CEM/INE Faculty Mentoring Policy

CEM/INE POLICY: CEM seeks to ensure that faculty members, especially faculty members at the assistant professor level, actively develop and follow a mentoring plan. The plan should include attention to teaching, graduate supervision, research and service obligations as appropriate to the position. The plan should be predicated on being helpful rather than authoritarian. This mentoring plan may include participation by several members of the academic department/research center, as well as external faculty as appropriate. However, we do request that each faculty member at the assistant professor level identify one specific individual to serve as a named mentor. The named mentor should be someone at the associate professor level or higher. It is convenient, although not required, that the named mentor be someone in the same unit. When the named mentor is identified, please sign a mentoring partnership agreement, and work together to complete an individual development plan (IDP). Those documents are for the mentor/mentee’s use only, and need not be shared. They are intended to help guide/frame the mentoring relationship, and can be modified as necessary. However, we do ask that mentees let the dean or director’s office know who is serving as their named mentor.

BACKGROUND: Faculty mentoring is a valuable investment in our future academic and research excellence. Academic and research excellence depends on the ability of our faculty to do their very best work throughout their academic careers. To this end, all new CEM/INE faculty are paired with more senior faculty to serve as their mentor.

Mentors help integrate new faculty into the culture of the department and the campus and provide advice on all aspects of their professional development. Mentors help junior faculty to develop strategies to manage their time and balance their responsibilities in research, teaching, and service; introduce them to colleagues and potential collaborators; and provide some tips to navigating the university bureaucracy. Faculty mentoring is both a formal and an informal activity, and should extend beyond the minimum effort of informing junior faculty of the requirements for achieving promotion and/or tenure. Faculty mentoring should include all aspects of academic life, such as balancing professional and family obligations, and should address the needs of assistant, associate and full professors as they advance through the ranks. Faculty mentoring may take many forms, including:

- Department social events
- Invitations to professional conferences
- Research collaborations
- Navigating Faculty 180
- Teaching best practices
- Grant-writing

- Publishing
- Time Management
- Networking
- Navigating university and departmental culture
- General advice and counsel

FACULTY MENTORING LIASIONS: CEM/INE faculty mentoring liaisons are available to provide guidance and support to both mentors and mentees. Liaisons are also available to help facilitate reassignment of mentees as necessary.
PRINCIPLES: A climate of mentoring in which members of the department spontaneously and informally mentor new colleagues is fostered.

1. It is the responsibility of CEM academic departments and INE research centers to mentor those faculty in ways that help them to reach their full potential in teaching, research and service. Mentoring is important for faculty at all stages of their careers.
2. Mentoring of faculty is a responsibility of all faculty members, and a particular responsibility of the CEM Dean, INE Director, Department Chairs, and Research Center Directors either personally, or through his or her designee.
3. Mentoring is both a formal and an informal activity. It is about internal expectations for teaching, research and service, as well as about external measures of success such as publications and awards.

FACULTY MENTORING BEST PRACTICES:

1. Departments should work to develop a "climate of mentoring" in which all members of the department spontaneously and informally mentor their new colleagues. Collegial conversations about the intellectual concerns of the department/school are one of the best modes of informal mentoring.
2. Departments should take care to ensure that there are departmental/program events, such as colloquia and seminars, which include new faculty as both audience and presenters, make them welcome as members of the community, and serve as modes of informal mentoring.
3. The CEM Dean, INE Director and Department Chairs should support a collaborative teaching and research environment, both for the intrinsic value of such work and because collaborative work is itself a form of mentoring. This work should be given full credit.
4. Tenure track appointees will have the opportunity to review formally with the CEM Dean at least once a year their teaching, research and service in relation to their progress towards promotion and tenure. These reviews should be constructive and diagnostic. They should address areas of strength and areas for improvement in the faculty member's teaching, research and service and should make suggestions about goals and strategies for improvement.
5. INE Research faculty (non-tenure track appointees) will have the opportunity to review formally with the CEM Dean at least once a year their research and service in relation to their progress towards promotion. These reviews should be constructive and diagnostic. They should address areas of strength and areas for improvement in the faculty member's research and service and should make suggestions about goals and strategies for improvement.
6. The CEM Dean should conduct reviews in a friendly and constructive spirit. The aim of these reviews is to communicate clearly the requirements for promotion and/or tenure and to help candidates meet those requirements; it is not to intimidate candidates.

7. The CEM Dean should recognize that some candidates may in some contexts face special challenges in receiving the kinds of informal mentoring that both help their careers and make them feel comfortable in the college. In such instances, the Dean, Department Chair, or INE Research Center Director may wish to seek mentoring resources available on campus outside the department. Departments should pay particular attention to ensure that faculty behavior in both formal and informal settings is fully and respectfully inclusive of such candidates and of the scholarly interests for which they were hired.

8. All faculty should conduct themselves, in both formal and informal settings, in ways that mentor by example. We should not be mentoring anyone in our community, be they students or new faculty, in old strifes, uncivil debate, or personal arguments.

9. Where faculty hold joint appointments, the Dean/Director of their units should review each year their respective requirements of the candidate to ensure that they are consistent with the expectations placed on faculty without joint appointments. Particular attention should be paid to teaching and service requirements to make sure that candidates are not doing "double duty" in, for example, teaching large introductory lectures or holding demanding committee assignments in both departments.

10. Irrespective of whether faculty hold single or joint appointments, their work assignments should be reviewed carefully to ensure that they are not being unduly burdened by an excessive number of new course preparations, large classes, or demanding research or service assignments.

11. Service assignments serve as mentoring contexts in which the faculty learns about the values and operations of the University.

12. One is not born a mentor but learns to become a mentor. Faculty mentors should meet regularly, to discuss problems and strategies around mentoring and to share their knowledge.

¹ Adapted from the University of Michigan College of Literature, Science and the Arts (LS&A) Junior Faculty Mentoring and Third-Year Reviews: Principles and Best Practices: A report to chairs, directors, and faculty from Dean Shirley Neuman, June 18, 2001

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RESOURCES:

UC Berkeley
https://vpf.berkeley.edu/faculty-mentoring

Harvard
https://faculty.harvard.edu/mentoring (link is external)

Harvard has a web link to "mentoring" in its Office of Faculty Development and Diversity website which states, "Harvard University is currently assessing existing and new models for mentoring junior faculty. The goal is for all Schools to adopt one or more of these models for their non-tenured faculty." The website includes a list of articles on faculty mentoring.

Princeton
http://www.princeton.edu/pr/pwb/03/1006/6a.shtml (link is external)

Stanford
https://facultydevelopment.stanford.edu/ (link is external)

Stanford has a web link for "Resources for Prospective, New and Junior Faculty" in their Office of Faculty Diversity and Development. There is a formal faculty mentoring program in the School of Medicine: http://med.stanford.edu/academicaffairs/ (link is external)

University of Michigan
https://advance.umich.edu/resources/ (link is external)
Committee on Strategies and Tactics for Recruiting to Improve Diversity and Excellence (STRIDE): (link is external)

The committee leads workshops for faculty and administrators involved in hiring. It also works with departments by meeting with chairs, faculty search committees, and other department members involved with recruitment and retention.

Network to Advance Women Scientists and Engineers which is composed of faculty in science and engineering across the entire campus, meets several times each year to socialize, to talk about issues the members have in common, and to develop plans for the future. The Network provides women faculty in science and engineering with opportunities to define collective goals and to get to know one another.

University of Michigan Network to Advance Women Scientists and Engineers Resources
- Faculty Career Advising
  - Giving and Getting Career Advice: A Guide for Junior and Senior Faculty (link is external)
  - Giving and Getting Career Advice: A Guide for Junior and Senior Research Faculty (link is external)
Mentoring Women for Academic Leadership
ADVANCE has designed a leadership development program, called the Mentoring-for-Leadership Lunch series, to encourage women faculty to consider and pursue positions of academic leadership. Each month, a different woman leader discusses her career trajectory and the benefits and challenges of holding an administrative job.

Mentoring Pre-Tenure Faculty
For pre-tenure faculty, ADVANCE has developed a group mentoring program rather than using the traditional one-on-one mentoring model. The mentoring opportunities occur at a peer level and across ranks. Mentoring activities include informal lunches, topical workshops, and other opportunities to share resources and information.

Professional Development Consultants
The ADVANCE CIC is piloting a program called Professional Development Consultants to help create transparency in the promotion & tenure process. This pilot program is available for the women faculty in ADVANCE departments and if it is well received, it will be expanded to all ADVANCE faculty.

Duke
http://stratplan.duke.edu/ch04/6.html

The campus strategic plan addresses faculty mentoring as a component of building leadership strength in tenured faculty:

"The university has recently launched a new university-wide Mentoring Initiative that articulates best practices for faculty members, chairs, deans, and central administrators along a continuum. This initiative places emphasis on the role of the chair in creating a local environment in which mentoring can flourish and the roles of the dean and the provost in promoting and monitoring a climate and mentoring culture supportive of all faculty members."
"While schools, institutes, and departments currently provide an array of mentoring programs for assistant professors, the same is not true for associate and full professors. Moreover, associate professors are at a point in their careers that is particularly conducive for developing campus leadership, both through scholarship and service opportunities. Increased attention to mentoring of this cohort would enhance continued productivity and greater engagement in the institution. In addition, mentoring full professors may help maintain their peak momentum, support their scholarly and educational activities, and encourage them to collaborate in new and strategic ways.

"Responding to the recognized need for greater faculty mentoring, the university will require review of all associate professors as part of the annual salary evaluation. This review will entail a meeting with department chair, or in the smaller schools the appropriate representatives from the Dean's office, so that faculty can receive feedback enabling them to better achieve their maximum potential in research, teaching and service."