



## 4.4.2 (Mentoring for Faculty Promotion & Tenure)

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All instructors/assistant professors are entitled to receive formal mentoring to support an orderly and timely progression to promotion. Each Department's and/or College's bylaws should include a formal mentoring protocol using available resources that is regularly appraised and updated for effectiveness. Chairs should consult with each assistant professor (mentee) in their unit to mutually identify a senior faculty mentor other than the chair. The minimum standard is one assigned mentor. The effectiveness of the mentor-mentee pairing should be evaluated by the faculty members at the end of each academic term. The main focus of formal mentoring is to support the mentee's familiarity with departmental and institutional culture, timelines, and interpretation of policies and departmental practices. Formal mentoring begins as early as possible, once a faculty member accepts the position; it becomes especially important surrounding career development opportunities such as workload planning, learning about the cultural aspects of promotion and appraisal, etc. There should be regular formal meetings of the mentor and mentee, ideally several times a semester but at minimum once per semester. The mentor should be recognized by the chair for this service during appraisal and review.

The need for mentoring for the purpose of career development and promotion does not end after the probationary period. Therefore, each Department's and/or College's bylaws should include formal mentoring protocols to provide advice for Associate Professors to support their advancement and growth.



## Chair's Responsibilities under 4.4.2

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1. Establish a “formal mentoring protocol.”
2. Consult with each new junior faculty member to identify, at a minimum, one senior colleague to serve as mentor.
3. Evaluate mentors annually and reward good mentors at annual appraisal time.
4. Establish “formal mentoring protocols to provide advice for Associate Professors to support their advancement and growth.”



# Formal Mentoring for Faculty

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Provost's Chairs Workshop



# Today's agenda

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1. Formal mentoring: why and best practices
2. Mentoring models on campus & questions to consider as you develop a mentoring plan
3. Working time to develop framework for departmental mentoring documents



# Why are we focusing on Formal Mentoring?

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- Formal mentoring gets the mentoring process moving immediately once a faculty member comes onto campus.
- Formal mentoring has been found to be an effective means for addressing structural inequities that are built into unequal access to knowledge and information.
- Formal mentoring does not replace—but often opens doors for—other informal mentoring opportunities.
- Formal mentoring is only one part of a larger culture of mentoring. Faculty need a wide range of support, and what they need will vary from person to person. **The overall goal is for faculty to learn how to ask for—and get—what they need.**



# Why Formal Mentoring?

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## UD ADVANCE faculty climate survey results, 2018:

- Only 1/5 of T/TT faculty report having formal mentors. Of those who do, a majority report the mentoring they received is above average or excellent. *Formal mentoring is seen as valuable, but it only reaches a small percentage of faculty.*
- The majority of write-in comments about mentoring concerned the *limited availability of or high need* for mentoring (with nearly one-third of the comments directed towards mid-career and senior faculty).
- Faculty appreciate formalized opportunities to learn about about P&T processes (e.g., panels). Formal mentoring is another way for faculty to learn about the process from the perspective of an experienced colleague.



# Unequal Access & Outcomes

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UD Faculty Climate Study (2018) data tell us that:

- Women faculty feel excluded from informal networks
- Women faculty and faculty from historically underrepresented groups—
  - Are less likely to receive helpful career information from colleagues
  - Are more likely to have high service loads
  - Have to work harder to be perceived as valued colleagues

UD faculty hiring cohort studies (2015 & 2018):

- Faculty from historically underrepresented groups are promoted to associate professor at lower rates than their non-URM colleagues
- Women are promoted to full professor at lower rates than men in all disciplines



# Faculty Need a Lot of Mentors

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1. **Evaluative:** Department chair
2. **Formal Mentor:** Senior faculty member from within the school or department – appointed by the department chair. Formal meetings with the mentee to review policies and procedures of the institution and department.....  
...
3. **Professional Life (other institutions):** peer and senior research mentors/collaborators/letter writers/award nominators...
4. **Other:** colleagues with similar gender, cultural, international, time management, family-friendly issues, or other interests.





# Role of the Formal Mentor

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Primary job is to ensure that the junior faculty member is familiar with policies, procedures, and resources of the department, college, and university.

Helps the mentee understand and navigate departmental culture and expectations.

May help mentee identify other mentors as needed (e.g., research, teaching, etc.), but is not expected to act in all capacities. Does *not* need to be in mentee's research area.

Of the many mentors that the faculty member needs, this is the one that they get automatically.



# What Faculty Tell Us

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Question posed at recent meeting: “What is the most helpful information you get from your formal mentor?”

Answers from junior faculty across campus included:

- Information about UD’s culture (students, teaching expectations, etc.), especially if a new faculty member is coming from a different institution
- How to interpret and contextualize paper and grant feedback
- Departmental politics: What can I say or not say in a meeting as an assistant professor? My chair asked me to do this—is it okay or is it not in my best interest? How can I say no diplomatically? What service roles should I take on?
- Strategies: names of contacts, grants, etc.



# Formal Mentoring Best Practices

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- Chair assigns – with mutual agreement – a senior faculty member as formal mentor to the assistant professor
- Chair makes mentor and mentee aware of available resources (see next slide)
  - Checklists, guidelines, etc.
  - ADVANCE workshops
- Chair checks on the mentoring arrangement regularly. If meetings are not regularly occurring, chair assigns a new mentor
- Chair should value the mentor's effort at appraisal time



# Resources: [udel.edu/advance](http://udel.edu/advance)

## Faculty mentoring

### Mentoring

Faculty need a host of mentors/advocates/coaches/peers/colleagues to ensure their professional success. UD's [Vice Provost for Diversity](#) supports informal mentoring through an institutional membership to the [National Center for Faculty Development and Diversity \(NCFDD\)](#) and UD's [Faculty Accountability Program](#).

### Formal Mentoring

UD ADVANCE works with deans and chairs to support *formal* mentoring within departments. Under this program, faculty are assigned a mentor (or mentors) from within their department to help them navigate departmental, college, and university policies and practices. The formal mentoring program was first developed under [UD's ADVANCE PAID grant \(2008-2013\)](#) in the College of Engineering and the natural sciences portfolio of the College of Arts and Sciences. [Read the Faculty Handbook statement on formal mentoring here.](#)

UD ADVANCE has developed resources to support formal mentoring. Each department is different, with its own characteristics, culture, and mentoring needs. Please consider the below resources templates that should be modified to meet the needs of your department.

- [Template Framework for Formal Mentoring](#) (helpful for departments developing mentoring plans)
- [Mentoring Checklist, Year 1 – 7 \(STEM focused\)](#)



# Mentoring is dynamic

## Mentor can change from year to year



### Year 1

#### Before Start of Fall Semester

- Teaching readiness
- Recruiting grad students
- Lab readiness (renovations, equipment orders, etc.)
- Documents to start collecting for reviews (peer reviews, P&T, etc.)
- Handling paper and grant reviews/rejections

#### Fall Semester

- Overview of UD Policies
- Mentee's 5-year research/funding plan
- Role of Research Office
- Discussion of other mentors
- Appraisal & Workload Planning

#### Spring Semester

- Review chair's evaluation.
- Next year's teaching and service assignment
- Mentee's teaching evaluations
- Balancing research, teaching, service, and life outside of work
- Two-year peer evaluation: what to expect, what to prepare

### Year 2

- Review mentee's materials for 2-year peer review
- Importance of external network and how to develop it
- Revisit mentee's teaching evaluations
- After two-year review, go over the feedback and discuss possible steps needed moving forward
- Review mentee's five-year research plan. What does mentee want to look like in three years to potential letter writers for your dossier?

### Year 3

- Review mentee's service load.
- Discuss how mentee will develop a detailed plan for research, teaching, and service for tenure dossier
- Look for awards that mentor (or other) may nominate mentee for
- Revisit P&T guidelines
- Start thinking about external letter writers

### Years 4-5

- Review dossier for four-year review
- Discuss feedback after review. If there are weaknesses, how can they be corrected for P&T?
- Review dossier for tenure review



Note: topics are examples only. Not all topics will apply to everyone.



# Some Current Mentoring Models

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- Deputy Mentors: One or two faculty members take on significant mentoring responsibilities.
- Mentoring Pairs: A senior faculty member is matched up with a junior faculty member.
- Multiple Mentors: Matching junior faculty with multiple mentors in different areas.
- Mutual Mentoring: Faculty are paired together with the expectation that both will support the other in a mutually beneficial relationship.



## Freewrite (5 minutes)

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What is the most urgent challenge around mentoring in your unit?



## To keep in mind . . .

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A departmental mentoring policy needs to be workable from chair to chair.

How can members of your department become invested in and familiar with the mentoring policy you develop?

Relatedly: How will mentoring—under your department's policy—not fall solely on one or two people's shoulders?

What are the most urgent challenges around mentoring in your unit? How will a departmental mentoring policy address those challenges?

How will you get feedback and/or assess your department's formal mentoring policy and make improvements?





# Working Time: 30 minutes

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The goal: create a framework for formal mentoring in your department (~1 page).

Questions to keep in mind as you work:

- How can members of your department become invested in and familiar with the policy?
- How will the work of mentoring be distributed (not fall solely on one or two people's shoulders)?
- What are the most urgent challenges around mentoring in your unit? How will your policy address those challenges?
- How will you get feedback and/or assess your department's formal mentoring policy and make improvements?



# What's next? We'd like to hear from you!

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As you create (or improve) your department's mentoring policy,

- What institutional resources would help support your efforts?
- What are you learning as you implement your department policy?
- How do you see formal mentoring working in conjunction with other forms of mentoring in your unit?
- What is working—and not working—in your existing mentoring practices and policy?



Thank you!

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# Elements of a Mentoring Protocol

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1. Establish a “formal mentoring protocol.”
2. Consult with each new junior faculty member to identify, at a minimum, one senior colleague to serve as mentor.
3. Mentor and mentee should meet at least once each semester.
4. Mentor and mentee should assess the effectiveness of the relationship at the end of each academic term.
5. Evaluate mentors annually and reward good mentors at annual appraisal time.
6. Establish “formal mentoring protocols to provide advice for Associate Professors to support their advancement and growth.”