a mentoring component:

- ***Diversity Enhancement Program*** – Supported by the Office of Academic Affairs and the College of Arts & Sciences, this program supports a cohort of 26 junior faculty from under-represented minority groups by matching them with a senior faculty mentor of the same race or ethnicity.
  - In addition to one-on-one mentoring sessions throughout the six year probationary period, junior faculty meet periodically as a group to offer feedback on each other’s research and other scholarly work. The cohort also discusses teaching issues and other concerns specific to their status as under-represented minorities.
  - More information about the intensive mentor training, the Diversity Enhancement Plan (which has an annual budget of \$110,000) and coordination and evaluation of the program is available at the College of Humanities Diversity Committee Web site.
- ***The Women’s Place Cohort*** – Overseen by the university’s center for women, this program was established four years ago as a way of addressing gender equity issues faced by female faculty. Through the program, The Women’s Place monitors the progress of a group of women faculty who were all hired at the same time. Similar to the Diversity Enhancement Program, women are paired with senior women faculty from across the institution and also meet as a cohort to discuss common issues.
- ***President’s and Provost’s Leadership Institute*** – Also housed in the women’s center (though it will be moving to the Office of Academic Affairs to expand the program’s reach), the Leadership Institute focuses on long-term faculty leadership development, helping emerging leaders develop the skills necessary to serve as productive deans and department chairs. The two-year program includes:
  - A mentoring relationship with an experienced academic leader
  - A series of twelve experiential workshops on topics ranging from emotional intelligence and personality type to budgeting and effectively managing meetings
  - Informal lunches with current university leaders

## Other Mentoring Initiatives:

- ***Faculty Learning Communities*** – University B’s Center for Teaching and Learning coordinates several faculty learning communities, providing faculty with the opportunity to meet monthly to discuss strategies for improving their teaching.
  - In addition to a program for probationary faculty, the center facilitates a mid-career community for tenured, associate professors interested in rethinking their teaching style.
  - Rather than incorporating individual mentoring relationships, the program focuses on giving recently tenured faculty a platform for sharing best practices for teaching.

# III. Institution Profiles: University C

## University C

### *Faculty Mentoring Structure*

<p><b>Overview</b></p>	<p><b><u>No Organized University-wide Mentoring:</u></b> While there is an explicit expectation at University C that every college will have some sort of mentoring program (each department chair must submit an annual report to the college dean outlining the department’s mentoring), contacts note that mentoring is fairly informal and varies by department. There are a few specialized programs that include mentoring components:</p> <ul style="list-style-type: none"> <li>• <b><i>Provost Fellows Program</i></b> – A leadership development program that prepares mid-career faculty for leadership roles in the administration</li> <li>• <b><i>Teaching Center’s Faculty Mentoring Network</i></b> – A group that provides faculty of all ranks with the opportunity to work collaboratively with colleagues from across campus to improve their teaching skills (See next page for details on both programs)</li> </ul>
<p><b>Mentor-Mentee Pairing</b></p>	<p><b><u>Mentor Matches Vary Across University:</u></b> While most junior faculty are simply matched with a tenured professor from the department, contacts note that some units in the sciences, the College of Technology, and the School of Veterinary Medicine assign new faculty three mentors:</p> <ul style="list-style-type: none"> <li>• <b><i>Peer Mentor</i></b> – Probationary faculty member who serves as a peer guide</li> <li>• <b><i>Intra-department Mentor</i></b> – Senior mentor from the home unit</li> <li>• <b><i>Outside Mentor</i></b> – Colleague with similar research interests from an outside department</li> </ul> <p><b><u>Senior Faculty Choose Mentees:</u></b> As noted above, junior faculty are assigned mentors, but contacts explain that department chairs usually ask senior faculty which new faculty they would like to mentor. Though junior faculty are allowed to change mentors, contacts state that this rarely happens.</p>
<p><b>Mentor Training</b></p>	<p><b><i>Sporadic Training for Specific Populations</i></b> – While there is no university-wide training, the leadership center recently sponsored an event where an expert on mentoring spoke about strategies for being a good mentor. Contact note that the optional workshop really just focused on women mentors.</p>
<p><b>Compensation</b></p>	<p><b><i>No Compensation</i></b> – Mentors do not receive any stipends or course releases for their service.</p>

### *Junior Faculty Interface with Mentors*

<p><b>Frequency of Mentoring Sessions</b></p>	<p><b><i>No Mandated Policy on Frequency</i></b> – Because there are no formal requirements for how often mentors should meet with mentees, contacts state that the structure varies from prescheduled monthly meetings to informal conversations as needed.</p>
<p><b>Content of Conversations</b></p>	<p><b><i>Anything and Everything</i></b> – Depending on the junior faculty member’s comfort level with the mentor, conversations can range from promotion and tenure advice and reviewing research publications to counseling on teaching issues or adjusting to campus/department culture.</p>

### *Assessing Effectiveness of Mentoring Services*

<p><b>Evaluation</b></p>	<p><b><u>No Formal Assessment:</u></b> Departments are required to submit reports outlining their faculty mentoring services, but contacts explain that there is no formal institutional assessment of mentoring.</p> <ul style="list-style-type: none"> <li>• <b><i>Year-end Review</i></b> – In the Department of Communications, for example, all mentees receive an end of the year review, in which mentors outline the following:             <ul style="list-style-type: none"> <li>• Progress toward tenure</li> <li>• Number of mentoring sessions together</li> <li>• Types of support the mentor provided</li> </ul> </li> </ul>
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# III. Institution Profiles: University C

## Mentoring Programs Targeted at Specific Populations:

**Provost Fellows Program** – Launched in the fall of 2008, this leadership development program prepares mid-career faculty at University C for leadership roles in the administration. Four faculty were chosen this year through a competitive application process.

### Program Overview

- Monthly meetings with Committee on Institutional Cooperation (CIC) Academic Leadership Program Fellows and senior administrative staff to explore the nature of administrative work and challenges administrators face
- Opportunities to gain a general overview of university administrative processes
- Opportunities to specialize in areas of particular interest and expertise
- Access to senior level staff meetings, advisory groups, and Board of Trustees meetings

### Fellow Projects

Fellows are paired with senior administrators to work on specific projects:

- **Office of the Vice President for Research** – Addressing research integrity and compliance issues, as well as data warehousing-related protocols
- **Office of the Associate Provost for International Programs** – Helping to devise an implementation process for the university's new global strategic plan
- **Office of the Vice Provost for Academic Affairs** – Working on retention, graduation, student success, student support services, the challenge presented by underprepared students, and innovations in learning
- **Office of the Associate Provost for Special Initiatives** – Working on faculty development issues, specifically a department head leadership program; other focus areas include faculty recruitment, retention, and success (including promotion and tenure issues); specific policies and procedures; campus climate, culture, and collegiality; mid-career faculty issues

### Compensation

- Fellowships are usually up to 0.5 FTE for two semesters
- All salary savings are returned to fellow's home department

## Other Mentoring Initiatives:

**Faculty Mentoring Network** – Sponsored by University C's teaching center, this group provides faculty of all ranks with an opportunity to work collaboratively with colleagues from across campus to improve their teaching skills. The network is designed to complement departmental mentoring by pairing faculty with mentors from diverse disciplines with experience, interests, and expertise in various types of pedagogical techniques and teaching contexts.

### Select Program Goals

- Facilitate effective teaching and learning at the undergraduate, professional, and graduate levels
- Develop a network for faculty to interact with each other and discuss teaching and scholarship
- Help faculty acclimate to campus culture

### Additional Features

- Faculty are matched with mentors who have common interests (one-on-one or in small groups)
- Mentors and faculty are asked to commit to monthly meetings
- All mentors and faculty meet in the spring to share experiences and review the previous year

# III. Institution Profiles: University D

## University D

### *Faculty Mentoring Structure*

<p><b>Overview</b></p>	<p><b><u>University-wide Mentoring Handbook:</u></b> In response to a dramatic increase in new faculty hires, University D’s administration now provides all academic units with a handbook of effective strategies for approaching faculty mentoring. This university-wide initiative encourages deans and department chairs to create more deliberate and structured mentoring relationships.</p> <ul style="list-style-type: none"> <li>• <b><i>Informal Suggestions Rather Than Strict Requirements</i></b> – As the administration is hesitant to impose strict requirements on faculty mentoring, the handbook includes recommendations such as: <ul style="list-style-type: none"> <li>– Encourage junior faculty to attend faculty professional development programs and seminars at the university or national conferences</li> <li>– Volunteer to give junior faculty feedback on manuscripts and grant proposals</li> </ul> </li> <li>• <b><i>Additional Strategies</i></b> – The Office of the Dean of Faculties is currently updating the faculty mentoring handbook. Additional examples of both formal and informal strategies for mentoring junior faculty are available in the online handbook.</li> </ul>
<p><b>Mentor-Mentee Pairing</b></p>	<p><b><u>One-on-one Intra-department Mentoring:</u></b> Department chairs typically match junior faculty and senior mentors based on research and teaching interests. Contacts argue that these intra-department pairings are the most successful because the tenured professor is familiar with department-specific expectations and processes, especially as they relate to promotion and tenure review. Other features of the matches include:</p> <ul style="list-style-type: none"> <li>• <b><i>Willing Participants</i></b> – In order to help guarantee a comfortable and productive relationship, junior faculty are only paired with senior mentors who agree to serve in the role. By communicating that faculty mentors have explicitly stated their willingness to participate, new assistant professors are less likely to feel as though they are a burden to their mentor.</li> <li>• <b><i>“No Fault” Departures</i></b> – Mentors and mentees enter into the relationship with a mutual understanding that junior faculty can ask for a new mentor if the pairing turns out to be inappropriate or ineffective.</li> </ul>
<p><b>Mentor Training</b></p>	<p><b><u>Faculty Development Workshops:</u></b> The Office of the Dean of Faculties offers a variety of voluntary faculty development workshops, many of which incorporate mentor training modules.</p> <ul style="list-style-type: none"> <li>• <b><i>Training Module</i></b> – Led by the director of academic development, the associate dean of faculties, and the faculty ombudsman, one session addresses the resources faculty can direct their mentees to for research, teaching, and acclimatization issues. The workshop also includes a panel of experienced mentors and a representative from each of the support networks (see next page) who offer their perspective on mentoring.</li> </ul>
<p><b>Compensation</b></p>	<p><b><i>No Compensation</i></b> – Because mentoring is seen as an important part of service to the university, contacts state that unit heads would resist offering mentors teaching load reductions or monetary stipends.</p>
<h3><i>Junior Faculty Interface with Mentors</i></h3>	
<p><b>Frequency of Sessions</b></p>	<p><b><i>Suggested Monthly Meetings</i></b> – Policies differ by department, but many units strongly encourage faculty to meet with their mentors/mentees, in some capacity, at least once per month.</p>
<p><b>Content of Conversations</b></p>	<p><b><i>Range of Informal to Formal Issues</i></b> – Among other topics, mentors are urged to discuss college and university-level requirements and guidelines for promotion and tenure throughout the probationary period. Administrators also suggest that mentors invite junior faculty to talk informally about their experiences in the unit and at the university as a whole.</p>
<h3><i>Assessing Effectiveness of Mentoring Services</i></h3>	
<p><b>Evaluation</b></p>	<p><b><u>Self-Assessment Form:</u></b> Mentors and mentees are asked to submit a self-assessment form to the university-wide mentoring program coordinator. Contacts argue that it is important for evaluation to be done by the participants, as they are the only ones who truly see the benefit of the relationship.</p> <ul style="list-style-type: none"> <li>• <b><i>Department Chair Chats</i></b> – While there is no formal evaluation survey at the department level, chairs often meet with all assistant professors as a group to discuss a range of issues, including mentoring.</li> </ul>

# III. Institution Profiles: University D

## Mentoring Programs Targeted at Specific Populations:

*Faculty Support Networks* – The university encourages minority faculty, and all new professors in general, to seek informal mentors from outside of their academic unit or college. As referenced on the previous page, there are numerous other mentoring relationships beyond the individual matches within the departments. Recognizing that women professors, as well underrepresented minority faculty, may confront issues specific to their gender, race or ethnicity, the administration works closely with the various “Faculty Support Networks” to connect these faculty with peer cohorts, such as:

- Black Faculty Alliance
- Jewish Faculty Network
- Women’s Faculty Network
- Christian Faculty Network
- China Faculty Association
- International Faculty and Scholars Network
- Secular Humanist Network
- Mexican American, Latino Faculty Association

These groups provide professors with additional support which complements the formal one-on-one mentoring relationships established in the home departments.

# III. Institution Profiles: University E

## University E

### *Faculty Mentoring Structure*

<p><b>Overview</b></p>	<p><b><u>Department-Based Mentoring:</u></b> All departments at University E are expected to match junior faculty with senior mentors, but contacts note that the formality of the program– and whether or not it actually happens– depends on the unit.</p> <p><b><u>New University-Wide Program:</u></b> Recognizing that the department-level mentoring may not fully meet the needs of new assistant professors, the provost’s office established the university-wide Faculty Mentoring Program in 2004. Specifically, the program was developed in response to the results of a survey conducted by the Committee on the Status of Women and Minorities. Responses confirmed the administration’s suspicion that junior faculty wanted a formalized inter-department mentoring program.</p>
<p><b>Mentor-Mentee Pairing</b></p>	<p><b><u>Intra-department Mentors are Assigned:</u></b> Department chairs assign junior faculty a senior mentor from a related field of study.</p> <p><b><u>Detailed Form Used to Match Cross-Department Mentors:</u></b> Tenure-track faculty are paired with senior mentors from outside of the mentee’s college or school. Contacts explain that this matching encourages more open conversation since the mentor does not sit on the mentee’s tenure and promotion committee.</p> <ul style="list-style-type: none"> <li>• <b><i>Interest-based Pairing</i></b> – Prospective mentors and mentees submit forms describing their research interests, which is used as the basis for the pairing.</li> <li>• <b><i>Gender Preference</i></b> – Junior faculty are asked to state their preference as to whether or not they would like a mentor of the same sex. According to contacts, women often indicate initially that they do not have a preference, but at the end of the year they request to have a female mentor for the next session.</li> <li>• <b><i>Paired in the First Three Years</i></b> – Recognizing that first-year faculty are often too overwhelmed to realize that they would like to participate in the program, the provost’s office allows new assistant professors to request a mentor at any point in their first three years at the university. About one-third of new faculty participate each year.</li> </ul>
<p><b>Mentor Training</b></p>	<p><b><u>No In-Person Training:</u></b> Because faculty are against any training in general, the provost’s office produces a newsletter at least once per semester, which includes:</p> <ul style="list-style-type: none"> <li>• <b><i>Top Ten Tips for Mentors</i></b> – Effective strategies for approaching mentoring</li> <li>• <b><i>Events &amp; Activities</i></b> – A list of on-campus programming that may be of interest to mentoring pairs (e.g., speaker series, athletic events, workshops, etc.)</li> </ul>
<p><b>Compensation</b></p>	<p><b><i>No Compensation</i></b> – Faculty do not receive any financial compensation or course releases for serving as mentors. However, mentors are acknowledged during the university-wide awards ceremony.</p>

### *Junior Faculty Interface with Mentors*

<p><b>Frequency of Mentoring Sessions</b></p>	<p><b><i>Minimum of Four Contacts per Semester</i></b> – Each semester, the provost’s office host two optional social event that allow mentors and mentees to get to know other program participants. Contacts note that mentoring is a relationship and it’s difficult to form any sort of connection without regular meetings. Therefore, whether a formal meeting or a quick chat over coffee, mentors are encouraged to check in with their mentees at least four times per semester.</p>
<p><b>Content of Conversations</b></p>	<p><b><i>Wide Range of Conversations</i></b> – As mentors come from outside of the junior faculty member’s home unit, conversations tend not to focus on departmental policies and procedures (addressed by intra-department mentors). Instead, mentors typically offer guidance on adjusting to the university as well as universal teaching strategies and techniques. Mentees also raise questions about work-life balance and publishing.</p>

### *Assessing Effectiveness of Mentoring Services*

<p><b>Evaluation</b></p>	<p><b><i>Annual Survey &amp; Focus Groups</i></b> – While there is no university-wide evaluation of departmental mentoring, the Faculty Mentoring Program conducts email-based surveys annually. About two thirds of mentors and mentees respond to the 30 question evaluation, which contacts highlight as an indication of their dedication. The provost’s office also leads focus groups every few years to generate new ideas for the program.</p>
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# III. Institution Profiles: University F

## University F

### *Faculty Mentoring Structure*

<b>Overview</b>	<p><b><u>University-wide Mentoring Requirement:</u></b> As stated in the handbook of policies and procedures, each department the University F must provide new tenure-track faculty with a senior faculty mentor (or mentoring committee). Because there are no central or local offices to oversee the departments' offerings, though, officials emphasize that mentoring, in general, is seen as a requirement and not a structured program.</p> <ul style="list-style-type: none"> <li>• <b><i>Decentralized Mentoring Initiatives</i></b> – Due to the decentralized nature of the university, mentoring-like programs and related issues are overseen and addressed by a variety of administrative offices and academic units across campus. Though most mentoring takes place within the departments, the Office of the Vice President for Teaching and Learning, for example, is working on a project that would pair mentors with faculty who are specifically struggling with instructional challenges.</li> <li>• <b><i>Women Faculty Mentoring Program</i></b> – The 20-year-old program seeks to support and retain women assistant professors throughout the tenure process by connecting junior faculty with senior women mentors from across the university (see next page for details).</li> </ul>
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<b>Mentor-Mentee Pairing</b>	<p><b><u>Consultation, Not Assignment:</u></b> Department chairs often consult new faculty before pairing them with a senior, tenured professor from within the academic unit. However, due to the fact that mentoring is driven largely by the local culture of the home department, there is significant variation in the structure of the offerings across campus.</p> <ul style="list-style-type: none"> <li>• <b><i>Mentoring Committee</i></b> – Mentoring at the department level is often referred to as a mentoring committee; in practice, junior faculty typically meet one-on-one with a single mentor. New assistant professors have multiple people who they can turn to depending on the issue, but there is usually a primary mentor who they meet with on a regular basis.</li> </ul>
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<b>Mentor Training</b>	<b><i>No Formalized Mentor Training</i></b> – There are no training sessions for faculty mentors.
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<b>Mentor Compensation</b>	<b><i>No Compensation</i></b> – Faculty do not receive any financial compensation or course releases for serving as mentors.
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### *Junior Faculty Interface with Mentors*

<b>Frequency of Mentoring Sessions</b>	<p><b><u>No Meeting Requirements:</u></b> There are no specific expectations for how often mentors and mentees should meet. Contacts explain that some mentors are more proactive than others about reaching out to junior faculty on a regular basis. There is an expectation that faculty will meet, but there is no central or even local office to ensure that mentors are interacting with their mentees on a semester by semester basis.</p> <ul style="list-style-type: none"> <li>• <b><i>Annual Review</i></b> – All probationary faculty are reviewed on an annual basis, so mentors typically meet with mentees at that point if they have yet to have other scheduled conversations.</li> </ul>
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<b>Content of Conversations</b>	<b><i>Range of Topics</i></b> – Mentoring conversations often center on preparing for tenure review, but also include issues like scholarship, getting published, and who to turn to for questions about teaching a large course, et cetera.
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### *Assessing Effectiveness of Mentoring Services*

<b>Evaluation</b>	<p><b><i>Case-by-Case Assessment</i></b> - There is no formal, university-wide assessment of mentoring, but contacts note that the success of individual mentoring relationships may be addressed on a case-by-case basis if a junior faculty member is not granted tenure (deans often question the effectiveness of a specific mentor if an assistant professor is denied a promotion or barely achieves tenure).</p> <p><b><i>Annual Assessment for Women's Program</i></b> - Both mentor and mentee participants in the Women Faculty Mentoring Program are asked to evaluate their relationship and to offer advice each year.</p>
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# III. Institution Profiles: University F

## Mentoring Programs Targeted at Specific Populations:

**Women Faculty Mentoring Program** – Housed in the Office of the Secretary of the Faculty and overseen by a faculty advisory committee, this 20-year-old program seeks to support and retain women assistant professors throughout the tenure process by connecting junior faculty with senior women mentors from across the university. Contacts explain that in doing so, the program effectively pluralizes the mentoring network for young, women faculty. While faculty mentors within the department are key resources for issues specific to that academic unit, it is important for women faculty to be able to discuss gender related concerns with other female professors.

- Mentors and mentees are matched with each other based on their professional and personal interests, which they are asked to detail in a brief questionnaire. Contacts emphasize that assistant professors are deliberately assigned to women mentors from outside departments, ensuring that they are removed from the mentee’s promotion and tenure review process. The program includes several events throughout the year, including:
  - **Orientation Luncheon** – Faculty learn about the roles of the mentor and mentee, receive information about mentoring resources, and share observations and tips about effective mentoring.
  - **Conversation Series** – Panelists address topics of special interest to women faculty and encourage dialogue on the issues.

*“This multiple-year match does not obviate the department’s responsibility to assign a guidance committee or mentor for each assistant professor; rather, it offers additional information and resources that build upon the work of departmental mentoring relationships.”*  
– Council Interview

### ***Spotlight: University F’s Shift toward the Coordinating Mentor Model***

#### **Rational Behind the Evolution:**

Somewhat based on the premise behind the Women Faculty Mentoring Program, officials have begun encouraging new faculty to seek multiple mentors who can serve different, but complementary, functions and offer guidance specific to a particular situation or issue. University officials highlight a few reasons for the shift in the mentoring structure; for instance, due to the personal nature of mentoring, mentor-mentee relationships can be very “hit or miss.” Additionally, unlike the one-on-one mentoring relationships which typically end once faculty achieve tenure, informal mentoring networks enable even full professors to continue seeking advice from colleagues throughout their careers.

#### **The Model in Action:**

In the coordinating mentor model, junior faculty work primarily with one mentor from within the department who helps connect them with additional mentors as needed. These relationships are typically interest-based, such that junior faculty work with a research mentor, an instructional mentor, and an institutional coach (for help navigating university policies).

# IV. Insights from National Research

*Dr. Deborah DeZure, currently assistant provost for faculty and organizational development at Michigan State University, has compiled a comprehensive resource guide of best practices for designing, implementing, and assessing faculty mentoring programs. The Council spoke with Dr. DeZure about her extensive national research; the following are her recommendations for universities seeking to build successful faculty mentoring programs.*

## Dr. DeZure's Recommendations for Faculty Mentoring Programs

The preceding institution profiles address many of the recommendations and concepts outlined in Dr. DeZure's research documents. As such, the following are select tips on developing a comprehensive faculty mentoring program (a complete list is available at [www.crlt.umich.edu/faculty/facment.php](http://www.crlt.umich.edu/faculty/facment.php)):

**Recommendation #1: In order to provide comprehensive support, give junior faculty access to multiple mentors over shorter periods of time.** As research shows that there is no effective way to match faculty members according to personality types, all pairings should be interest- and identity-based:

- **Role Designation** – mentors for different functions (i.e., teaching, research, nuts-n-bolts issues)
- **Identity-based Mentoring** – mentors for identity-related issues (i.e., gender, race, ethnicity)
- **Department Mentoring** – mentors for department-specific issues (i.e., promotion and tenure) who often serve as a point person for connecting the mentee with resources across the university

**Recommendation #2: Use the cohort mentoring model when seeking to support large numbers of incoming faculty if relatively few senior professors are available to serve as mentors.** In this model, the cohort coordinator/mentor plans monthly meetings with prominent and/or relevant members of the campus community (e.g., provost, director of research, director of the teaching center, director of affirmative action and diversity) to speak with junior faculty about issues related to promotion and tenure review preparation.

**Recommendation #3: Orient both mentors and mentees with the expectations for the mentoring relationship.** Whether an official workshop or an informal discussion over lunch, it is important for universities to provide faculty with an explanation of expectations, policies, and practices as they relate to mentoring. Orientation sessions are an opportunity to facilitate the first formal meeting of the mentoring pairs and to discuss:

- Why the university has designed the program what it wants to accomplish
- How the mentors and mentees are expected to function
  - **Mentor Role** – Mentors should understand what their role is and what it is not (i.e., emphasize that mentors are supposed to help junior faculty achieve their own goals, not become clones of the mentor)
  - **Networking** – Increasing need to think of mentors as resources for networking with faculty across campus
- What both the mentor and mentee hope to achieve over the course of the relationship
  - **Mutual Mentoring** – The idea that mentors can also ask something of mentees (e.g., technology help)
- Program policies (e.g., voluntary vs. required, role of the mentor in the promotion and tenure decision, privacy, confidentiality, etc.)
  - **Expectation of Regular Meetings** – Pairs should have a minimum of four mentoring sessions per year

**Recommendation #4: Combine formal training sessions and orientation programming in order to increase faculty participation.** When faculty are resistant to participating in both training and orientation, coordinators should combine the two into a less imposing luncheon. During training, administrators should:

- Provide mentor/mentee pairings with lists of possible outcomes; both participants fill out separate forms and compare mutual goals
- Lead conversations and offer tips on providing constructive feedback

**Recommendation #5: Provide senior faculty with perks, not compensation, for mentoring.** As mentor participation should be taken into consideration during promotion review, faculty should not receive compensation, such as stipends or course releases, for their service. However, administrators should coordinate events that are perks for both the mentors and the mentees (e.g., bring in notable speakers, host receptions, etc.).

## **Professional Services Note**

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