

PPCW 2018 End of Year Reports Appendices

Policy & Practice Task Force End of Year Report: Appendix 1

Full Process and Activities:

- a. Assessed other institutions published flexible work policies and practices and noted the ease of accessibility to tools and clarity of policy for comparison purposes (see Benchmark Institution Policies and Related Articles).
- b. USAC surveyed the university staff in 2015. Discussed the applicable data related to our charge and determined the need to gather more recent, specific, and comprehensive data to adequately draw conclusions for our charge.
- c. Met via conference call with the Flexible Work Policy owners in OHR, Michelle Gaines and Lynn Carter, to discuss implementation goals, roles, and challenges that have been identified across the university.
- d. Since the charge did not specify the inventory was solely for staff, we identified inflexible work practices among clinical faculty as a related point of concern.
- e. Drafted 3 surveys to distribute to a.) Faculty leadership, b.) Senior Human Resource Professionals (SHRPs), and c.) Staff and managers via targeted email and onCampus Today, to gather feedback for evaluating flexible work practices on campus.
- f. AVP of HR Admin and Operations, Kim Shumate, and Institutional Research and Planning contacts, Julia Carpenter Hubin and Jason Sullivan, were consulted to review the drafted surveys and it was suggested to combine the faculty and SHRP surveys into one and add questions to the upcoming university culture survey to obtain flexible work feedback from staff. The OSU Legal Team edited the survey questions before Kim Shumate disseminated it via email to 50 SHRPs between December 1-15, 2017.
- g. Held informal conversations with colleagues in other units regarding flexible work practices in their units, i.e., College of Social Work, College of Engineering, College of Nursing, College of Arts and Sciences, College of Medicine.

Benchmark Institution Policies and Related Articles:

- a. University of Michigan: <https://hr.umich.edu/benefits-wellness/work-life/flexible-work-options>
- b. University of Pennsylvania State: <https://policy.psu.edu/policies/hrg02#B>
 - i. Golden, Lonnie, Penn State Abington, "Flexible work hours lead to happier, more productive employees"
<http://news.psu.edu/story/426362/2016/09/16/impact/flexible-work-hours-lead-happier-more-productive-employees>
 - ii. Work-Family Balance at Penn State: Findings from the 2008-2009 Focus Groups of Faculty and Staff; A Report by Penn State's Commission for Women:
http://equity.psu.edu/cfw/docs/work_family_balance_psu_09.pdf
- c. Ohio University:
https://www.ohio.edu/hr/policies/upload/Guidelines_for_Flexible_Work_Schedule_Flexible_Hours_and_Flexplace_fo2_-_Administrators_11-21-12.pdf
- d. Harvard University: <https://hr.harvard.edu/flexwork>

- iii. Harvard Flexible Work Arrangements – Job Considerations:
https://hr.harvard.edu/files/humanresources/files/flexwork_job_considerations_grid.pdf
- iv. Harvard Business Advantages of Flex Work:
https://hr.harvard.edu/files/humanresources/files/flexwork_business_advantages.pdf

Full Survey Results:

- a. See the following larger appendix document for full survey results using Qualtrics.

**Policy and Practice Task Force
(Flexible Work)**

Response	Q25	Q1	Q3	Q6	Q3.1	Q6.2	Q3.1	Q6.4	Q25.1	Q22.2	Q22.3	Q22.4	Q7	Q13	Q10
Completed	Link/Department	Does your unit have any documentation that describes and specifies how and whether alternative scheduling arrangements would be implemented for the unit? If "Yes", in what way?	Does your unit have any documentation that describes and specifies how and whether alternative scheduling arrangements would be implemented for the unit? If "Yes", in what way?	What kind of flexible work or alternative scheduling arrangements have been/are currently being/being considered for your unit? Select all that apply.	Regarding flexible work or alternative scheduling arrangements for your unit, please select the percentages related to the statements on the left as applicable for your unit. - % REQUESTED a flexible work or alternative scheduling arrangement in the past five years	Regarding flexible work or alternative scheduling arrangements for your unit, please select the percentages related to the statements on the left as applicable for your unit. - % REQUESTED for flexible work or alternative scheduling arrangements in the past five years	Regarding flexible work or alternative scheduling arrangements for your unit, please select the percentages related to the statements on the left as applicable for your unit. - % DENIED for flexible work or alternative scheduling arrangements in the past five years	Regarding flexible work or alternative scheduling arrangements for your unit, please select the percentages related to the statements on the left as applicable for your unit. - % CURRENTLY working under a flexible work or alternative scheduling arrangement	Regarding flexible work or alternative scheduling arrangements for your unit, please select the percentages related to the statements on the left as applicable for your unit. - % REQUESTED a flexible work or alternative scheduling arrangement in the past five years	Regarding flexible work or alternative scheduling arrangements for your unit, please select the percentages related to the statements on the left as applicable for your unit. - % GRANTED for flexible work or alternative scheduling arrangements in the past five years	Regarding flexible work or alternative scheduling arrangements for your unit, please select the percentages related to the statements on the left as applicable for your unit. - % DENIED for flexible work or alternative scheduling arrangements in the past five years	Regarding flexible work or alternative scheduling arrangements for your unit, please select the percentages related to the statements on the left as applicable for your unit. - % CURRENTLY working under a flexible work or alternative scheduling arrangement	If one or more staff in your unit were denied the opportunity to work under a flexible work or alternative scheduling arrangement in the past five years after making a request for such an arrangement, please state the reason for denial? Select all that apply.	If one or more faculty in your unit were denied the opportunity to work under a flexible work or alternative scheduling arrangement, please state the reason for denial. If it known.	What support/needs would be necessary for you to implement flexible work practices or alternative scheduling arrangements in your college or unit?
TRUE	Network campus	Yes	No	Fixed time (i.e. alternative or variable schedule from standard university hours A.C. M.F. 8.5), Reduced/expanded FTI, Customized, internal arrangement	1-25%	1-25%	1-25%	1-25%	1-25%	1-25%	1-25%	1-25%	N/A		
TRUE	Graduate School	There are no faculty in my unit.	No	Fixed time (i.e. alternative or variable schedule from standard university hours A.C. M.F. 8.5), Reduced/expanded FTI, Customized, internal arrangement	26-50%	26-50%	1-25%	1-25%	1-25%				Inflexible job duties		Nothing additional, we already do this
TRUE	Advisement	There are no faculty in my unit.	Yes	Fixed time (i.e. alternative or variable schedule from standard university hours A.C. M.F. 8.5), Reduced/expanded FTI	1-25%	76-100%	1-25%	1-25%	1-25%				Other	N/A	I believe we have all that necessary to implement flexible work practices or alternative scheduling arrangements.
TRUE	Gen. College	Yes	No	Fixed time (i.e. alternative or variable schedule from standard university hours A.C. M.F. 8.5), Reduced/expanded FTI, Customized, internal arrangement	26-50%	76-100%	1-25%	1-25%	76-100%	1-25%	76-100%	76-100%	Inflexible job duties, Employer performance		
TRUE	Mechatronics	No	No	Fixed time (i.e. alternative or variable schedule from standard university hours A.C. M.F. 8.5), Reduced/expanded FTI	1-25%	51-25%	26-50%	1-25%	1-25%				Inflexible job duties, Scheduling complications		Most of our faculty provide patient care, so their schedules need to coordinate with when patients visit OSU/MC
TRUE	CRAS	No	No	Fixed time (i.e. alternative or variable schedule from standard university hours A.C. M.F. 8.5), Customized, internal arrangement	1-25%	76-100%	1-25%	1-25%	1-25%				N/A	N/A	We simply follow the current policy, never have felt the need to have additional tools. However, training would always be welcome.
TRUE	Ohio State Lima	No	No	Fixed time (i.e. alternative or variable schedule from standard university hours A.C. M.F. 8.5), Customized, internal arrangement	1-25%	1-25%	1-25%	1-25%	1-25%				N/A		Ability to align work schedules for regularly scheduled appointments with existing digital systems from secure central location.
TRUE	Fisher College of Business	Yes	Yes	Fixed time (i.e. alternative or variable schedule from standard university hours A.C. M.F. 8.5), Reduced/expanded FTI	1-25%	76-100%	1-25%	1-25%	1-25%				Scheduling complications	N/A. Our faculty are on 9/12 appointments which in itself leads to a flexible work schedule	Central oversight: The policy is pretty gray, would like it to be a little more specific, with guidelines around what type of positions / work can lend itself to flexible arrangements, and clarity to the staff that not all positions can have this flexibility.

Default Report

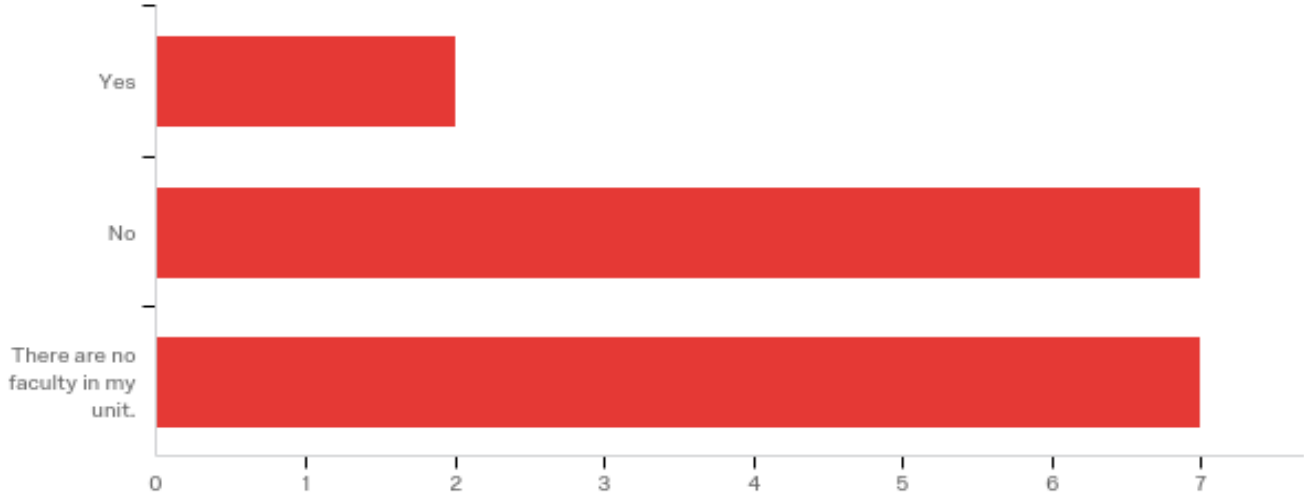
PPCW: Flexible Work and Mentoring Inventory

December 18th 2017, 6:11 am MST

Q25 - Unit/Department

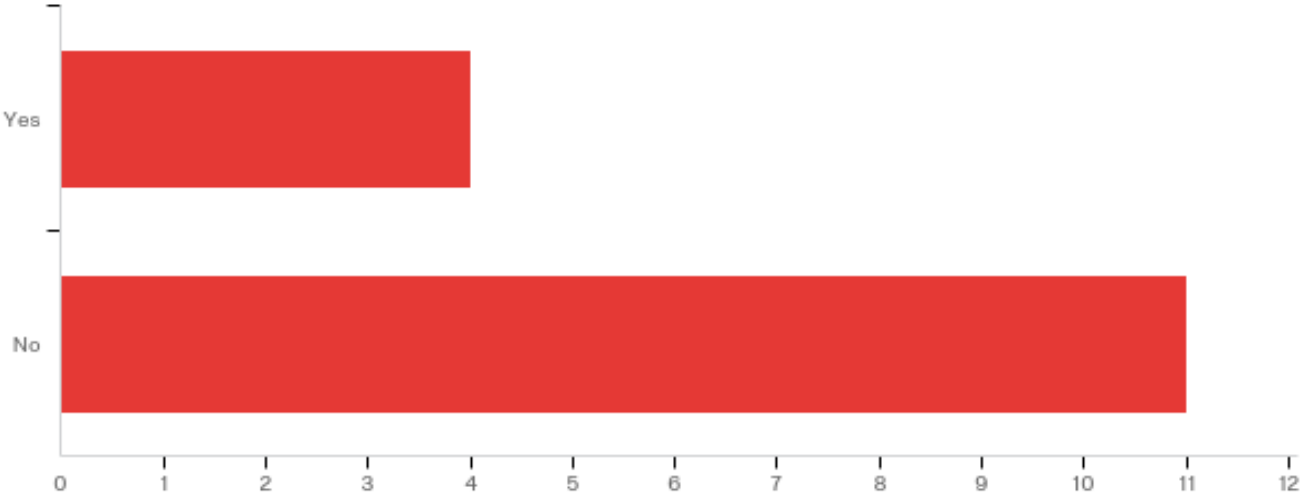
Unit/Department
Fisher College of Business
Ohio State Lima
CFAES
Medicine
Glenn College
Advancement
Graduate School
Newark campus
Office of Business & Finance
Office of Research
Enrollment Services & Undergraduate Education
Public Health
Athletics
College of Social Work
46050

Q1 - Does your unit have any documentation that describes and specifies how and whether alternative scheduling arrangements would be implemented for the unit's faculty?



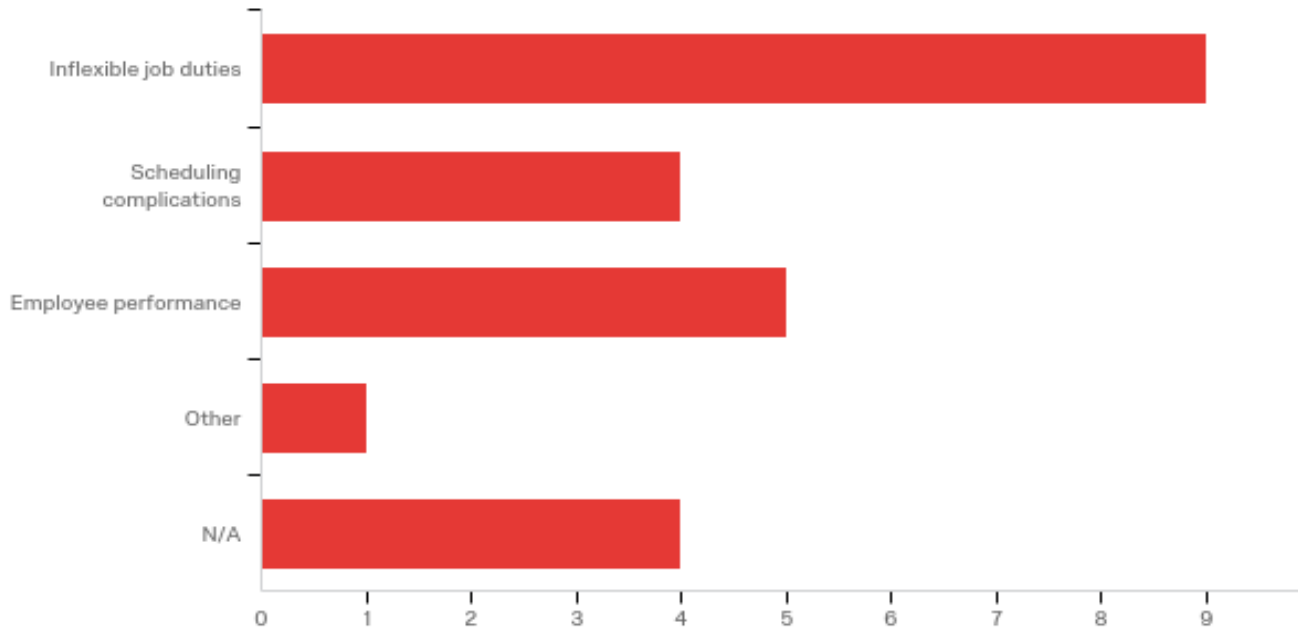
#	Answer	%	Count
1	Yes	12.50%	2
2	No	43.75%	7
3	There are no faculty in my unit.	43.75%	7
	Total	100%	16

Q3 - Does your unit have any documentation that describes and specifies how and whether alternative scheduling arrangements would be implemented for the unit's staff?



#	Answer	%	Count
1	Yes	26.67%	4
2	No	73.33%	11
	Total	100%	15

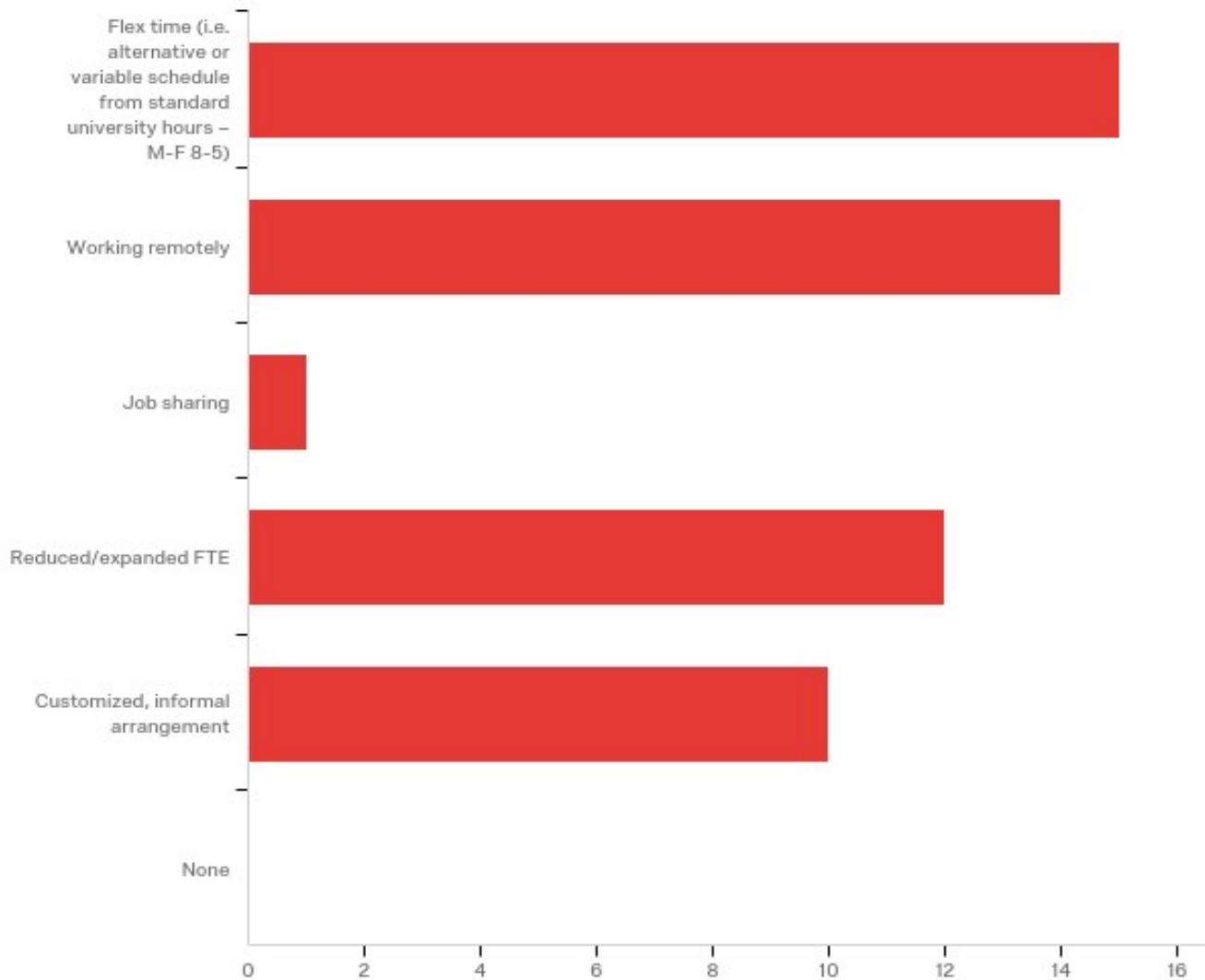
Q7 - If one or more staff in your unit were denied the opportunity to work under a flexible work or alternative scheduling arrangement in the past five years after making a request for such an arrangement, what was the reason for denial? Select all that apply.



#	Answer	%	Count
1	Inflexible job duties	39.13%	9
2	Scheduling complications	17.39%	4
3	Employee performance	21.74%	5
4	Other	4.35%	1
5	N/A	17.39%	4
	Total	100%	23

Data source misconfigured for this visualization

Q8 - What kinds of flexible work or alternative scheduling arrangements have been/are currently being utilized in your unit? Select all that apply.



#	Answer	%	Count
1	Flex time (i.e. alternative or variable schedule from standard university hours - M-F 8-5)	28.85%	15
2	Working remotely	26.92%	14
3	Job sharing	1.92%	1
4	Reduced/expanded FTE	23.08%	12
5	Customized, informal arrangement	19.23%	10

6	None	0.00%	0
	Total	100%	52

Q10 - What support/tools would be necessary for you to implement flexible work practices or alternative scheduling arrangements in your college or unit?

What support/tools would be necessary for you to implement flexible work practices or alternative scheduling arrangements in your college or unit?

Central oversight: The policy is pretty gray, would like it to be a little more specific, with guidelines around what type of positions / work can lend itself to flexible arrangements, and clarity to the staff that not all positions can have this flexibility.

Ability to adjust work schedules for regularly scheduled appointments (ex, 7-4pm schedule); ability to access digital systems from secure computer remotely.

We simply follow the current policy; never have felt the need to have additional tools. However, training would always be welcome.

Most of our faculty provide patient care, so their schedules need to coincide with when patients visit OSUWMC.

I believe we have all tool necessary to implement flexible work practices or alternative scheduling arrangements.

Nothing additional, we already do this

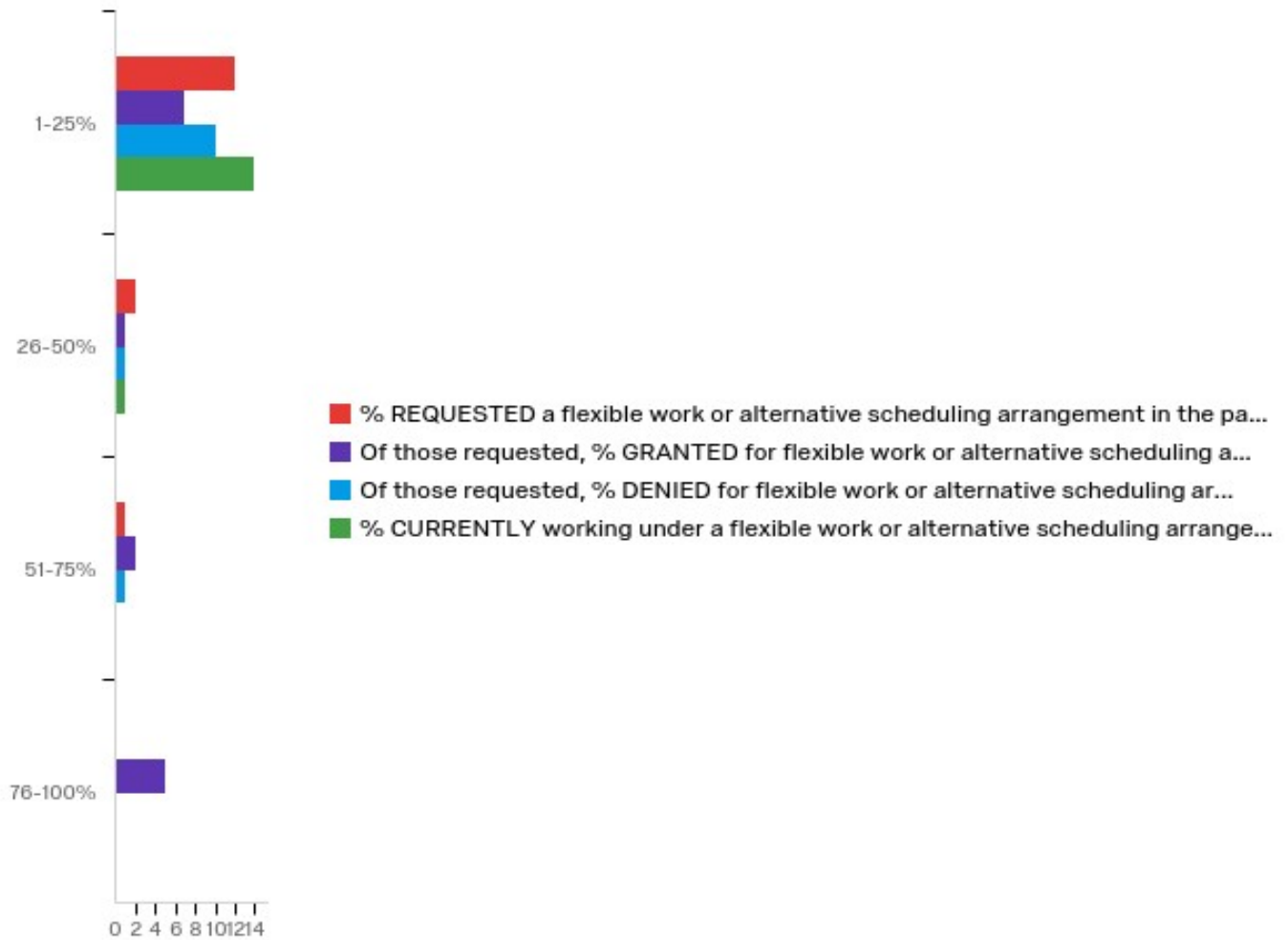
We typically point to the University policy to address flex work arrangements and use the University form to document the agreement once approved. Typically, if an employee makes a request, we try to accommodate it or negotiate some version of it that is mutually beneficial. Only one time have we denied a request, that I know of, in the past 5 years due to performance related concerns about the employee. We typically document the agreement and have it in place for a brief period (3-6 months) initially to ensure that it works as intended, then will extend it if both the employee and management are supportive.

documented request forms with guideline and timelines stated clearly

Better support from the Office of Human Resources and Senior Leadership at the university. I know that USAC asked OHR to change the policy to add language to the policy that spoke to a response for each request and a reason for a denial but there was not support for this change to the policy.

It would also require a cultural shift in that many managers still feel that staff need to be physically present to do their work even though much work could be done through a flexible schedule and could also enhance work life balance.

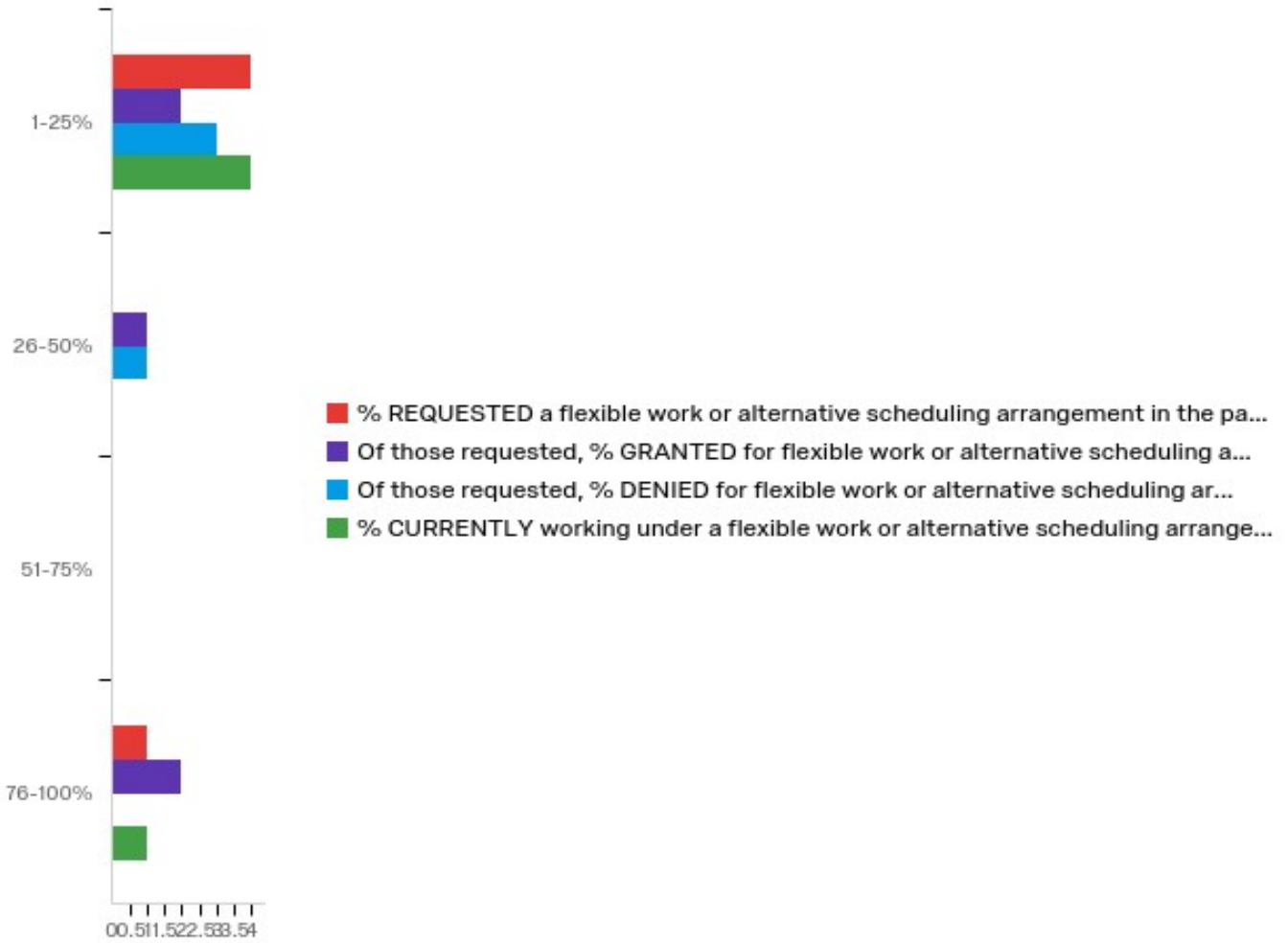
Q6 - Regarding flexible work or alternative scheduling arrangements for staff, please select the estimated percentages related to the statements on the left as applicable for your unit.



#	Question	1-25%	26-50%	51-75%	76-100%	Total
1	% REQUESTED a flexible work or alternative scheduling arrangement in the past five years	80.00%	13.33%	6.67%	0.00%	15

2	Of those requested, % GRANTED for flexible work or alternative scheduling arrangements in past five years	46.67%	7	6.67%	1	13.33%	2	33.33%	5	15
3	Of those requested, % DENIED for flexible work or alternative scheduling arrangements in past five years	83.33%	10	8.33%	1	8.33%	1	0.00%	0	12
4	% CURRENTLY working under a flexible work or alternative scheduling arrangement	93.33%	14	6.67%	1	0.00%	0	0.00%	0	15

Q22 - Regarding flexible work or alternative scheduling arrangements for faculty, please select the estimated percentages related to the statements on the left as applicable for your unit.



#	Question	1-25%	26-50%	51-75%	76-100%	Total				
1	% REQUESTED a flexible work or alternative scheduling arrangement in the past five years	80.00%	4	0.00%	0	0.00%	0	20.00%	1	5

2	Of those requested, % GRANTED for flexible work or alternative scheduling arrangements in past five years	40.00%	2	20.00%	1	0.00%	0	40.00%	2	5
3	Of those requested, % DENIED for flexible work or alternative scheduling arrangements in past five years	75.00%	3	25.00%	1	0.00%	0	0.00%	0	4
4	% CURRENTLY working under a flexible work or alternative scheduling arrangement	80.00%	4	0.00%	0	0.00%	0	20.00%	1	5

Q23 - If one or more faculty in your unit were denied the opportunity to work under a flexible work arrangement, please state the reason for denial, if known.

If one or more faculty in your unit were denied the opportunity to work under a flexible work arrangement, please state the reason for denial, if known.

NA - Our faculty are on 9/12 appointments which in itself lends to a flexible work schedule

N/A

clinical or teaching workload

N/A

NA

Glass Breakers Task Force End of Year Report: Appendix 1

2018 Glass Breakers Award Recipient Recommendations

Abrams, Lisa
Ako-Adounvo, Gifty
Dennis, Karen
Grodan, Joanna
Teater, Phyllis
Tylka, Tracy

Engineering Education
Office of International Affairs
Athletics, Track
Cancer Biology and Genetics
Wexner Medical Center
Psychology (Marion)

Associate Chair
Assistant Vice Provost
Director
Professor/Vice Chair
Chief IT Officer
Professor

Glass Breakers Task Force End of Year Report: Appendix 2

Glass Breakers Program Transition Requirements

Taskforces over the past 4 years have established a process and tools for consistently implementing the recognition program, including:

- Call-for-nomination communications
- Evaluation rubric
- Nominator and recipient notification communications
- Glass Breaker profile templates
- Timeline that capitalizes building awareness of Ohio State's women on national trending discussions in March and April – Women's History Month and related annual topics.

The Recognition Program Resource Requirements:

- A) Program administration management (80-100 hours of time over a period of 6 months)
- Coordination of committee members
 - Call-for-nominations via *OnCampus Today*
 - Summarization of nominations
 - Conduct committee review
 - Coordinate final recommendations and selection
 - Nominator/nominee notifications
 - Coordination of profiles for website content
 - Submit recognition announcement to *OnCampus Today* for publication
- B) 5-person evaluation committee — one volunteer committee member (24-32 hours) each from:
- University Staff Advisory Council (USAC)
 - OSU Administrative Professionals
 - Ohio State ADVANCE
 - Council on Academic Affairs (CCA)
 - Association of Staff and Faculty Women (ASFW)

A shared model will also provide an opportunity to increase awareness of the roles that women play as well as give voice from a range of staff and faculty influencer groups.

Women's success in the workplace is a trending topic of national relevance. The Glass Breakers program may serve as an opportunity to further amplify awareness of Ohio State and its commitment to creating environments where women thrive and contribute to their fullest potential. University Marketing would look to partner with The Women's Place to curate content and develop stories as appropriate for various external marketing communication channels and audiences. This is not a focus on the award but in the accomplishments. The assets created may be variable from year to year based on optimal formatting for specific content.

Mentoring Task Force Appendix

SENATE TASK FORCE REPORT ON MENTORING AND SUCCESS OF JUNIOR FACULTY

Executive Summary April 6, 2005

The Senate Task Force (STF) was charged to:

- a. survey mentoring programs of other institutions;
- b. ascertain the mentoring activities of UMD academic units;
- c. generate a set of principles for mentoring at UMD; and
- d. propose best practices and procedures to implement these principles.

The STF defined mentoring as “providing the maximum opportunity for an individual to reach his/her potential and achieve success; including enabling the individual to acculturate to the institution.” The STF recognized that mentoring depends upon many variables, based both on the individual (e.g., background, gender, ethnicity) and the individual’s unit (e.g., culture, resources, size). The STF differentiated two forms of mentoring: developmental mentoring (mentoring that provides support, information, advice and feedback to the mentee but specifically does not include official evaluation) and evaluative mentoring (mentoring that can include developmental components but focuses on judgment and appraisal).

In a survey of other institutions, the STF found that most institutions encourage but do not require all junior faculty members to be formally assigned a mentor. Mentoring patterns among UMD units vary considerably. Most units have a formal annual evaluation of junior faculty and most mentoring is evaluative. Far fewer units offer faculty members structured help in professional socialization, professional development workshops, or setting goals and evaluating progress. There are also a number of campus-wide mentoring efforts that provide broader programs on a range of topics including orientation and the tenure process.

Principles and Policy/Program Recommendations

There should be three tiers of mentoring, all working together to develop the best mentoring environment for junior faculty: unit/program level, college level, campus level.

- Tier 1: Unit – provide developmental and evaluative mentoring (including senior developmental mentors), and support.
- Tier 2: College level – oversee unit/programs and provide workshops and seminars on topics such as grantsmanship.
- Tier 3: Campus level – provide developmental mentoring programs on topics such as the tenure review process, assure that faculty, particularly members of underrepresented groups, are provided adequate mentoring, and coordinate meetings of senior administrators with junior faculty.

The STF has identified five areas of needed action (i.e., principles) that should contribute to more consistent and effective mentoring of untenured assistant and associate faculty.

1. *Increase the involvement of the senior administration in making the campus aware of mentoring. Policy and Program Recommendations:*
 - i. The campus should provide funding for the new mentoring activities.
 - ii. The Provost should require deans to emphasize the importance of mentoring to their chairs and faculty. The Provost should also send an annual letter to chairs reminding them to ensure that tenure-seeking faculty receive annual evaluative feedback and a formal

- reappointment review, and the Provost should suggest that junior faculty's initial teaching/service demands be limited.
- iii. The Associate Provost for Faculty Affairs should develop a mechanism to (a) track how units provide mentoring to junior faculty and (b) monitor the mentoring experience of junior faculty members when they are considered for promotion.
2. *Encourage high quality mentoring across all academic units.*
Policy and Program Recommendations:
 - i. Revise academic units' Plans of Organization to comply with the new APT policy.
 - ii. Establish mentoring of junior faculty as a criterion for merit pay or other appropriate incentives.
 - iii. Develop a University web page that lists best practices in mentoring.
 - iv. Develop a Mentors Training Program.
 3. *Improve mentoring provided for faculty from underrepresented groups.*
Policy and Program recommendations
 - i. Develop recruitment workshops on the role of the chair in minority recruitment and retention.
 - ii. Create a network of faculty from underrepresented groups to be available to meet with recruited faculty.
 - iii. Assist members of underrepresented groups adapt to the university – inform members of such groups of resources available on campus.
 - iv. Establish mentors to assist in guiding underrepresented faculty through their career development and advancement process, normally in collaboration with a unit mentor.
 4. *Encourage practices that enable pre-tenure faculty to succeed.*
Policy and Program Recommendations:
 - i. Limit teaching responsibilities, especially in the first year.
 - ii. Limit the assignment of academic advising of undergraduates in faculty members' first three years.
 - iii. Minimize service obligations during the pre-tenure stage.
 5. *Improve campus-wide mentoring programs and materials for tenure-track faculty.*
Policy and Program Recommendations:
 - i. Distribute relocation assistance and dual career employment assistance program brochures and campus and community resources packet to prospective and new faculty.
 - ii. Offer a series of professional development programs, which will provide information and guidance on beginning a successful academic career.

Assessment of Mentoring Activities

The Office of Faculty Affairs should be assigned to: (a) oversee the creation/implementation of the recommendations; and (b) report on the progress toward executing these recommendations after one year to the Provost and the University Senate Executive Committee. The University Senate should re-evaluate the mentoring efforts and evaluate the program after five years.

Institute for Advanced Study

<https://ias.indiana.edu/>

A RESEARCH CENTER OF THE [OFFICE OF THE VICE PROVOST FOR RESEARCH](#).

The Institute for Advanced Study
A Research Institute of the Office of the Vice Provost for Research
Indiana University Bloomington

The Institute for Advanced Study fosters the exploration of ideas at an early stage of development, promotes collaborative and interdisciplinary research, brings distinguished scholars, scientists, and artists to campus, and supports the myriad forms of research and creativity of associate professors as they advance towards promotion.

Institute for Advanced Study Staff

Eileen Julien
Director
Professor, Comparative Literature, French and Italian, African Studies

Suzanne Godby Ingalsbe
Associate Director

Kristina Downs
Communications and Projects Manager

Katlin Suiter
Administrative Assistant



Since 1981, the Institute for Advanced Study has been Indiana University's leading center for the pursuit of new knowledge and new directions of inquiry in all fields of study. With gifts from friends and alumni and the support of the Office of the Vice-Provost for Research, the Institute has contributed to the university's research mission by promoting intellectual exchange that is primarily collaborative and interdisciplinary and by fostering the exploration of ideas at an early stage of development, long before they are ready to be fashioned into grant proposals, publications, or other creative works. The Institute has brought hundreds of distinguished scholars, scientists, and artists to campus over the years to collaborate with faculty, deliver lectures, and lead seminars.

As of spring 2014, the Institute has developed a specific focus on Bloomington's associate professors, as they advance towards full professorship. The Institute aims to boost the publications, performances and exhibits of associate professors and to support their efforts to obtain externally funded research awards. Ultimately, the Institute's ambition is to be a locus of intellectual vitality and community.

UIC FACULTY AFFAIRS POLICIES, PROCEDURES, AND GUIDELINES

SECTION: FPP 700 Reviews/Development
NUMBER: 706

SUBJECT: Faculty Mentoring Policy

APPROVED BY: Vice Chancellor for Academic Affairs and Provost

EFFECTIVE DATE: February 2012

AUTHORITY: Vice Chancellor for Academic Affairs and Provost

CONTACT: Vice Provost for Faculty Affairs PHONE: 413-3470

E-MAIL: FacultyAffairs@uic.edu

NUMBER OF PAGES: 2

OBJECTIVE: Effective mentoring of the faculty is critical for enhancing academic excellence, building a strong and diverse faculty and developing a respectful and positive work climate in which all members of the university community can thrive. UIC seeks to make faculty mentoring a priority by undertaking and regularizing sound mentoring practices.

POLICY: In addition to the campus mentoring effort, each college/school is charged with developing and implementing a faculty mentoring program. Colleges/schools may require that each of its departments or units develop a unit level mentoring program.

There are many forms of mentoring programs and no single model will meet the needs of all units or individuals. Each college/school (and/or unit) should develop programs that are most relevant to their needs. All college mentoring programs must incorporate, at minimum, the principles included below.

1. **Colleges are expected to provide a mentoring plan** for each of the pre-tenure tenure-system faculty members. As capacity allows, colleges should consider building upon the initial program, to include tenured associate professors and non-tenure system clinical and research faculty.
2. The Dean is responsible for providing mentors for all eligible faculty. This responsibility may be delegated to the Unit Executive Officers (Heads/Chairs/Directors). Mentors and mentees should be consulted during mentor selection.
3. The Office of the Vice Provost for Faculty Affairs is responsible for providing **training workshops for mentors**, at least once a year. All newly-assigned or

first-time mentors are expected to attend the training during the first year of mentoring.

4. For faculty members with joint appointments, a single mentoring plan should be developed. The plan is to be coordinated among the units, with leadership from the faculty member's home unit as designated in Banner.
5. The design of the mentoring plans should demonstrate sensitivity to the different challenges faced by a diverse faculty. College mentoring policies need to be clearly communicated to all faculty members and mentoring agreements should emphasize clarity of expectations and roles for all parties.
6. Mentoring excellence may be considered in the annual review of faculty as well as be considered as a part of the promotion process. Mentoring excellence may be demonstrated through the mentee's assessment as well as the mentor's efforts and contributions to the program. It is expected that Associate and Full professor will accept mentoring as a responsibility and privilege of their rank.
7. Colleges must incorporate an assessment or evaluation program into the design of their mentoring program.

PROCEDURE: The College's mentoring programs should be published on college's website and updated regularly. Links to all college mentoring program web pages will be listed on the Office of the Vice Provost for Faculty Affairs (OVPFA) web site. Each college/school is responsible for submitting its web page link to the OVPFA upon completion of the mentoring program. All programs should be functioning for the current pre-tenure tenure-system faculty by the end of the SU 2012 semester and in place for the arrival of new pre-tenure tenure-system faculty for the FA 2012 semester.

REFERENCES:

Appendix

Mentoring Task Force

President and Provost's Council on Women

1. Inventory of faculty mentoring resources at Ohio State.
2. HR leadership survey tool and results.
3. Arizona State University – mentoring summary.
4. Pennsylvania State University – mentoring summary.
5. University of Illinois – Chicago - mentoring summary.
6. University of Illinois – Urbana Champaign mentoring summary.
7. University of Maryland mentoring summary.
8. University of Wisconsin mentoring summary.
9. Ohio State College of Medicine – Center for Faculty Advancement, Mentoring and Engagement (FAME) and Women in Medicine and Science Committee (WIMS).
10. Ohio State – ADVANCE. To increase the representation, advancement and recruitment of women faculty in the academic STEM (Science, Technology, Engineering and Mathematics) careers, and contribute to the development and success of global research leaders.
11. University of Wisconsin - Women Faculty Mentoring Program. To support and retain women assistant professors through the tenure process.
12. University of Illinois (Chicago). College of Dentistry Faculty Mentoring Program.
13. Arizona State University: Commission on the Status of Women, Staff Mentoring and Development Program.
14. Pennsylvania State University – Administrative Fellows Program brochure. To emphasize women and minority candidates among faculty and staff. Developed jointly by the Office of the President and the Commission for Women.
15. University of Maryland – Senate Task Force Report on Mentoring and Success of Junior Faculty. Executive Summary. April 6, 2005
16. Indiana University – Institute for Advanced Study. Designed to help associate professors focus explicitly on the goal of promotion to full professor and "reach the finish line." Not gender specific, but past cohorts are almost entirely women.
17. University of Illinois – Chicago. Faculty Mentoring Policy.

Inventory of faculty mentoring resources at Ohio State

PPCW Mentoring Survey – Information by Theresa Delgadillo – May 2017 and June 2017

Surveyed relevant websites and emailed units and departments to compile information below.

Programs contacted: Arabidopsis Biological Resource Center, Anthropology, History, English, Comparative Studies, ASC College, HR, Evolution & Ecology, Earth Sciences, Communication, Design, Mathematics, Molecular Genetics, Philosophy, Political Science, Theatre.

1. Name of program

Office of Human Resources Professional and Career Development Program

2. Name/title of primary contact person

gatewaytolearning@osu.edu

614-292-2800

No individual contact person listed

3. Website address

<https://gatewaytolearning.osu.edu/professional-career-development>

4. Number of women served each year

The program is featured on the website of The Women's Place as a resource, with link to web page.

5. Measures of success

N/A – requested info on number of page views or downloads but no answer from HR

6. Year the program/initiate was first established

N/A

7. Does the program/initiative also target under-represented minorities? (y/n)

Not explicitly. This program is open to all OSU employees and appears to be geared to staff.

8. Brief description of the program and how it works

This website provides a toolkit for employees interested in enhancing their professional career skills. The site offers descriptions and tools -- such as a Sample Development Plan, A Guide for Mentoring, and a Form for Requesting an Experiential Learning Experience – to assist

employees in organizing themselves to augment professional skills. The brief descriptions on the site provide valuable guidance on these elements of professional development. The Mentoring guide is geared to employees who want to serve as Mentors for others, so employees seeking Mentors would read these in reverse for what to look for/expect in Mentoring. The site also describes what mentoring relationships might look like and how they might be beneficial. This site does not pair employees with Mentors, but instead provides guides to best practices.

1. Name of program

PPLI – President’s and Provost’s Leadership Institute

2. Name/title of primary contact person

Jennifer Beard, The Women’s Place

3. Website address

4. Number of women served each year

Approximately 19 per cohort for two year cohort, 4 cohorts = 76 women served

5. Measures of success

20% or 19 women have held formal administrative positions since completing the training while 15 women report increased responsibilities in departments or colleges. General satisfaction of participants with growth in leadership abilities.

6. Year the program/initiate was first established

Began in 2005

7. Does the program/initiative also target under-represented minorities? (y/n)

Yes

8. Brief description of the program and how it works

Jennifer Beard was very clear in stating that PPLI is NOT a mentoring program. Instead the PPLI provides training to those to “who have leadership ambitions and need to develop depth and seasoning around important personal and interpersonal skills. They will complete workshops on self-knowledge, difficult conversations, negotiation, strategic planning, diversity and so on. In addition they will take more time for reading/discussion, reflection and networking as part of their work.”

1. Name of program

Promotion Guide for Associate Professors

2. Name/title of primary contact person
3. Website address

http://womensplace.osu.edu/assets/files/AssocProf-bro_WEB.pdf

4. Number of women served each year
5. Measures of success
6. Year the program/initiate was first established
7. Does the program/initiative also target under-represented minorities? (y/n)
8. Brief description of the program and how it works

A six-page document that provides guidance for faculty to be proactive in planning for and achieving promotion to full professor. The document's authors are OAA and TWP. The document focuses on motivating faculty and provides guidance on some steps to take, but doesn't include any information on how to do some of the things it suggests, such as "strengthening negotiating skills" or "prioritizing and planning for moving from shorter- to longer-term projects."

1. Name of program

Department of History

2. Name/title of primary contact person
3. Website address

<https://history.osu.edu/faculty-staff>

4. Number of women served each year
5. Measures of success
6. Year the program/initiate was first established
7. Does the program/initiative also target under-represented minorities? (y/n)
8. Brief description of the program and how it works

The department's website lists resources for faculty and staff, including links to faculty handbook, P&T guidelines, Research Office, Teaching info but does not include links to HR Mentoring or PPLI or other existing Mentoring initiatives.

The Department Chairperson, Nathan Rosenstein, responded that the Department's mentoring program is for all untenured men and women and includes all those pre-tenure, but nothing

specific to women or underrepresented minorities, and did not mention any mentoring beyond achievement of associate level.

1. Name of program

Department of Evolution, Ecology, and Organismal Biology

2. Name/title of primary contact person

3. Website address

<https://eeob.osu.edu/diversity-resources>

4. Number of women served each year

5. Measures of success

6. Year the program/initiate was first established

7. Does the program/initiative also target under-represented minorities? (y/n)

8. Brief description of the program and how it works

The Department's website provides a page on "Diversity Resources" which includes links to OSU offices and units that address/assist with diversity issues for Students, Faculty, and Staff. The OSU Resources page includes links to The Women's Place, Office of Diversity and Inclusion, and Diversity in STEMM at Ohio State. The page also includes links to National Resources and these include the National Center for Faculty Development, Association for Women in Science, and ESA Strategies for Ecology Education Development (primarily geared toward involving diverse undergraduates in the field).

1. Name of program

College of Arts and Sciences

2. Name/title of primary contact person

Executive Dean David Manderscheid

3. Website address

<https://artsandsciences.osu.edu/about/faculty-staff>

4. Number of women served each year

5. Measures of success
6. Year the program/initiate was first established
7. Does the program/initiative also target under-represented minorities? (y/n)
8. Brief description of the program and how it works

The College website page “For Faculty and Staff” includes links to resources and guidelines for faculty and staff. The Faculty Resources page includes links to forms and regulations for T&P, support for research, information on awards, teaching resources and a link to the PPLI program- President’s and Provost’s Leadership Institute. Resources for Staff include links to Staff Advisory Council, Grants and awards, and Staff Performance Management. The Staff Performance Management link takes you to a secure page where information for both staff and supervisors is available, including powerpoint presentations, video, checklists, values, guidelines for tracking and/or assessing one’s performance are available.

The Executive Dean did not respond to request for information on mentoring programs on behalf of the PPCW.

1. Name of program

School of Earth Sciences

2. Name/title of primary contact person

Prof. W. Berry Lyons, Chairperson

3. Website address

<https://earthsciences.osu.edu/>

4. Number of women served each year
5. Measures of success
6. Year the program/initiate was first established

N/A

6. Does the program/initiative also target under-represented minorities? (y/n)
8. Brief description of the program and how it works

“We (School of Earth Sciences) have a very prescribed, and, I think, effective mentoring program for our faculty, but women and men. Yours, Berry” The Department has 32 regular faculty, 2 adjunct faculty, and 15 research associates/postdocs.

1. Name of program

Department of Anthropology

2. Name/title of primary contact person
Professor Kristen Gremillion, Chairperson

3. Website address
<https://anthropology.osu.edu/>

4. Number of women served each year
5. Measures of success
N/A
6. Year the program/initiate was first established

We (School of Earth Sciences) have a very prescribed, and, I think, effective mentoring program for our faculty, but women and men.”

7. Does the program/initiative also target under-represented minorities? (y/n)

“Not specifically, but unfortunately we have relatively few students who fall into this category.”

8. Brief description of the program and how it works

“We do have a mentoring program, but it is not exclusively for women. Some of the workshops in past years have been on topics of particular interest to women (such as work-life balance).”

1. Name of program

Department of English

2. Name/title of primary contact person
Robyn Warhol, Chairperson

3. Website address
<https://english.osu.edu/>

4. Number of women served each year
5. Measures of success
6. Year the program/initiate was first established
7. Does the program/initiative also target under-represented minorities? (y/n)
8. Brief description of the program and how it works

The Department website does not provide links to university resources on mentoring and/or leadership initiatives. Response from Chairperson as follows:

“It’s quick and easy to answer your questions, because there is no formal mentoring program in English. When we have discussed mentoring for junior faculty, we have met with resistance from them. (e.g., they don’t want to have mentors who will also be voting on their tenure; they worry that mentoring is tantamount to surveillance; they prefer to go outside the institution for on-line mentoring or to choose their own advisors as they go, etc.) I would be very happy to learn about best practices you may discover in your study, in hopes that we could persuade our junior faculty that mentoring is a good thing.”

1. Name of program

School of Communication

2. Name/title of primary contact person

Dr. Dan McDonald, current Director of School

Mcdonald.221@osu.edu

New Director will be appointed by end of June.

3. Website address

<https://comm.osu.edu/>

4. Number of women served each year
5. Measures of success
6. Year the program/initiate was first established
7. Does the program/initiative also target under-represented minorities? (y/n)
8. Brief description of the program and how it works

No information on university resources on web page. Only links to resources under faculty research are to IRB and Research Best Practices guides. Webpage is mostly out-facing to possible incoming students and/or peers at other institutions (as are most department websites).

Prof. McDonald did not respond to email request for information on behalf of PPCW.

1. Name of program

Department of Design

2. Name/title of primary contact person

Mary Anne Beecher, Department Chairperson

beecher.17@osu.edu

3. Website address

<https://design.osu.edu/>

4. Number of women served each year
5. Measures of success
6. Year the program/initiate was first established
7. Does the program/initiative also target under-represented minorities? (y/n)
8. Brief description of the program and how it works

“The Department of Design does not have a mentoring program specifically for female faculty or staff members. We have 50% women in our department and that split carries through at every rank. Our mentoring system is for everyone, equally.

Best,
Mary Anne Beecher”

Department website has a faculty and staff resources page but this primarily provides info to assist with teaching and research travel and/or university branding or regulations.

1. Name of program

Department of Mathematics

2. Name/title of primary contact person

Luis Casian, Chairperson
Casian.1@osu.edu

3. Website address

<https://math.osu.edu/>

4. Number of women served each year

About 10

5. Measures of success

Faculty getting tenure or a promotion, publications and external funding.

Postdocs getting good jobs after spending three years at OSU.

6. Year the program/initiate was first established

About 6 years

7. Does the program/initiative also target under-represented minorities? (y/n)

Not specifically.

8. Brief description of the program and how it works

“We have a mentoring program for postdocs (Visiting Assistant Professors), assistant professors and associate professors, but it is not specific to women. Each faculty member or postdoc is assigned a mentor. Each semester we take the assistant professors to lunch and to discuss departmental issues, and promotion and tenure issues. The lunch is attended by several senior faculty members and faculty who were recently promoted. Mentors typically visit the classes of those faculty members they are mentoring and give them feedback on teaching. Mentors of women are typically women.”

116 faculty members. 55 Lecturers. The Department website does not include any information on mentoring or links or guides to resources for faculty in need of mentoring and/or leadership training. The Activities page does include information on seminars and lectures, but not links to campus resources on promotion and/or career advancement.

1. Name of program

Department of Molecular Genetics

2. Name/title of primary contact person

Mark Seeger, Chairperson
Seeger.9@osu.edu

3. Website address

<https://molgen.osu.edu/>

4. Number of women served each year

5. Measures of success

6. Year the program/initiate was first established

7. Does the program/initiative also target under-represented minorities? (y/n)

8. Brief description of the program and how it works

“We do not have a specific mentoring program for women faculty or staff. New junior faculty in general have a mentoring committee. Staff are trained by other staff members in a more general, position specific manner. Mark Seeger”

36 faculty members. The department website provides information on department, guides for seeking NSF Funded research, and a copy of the department POA and P&T guidelines on the website. No other

resources on mentoring or promotion available as links or resources on site. Undergraduate and Graduate program menu/links provide information on science-oriented activities and opportunities but do not have links to ODI or programs for underrepresented.

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1. Name of program

Department of Political Science

2. Name/title of primary contact person

Richard Herrmann, Chairperson
herrmann.1@osu.edu

3. Website address

<https://polisci.osu.edu/>

3. Number of women served each year

"In my department there are five assistant professors that are women. They are served by our mentoring program. Next year we will have six as a new assistant professor arrives in 2017-18. We also have two associate professors that are women that have used the mentoring program. One of these was promoted to full professor this year."

4. Measures of success

"Successful retention and successful promotion is probably the most obvious metric we watch. Consequently, as careers progress, we watch fairly closely success at publication and networking into the profession. As senior colleagues, we also review annually student and peer evaluations of teaching for each earlier career colleague and use those to see if our mentoring is helping on the teaching front. We also review annually the service obligations colleagues are taking on and work to assure that they are choosing these wisely and not going over-board with them at the detriment of their research and teaching."

5. Year the program/initiate was first established

"We have had a mentoring program for at least 15 years. It was institutionalized under previous chairs and I continued it when I became chair in 2011. In 2012, we reviewed it top to bottom and made sure it was in-line with the best practice guidelines circulated by the SBS division. They are attached. My colleague, Kathleen McGraw wrote this guidelines memo when she was associate dean. She had previously been chair in my department two chairs back. Much of her thinking on this matter had been institutionalized in my department since she was chair but we upgraded it in parts to implement the best practices in 2012."

6. Does the program/initiative also target under-represented minorities? (y/n)

"Yes."

8. Brief description of the program and how it works

Professor Herrmann provided comprehensive information, including a copy of Mentoring Guidelines, attached to email with this report. According to Herrmann: "I ask each early

career colleague who they would like as mentors. I often talk with them about this. I then check to see if the senior colleague(s), it often is two, will agree to do this. If yes, then I establish a formal mentoring relationship that is sent around to colleagues as a list so they can see the mentor relationships. I then ask senior and early career colleagues to meet and discuss matters as advised in the **attached guidelines**. Mentors are expected to meet with those they are mentoring especially before the annual review meeting. I meet with the earlier career colleagues every spring to talk about their progress toward promotion and discuss the needs they may have along the mentoring front among several other topics we discuss. I have attached a copy of the guidelines for [our mentoring program]. Every assistant professor has at least one mentor and many have two. Most women colleagues pick two mentors, at least one of which is a woman. Associate professors each have one mentor in the department. While I work with assistant professors to set up the mentoring pairs, associate professors take the lead here more on their own.”

Department website under “Graduate” tab includes paragraphs on both Diversity and Women in Political Science expressing support for and providing links to relevant resources and programs on campus and beyond. The “Research” provides information on resources for conducting research on campus and relevant Centers. An “internal resources” page under “about us” tab provides links and downloads on travel, teaching info but no links to Univ resources on advancing women and/or underrepresented and/or promotion guides.
34 faculty members.

1. Name of program

Department of Theatre

2. Name/title of primary contact person

Janet Parrott, Chairperson.
parrott.1@osu.edu

3. Website address

<https://theatre.osu.edu/>

4. Number of women served each year

5. Measures of success

6. Year the program/initiative was first established

7. Does the program/initiative also target under-represented minorities? (y/n)

8. Brief description of the program and how it works

Department website, under “Faculty and Staff resources” includes a resource guide, and POA and P&T documents. 20 faculty.

No reply from Janet Parrott to request for information.

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1. Name of program
Department of Philosophy

2. Name/title of primary contact person

Justin D.Arms, Chairperson
darms.1@osu.edu

3. Website address
<https://philosophy.osu.edu/>

3. Number of women served each year

2 in past year

4. Measures of success

Tenure

5. Year the program/initiate was first established

Longer term – mentorship on publications/feedback
Since 2016 – individual mentor on all aspects of securing tenure/career trajectory

6. Does the program/initiative also target under-represented minorities? (y/n)
N/A

8. Brief description of the program and how it works

“We do not have any mentoring programs that are specifically for women. We do have a mentoring program for all assistant professors. This year, it served three faculty, two of whom are women. We have not tried to measure its success. Our existing mentoring program consists of having a small group of tenured faculty assigned to each mentee to read their work and talk about it individually with them. We decided this spring to also designate a particular faculty mentor to each assistant professor to serve as a mentor with respect to other things than research and publishing. That will start this coming academic year.”

Department website includes POA and P&T guidelines on “Resources” page as well as Committee Lists. The website also has a menu tab on “Inclusiveness” which includes links to important links on women and minorities in the field and resources for women and minorities at OSU and nationally.

21 faculty members. 11 Lecturers and Postdocs.

3. Name of program
Department of Comparative Studies

4. Name/title of primary contact person

Barry Shank, Chairperson.

Shank.46@osu.edu

3. Website address

<https://comparativestudies.osu.edu/>

5. Number of women served each year

Dependent on numbers of women faculty. Currently two pre-tenure women faculty and two associate prof women faculty.

6. Measures of success

"If what we are measuring is the success of promotion and tenure cases, then we are doing well. Every one of our cases during the past 5 years has been successful. But I really believe that effective faculty mentoring needs to be about more than p&t. I have been convinced by some reading that we should formally recognize the need for multiple mentors. One single person cannot really provide all the experience and guidance that a complex faculty career can benefit from. I'm not sure how to put this in place as a system, however."

7. Year the program/initiate was first established

"I'm afraid, however, that I do not know when mentoring became a regular part of the operations of CS. It was quite a few years ago. I'm not even sure if it began when Gene was chair or as far back as when David was chair. I think it was the latter. It certainly pre-dated my being in the position."

8. Does the program/initiative also target under-represented minorities? (y/n)

"Finally, with respect to women faculty and staff, issues of gender, race, ethnicity, and sexuality are always considered when mentors are assigned and during all formal review processes. But consideration of these factors is not formalized in any way. It seems to me that the intersectional interaction of these issues (and others, like areas of teaching and research focus) are too complex to allow for simple categorization or policy."

9. Brief description of the program and how it works.

"Moments of promotion and tenure are, of course, key points in faculty careers. They have to be prepared for and managed effectively. I don't think we have had a coordinated change in emphasis. Rather, our departmental approach to preparing for promotion and tenure (at an earlier stage in faculty careers) has been more of a response to the efforts of Susan Williams when she was Vice Provost and then later as Vice Dean, to make the T&P process as transparent and regularized as possible. I personally have applauded all of her efforts in this area and have tried to encourage our mentoring practices to follow that lead. Internally, I think that Nina helped to push this change in attitude quite a bit. But it has more been an overall change in atmosphere and attention and care than an articulated shift in priorities."

The Department website does not provide any links or resources to mentoring or leadership initiatives and does not provide links to department POA or P&T guide.

Social and Behavioral Sciences (SBS) Guidelines for Faculty Mentoring **Updated, September 2012**

Mentoring is a critical component of the professional development of faculty and the strength of the institution. Effective mentoring can facilitate the sharing of crucial information, strengthen faculty relationships, enhance research productivity, increase the diversity of the faculty, and serve to integrate new faculty into the university community. Accordingly, SBS seeks to strengthen its culture of mentoring by making it a priority, and by undertaking and regularizing sound mentoring practices. All units within SBS are expected to develop a formal mentoring program. SBS is committed to ensuring that each faculty member has the opportunity to obtain appropriate mentoring, while at the same time recognizing that individual faculty members and units have different needs, goals, and resources. While we emphasize the mentoring of junior faculty, it should be recognized that opportunities for mentoring can and should be available to faculty at all ranks.

In this document, we provide some background on different types of mentoring programs, highlighting their advantages and disadvantages. We then suggest general best practices and make specific recommendations.

Approaches to Faculty Mentoring

There are different approaches to faculty mentoring programs within academic departments, each with its own set of advantages and disadvantages. We briefly describe the major possibilities below (note that these approaches are not mutually exclusive).

Informal Mentoring. Informal mentoring arises spontaneously, as faculty members interact in both academic and social contexts. Mentors are not formally assigned, and junior faculty members often initiate the relationships. Informal mentoring can and should be a part of any mentoring initiative, and it is a sign of a healthy departmental culture when informal mentoring relationships develop. However, the available research suggests informal mentoring by itself is less effective than formal mentoring programs. Junior faculty, particularly among under-represented groups, may be reluctant to seek out senior colleagues, and they may not fully understand what they need to succeed. Senior faculty may not view mentoring as an important component of their work or the departmental mission.

Formal One-on-One Mentoring. This is the mentoring format that is most familiar to academics, where a senior faculty member, usually from the same department, establishes a formal relationship with a junior faculty member. The mentors can be formally assigned by a Chair, or the assignments can be the responsibility of the senior and/or junior faculty members. The commitments can be long- or short-term. The mentor's role is to provide advice on research, publishing, and professional development more generally, and to provide information about expectations for tenure in terms of research, teaching, and service.

There are many advantages to this most traditional form of mentoring. It guarantees a mentor for every new faculty member. It also is a low-cost solution, as all or most senior faculty members are expected to participate. There are also disadvantages. As mentors are usually assigned, the dyads may not

be compatible. A department may not have enough qualified senior faculty to serve as mentors, as good mentors not only need to be knowledgeable but also must bring a positive attitude about the department and the discipline to the role. Because the mentor usually comes from the same department, the mentee may have difficulty obtaining information about the broader institutional context.

Finally, and perhaps most seriously, mentors can face conflicts during evaluative reviews of the junior faculty members. These conflicts can cut two ways. A mentor with a strong positive relationship with his or her mentee may overly advocate on the mentee's behalf. Conversely, a mentor may know about a mentee's early problems and struggles that may color later evaluations of the candidate in an overly negative fashion. Departments should have very clear guidelines about the mentor's role in the course of evaluating the mentee, as well as guidelines about the boundaries of advocacy on behalf of the mentee.

Formal Team or Cluster Mentoring. In this system, two or more senior faculty members are assigned to each junior faculty member. Some of the mentors may be from outside the department. One benefit of this approach is that junior faculty members have access to the knowledge and resources of more than one senior colleague. The same disadvantages associated with one-on-one mentoring exists. In addition, the mentors may provide conflicting advice that may confuse mentees.

Peer Mentoring. Peer mentoring involves a network of junior faculty, either from within one department or across many departments, who meet regularly to discuss issues they are facing. Senior faculty can be involved in these meetings, but they are not formally assigned to particular junior faculty mentors. One of the advantages of peer mentoring is that it is effective in diminishing the sense of isolation many junior faculty feel, particularly if "older" junior cohorts participate. Discussions take place in a supportive atmosphere. However, the general lack of involvement of senior faculty means that complete information about the department's and university's expectations is not likely to be available. In addition, because peer mentoring tends to be cross-disciplinary, in-depth information about disciplinary expectations for research and tenure is also often lacking.

Support and sponsorship at the institutional level. There is strong agreement in the literature that the most successful formal mentoring programs are characterized by support and sponsorship at the top. The dean and division administration play an important role in setting expectations for mentoring and for a supportive climate for junior faculty. Division expectations for mentoring should be clearly articulated. Division-level support should be available in the form of centralized activities such as orientations and workshops. The division should take responsibility for ensuring that the units are in compliance with SBS guidelines and expectations.

Best Practices and Recommendations for SBS Units

❖ For the Divisional Dean and administration:

1. Hold yearly meetings with tenure track faculty to discuss the requirements for tenure and promotion, and the tenure and promotion process.
2. Hold a reception, luncheon or meeting with all new faculty in the first semester.
3. Require all chairs and directors to include a section on mentoring practices within their units in their annual reports, and include mentoring as a topic to be discussed in the annual review meetings.
4. Organize and facilitate workshops on special topics for junior faculty.
5. Compile and make available to chairs and faculty a list of resources to facilitate effective mentoring, teaching, and professional development.
6. Establish a mentoring program for assistant professors who are members of underrepresented groups, which would pair them with a senior faculty member from outside their unit with whom they could talk about issues that they may not feel comfortable raising within their own academic units. Create a list of senior faculty members who would volunteer to serve in this capacity.
7. Establish an annual award or some other form of recognition for the most exemplary faculty mentors.
8. Evaluate the mentoring program periodically to ensure that it is effective.

❖ For Chairs/Directors: Chairs and Directors are responsible for setting expectations for mentoring practices within the unit and ensuring that key senior faculty are supportive of those efforts. Informal mentoring should also be encouraged. In addition, Chairs/Directors should:

1. Identify tenured senior faculty who will agree to become a mentor, and who will be effective in that role (i.e., whose views about teaching and research are aligned with departmental and disciplinary norms).
2. Assign a mentor to a new faculty member soon after the offer of appointment is accepted, after consultation with potential mentors and the new faculty member. While there is no single formula for assigning mentors, chairs/directors should take into account the junior faculty member's academic interests. Personal factors (e.g., family issues, gender, race, experience at American universities) might also be taken into account. Because it can sometimes be difficult to find a single mentor who meets all of the new faculty member's needs, some units in some instances may choose to assign a mentoring team of two or more senior faculty.
3. Be open to the possibility of assigning mentors to tenured associate professors who request mentoring.
4. Encourage/remind faculty mentors to initiate contact and set up meetings with new faculty members.
5. Discuss the mentoring relationship with the mentee at annual review meetings.
6. When appropriate, assign a new mentor to a junior faculty member.
7. Maintain records of mentoring assignments.

8. Provide junior faculty with information about professional development resources and workshops available on campus.
9. Develop clear guidelines about the mentor's role in the evaluation of the mentee, as well as guidelines about the boundaries of advocacy on behalf of the mentee.
10. Consider mentoring as service contributions in annual performance evaluations of faculty.

❖ **For Faculty Mentors:** Effective faculty mentors should be experienced within their fields and with their university system. They must be willing to commit time and attention to the relationship; to be sensitive yet honest in providing constructive feedback; to be proactive in reaching out to the mentee; and to build trust by keeping conversations and interactions confidential. Mentors must realize that they are not advocates for the junior faculty members, but rather that they serve in an advisory role. Faculty mentoring should cover the following areas (see Appendix A of this document for detailed suggestions and topics of discussion between mentors and mentees):

1. Information about the system of governance (e.g., policies and procedures) within the unit and university, as well as expectations and procedures for promotion and tenure.
2. Research: Mentors should provide guidance on scholarly activities (e.g., read manuscripts, suggest publication outlets, provide feedback on grant proposals), and more generally provide advice about how to achieve short- and long-term career goals.
3. Teaching: Mentors should reinforce the message that teaching performance is a consideration in annual reviews. Provide advice about teaching, and/or refer to the mentee to other faculty in the department. Remind the mentee about the services offered by UCAT.
4. Service: Mentors should provide information about service expectations. While expectations about service for assistant professors are limited in the College of the Arts and Sciences, assistant professors are expected to provide some departmental service as well as some service outside of the department (e.g., to the discipline and professional organizations, to the University, or to the community).

❖ **For Faculty Mentees:** Because ultimately the junior faculty member is responsible for compiling a record of scholarship, teaching and service that merits promotion and tenure, mentees must take responsibility for their own growth and success. They must be proactive in seeking out information and guidance, and open to constructive feedback. Junior faculty members must realize that the mentor does not serve as their advocate within the department. Rather, the mentor serves in an advisory role, providing information, advice, and honest feedback, be it positive or negative. The decisions and choices that junior faculty members make are ultimately their own. Junior faculty members should also have realistic expectations about the amount of information and guidance that the mentor can provide. Finally, junior faculty members should also work toward developing peer networks, both locally and nationally. (See Appendix A of this document for detailed suggestions and topics of discussion between mentors and mentees.)

Appendix A: Suggested Topics of Discussion for Mentor/Mentees

Before first meeting, both the mentor and mentee should give some thought to what they want in the relationship. At the first meeting, they should establish the parameters and responsibilities of the relationship, including frequency of meeting. The questions below are for the most part phrased from the mentee's perspective. The list is meant to be exhaustive and so may be a bit overwhelming. It should be used strategically and over time. At the end of this Appendix are links to a variety of SBS and OSU resources and policies that provide "answers" to many of these questions.

❖ Information about the Department and University

- How is the department organized? How are decisions made? What role do junior faculty play in decision-making? Are there interpersonal or departmental dynamics that would be helpful to know about?
- What subfields are growing in the department?
- What resources are available in the department (e.g., travel funds, typing and duplicating, phone, computer equipment, supplies)? Is there support staff? What should be expected from support staff?
- When do I come up for review? How is the fourth-year review different from the tenure review? How often will I get feedback on my performance?
- What types of raises are typical? How are raises determined?
- What is the approximate balance between research, teaching, and service I should aim for? If they are not identical, how do I balance tenure requirements with departmental expectations in teaching and service?
- What are the appropriate and accepted ways to raise concerns and issues, and with whom?
- How much time do I need to spend in my office being visible in the department? Is it considered acceptable/appropriate to work from home?
- Are there department or university events that I should be sure to attend?
- How genuinely supportive is the department regarding work-life balance issues?

❖ **Expectations and Resources for Research**

- Do I need to get grants? Is help available on campus for writing proposals, preparing budgets, etc.? How much time should I spend seeking funds?
- Are there funds available on campus to fund research and conference travel?
- What kind of publication record is considered excellent in my department and college? How many refereed articles do I need? In what journals? How are online journals viewed? Do I need a book?
- How are journal articles or chapters in edited collections viewed?
- How is collaborative work viewed within the department and the discipline (with other members of the department; with international colleagues; with more senior/established colleagues; with junior colleagues; with graduate students)? Do co-authored articles count in my discipline? Is being first co-author considered important? Should I put my graduate students' names on my papers? How is alphabetical listing of authors viewed?
- Do conference and workshop papers/presentations count as research in my discipline?
- Should I give talks within my department? How are colloquia organized in my department? How do I publicize my work within the department?
- What conferences should I go to? Is it better to go to national conferences or smaller ones? How much travel is allowed/expected/demanded? What support is available for travel expenses? From where? How else can I gain the type of exposure I need for good tenure letters?
- Would it be advisable to further develop my dissertation or branch out into a new area of research?
- What documentation of my research will be needed for my tenure file?

❖ **Expectations and Resources for Teaching**

- What is the normal teaching profile (types of courses and teaching load) for junior faculty in my department/college?
- Are there standards for grading, assignments, and exams?
- How many independent studies should I agree to sponsor? How do I choose them?
- How do I find out what the content of a course should be? Does the department share syllabi, assignments, etc.?
- If I teach undergraduate courses, are resources available for grading, section leadership, etc.? How are teaching assistants assigned?
- How will my teaching be evaluated? What importance is placed on peer evaluations of teaching and on student evaluations? Does the department/college take the nature of the course into consideration when analyzing student evaluations of teaching?
- How much time should I spend on course preparation?

- What do I do in the case of suspected academic misconduct?
- If classroom problems arise that I am not sure how to handle, what are my options for seeking advice, help?
- How is advising handled in the department?
- How important is work with graduate students? How many graduate student advisees should I have? How much time and effort should I invest in working with graduate students? How do I identify “good” graduate students? How aggressive should I be in recruiting them? Do I need to find resources for them? What should I expect from them?
- Am I allowed to serve on graduate candidacy examination and dissertation committees?
- What is considered an appropriate response to a student who is struggling with course work or is clearly troubled in some way? What resources are available for students? What can/should I suggest?
- What kinds of files should I keep on my students and the courses I’ve taught?
- What am I expected to teach? Should I ask to teach service courses? Should I teach the same course, stay within a single area, or teach around? Should I develop a new course? An undergraduate course? A specialized course in my research area?
- How do I establish an excellent teaching record? What resources are available at the department/college/university level to help me do so?
- Are there department guidelines for grading? What is the usual frequency of midterms, exams, or graded assignments?
- What documentation on teaching and advising should I retain for my tenure file? When should I begin collecting such materials?
- Are peer observations necessary for my tenure file, and if so, what are best ways to get them as part of my documentation of good teaching?

❖ **Expectations for Service and Outreach**

- What kind of service to the department, college, university, and discipline is expected of me?
- Are there committees I should seek out as a new faculty member? Any I should turn down if I am asked to serve?
- What kind of community service is expected of me, and how much?
- What kind of outreach (recruitment of students, representing the university at career fairs etc) is expected of me?
- When should I begin service and outreach? How much should I take on?
- How much service to the profession is recommended or expected? What forms should that take? How much paper and proposal reviewing is reasonable?
- How do I develop and document an excellent record of service and outreach?

❖ **Personal and Professional Concerns**

- What are the resources for meeting and socializing with other new faculty?
- Where can I get help with dual career issues, childcare, and other personal concerns? What sort of support is available to me through the campus and surrounding communities? What are the policies regarding tenure clock stoppage, parental leave etc?
- Where can I find advice on balancing a professional life (e.g., teaching, research, service) with a personal life (e.g., time for significant others, children, leisure, civic responsibilities)?
- How do I say “no” when I need to? How do I know when to say “no”?
- If I am involved in a controversy or dispute, where can I go for help?

Appendix B: Useful University Links for Mentors and Mentees

1. University Center for the Advancement of Teaching (UCAT): <http://ucat.osu.edu/>
UCAT exists to assist all those who teach at OSU to excel in teaching, support student learning and experience the satisfaction the results from teaching well. It provides consultation services, workshops, and much more. This site map link provides an outline of UCAT's services and resources: http://ucat.osu.edu/site_map/site_map.html
2. Policies at OSU: <http://www.osu.edu/policies/>. This website provides convenient access to university-wide policies. There are three different organizational schemes: by administrative office; by audience; and by type of policy (content). The content areas are: Academics; Athletics; Business Practices; Facilities and Safety; Fund-Raising; Governance; Human Resources; Information Technology; Medical Center; Research; Student Life
3. College of the Arts and Sciences information about Appointments, Promotion and Tenure: <http://artsandsciences.osu.edu/facultystaff/appointments-promotion-tenure> . Other ASC policies for Faculty and Staff are available at: <https://intranet.asc.ohio-state.edu/policies> (login required).
4. Research in View (<https://osu.researchinview.thomsonreuters.com/>) is the required platform for the building of the promotion and tenure dossier, as well as a more general means for summarizing and organizing all scholarly activity.
5. The Graduate School: <http://www.gradsch.ohio-state.edu/> . Information about all OSU Graduate School policies and resources; the Graduate Handbook is the primary reference guide: <http://www.gradsch.ohio-state.edu/graduate-school-handbook1.html>
6. The Office of Research is the administrative center of the research enterprise at OSU. <http://research.osu.edu/> . It includes the Office of Sponsored Programs (<http://rf.osu.edu/>), which provides research administration at all stages of sponsored projects, and the Office of Responsible Research Practices (<http://orpp.osu.edu/index.cfm>), which provides administrative support to the university research community and the review boards responsible for research oversight. It also provides workshops on such topics as grant writing and proposal development.
7. This "faculty/staff" link (<http://www.osu.edu/facultystaff/>) on the University's home page provides a very comprehensive list of available resources, including links to: Academic Resources; Benefits; Calendars; Communication Resources; Educational and Professional Development; Employment; Finding People and Places; Governance Policies; Strategic Direction; and Teaching Resources.

8. The Women's Place (<http://womensplace.osu.edu/>) serves as a catalyst for institutional change to expand opportunities for women's growth, leadership and power in an inclusive, supportive, and safe university environment consistent with the goals of the Academic and Diversity Plans. It provides leadership programs, lecture series, professional development and research grants.
9. The Office of Diversity and Inclusion (<http://odi.osu.edu/>) promotes the recruitment, retention, and success of students, faculty, and staff who enhance the diversity of the intellectual community at Ohio State.

From: [Subedi, Binaya](#)
To: [Cole, Kristen](#)
Subject: FW: mentoring practices within the College
Date: Friday, June 9, 2017 1:38:20 PM
Attachments: [image001.png](#)

Here is one. Should get one tomorrow as well.

From: "Johnson, Anne M." <johnson.5288@osu.edu>
Date: Friday, June 9, 2017 at 1:05 PM
To: "Subedi, Binaya" <subedi.1@osu.edu>, "Lechman, Kathy" <lechman.1@osu.edu>
Subject: RE: mentoring practices within the College

Hi Binaya,

Below is the response for CFAES. Thanks...

- 1. Name of program:** *First Mondays*
- 2. Name/title of primary contact person:** Melissa Burant, Grants Development Specialist
- 3. Website address:** <http://u.osu.edu/firstmondays/>
- 4. Number of women served each year:** The program does not specifically target women and/or minorities; however, they are certainly included. The target audience is new faculty / assistant professors who have been in their positions for less than four years. While it varies from year to year, there are typically around 80 faculty members invited each year (though the amount of participation is much smaller). I may be able to pull some data on gender if you'd like something more specific.
- 5. Measures of success:** Program participation from year to year, general feedback from faculty and administrators, annual participant survey.
- 6. Year the program/initiate was first established:** 2013
- 7. Does the program/initiative also target under-represented minorities? (y/n)** – (Same as above) The program does not specifically target women and/or minorities; however, they are certainly included. The target audience is new faculty / assistant professors who have been in their positions for less than four years.
- 8. Brief description of the program and how it works:**

First Mondays is a monthly lunchtime meeting designed to help assistant professors succeed by exposing them to non-technical issues, university and college resources, career development

PPCW – Mentoring Committee

Fisher College of Business - None

Engineering

1. **Name of program**
Ohio State ADVANCE
2. Name/title of primary contact person
Mary C. Juhas, Associate VP for Ohio State ADVANCE
juhas.1@osu.edu
3. Website address
<http://advance.osu.edu>
<http://advance.osu.edu/advance-offers-new-series-of-workshops/>
4. Number of women served each year
5. Measures of success
6. Year the program/initiate was first established
2012 originally named Gender Initiatives in STEMM (GI-STEMM).
7. Does the program/initiative also target under-represented minorities? (y/n)
8. Brief description of the program and how it works
The mission of Ohio State ADVANCE is to increase the representation, advancement and recruitment of women faculty in the academic STEM (Science, Technology, Engineering and Mathematics) careers, and contributing to the development and success of global research leaders.

REACH for Commercialization – Inspiring Female Entrepreneurship at Ohio State and Beyond- designed to help women faculty and post-doctoral scholars explore commercialization as a means of expanding the impact of their research.

1. **Name of program**
Building Research Leaders
2. Name/title of primary contact person
3. Website address
4. Number of women served each year

5. Measures of success

6. Year the program/initiate was first established
A new initiative for FY2017-2018

7. Does the program/initiative also target under-represented minorities? (y/n)

8. Brief description of the program and how it works
Gives faculty the tools to apply for large funding opportunities

MENTORSHIP BEST PRACTICES

The mentorship best practices discussed in this document have been compiled from meetings and discussions with senior mentors, faculty and students throughout the College of Medicine, the Center for Clinical and Translational Science, and the Department of Internal Medicine. In addition, literature suggesting best practices for mentors has also been considered in the formulation of the practices proposed in this document. Throughout this document, mentorship relationships will be described as those existing between a senior advisor and a protégé. The protégé may be a student, faculty member, or anyone receiving advice and guidance from another who is invested in some aspect of that person's career or personal development.

The need for establishing mentorship best practices is in part demonstrated by recent surveys in the College of Medicine that indicate that approximately 50% of faculty have identified a mentor. Of those, 20% state that they meet with their mentor only one time each year. Although there are significant variations in the percentage of faculty with mentor across the College, it is clear that there is a significant need for the College to devise programs that will assure the establishment of effective mentorship relations. The goal of the College should be that all faculty have effective mentorship.

WHAT IS A MENTOR?

There are a variety of mentorship needs for students and faculty and accordingly there are different categories of mentors. A student or faculty member will likely require mentorship in a variety of areas and for this reason may require multiple mentors or a mentorship team. Categories of mentors include:

1. **Content Mentors:** These are experts who are required to inform the protégé of the most recent and significant findings and topic areas motivating a given discipline or field of study. For a protégé to be competitive she or he must be aware of the latest developments and emphasis areas in a field and these are often identified well before their publication in the professional literature. The content mentor is required to provide the protégé with an understanding of the leading developments and emerging areas of emphasis. This advanced information cannot be acquired through the peer reviewed literature and the protégé requires the content mentor for guidance in these areas. The protégé may have multiple content mentors based on the diversity of scholarship pursued in his or her career and different content mentors may be required at different stages of career development.
2. **Career Mentor:** A career mentor is devoted to advising the protégé regarding overall professional development. This guidance extends beyond any single content area or discipline

but it based on an understanding of and experience in the pathways and benchmarks that lead to a successful professional and academic career. In this sense, this form of mentorship is much broader in scope and often requires greater commitment to the protégé than other forms of mentorship.

3. **Life Mentor:** Life Mentors are those who provide guidance and advice that extend beyond the considerations for professional career growth alone. The insight provided by these mentors into the balance between professional and personal life is essential to maintaining both a productive career, a meaningful personal life, and avoiding the pitfalls of career burnout. This mentor may or may not be the same as the Career Mentor.
4. **Primary Mentor:** The above discussion illustrates that a student or faculty member may have a variety of mentors or a formal mentorship team. Nevertheless, it is commonly agreed that one individual must serve the role of Primary Mentor. This mentor engages with the protégé in synthesizing the advice and guidance provided by all other mentors to arrive at the most effective pathway for professional and personal development. It is commonly agreed that it is essential that there be one person who serves this role. In turn, this mentor must have the greatest commitment to and engagement in the protégé's overall development and advancement. It is likely that a given mentor can serve this critical role for a limited number of protégés owing to the time and commitment it requires.
5. **Peer mentorship:** An effective form of mentorship is that which occurs between students and faculty at similar career stages. Peer mentorship allows discussions of common career and academic challenges and solutions that individuals may have identified. This peer mentorship can evolve into a beneficial system of networking and mutual support that add to the guidance provided by senior mentors.

WHAT ARE THE CHARACTERISTICS OF AN EFFECTIVE MENTOR?

A wide range of personal and professional characteristics contribute to effective mentorship. The following have been identified as the major foundation characteristics of a mentor in a mentor/protégé relationship based on both mentor and protégé focus groups:

1. **Honesty:** This is consistently regarded as one of the critical elements in a mentor/protégé relationship. It implies that the mentor is honest in what he or she can provide and contribute to the relationship both in terms of time and resources. Being asked to serve as a mentor is an honor and recognizes the mentor's own career success and personal attributes. Therefore, it can often be difficult to decline a request to serve in this role. However, it is also essential that the mentor is honest regarding his or her capacity to devote the necessary time, expertise, and resources required for the career development of the protégé. There must also be honesty in

the mentor's evaluation of the progress of the protégé both in terms of successes and needs for improvement. Honesty is also required in the evaluation of the relationship and is essential for identifying and correcting any problems that may arise in the mentor/protégé interaction.

2. **Openness:** This feature is critical to allow the protégé to develop his or her own unique career. The mentor must be open to the protégé's own original and innovative ideas and not enforce his or her own biases in guiding the protégé. There is a difficult balance between providing useful career advice and guidance and yet allowing the protégé the freedom to develop a self-determined career path. The mentor's ultimate goal is to allow the protégé to identify and realize his or her own career and personal growth and potential. Openness to the evolving realization of that potential is therefore essential. Openness also implies that the mentor is accepting that the protégé seek and obtain guidance beyond the current mentorship relationship. This should not be viewed as threatening to the mentor, but should be welcomed as a sign of the initiative and growing independence of the protégé.
3. **Commitment of time:** Effective mentorship requires the capacity to devote time to the protégé and her or his career development in its many aspects and is recognized as one of the essential requirements for the mentorship/protégé relationship. The capacity to meet at regular intervals is essential, but so is the ability to address problems and issues that require immediate attention and unanticipated times. If this commitment is not possible, a mentorship relationship should not be established. It is also clear that this commitment of time limits the number of mentorship relationships in which a given faculty member can truly engage.
4. **Provide formative feedback:** The mentor's role is to provide honest feedback to the protégé but in the category of formative or instructive rather than evaluative feedback. This requires that the mentor provide specific guidance in areas in which the protégé must improve and honest appraisal of areas in which there is success. However, it may be difficult to maintain trust and openness in a relationship in which the mentor has responsibilities for providing evaluative feedback to the protégé such as in the setting of promotion and tenure evaluations. Although a challenge in smaller departments, it is often preferable that a mentor not have a direct role in the promotion and tenure evaluations of the protégé.
5. **Provide inspiration and motivation:** The mentor serves as a role model for the protégé's career development and progress. As such, an important role of the mentor is to provide the inspiration and motivation for the protégé to pursue a career of excellence. Through the mentor's own example, both in career success and career challenges, the mentor demonstrates and teaches the qualities of resilience and commitment that are essential for success in the academic setting.
6. **Foster independence:** As noted above, the ultimate goal of the mentor is to guide the protégé in discovering and realizing his or her own unique career potential. This requires that the protégé develops progressive career independence and less reliance on the mentor's guidance. The mentor and protégé should frequently discuss whether the protégé is demonstrating

increasing career independence, and the mentor should set specific expectations that require progressive career independence.

7. Provide structure and timelines for career achievement: Because career independence requires time, the mentor should help establish a time structure for career development with specific timelines for achievement of career benchmarks. It is strongly suggested that the mentor and protégé develop a written five year career development plan with specific milestones to be achieved over the period. Such a plan provides an important touchstone to evaluate career progress and to identify impediments that must be addressed to assure career advancement.
8. Provide instruction regarding the processes and expectations for promotion and tenure: A significant responsibility of the mentor is assuring that the protégé acquires an understanding of both the expectations and time lines for promotion and the process of application and approval for promotion and tenure when appropriate. Although departments and the College may provide information and orientation to this process, its complexity and fundamental importance to faculty development demands that the mentor play a fundamental role in guiding the protégé through this process.
9. Networking: Career advancement requires developing connections with experts in the protégé's field both within and outside the College and University. The mentor provides a major role in facilitating these connections. In addition, networking includes introduction to national organizations in the protégé's field and establishing service roles in those organizations that can lead to leadership positions. The advocacy of the mentor is essential to allow the protégé to gain national prominence. It is important that the mentor play a role in nominating the protégé for local, regional, and national awards and recognitions that will further contribute to career advancement.

EXPECTATIONS FOR THE PROTÉGÉ

The mentor/protégé relationship requires active participation by both parties. It is obvious that the protégé cannot have a passive role in this relationship. The expectations of the protégé include the following:

1. Honesty: As is the case for the mentor, honesty and open communication are regarded as one of the fundamental characteristics of the protégé. This requires both honesty regarding career goals, the current progress towards career benchmarks, and in expressing any concerns regarding the progress of the mentorship relationship. It is recognized that communicating concerns or dissatisfaction to a mentor may be difficult for a protégé. For this reason it is essential that a system of mentorship oversight be established as discussed below.
2. Respect for the mentor's time: Just as the mentor must be able to devote time to the mentorship relationship, the protégé must respect this commitment in both the request for meetings and during mentor/protégé meetings. It is beneficial to both the mentor and

protégé to make meetings efficient and targeted to specific issues. Guides for effective and time efficient mentor/protégé meetings, such as those listed under “Mentor Support,” are useful to assure effective use of time.

3. Contribute ideas, goals, and career plans: Although the mentor serves as an important guide and counselor for career development, the protégé must contribute his or her own ideas and plans for career growth. This is an important step in establishing career independence. If the relationship is based in part on developing scholarship in the mentor’s own area of expertise, the protégé will ideally contribute original ideas to the mentor’s program as well.
4. Follow time lines for achievements proposed by the mentor: To assure that the mentorship relationship is effective, the protégé should make valid efforts to achieve the career benchmarks and follow timelines outlined by the mentor. It is recognized that this may not always be possible, and identifying impediments to their achievement and solutions to these barriers is a significant component of mentorship meetings and conversations. However, they are only meaningful if an honest effort to achieve these goals has been made.

MENTORSHIP SUPPORT

The above expectations clearly indicate that effective mentorship requires a wide spectrum of departmental and College support. These include the following:

1. Mentorship resources: The mentors requires resources such as outlines for career development plans, guides for effective and efficient mentorship meetings, and a means to document mentorship meetings. Mentors also require access to resources to address the special needs of protégés that may extend beyond the mentor’s own experience. These include resources addressing the issues of protégés from under-represented ethnic and cultural groups and training in cultural competence. These resources must be provided by the departments and the College.
2. Release time: It is clear that effective mentorship requires a significant commitment of time. Accordingly, mentors must be provided with the time to devote to mentorship. This may require release time from clinical or other administrative commitments without penalty of reduced salary support or reduction of other forms of support.
3. Academic credit: Effective mentorship is essential to the academic advancement of the departments and the College. Accordingly, effective mentorship must be accorded academic credit equivalent to successful publication of manuscripts, acquisition of grant funding, or other recognized achievements that are given credit for academic advancement.
4. Training: Mentorship is a complex process requiring skills in interpersonal relationships, principles of career development, and expertise in specific content areas. The mentor is

essential to the long term progress of the protégé, and accordingly an empiric approach to this process jeopardizes the protégé's career success. Therefore, formal programs in mentorship training at all career stages are required to develop a college wide "mentorship capacity." Early career stage trainees and faculty members benefit from mentorship training both in preparing them for future mentorship roles and to understand the expectations they should hold for their own mentorship relationships. Mid-career faculty must receive this training given their imminent role as career mentors. Senior mentors can further refine mentorship skills and share mentorship expertise through expert round tables and discussion groups. Senior mentors are essential in the training of future mentors. The College and department must play an active role in establishing the variety of training programs that are essential for expanding the mentorship capacity of the College.

THE MENTORSHIP PROCESS

The process of mentorship requires coordination of a wide array of elements both between the mentor and protégé and within the institutional environment. The following have been identified as fundamental elements and guidelines for the mentorship process:

1. **Mentorship Selection:** Identification of the appropriate mentor or mentors is essential to the success of the mentorship process. It is apparent that simple assignment of mentors to protégés is for the most part ineffective and does not assure a successful relationship. So-called "found" mentorship has been shown to be the most common pathway in the College of Medicine. In this process, the faculty member or student identifies his or her own mentor(s) through associations with the mentor or by the mentor's reputation. However, it cannot be expected that all faculty or students can successfully identify appropriate mentors in the absence of an overall framework that facilitates this process. Identification of potential mentors for a faculty candidate should be an intrinsic component of the divisional or departmental leadership's recruitment efforts. The faculty candidate should have the opportunity to meet with potential mentors during recruitment visits to begin the process of mentor selection. The process of mentorship identification should continue with interview of potential mentors and final identification of the appropriate mentor. It is notable that in many nonacademic fields, mentorship selection is accomplished through extensive mentor interviews, and it is the consensus that this process should be implemented in the academic setting. The College, departments, and divisions should facilitate this process through mentorship advisory groups (see below) as well as other aspects of an overall mentorship program.
2. **Mentorship agreements:** After identification of a mentor and agreement by the mentor to service in this capacity, it is recommended that a mentor/protégé agreement be written and signed by the mentor and protégé. The process of constructing this agreement requires that the mentor and protégé openly discuss the expectations and framework of the relationship and avoids misunderstanding of the expectations of the relationship. Sample

mentorship agreements are among the resources that should be provided to mentors by the College and departments.

3. Frequency of meetings: The frequency of mentor/protégé meetings varies greatly with the discipline and career path of the protégé. Faculty who are basic lab scientists will likely interact with the mentor on an almost daily basis. However, these interactions may focus on specific technical and experimental rather than career development issues. In contrast, those with a primary focus on clinical care may not routinely encounter their mentor. The consensus of those contributing to this document is that at a minimum there should be one mentor/protégé meeting every three months specifically dedicated to discussions of career progress, challenges to this process, and setting further goals and development plans. These meetings should be scheduled at a regular interval to assure that they occur. Obviously, meetings may be required at more frequent intervals as required based on challenges to career development or the approach of career milestones including grant applications, manuscript preparation, or promotion and tenure preparation.
4. Career development plan: As noted, a fundamental role of the mentor is to guide the protégé in identifying her or his fundamental career goals. A discussion with the faculty member regarding what areas of expertise he or she will be known for as their career evolves is one approach to identifying these goals. It is strongly recommended that the mentor and protégé collaborate in writing a five-year career development plan with specific career milestones identified throughout this period. Such a development plan provides a framework for the measurement of career progress and for identification of challenges to career advancement and specific needs that will assure career success. Example career development plans and templates are among the resources that should be provided by the College and departments to mentors.
5. Mentorship diaries: It is important that the mentor document the discussions and results of mentor/protégé meetings. Extensive documentation is not required, but notation of items discussed, problems that may have arisen, and action items should be clearly noted. Example diaries are resources that can be provided to the mentor by the College and departments.
6. Mentorship oversight: Systems are required to monitor mentorship within divisions, departments, and the College. In some College's this consists of an associate dean or similar appointment who is charged with assuring effective mentorship of all faculty. Other strategies include development of senior mentorship advisory committees consisting of faculty with extensive experience with successful mentorship. Oversight is required to assure that mentorship has been identified for all faculty and students, and to identify and help correct problems that may arise in the mentorship relationships. Oversight faculty provide an opportunity for both protégé's and mentors to seek advice regarding challenges in the mentorship relationship that may be difficult to address directly in the mentorship relationship. As noted above, it may be difficult for a junior faculty member or student to

discuss dissatisfaction with the mentorship relationship with a senior and established mentor. In this way, mentorship oversight groups or faculty can mediate challenges that arise in the mentorship relationship and resolve challenges at an early stage. Mentorship oversight also requires periodic check in with the protégé's and mentors regarding the success of the mentorship relation. This may consist of periodic brief surveys or questionnaires or periodic meetings with mentors and protégé's.

7. Facilitation of peer mentorship: The College, departments, and divisions should facilitate peer mentorship meetings to allow faculty and students to share their own challenges and solutions to common problems in career and scholarly development. This may consist of sponsoring periodic small discussion groups, possibly with senior mentors in attendance, and formation of small learning communities.
8. Mentorship as an expectation: The College, departments, and divisions should establish effective mentorship as an expectation for faculty and faculty leadership. Annual performance reviews should include reporting of mentorship activity with credit being given for effective mentorship. Similarly, junior faculty should list whether they have established a mentorship relation in their annual reviews. As an expectation, establishment of effective mentorship programs and oversight of these programs should be included as a metric for evaluation of senior leadership in the College, departments, and divisions.

NRMN-CAN Mentor Training Workshops 2017

NRMN-CAN hosted two concurrent Mentor Training Workshops in May, 2017. The workshops were organized in collaboration with the NRMN Mentor Training Core and were held at the Big Ten Conference Center in Rosemont, IL, on May 7-9, 2017. The 57 attendees from 13 institutions included 20 postdoctoral trainees, 23 faculty and staff participants, 5 Master Facilitators from the NRMN Mentor Training Core, and 9 NRMN-CAN committee members or guests.



The NRMN-CAN “Train-the-trainer” Mentor Facilitator Training was offered to increase the number of faculty and staff in the Big Ten Academic Alliance who will offer research mentor training for students, postdocs and faculty on Big Ten campuses. The workshop was organized and led by Master Facilitators Dr. Melissa McDaniels of Michigan State University, Dr. Stephen Thomas, University of Maryland, and Emily Utzerath, University of Wisconsin-Madison. Participants (35% UR), who included several Deans, Professors, and Training Program or Diversity Directors, were welcomed to the workshop by Dr. Nancy Schwartz, NRMN-CAN PI, University of Chicago.



On the first morning of the workshop, the participants had the opportunity to become familiar with and experience the evidence-based research mentor training curricula, based on the *Entering Mentoring* series. In the afternoon, participants gained confidence in their facilitation skills by practicing mentor training implementation in small groups overseen by the Master Facilitators. The first day ended with a networking reception which gave the participants time to meet fellow facilitators from other Big Ten institutions as well as from their own campuses.



On day 2, the Master Facilitators and participants discussed on-campus workshop implementation challenges, strategies and resources and participants actively delved into the numerous resources available to them by undertaking an online “scavenger hunt”. The workshop ended with each participant coming away with a plan to implement mentor training on their own campus over the next year. The 23 participants now join the 44 faculty and staff throughout the Big Ten who were trained as mentor Facilitators by NRMN-CAN last March, 2016.



After the workshop, participants remarked, “The pacing and facilitator “mirroring” during the first part of the workshop were phenomenal. I enjoyed learning alongside so many capable trainers” and “there was a wonderful synergy between the workshop leaders and the participants. Shared goals became evident. After initial skepticism over the initial group agreements, I came to believe that it was a great exercise in establishing mutual respect and embracing the amazing richness of the diversity in the room-- an excellent basis from which to start the workshop. The leaders used excellent active learning approaches that helped us get functional glimpses into sample exercises, cases studies, and facilitating techniques that we can implement in our own mentor training activities.”



The NRMN-CAN Postdoctoral Mentor Training Workshop kicked off on Sunday evening, May 7th, at the Aloft Hotel with an informal networking reception for the 20 Big Ten postdocs in attendance to meet and network with each other and the NRMN-CAN committee. The reception was followed by a welcome and introduction to NRMN-CAN by Dr. Nancy Schwartz, NRMN-CAN PI, and the opening workshop activities. NRMN Master Facilitators Andrew Greenberg, PhD, University of Wisconsin-Madison, and Robert Tillman, PhD, University of Texas MD Anderson Cancer Center organized the curriculum and facilitated the workshop, which was based on the *Entering Mentoring* series. This NRMN-CAN *Mentoring Up* workshop was designed to be specifically tailored to postdocs who are in the dual role of mentees to their PI and mentors in training as future faculty members.



The full NRMN Research Mentor Training Curriculum was implemented over the 1.5 day workshop and covered core mentoring competencies, all relevant to postdocs, including: Maintaining Effective Communication, Addressing Equity and Inclusion, Aligning Expectations, Fostering Independence, and Promoting Professional Development, as well as Promoting Self-Efficacy, Cultivating Ethical Behavior, and Enhancing Work-Life Integration. Postdocs discussed case studies with their small groups and participated in big group discussions led by the Master Facilitators.



The 20 Postdoc participants (65% female and 45% UR) attended from 9 institutions across the Big Ten Academic Alliance and included 5 postdocs who have attended previous NRMN-CAN workshops. All found it a valuable training experience and most (>90%) plan to make changes to their mentoring relationships as a result of this experience. Postdocs commented, “Before the training, I was really frustrated with the relationship (with my mentor) but didn’t feel like there was anything I could do about it. Now I feel more empowered and have ideas about how I might approach that first conversation” and “The discussions were consistently engaging and eye-opening, especially when they included people from different disciplines. It was joy to interact with such a range of thoughtful, sharp, motivated people who care about mentoring.”



Appendix C: Background

SBS has a long history of luncheons between its Dean and female faculty in the Division. In recent years, mentoring has become an increasingly important topic of discussion at these venues, with many faculty members – both junior and more advanced -- expressing concerns that they were not receiving sufficient mentoring. Anecdotal evidence from other sources similarly pointed to faculty concerns about mentoring. Discussions with the SBS Chairs corroborated the views expressed by faculty members. In Autumn 2010, Dean Weary charged Associate Dean Kathleen McGraw and then-Director of Diversity Patrice Dickerson with investigating existing mentoring activities within the Division's units, and to review mentoring best practices at other universities and within the research literature, with the goal of producing a set of guidelines and recommendations for the SBS units.

Our review of existing mentoring activities within the SBS units revealed a variety of approaches. Some unit(s) have personnel committees that meet annually with junior faculty. Other unit(s) formally assign a senior faculty member to serve as a mentor to junior faculty. In other unit(s), the junior faculty members choose mentors if they wish to have one. Finally, in some unit(s), mentoring takes place informally rather than formally. In many of the units, mentoring appears to be very narrowly focused, primarily geared toward the annual review of junior faculty members rather than professional development more broadly.

We considered undertaking a faculty survey to more systematically assess the state of mentoring activities within SBS, as well as faculty opinions about those practices. Ultimately, we decided not to, for several reasons. First and most important, it was clear there was widespread agreement among faculty and administrative leadership that SBS needed to improve mentoring support for faculty, and survey data were extremely likely to point to the same conclusion. Second, response rates for such academic surveys tend to be low, and so concerns about data reliability and validity arise. Third, particularly because SBS is a relatively small unit, legitimate concerns about confidentiality and anonymity exist.

College of Social Work Mentoring of Women

The mentoring and professional development opportunities in the College of Social Work are open to both women and men. However, women constitute the majority of the social work profession and the college is a microcosm of the field at large. Hence, mentoring supports offered in the college, by default, serve mostly women.

The College has one formal mentoring program for newly hired tenure-track assistant professors. The Dean and new faculty member select three senior faculty to serve as a mentoring committee for the new faculty throughout their untenured years on faculty. Mentors work with the associate dean for research and another full professor to identify special concerns or requests that can help select the mentors. Mentors may be selected on a variety of criteria, such as complementary research and scholarship, teaching related needs, potential for helping the faculty to establish a professional network, and general needs related to a successful academic career. Mentors also provide emotional and social support as well as needs related to professional development. Mentors meet with their mentees at least annually, but commit to making themselves available to meet as needed as requested by the mentee. Mentors serve to help the mentee remain on track for successful promotion to associate professor with tenure. This is a recently established program in the college so there are no specific outcome metrics as yet to report.

The College proactively seeks and supports professional development opportunities for both faculty and staff. Several women have completed the President's and Provost's Leadership Institute or the staff equivalent within Ohio State. These programs target women and underrepresented minorities. Several women on staff have completed the college's continuing education Nonprofit Leadership Certificate Program. The HERS summer intensive leadership program focuses on women faculty who aspire to move into academic leadership. Several women in the college have attended this program, funded either through our professional association, the Council on Social Work Education, or the OSU Women's Place. The assistant dean (a woman) completed the Hartford Leadership Program, and most recently, the associate dean for academic affairs (a woman) completed the Big Ten Academic Alliance Leadership Program.

Our PhD Program has an informal mother's group where women who have children support and help each other while they are in our doctoral program. The effort sustains itself by graduating students passing the leadership on to other women as they enter the program.

The College does not maintain a website or link describing its mentoring activities.

STEMM Mentoring at Ohio State

Better Mentoring = Increased Diversity = Better Science

Research mentoring is an essential component of academic and scientific life, but it is not always easy to navigate, even if you are an experienced researcher. Research has shown that mentoring is an important factor in the retention of underrepresented minority students, faculty and professionals in the STEMM workforce.

In order to increase the quality of mentoring in STEMM at Ohio State, a group of faculty and staff from a number of colleges have participated in a train the trainer course offered by [NRMN-CAN](#). The goal is to increase the mentoring capacity by offering mentoring workshops on campus.

Mentor Training Opportunities

Target audiences

- Faculty
- Postdoctoral Scholars
- Graduate Students

Topics

- Maintaining effective communication
- Aligning expectations
- Assessing understanding
- Addressing equity and inclusion
- Fostering independence
- Cultivating ethical behavior
- Promoting professional development
- Articulating a mentoring philosophy

Formats

Former participants have reported that scheduling sessions every other week over approximately two months is ideal, because it allows time for reflection and practice.

Alternatively, you may wish to implement a shorter workshop. In this case, we recommend that you focus on just one or two topics. You can customize your own curriculum using our collection of materials.

- 2 hour sessions covering 2 topics at a time (8 weeks if covering the entire curriculum)
- 3 hour sessions covering 3 topics at a time
- Half day workshop (4 topics)
- One-day workshop (8 topics)

Group Size

Groups of 8-12 participants are ideal, but groups can be as high as 20-25

If interested in having this training please send us an e-mail with the following information:

- Who is your target audience? (mentors' career stage)
- What topics would you like to cover?
- In what format will your training be delivered? (e.g., academic year, summer, multiple 1-2 hour sessions or single workshop)
- When will you implement your training?

- Will your training be integrated into or serve an existing program (e.g., undergraduate research program, graduate training program, fellows training program) or will it stand alone? If integrated, how will it be organized within the existing programmatic framework?
- How many mentors and/or mentees do you plan to train in your first round of implementation?

Existing training Opportunities

[Mentorship training at the Center for Clinical and Translational Science \(CCTS\)](#)

Mentoring Undergraduates in the Lab (September) This workshop teaches graduate students and postdocs how to supervise and mentor undergraduates in the lab to ensure a good experience for both mentor and mentee. For more information contact Marcela Hernandez (Hernandez.16@osu.edu)

Add any we come up with here

HR leadership survey tool and results

Default Report

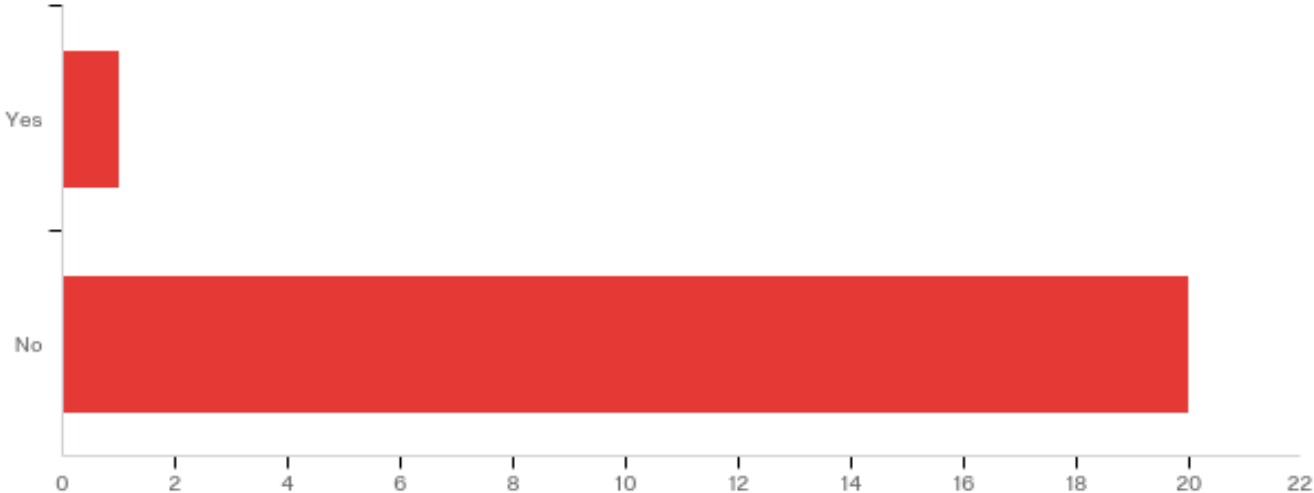
PPCW: Flexible Work and Mentoring Inventory

December 18th 2017, 6:14 am MST

Q25 - Unit/Department

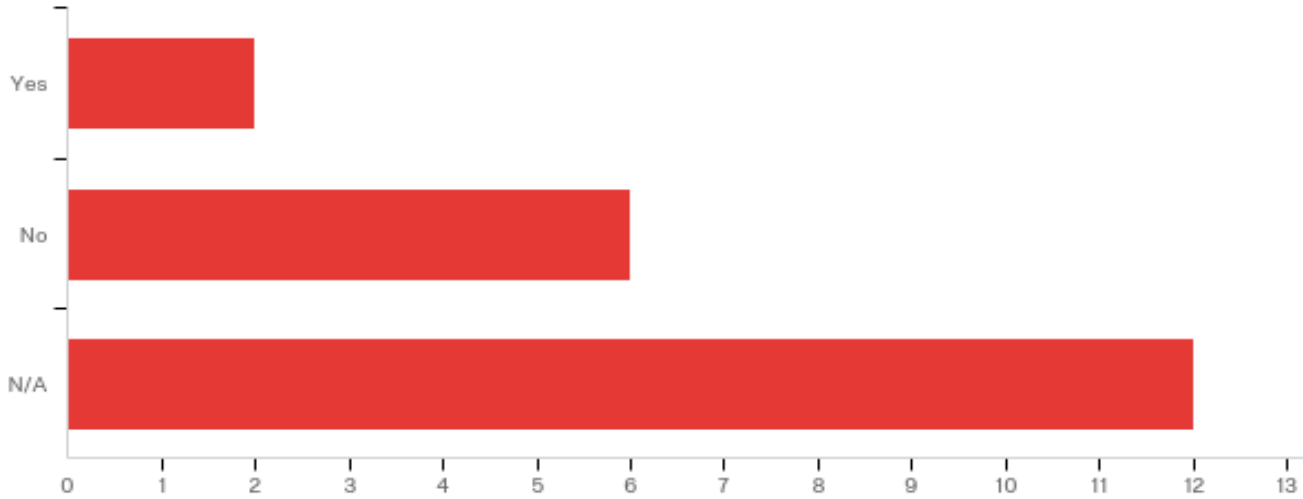
Unit/Department
Fisher College of Business
Ohio State Lima
CFAES
Medicine
Glenn College
Advancement
Graduate School
Newark campus
Office of Business & Finance
Office of Research
Enrollment Services & Undergraduate Education
Public Health
Athletics
College of Social Work
46050

Q12 - Does your unit have a formal mentoring program for staff?



#	Answer	%	Count
1	Yes	4.76%	1
2	No	95.24%	20
	Total	100%	21

Q13 - Does your unit's staff mentoring program have a specific focus on female staff?



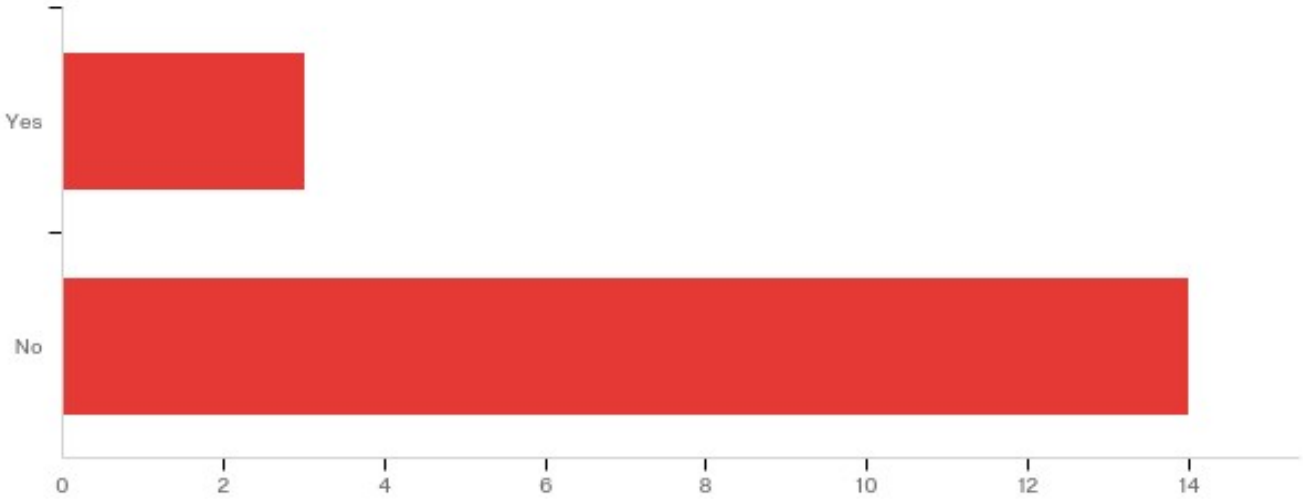
#	Answer	%	Count
1	Yes	10.00%	2
2	No	30.00%	6
3	N/A	60.00%	12
	Total	100%	20

Q14 - Describe a best practice mentoring program within your unit.

(To maintain confidentiality, de-identified data will be provided to the task force, meaning identification of a unit here will not associate this response with any other portions of the survey).

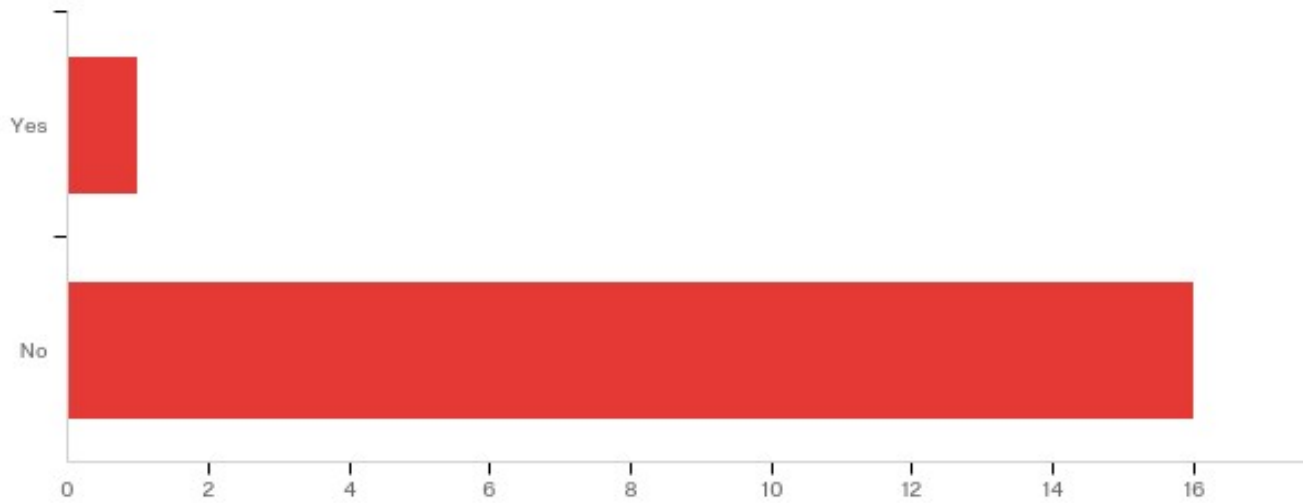
Details/structure of best practice, if known	Unit	Name of primary contact, if known
<p>Each academic unit has a mentoring program for new faculty that includes a mentoring committee. However, there is nothing unique to female staff. CFAES did initiate a Woman's initiate program during the past two years wherein programs and trainings were provided for the college to assist female staff and faculty in their professional lives and careers.</p>	CFAES	
<p>We focus on professional development goals for all staff, not specifically mentoring</p>	Glenn College	Andrea Garringer
<p>Several years ago, the campus developed a women's mentoring program that ran as a cohort for a year. The program ran for two years. Being a small campus, running the program every year isn't feasible (due to the small number of interested participants). The program matched the participants with an individual mentor and encouraged interactions throughout the year. The cohort group also meet with the mentors three times during the year. The program is not running now</p>	Newark campus	Jackie Parrill
<p>We have a group that helps to mentor female coaches and to provide support to them. We do encourage staff members to self-identify someone on the team to act as their "mentor". If needed, HR may suggest a mentor for an employee that may have a specific need.</p>	Athletics	Krissy Mullins

Q15 - Does your unit routinely assign mentors to new managers?



#	Answer	%	Count
1	Yes	17.65%	3
2	No	82.35%	14
	Total	100%	17

Q16 - Does your unit routinely assign mentors to new staff members?



#	Answer	%	Count
1	Yes	5.88%	1
2	No	94.12%	16
	Total	100%	17

Q17 - Describe up to 3 ideas that would encourage people to engage in more formal mentoring of women staff.

Data source misconfigured for this visualization

Q18 - Is there additional information you would like to share about mentoring opportunities for female staff at Ohio State?

Is there additional information you would like to share about mentoring opportunities for female staff at Ohio State?

We are working through ideas to provide a formal mentorship, but we run extremely lean and efficient and are working through how to ask more of a team member. We do an informal mentorship within HR through our onboarding process with multiple touch points, setting up meetings with peers and managers with the new employees, and regularly reaching out to offer assistance in multiple capacities. Our managers do a wonderful job of taking new employees under his or her purview and working to facilitate the success of the employee.

It would be good to define what mentoring is and give it some structure

N/A

Only our most senior leaders are assigned a mentor (could be a male or female leader)

Subject: HR data requested

I was referred to you by Jennifer Beard in The Women's Place, as part of my role as a member of the President and Provost's Council on Women. I am chairing a task force charged with inventorying mentoring resources for female staff and faculty. Faculty data is readily available, but I am not having the same luck with staff data. Would you be able to provide the following information or point me toward the correct source?

* Total female employees, full-time

* Medical center vs. university

* CCS vs A&P

* Columbus vs. regional

Let me know if you have any additional thoughts on data points related to gender that are particularly interesting.

Thanks!

Kristen K. Cole
Senior Director - Operations
Institute for Precision Breakthrough Therapies
Member, President and Provost's Council on Women <http://ppcw.osu.edu/>
The Ohio State University Comprehensive Cancer Center -
Arthur G. James Cancer Hospital and Richard J. Solove Research Institute
455 Wiseman Hall
400 West 12th Avenue
Columbus, Ohio 43210
614-366-4215

Arizona State University mentoring summary

I was assigned to investigate Mentoring resources at Arizona State University, and I'm happy to report that search of their website I found that they have an extraordinarily thoughtful approach to mentoring for students, faculty, and staff. ASU's Office of the University Provost provides information on mentoring -- what it is and best practices, resources on mentoring - including ASU programs and worksheets, and an award for outstanding faculty mentors - which recognizes work in mentoring graduate students. More information available at: <https://provost.asu.edu/academic-personnel/mentoring>

The ASU Commission on the Status of Women provides comprehensive information on mentoring as well as a formal mentoring program for women staff members that includes an application process and a certificate of completion. This program includes one-on-one sessions and two workshops focused on "Identifying Skills and Strengths" and "Promoting Skills and Strengths." More information at: <https://csw.asu.edu/staff-mentoring/program-design-structure>

ASU also has a comprehensive program of mentoring for graduate students of color that includes opportunities for small workshop/groups with faculty and clear guidelines for setting goals of mentoring: <https://graduate.asu.edu/professional-development/mentoring>

They also have an Alumni Mentor network that pairs Alums with students: <https://thunderbird.asu.edu/alumni/mentor-program>

And they have numerous programs for undergraduates to work with faculty mentors as well.

Their website includes explicit reference to the outstanding mentoring programs of other universities, which makes it clear that they are not inventing everything new, but also borrowing from proven best practices at other universities.

Overall, ASU's website conveys an institution-wide commitment to mentoring that involves many different units and individuals, and likely fuels a campus culture of attention to mentoring.

Pennsylvania State University mentoring summary

Mentoring overview (faculty)

Faculty mentoring resources at Penn State appear to be highly decentralized and similar to what was found at Ohio State. Mentoring is decentralized not only among the individual academic colleges, but also in terms of geographic spread among the multiple campuses across the state. In addition, many of the references to mentoring focused on opportunities for faculty to mentor students at the undergraduate, graduate and post-doctoral level. The one formal faculty mentoring initiative found on the website was the award described below.

The Howard B. Palmer Mentoring Award was established in 1991 in honor of Dr. Howard Palmer who served as senior associate dean of the Graduate School from 1985 to 1991. The award is presented to a full-time faculty member who demonstrates "effective mentoring through guiding and nurturing the collegial and professional development of junior faculty."

To be considered for this award, a faculty member must meet the following criteria:

- be a full-time faculty member with five or more years of active service at Penn State;
- exhibit exemplary achievement in the effective mentoring of junior faculty.

Nomination: Nominations may be submitted by faculty, staff, or administrators. Nominations must be forwarded to the respective graduate education leader of the college. For the Intercollege Graduate Degree Programs for which the Graduate School serves as the academic college (Bioengineering; Demography; Ecology; Molecular, Cellular, and Integrative Biosciences; Physiology; and Plant Biology), program nominations should be submitted to the Office of Graduate Fellowships and Awards Administration one week prior to the deadline.

Please send one pdf file of the nomination packet to the Office of Graduate Fellowships and Awards Administration by upload to your college's DocFinity account by November 1.

Nominations should include the following:

- a completed nomination form (see attached);
- a statement of support that clearly identifies the outstanding qualities of the nominee (not to exceed two single-spaced pages); and
- supporting materials which may include a biographical sketch or curriculum vitae, up to three letters of support, and other details that exemplify the nominee's mentoring skills.

Selection Process: Members of the Graduate Council Committee on Fellowships and Awards select the recipient, who will receive an award of \$2,500 (minimum) and a certificate at the University's Faculty/Staff Recognition Luncheon during the spring semester.

Administrative Fellows Program

<http://www.vpfa.psu.edu/administrative-fellows/>

The Administrative Fellows Program provides professional development opportunities for faculty and staff with standing appointments. By serving under the mentorship of a senior level administrator, fellows receive opportunities to broaden their perspectives and experiences in higher education administration. The fellowship experience is designed to allow the participants to become more effective in their existing positions within the University and to provide a foundation for them to excel in future, higher-level jobs.

The program aims to:

- identify faculty and staff who have the potential for effective leadership;
- increase awareness of the complexity of issues facing higher education;
- enhance understanding of the environment in which higher-education-related decisions are made; and
- provide opportunities for participation in activities that facilitate enhanced understanding of careers in higher education.

Although participation in the program does not guarantee appointment to an advanced or administrative position at the University, the program has increased the number of qualified women and minorities who are interested in pursuing careers in University administration.

(complete brochure attached)

Schraer Mentoring Award (staff)

<http://equity.psu.edu/cfw/awards/rs-submission-instructions>

The Rosemary Schraer Mentoring Award, created in June 1994, recognizes a University employee for mentoring by advising, facilitating, encouraging and/or paving the way for others to recognize and realize their potential in both personal and professional endeavors. The family, friends, and colleagues of Dr. Rosemary Schraer, a former associate provost of Penn State and former chancellor of the University of California, Riverside, established the award.

Consideration will be given to any employees (administrators, faculty, technical service or staff members) who have a record of outstanding mentoring service that goes beyond the requirements of their employment duties and responsibilities.

Please include a narrative of endorsement supporting your nomination of this individual for the Rosemary Schraer Mentoring Award. Provide specific examples to illustrate how the nominee meets or exceeds the criteria, and highlight accomplishments that demonstrate how the nominee has helped others to recognize their potential both professionally and personally. Indicate why you believe the nominee's accomplishments are the most outstanding and give examples of impact. This endorsement should be no longer than one (1) page.

In addition, please include two (2) additional endorsements for the nomination. Statements may be from peers, subordinates, superiors, or mentoring recipients. These endorsements should be no longer than one (1) page each. Contact information for supporting documentation submissions is required and may be verified. Please do not send books, brochures, curricula vitae, résumés, or other lengthy documents.

Note: Employees must be in good standing to be considered for commission awards. For University activities such as commissions and award programs, faculty or staff members are considered to be in 'good standing' if they are meeting the expectations of their positions and have not been the recipient of recent discipline. Individuals should also exhibit qualities such as civility, collegiality, and a commitment to the overall success of their department.

Applications will be reviewed by the Commission for Women.



Diversity Mentoring Program

The Diversity Mentoring Program is designed to provide each new underrepresented racial/ethnic employee in Finance and Business (F&B) with a mentor to assist them in performing successfully in their current positions. Our goal is to retain a diverse workforce within F&B. This program is intended to be a 12-month experience during the first year of the new employee's appointment to the University. All F&B units are expected to participate in the program.

Mentor

A mentor is an experienced member of the organization who will provide guidance, support, coaching, exposure, and role modeling to a less experienced employee. The F&B administrative unit heads will recommend mentors for the program committee to consider.

Mentors must have established professional experience and demonstrated leadership qualities; be comfortable interacting with individuals of different cultures and genders; be able to provide insight about the organization and the way in which things get done; appreciate alternative viewpoints; and be sensitive, enthusiastic, and willing to commit the time to help individuals excel; and demonstrate knowledge of community and professional organizations/activities that could enhance retention. Mentors should have ample experience with Penn State, however, exceptions can be granted depending on the individual's past experiences.

Mentee

A mentee can be a recent hire with less than five years of experience at the University and would benefit from the coaching of a more experienced employee of Finance and Business.

A mentee must be enthusiastic and committed to continuously learning and developing in the organization; be comfortable interacting with individuals of different cultures and genders; be prepared to discuss goals and career plans; actively seek advice about issues faced in the work environment; appreciate alternative viewpoints; be accepting of constructive criticism; and view this as a learning experience for the mentor as well.

Program Committee

The program committee will solicit mentee applications from the Human Resource representatives. Based on the application information, the committee will select the appropriate mentors from those recommended by the administrative unit heads. The selected individuals will be notified in writing and may accept or decline participation in the program. The committee will match the mentor with the mentee. It is the expectation of the mentor and mentee to have a successful relationship. If concerns arise during the

Faculty and Staff Mentoring Programs

program that cannot be resolved by the participants, the issues should be brought to the committee for resolution.

The program committee is responsible for the overall evaluation of the program and any program adjustments that may be needed. All pairs will have an assessment to complete at the quarter mark of their meeting and subsequent evaluations will be done if needed. Also, an evaluation will be completed at the anniversary of the program for the pair.

Meeting Schedule

The mentor and mentee should meet for a minimum of two hours each month for one year. The schedule could consist of meetings for one-half hour every week or one hour every two weeks (recommended). The actual scheduling of the sessions should be determined and arranged by the individuals involved. The administrative units will provide release time, as needed, for the mentor/mentee meetings.

Mentor Model

Step 1: Initiation (1 month)

During this phase, the mentor and mentee should get to know each other. The mentor should discuss his/her background and experience, and the mentee should discuss his/her career plans and work issues.

Step 2: Cultivation (10 months)

During this phase, the mentor provides guidance, support, and coaching with career plans and work issues, exposure to important people and events, and role modeling. The following steps should be followed in each mentoring session:

1. Establish a ground rule of open and honest communication.
2. Follow-up on goals/issues discussed in previous session.
3. Discuss new issues.
4. Identify goals to be worked on or completed in future sessions.
Promote independent decision-making (i.e., listen actively, help mentee understand the consequences of his/her actions, share wisdom and experiences).
5. Promote and identify community resources/services and community involvement opportunities.
6. Summarize agreements reached and review plans made for future sessions.

Step 3: Separation (1 month)

During this phase, the mentee should experience more autonomy and feel comfortable taking greater control of his/her learning experiences.



Faculty and Staff Mentoring Programs

Step 4: Quarterly review of assessment.

The mentors and mentees should frequently evaluate the effectiveness of their interactions and make appropriate changes. The Program Committee will be available to assist as needed.

Step 5: Redefinition (last session)

During the last session, the mentor and mentee must redefine their roles in the relationship and determine at what level they will interact in the future.

Step 6: Final Evaluation

At the 12-month anniversary, the pair will complete a final or annual evaluation.

Step 7: Evaluation

The mentor and mentee will be asked to complete a formal evaluation.

An annual memo will be sent from the program committee to the mentor and mentee's supervisor to recognize their participation in the Diversity Mentoring Program for the inclusions on their annual SRDPs. The committee will develop an annual review summarizing all mentor/mentee matches; the summary will be presented to the senior vice president for Finance and Business/treasurer.

For more information about the F&B Mentoring Program, please contact Lisa Watkins via email or call her at **814-865-4927**.

Penn State Emerging Leaders

Penn State Emerging Leaders is a comprehensive and innovative leadership development program designed for high-performing faculty and staff. This program increases participants' effectiveness as leaders in their current roles, strengthens their ability to contribute to organizational priorities, and prepares them for tomorrow's leadership challenges.

Penn State Emerging Leaders features:

- The creation of an individualized leadership learning plan and a personal leadership philosophy statement
- [Self-directed informal workplace learning](#) activities tailored to their unique learning needs and style, using a variety of blended learning technologies
- Skill practice and emphasis on the integration and application of leadership knowledge
- An emphasis on the supervisor's role in the participant's professional development
- Participants in the Penn State Emerging Leaders program are eligible to earn **three academic credits (Workforce Education 410)** after successful completion of the program, and by adding a few additional requirements. Details about how to apply for these credits will be shared in the participant manual.

○ **Important:** Please be aware that the Penn State Emerging Leaders Program is a Leadership Development program and does not cover supervisory or management skills, knowledge or abilities. Participation in this program is intended for your personal development and does not guarantee promotion to a leadership role or position of authority.

Please note that there is no fee for Penn State employees to attend this program.

Schedule

Topic	Date	Time
Kick-off Event	January 25	2:30 - 4:30
Introductory Session	February 8	12:30 - 4:30
Citizen to Leader: Building a Leadership Base	April 12	12:30 - 4:30
Ethical Leadership	April 26	12:30 - 4:30
Developing Intercultural Awareness & Competency	May 10	12:30 - 4:30
Emotional Intelligence		
Presentation Skills (part 1), Leadership Presence & Networking	May 24	12:30 - 4:30
Creating a Leadership Vision	June 7	12:30 - 4:30
Leading Change	September 6	12:30 - 4:30
Presentation Skills (part 2)	September 20	12:30 - 4:30
Persuasion and Negotiation Skills	October 4	12:30 - 4:30
Engaging Others; Motivation, Inspiration, and Teamwork	October 18	12:30 - 4:30
Final Group Session	November 1	12:30 - 4:30
Capstone Event	November 29	2:30 - 5:00



Faculty and Staff Mentoring Programs

Requirements

The Penn State Emerging Leaders certificate program requires a minimum of 100 hours of effort, with only 44 of those hours in the classroom. Interested applicants must have been **working for the University for a least one year**. The following participant expectations have been established for the program:

- Attend all seminars and actively participate in discussions and activities
- Participate in a self-reflection activities that include: a multi-rater feedback process, the Kolb Learning Style Inventory, the Thomas-Killman Conflict Mode Instrument, a Reflected Best Self and Emotional Intelligence
- Complete [self-directed informal workplace learning](#) assignments
- Complete any assignments on or before the due date according to program specifications
- Mentor others in areas that are your strengths
- Apply new skill and expertise, and share any progress with other participants
- Maintain a program-related blog
- Formalize a Leadership Philosophy Statement
- Meet monthly with your supervisor and your assigned learning group

Participant Characteristics

Through the application and selection process, the selection committee seeks to identify individuals that demonstrate the following leadership qualities:

- Consistently demonstrates a high level of performance
- Is committed to personal and professional development
- Serves as a leader in their current sphere of influence
- Displays positive work habits, attitudes and professional skills even in challenging situations
- Makes significant contributions to organizational priorities
- Demonstrates high potential to effectively lead others, manage work and meet future challenges

Important: Review the scoring rubric associated with the Personal Application Statement explained below to ensure your statement addresses key points.

Role of the Supervisor

Supervisors of Penn State Emerging Leaders participants play an important role before, during, and after the program and are crucial to their employee's successful professional development.

Before the program, supervisor input is required in the application process of Penn State Emerging Leaders. Supervisors should:

- Understand the Criteria for Selecting Candidates



Faculty and Staff Mentoring Programs

- Complete the Supervisor Input form. This form will be sent to the person that you name as your supervisor in your application.
- Support the participant in completing a minimum of 100 hours of effort, 44 of which are in the classroom

During the program, supervisors serve as mentors and provide time, support, and resources as needed. Supervisors are expected to:

- Review the Supervisor Input Form with the participant and discuss development goals
- Review the participant's leadership learning plan, leadership philosophy statements, and learning journal
- Read and comment on the participants blog page
- Meet monthly to review program progress and discuss ways to transfer learning back to the workplace
- Attend the Capstone Event at the end of the program

After the program, a supervisor's intentional efforts to identify opportunities for the participant to apply learned skills and continue working toward their development goals ensures the program experience extends to the workplace; benefiting the participant, the unit and the University.

Applicants who are not accepted may request feedback from the program selection committee. In this case, the Supervisor Input Form data will be shared with the applicant.

Application & Selection

The Penn State Emerging Leaders program will begin its next session in January 2018. Applications will be accepted September 18, 2017 - October 27, 2017. This is a year-long program, scheduled to conclude in November 2018.

Application Process

The application process involves 3 steps:

1. The [Participant Application Form](#)
2. The Personal Application Statement
3. The [Supervisor Input Form](#)

Important: Do not begin completing the application form until you have prepared your Personal Application Statement offline – it must be uploaded as part of the Participant Application Form.

Step 1: Personal Application Submission

Each applicant must provide a statement that explains their interest in the Penn State Emerging Leaders program. The statement should not exceed 750 words. Be sure to:



Faculty and Staff Mentoring Programs

- Share why you are applying to the program and what makes you a great candidate.
- Highlight your personal skills and qualities you would bring to the program.
- Explain why leadership development is important and share what you'd like to achieve as part of the program.
- Address how you will accommodate the time commitment and meet the program requirements.
- Review the [scoring rubric](#) to ensure you've met all criteria for the statement.

Important: Please finalize your essay offline before moving on to Step 2.

Step 2: Participant Application Form

This form is connected to a database and must be completed in a single sitting to ensure an accurate application is received. The form consists of three parts: Demographic Information, Work Experience Questions and the upload of your Personal Application Statement (Step 1). When you are ready to apply, complete the Participant Application Form. -

Important: Do not begin completing the form until you have completed Step 1 and prepared your Personal Application Statement offline – it must be uploaded as part of the Participant Application Form. - [PSEL 2018 Program Application](#)

Step 3: Supervisor Input Form

Once the Participant Application Form is submitted, an email will be sent to the supervisor that you name requesting they complete the Supervisor Input Form. This document is separate from the Participant Application Form. The participant's supervisor must provide feedback related to performance in the following areas: emotional intelligence, communication, leadership, work habits, organization impact, personal development and workplace engagement.- [PSEL 2018- Supervisor Input Form](#)

Important:

- It is the applicant's responsibility to discuss this requirement with the supervisor at the time of application. The applicant should inform the supervisor they will be contacted by email by a PSEL program representative regarding completion of the form.
- The applicant will be copied on the email to the supervisor.
- The application will not be considered complete until this form is submitted.
- Incomplete applications will not be forwarded to the selection committee.
- It is the participant's responsibility to follow up with the supervisor to ensure the form is submitted on time.
- The Supervisor Input Form is connected to a database and must be completed in a single sitting to ensure no duplicate records are created.

Selection Process

When determining a candidate's eligibility for Penn State Emerging Leaders, the selection committee considers input from both the participant and the supervisor looking for the applicants that best meet the characteristics outlined in the "Requirements" section. Additionally, the committee strives to identify a diverse and heterogeneous mix of participants on the basis of demographics, roles, years of experience and areas of the University.

The timeline for the selection process is:

1. Forward completed applications (participant application form and supervisor input form) to the committee by November 3, 2017.
2. Committee members complete independent applicant reviews by November 17, 2017.
3. Committee meets to select participant the week of November 27, 2017.
4. Applicants are notified of final decision by December 15, 2017.

CONTACT INFORMATION

For more information or if you have any questions, please contact TalentMgmt@psu.edu

University of Illinois (Chicago) mentoring summary

Mentoring overview (faculty)

a. How is mentoring mentioned or identified? Is there a specific program?

UIC has a clearly documented mentoring agenda. Their objective for mentoring, as stated on the webpage of the Office of the Vice Provost for Academic Affairs, is as follows,

“Effective mentoring of the faculty is critical for enhancing academic excellence, building a strong and diverse faculty and developing a respectful and positive work climate in which all members of the university community can thrive. UIC seeks to make faculty mentoring a priority by undertaking and regularizing sound mentoring practices.”

<http://oaadocs.uic.edu/706-Mentoring.pdf>

In February of 2012, the OVPAA set for the policy that “In addition to the campus mentoring effort, each college/school is charged with developing and implementing a faculty mentoring program. Colleges/schools may require that each of its departments or units develop a unit level mentoring program.”

These programs were to be in place for faculty in the Fall of 2012 with the expectation that:

“All college mentoring programs must incorporate, at minimum, the principles included below.

1. Colleges are expected to provide a mentoring plan for each of the pre-tenure tenure-system faculty members. As capacity allows, colleges should consider building upon the initial program, to include tenured associate professors and non-tenure system clinical and research faculty.
2. The Dean is responsible for providing mentors for all eligible faculty. This responsibility may be delegated to the Unit Executive Officers (Heads/Chairs/Directors). Mentors and mentees should be consulted during mentor selection.
3. The Office of the Vice Provost for Faculty Affairs is responsible for providing training workshops for mentors, at least once a year. All newly-assigned or first-time mentors are expected to attend the training during the first year of mentoring.
4. For faculty members with joint appointments, a single mentoring plan should be developed. The plan is to be coordinated among the units, with leadership from the faculty member’s home unit as designated in Banner.
5. The design of the mentoring plans should demonstrate sensitivity to the different challenges faced by a diverse faculty. College mentoring policies need to be clearly communicated to all faculty members and mentoring agreements should emphasize clarity of expectations and roles for all parties.
6. Mentoring excellence may be considered in the annual review of faculty as well as be considered as a part of the promotion process. Mentoring excellence may be

demonstrated through the mentee's assessment as well as the mentor's efforts and contributions to the program. It is expected that Associate and Full professor will accept mentoring as a responsibility and privilege of their rank.

7. Colleges must incorporate an assessment or evaluation program into the design of their mentoring program."

The Office of the Vice Provost for Academic Affairs lists Colleges' faculty mentoring programs <https://faculty.uic.edu/mentoring/collegeprograms/>

And some Colleges, like the College of Liberal Arts and Sciences, list theirs by department <https://www.las.uic.edu/faculty-staff/faculty-resources/faculty-mentoring-program>

Library Faculty Mentoring Program

<http://researchguides.uic.edu/librarymentoringpolicy>

Mentoring overview (faculty)

The College of Liberal Arts listed as part of their Diversity and Strategic Goals (2012) a focus on mentoring faculty of color. Goal 3.3 <https://www.las.uic.edu/about-las/las-diversity>

College of Dentistry - Women faculty peer mentoring group

<https://faculty.uic.edu/files/2014/08/Mentoring-DENT.pdf>

Underrepresented Faculty Mentoring Program (UFMP) no website or description

Building Interdisciplinary Research Careers in Women's Health

"The overall purpose of this BIRCIWH program is to institutionalize a generative scholar training program that will optimize the success of junior faculty in developing a substantive and sustained

research program in women's health science." <http://crwg.uic.edu/bircwh-home/>

Women in Science and Engineering System Transformation

A UIC faculty program that started in 2003 in the Office of the Vice Provost for Faculty Affairs, in collaboration with the Center of Research in Women and Gender, WISEST's main goal is to increase the number, participation and leadership of minority and majority women in academic science and engineering, through institutional transformations. <https://wisest.uic.edu>

Chancellor's Committee on the Status of Blacks Faculty Subcommittee (mentoring is listed as one of their activities but no specific mentoring program is listed.)

<http://ccsb.uic.edu/subcommittees/>

Chancellor's Committee on the Status of Latinos (mentoring is listed as one of their activities but no specific mentoring program is listed.) <http://ccsl.uic.edu>

General leadership development programs

Leadership development programs targeted to women and minorities

College of Medicine Center for Hispanic Excellence Faculty Fellowship – “The purpose of this fellowship is to help mentor, support, and build minority physician educators.”
<http://medicine.uic.edu/cms/One.aspx?portalId=443021&pageId=30457119>

d. Highlight any signature programs that seem to stand out as best practices.

The College of Education https://faculty.uic.edu/files/2014/08/Education_Mentoring-Policy-Revision-Fall-2014.pdf and the College of Nursing <http://oaadocs.uic.edu/mentoring/CON%20mentoring%20program%20draft%2010-15-2012.pdf> have detailed mentoring programs, however I did not see any data that demonstrates effectiveness.

Mentoring overview (staff)

Staff Leadership Mentor Program - UIC's 1-year mentoring program for staff.

History: “In spring 2006, the CCSW subcommittee Staff Advocacy (formerly the Academic Professionals (AP) subcommittee) task force on mentorship held a mentoring panel workshop to gauge APs’ interest in mentorship programs. The consensus was that APs were VERY interested both to be mentored and to be mentors. Since then the CCSW, in conjunction with the Academic Professional Advisory Committee (APAC), has worked to develop a mentoring program, finding it a home, and implementing the program at UIC community. In Spring 2010, a the Academic Professional Mentoring Program (APMP) was launched as a pilot program. Currently, the mentorship program operates as the Staff Leadership Mentor Program (SLMP). The SLMP is a structured mentorship program that matches mentors and mentees and provides guidance and support over the course of a year. This program develops the UIC

Faculty and Staff Mentoring Programs

careers of individual employees and strengthens UIC's organizational continuity through knowledge-sharing and employee engagement. Academic Professional and Civil Service employees are welcome to participate in the mentoring program as a mentor or mentee, or both."

Objective: "The Staff Mentor Program is a structured mentorship program that matches mentors and mentees and provides guidance and support over the course of a year. This program develops the UIC careers of individual employees and strengthens UIC's organizational continuity through knowledge-sharing and employee engagement."

https://www.hr.uic.edu/professional_development/staff_leadership_mentor_program/

The program has a guidebook with an overview of the program and guided activities for participants:

https://www.hr.uic.edu/UserFiles/Servers/Server_2716/File/d_pro_develop/Mentor_Program_Guide.pdf

There is also a Mentoring Resource Guide (from 2010)

https://www.hr.uic.edu/UserFiles/Servers/Server_2716/File/d_my_perform/uic_mentoring_guide.pdf

This page has links to webinars about the roles of mentees and mentors. Individuals must apply to participate and there is a waiting list for mentees.

b. Are there mentoring options targeted to women and minorities?

Chancellor's Committee on the Status of Blacks Staff Concerns Subcommittee (mentoring is listed as one of their activities but no specific mentoring program is listed.)

<http://ccsb.uic.edu/subcommittees/>

Chancellor's Committee on the Status of Latinos (mentoring is listed as one of their activities but no specific mentoring program is listed.) <http://ccsl.uic.edu>

The College of Liberal Arts listed as part of their Diversity and Strategic Goals (2012) a focus on development for staff of color. Goal 4.2 <https://www.las.uic.edu/about-las/las-diversity>

Leadership development programs targeted to women and minorities

Chancellor's Committee on the Status of Women – Minority Women's Concerns Subcommittee
"From 2006 to 2014, the CCSW Minority Women Concerns Subcommittee assisted women in attending the UIC Women's Leadership Symposium. Although the symposium has been

University of Illinois at Chicago
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discontinued, we continue to directly support women’s professional development by providing this mini award.”

<https://ccsw.uic.edu/miniaward/>

“The UIC Women’s Leadership Symposium was founded to make leadership development more accessible to women on campus and to address the unique issues faced by minority women.” It was held for 20 years but was discontinued in 2014.

<https://wlrc.uic.edu/womens-leadership-symposium-archives/>

The WoRD (Women’s Reading and Discussion) Book Club is a partner program of the Chancellor’s Committee on the Status of Women. WoRD was created for the purpose of reading and discussing books related to employment and professional/personal growth and development, particularly as they relate to women. The WoRD Club hosts in-person meetings to discuss selected readings.

d. Highlight any signature programs that seem to stand out as best practices.

University of Illinois (Urbana Champaign) mentoring summary

Mentoring overview (faculty)

The Office of the Provost has faculty mentoring guidelines, with the following overview: “The University of Illinois at Urbana-Champaign strives to be a vibrant and supportive institution where faculty can reach their highest aspirations in teaching, research, and service. Faculty mentoring is a crucial component of this process. At multiple stages of career development, faculty benefit from the advice and support of their colleagues through both formal and informal channels.

All levels of the University share a responsibility for faculty development. Colleges, schools, and departments should provide opportunities that enhance faculty careers and ensure that faculty have the tools and information necessary to realize their full potential. The Provost’s Office also offers a variety of resources and programs for faculty development.

This document offers guidance to units for mentoring faculty. The goal is to encourage all departments to have a mentoring program in place. The particular form and shape of the program may vary by unit, reflecting the unit’s mission, culture, and size as well as disciplinary standards and expectations.”

They define mentoring, set the expectation that all departments should mentor, provide examples of types of mentoring relationships, explain the importance of a mentoring community, and explain responsibilities of each party. Full information can be found here: <https://provost.illinois.edu/faculty-affairs/faculty-resources/faculty-mentoring-guidelines/>

There is also a page dedicated to tips for Unit Executive Officers: <https://provost.illinois.edu/faculty-affairs/faculty-resources/faculty-mentoring-tips-for-unit-executive-officers/>

Tips for mentors: <https://provost.illinois.edu/faculty-affairs/faculty-resources/faculty-mentoring-tips-for-mentors/>

Tips for mentees: <https://provost.illinois.edu/faculty-affairs/faculty-resources/tips-for-faculty-mentees/>

Mentoring overview (faculty)

None identified

Leadership development programs targeted to women and minorities

None identified

General leadership development programs

Leadership program but not specifically for women and minorities. “The Academic Leadership Series is designed for new and experienced Executive Officers who wish to engage in dialogue, share best practices, and discuss issues such as leadership, financial and strategic planning, and faculty development.” The series are 90 minute presentations on a variety of subjects. Topics for the current academic year are listed below.

1. **The Art and Science of Constructing Promotion and Tenure Cases***
How to compile strong promotion and tenure packages.
2. **Diversity and Inclusion**
Strategies, tips, and resources for navigating challenges and opportunities related to diversity, equity, access, and inclusion.
3. **\$\$\$ Matters***
A discussion of the campus budgetary process, the current budget, and related financial issues.
4. **Tools for Evaluation and Assessment**
Strategies and best practices for program review, assessing student learning outcomes, and using that information to improve your unit.
5. **Leading in the Context of Shared Governance***
Successful leadership approaches, strategies, and styles within the academy.
6. **Motivating and Retaining Faculty**
A conversation on how best to retain and support faculty.
7. **Handling Difficult Conversations and Situations***
How to approach personnel issues with fairness and professionalism.
8. **Let’s Talk about the Budget**
An update on the campus budget situation, advice on discussing the budget with your faculty, and suggestions for promoting long-term financial stability in the unit.

9. **Alumni and Donor Stewardship: Approaches to Advancement***
How to work with Advancement to cultivate relationships with donors and alumni.
10. **Designing and Developing Academic Programs**
Processes to plan and evaluate new academic programs, including on-line education, professional programs, and other outreach.
11. **Using Data to Inform, Persuade, and Make Decisions***
An interactive demonstration of data available on the Management Information website, designed to help leaders understand how to retrieve and employ the data successfully.
12. **Strengthening the Public Face of Your Unit**
Strategies to highlight the work of your faculty and increase your unit's reach to a broader audience.

<http://medicine.uic.edu/cms/One.aspx?portalId=443021&pageId=31499433>

Best Practices

College of Applied Health mentoring program: <http://ahs.illinois.edu/mentoring>

College of Medicine

<http://medicine.uic.edu/cms/One.aspx?portalId=443021&pageId=31499433>

Excellence in Faculty Mentoring Award <https://provost.illinois.edu/awards/campus-awards-programs/campus-awards-for-excellence-in-faculty-leadership/excellence-in-faculty-mentoring-award/>

University of Maryland mentoring summary

SENATE TASK FORCE REPORT ON MENTORING AND SUCCESS OF JUNIOR FACULTY

Executive Summary April 6, 2005

The Senate Task Force (STF) was charged to:

- a. survey mentoring programs of other institutions;
- b. ascertain the mentoring activities of UMD academic units;
- c. generate a set of principles for mentoring at UMD; and
- d. propose best practices and procedures to implement these principles.

The STF defined mentoring as “providing the maximum opportunity for an individual to reach his/her potential and achieve success; including enabling the individual to acculturate to the institution.” The STF recognized that mentoring depends upon many variables, based both on the individual (e.g., background, gender, ethnicity) and the individual’s unit (e.g., culture, resources, size). The STF differentiated two forms of mentoring: developmental mentoring (mentoring that provides support, information, advice and feedback to the mentee but specifically does not include official evaluation) and evaluative mentoring (mentoring that can include developmental components but focuses on judgment and appraisal).

In a survey of other institutions, the STF found that most institutions encourage but do not require all junior faculty members to be formally assigned a mentor. Mentoring patterns among UMD units vary considerably. Most units have a formal annual evaluation of junior faculty and most mentoring is evaluative. Far fewer units offer faculty members structured help in professional socialization, professional development workshops, or setting goals and evaluating progress. There are also a number of campus-wide mentoring efforts that provide broader programs on a range of topics including orientation and the tenure process.

Principles and Policy/Program Recommendations

There should be three tiers of mentoring, all working together to develop the best mentoring environment for junior faculty: unit/program level, college level, campus level.

- Tier 1: Unit – provide developmental and evaluative mentoring (including senior developmental mentors), and support.
- Tier 2: College level – oversee unit/programs and provide workshops and seminars on topics such as grantsmanship.
- Tier 3: Campus level – provide developmental mentoring programs on topics such as the tenure review process, assure that faculty, particularly members of underrepresented groups, are provided adequate mentoring, and coordinate meetings of senior administrators with junior faculty.

The STF has identified five areas of needed action (i.e., principles) that should contribute to more consistent and effective mentoring of untenured assistant and associate faculty.

1. *Increase the involvement of the senior administration in making the campus aware of mentoring. Policy and Program Recommendations:*
 - i. The campus should provide funding for the new mentoring activities.
 - ii. The Provost should require deans to emphasize the importance of mentoring to their chairs and faculty. The Provost should also send an annual letter to chairs reminding them to ensure that tenure-seeking faculty receive annual evaluative feedback and a formal

- reappointment review, and the Provost should suggest that junior faculty's initial teaching/service demands be limited.
- iii. The Associate Provost for Faculty Affairs should develop a mechanism to (a) track how units provide mentoring to junior faculty and (b) monitor the mentoring experience of junior faculty members when they are considered for promotion.
2. *Encourage high quality mentoring across all academic units.*
Policy and Program Recommendations:
 - i. Revise academic units' Plans of Organization to comply with the new APT policy.
 - ii. Establish mentoring of junior faculty as a criterion for merit pay or other appropriate incentives.
 - iii. Develop a University web page that lists best practices in mentoring.
 - iv. Develop a Mentors Training Program.
 3. *Improve mentoring provided for faculty from underrepresented groups.*
Policy and Program recommendations
 - i. Develop recruitment workshops on the role of the chair in minority recruitment and retention.
 - ii. Create a network of faculty from underrepresented groups to be available to meet with recruited faculty.
 - iii. Assist members of underrepresented groups adapt to the university – inform members of such groups of resources available on campus.
 - iv. Establish mentors to assist in guiding underrepresented faculty through their career development and advancement process, normally in collaboration with a unit mentor.
 4. *Encourage practices that enable pre-tenure faculty to succeed.*
Policy and Program Recommendations:
 - i. Limit teaching responsibilities, especially in the first year.
 - ii. Limit the assignment of academic advising of undergraduates in faculty members' first three years.
 - iii. Minimize service obligations during the pre-tenure stage.
 5. *Improve campus-wide mentoring programs and materials for tenure-track faculty.*
Policy and Program Recommendations:
 - i. Distribute relocation assistance and dual career employment assistance program brochures and campus and community resources packet to prospective and new faculty.
 - ii. Offer a series of professional development programs, which will provide information and guidance on beginning a successful academic career.

Assessment of Mentoring Activities

The Office of Faculty Affairs should be assigned to: (a) oversee the creation/implementation of the recommendations; and (b) report on the progress toward executing these recommendations after one year to the Provost and the University Senate Executive Committee. The University Senate should re-evaluate the mentoring efforts and evaluate the program after five years.

University of Wisconsin mentoring summary

University of Wisconsin

Faculty and Staff Mentoring Programs



Women Faculty Mentoring Program

<https://secfac.wisc.edu/events-programs/wfmp/>

(see attachment A.11)

Slesinger Awards for Excellence In Mentoring

Two awards are presented annually at the Women Faculty Mentoring Program Reception for Newly Promoted & Tenured Women.

The Slesinger Awards for Excellence in Mentoring are generously supported by the Women's Philanthropy Council. Each recipient will receive a \$2,500 award.

The focus of this award is mentoring for women on the tenure track. Nominations of mentors who have supported more than one woman faculty member are strongly encouraged. A nomination may be submitted by a group of writers or a single writer. The most successful nominations have clearly articulated how a mentor's efforts have had a positive impact in the life and career of the protégé(s).

NOMINATION PROCESS

PART ONE: COORDINATION OF NOMINATIONS

(DEADLINE: 5 OCTOBER)

Please indicate your intent to submit a nomination by sending an e-mail message to Lindsey Stoddard Cameron with the subject header "Slesinger Awards for Excellence in Mentoring."

PART TWO: SUBMISSION OF NOMINATIONS

(DEADLINE: 20 OCTOBER)

Faculty and Staff Mentoring Programs

A writer or team of writers should submit a single letter of nomination (MS Word, maximum 3 pages) to Lindsey Stoddard Cameron describing how the nominee has excelled as a mentor.

An effective mentor may:

- offer advice about professional issues
- review and give feedback on key projects
- provide information about institutional resources
- introduce a mentee to others in her discipline or related fields
- communicate the “unspoken rules” of university life
- offer guidance on how to balance personal and professional commitments
- help mentees find appropriate and effective ways to raise concerns, address issues, or solve problems.

Academic Staff Mentoring Committee (ASMC)

(not specifically focused on women)

Signature program is the annual Mentor-Match program, which includes selection criteria, resources and role outlines for an effective mentoring relationship.

2017 Mentor-Match Program Kickoff Handouts (attached)

[Mentor Readiness Assessment](#)

[Mentee Readiness Assessment](#)

[Mentor/Mentee Goal Planning](#)

[Mentoring Partnership Agreement](#)

[Fully Prepared to Lead Program Description](#)

Other Resources

The ASMC also has a [LinkedIn Group](#) and a [Facebook](#) page. Please follow the committee there for the most recent updates and programs.

Other Background Info

In the fall of 2014, the Academic Staff Mentoring Committee distributed a web-based survey to solicit input from the academic staff of the University of Wisconsin-Madison as to what kinds of mentoring activities and supports would be of interest.

[Mentoring Committee 2014 Survey Report \(attached\)](#)

UW Madison Mentoring Community of Practice (CoP)

(not specifically focused on women)

Purpose: a UW Madison resource focused on mentoring programs, the practice of mentoring, and a forum for professional and personal growth.

CoP goals:

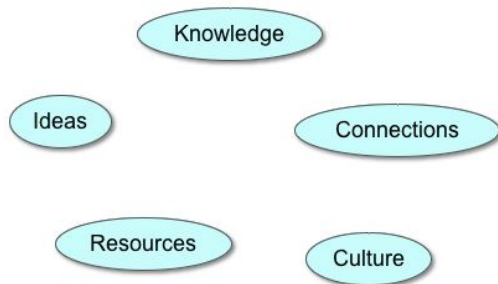
- Connect members of the UW community with peers from across campus
- Learn more about the [resources available to staff](#) for mentoring, personal growth and development
- Provide a forum for discussion about mentoring and career development strategies
- Share experiences that have contributed to strong professional relationships and performance
- Offer suggestions for topics and events sponsored by the ASM committee.
- Provide ongoing support for Academic Staff mentors and mentees.

Structure: The CoP plans to offer events and meet twice/year.

UW Mail list — To join, please send a blank message to: join-mentoringcommunityofpractice@lists.wisc.edu.

Sponsored by: the Academic Staff Mentoring Committee
<http://acstaff.wisc.edu/governance/standing-committees/mentoring-committee>

Creating a Mentoring CoP



Role
Members

Template Mentoring Partnership Agreement

By clarifying your own expectations, you will be able to communicate them more effectively to your mentors. Add items you deem important.

The reasons I want to be mentored are to:

- Receive encouragement and support
- Increase my confidence when dealing with professionals
- Challenge myself to achieve new goals and explore alternatives
- Gain a realistic perspective of the field
- Get advice on how to balance work and other responsibilities, and set priorities
- Gain knowledge of “dos and don’ts”
- Learn how to operate in a network of talented peers
- Other _____

I hope that my mentor and I will:

- Tour my mentor’s workplace
- Meet over coffee, lunch, or dinner
- Go to educational events such as lectures, conferences, or other events together
- Other _____

I hope that my mentor and I will discuss:

- Professional development subjects that will benefit my future career
- Career options and job search preparation
- The realities of the workplace
- My mentor’s work
- Technical and related field issues
- How to network
- How to balance work and family life
- Personal goals and life circumstances
- Other _____

The things I feel are off limits in my mentoring relationship include:

- Disclosing our conversations to others
- Using non-public places for meetings
- Sharing intimate aspects of our lives
- Meeting behind closed doors
- Other _____

I hope that my mentor will help me with job opportunities by:

- Help me practice for job interviews
- Teach me about networking
- Advise on contacts for informational interviews
- Critique my resume
- Other _____

The amount of time I can spend with my mentor is likely to be, on average:

1 2 3 4 hours each *week/ every other week/per month* (circle one)

Academic Staff Mentoring Program Fall Kick-Off

October 21, 2015

Mentor/Mentee Goal Planning Worksheet

Mentor Name:

Mentee Name:

What are your individual goals?

Do you have shared goals?

What are the challenges to meeting your individual and shared goals?

What steps can you take in the next few weeks, month and semester to meet your goals?

Do you have a plan to meet or stay in touch?

Mentee Readiness Assessment

Mentee Characteristics Survey

This survey should be completed to assess whether you're ready to be a mentee or not. Assess each characteristic by asking: *Am I...?* or *Do I...?* Circle the appropriate number using the scale below as a guide:

1=Always 2=Frequently 3=Sometimes 4=Rarely 5=Never

Effective Characteristics	1=Always	2	3	4	5=Never
1. 1. Goal-Oriented					
2. Seek Challenges					
3. Take Initiative					
4. Show Eagerness to Learn					
5. Accept Personal Responsibility					
Ineffective Characteristics	1=Always	2	3	4	5=Never
1. Too Self-Promoting					
2. Too Busy					
3. Lack of Focus					
4. Overly Dependent					

Past Mentors

Think back on various stages of your life and remember those individuals who had a unique and important impact on your life. One question you can ask yourself to help you focus is: "If I hadn't met _____, how would I have learned _____?" Some "types" of people to think about are: teachers, coaches, counselors, friends, relatives, supervisors, and co-workers.

Complete the table below to get a better idea of how your personal development has been enhanced by mentors, whether or not the relationship was officially recognized as mentoring.

Mentor's Name	How Mentor Helped Me	What Characteristics My Mentor Possessed that Helped Me Grow

Academic Staff Mentoring Committee – Fall 2014 Survey Results

In the fall of 2014, the Academic Staff Mentoring Committee distributed a web-based survey to solicit input from the academic staff of the University of Wisconsin-Madison as to what kinds of mentoring activities and supports would be of interest.

How long have you held an Academic Staff position at the UW-Madison?

#	Answer	Response	%
1	Hired in 2014	220	19%
2	1 to 5 years	359	31%
3	5 to 10 years	195	17%
4	10 to 15 years	152	13%
5	More than 15 years	247	21%
	Total	1,173	100%

If you wanted to participate, do you feel that your department, division, unit, school, or college provides mentoring opportunities to/for Academic staff?

#	Answer	Response	%
1	Yes	604	53%
2	No	527	47%
	Total	1,131	100%

Do you currently have a formal or informal mentor/mentee relationship?

#	Answer	Response	%
1	Yes	316	31%
2	No	714	69%
	Total	1,030	100%

How did you find your mentor/mentee?

#	Answer	Response	%
1	Paired by departmental/division/unit/school/college mentoring program	55	18%
2	Are coworkers in the same department/division/unit/school/college	169	55%
3	At a UW sponsored mentoring/professional development event	12	4%
4	At another UW event	5	2%
5	Other (Text box will open for your comments)	67	22%
	Total	308	100%

Text responses for “Other” – How did you find your mentor/mentee?

S/he is my boss/supervisor	17 responses
S/he is my supervisee	4 responses
S/he is my co-worker	3 responses
Informal relationship with faculty member	3 responses
In my college/school/department/unit	7 responses
My own efforts to network with AS colleagues	22 responses
Professional organization or previous employer outside of the UW	9 responses
By chance	2 responses

Are you interested in forming a mentor/mentee relationship with another Academic Staff member?

#	Answer	Response	%
1	Yes	266	38%
2	No	249	36%
3	Maybe	177	26%
	Total	692	100%

If interested, what are you looking for in a mentee/mentor relationship? What would you want out of that relationship?

#	Answer	Response	%
1	Assistance with acclimating to the culture & procedures of UW-Madison	305	32%
2	Greater understanding of how my department/unit/division/school or college works	325	34%
3	Greater understanding of my professional role & university classification within my work area	308	33%
4	Guidance in the advancement of my career through the promotional path of my position classification	531	56%
5	Opportunities for professional growth within my current role at UW-Madison	595	63%
6	Opportunities for networking with other Academic Staff in my area at UW-Madison	414	44%
7	Professional social support for my current position at UW-Madison	314	33%
8	Opportunity to teach / offer my expertise to others	324	34%
9	Guidance/assistance with managing work relationships with subordinates, colleagues, and supervisors	316	33%
10	Opportunity to learn new skills / support for staying "up to date" with knowledge & technology	495	52%
11	Exploration of stretch goals & how to move into new work opportunities at the UW-Madison	392	41%
12	Other (Text box will open for your comments)	24	3%
13	I am not interested in a mentoring relationship	142	15%

Representative Text Responses for “Other” – Additional desired opportunities & outcomes from a mentoring relationship

Mentoring relationship should advance and support research opportunities for AS.

Support and more time for conducting research.

How to achieve job security within the academic funding environment?

For foreign born AS, assistance understanding the US academic system regarding faculty, research-track, and other AS positions and careers at the UW and elsewhere. Also, how, if possible, to make the US and UW appreciate merits and accomplishments acquired abroad?

Gaining a better understanding of upper leadership roles at UW-Madison and UW System.

More opportunities to get training and expand knowledge and skills, including opportunities for AS to attend professional meetings/conferences. While faculty have such funds, often from grants, AS are usually not afforded these opportunities.

Additional support for new instructional staff, e.g., how to teach, what to teach, etc.

Opportunities to meet people outside of my department, networking.

Support for participating in leadership training opportunities, both on campus and off.

Support for mentoring/collaboration groups, rather than just one-to-one mentoring.

Training on how to be a better mentor in the academic setting.

What sort of campus wide mentoring events sponsored by the ASMC would you be interested in attending/participating?

#	Answer	Response	%
1	Informal networking mixer with any UW-Madison Academic Staff	226	25%
2	Informal networking mixer with UW-Madison Academic Staff with the same position classification	258	29%
3	Workshop on how to look for a mentor, take advantage of mentoring in current professional relationships, be a good mentee, & maximize the mentoring you get	297	33%
4	Workshop on how to be a mentor to those around you – even if you are not senior staff	313	35%
5	Workshop on how your department/unit/division/school/college can set up a more formalized mentoring system of its own	205	23%
6	Book group discussing mentoring-oriented books	137	15%
7	Entering contact information & area of expertise into a searchable database so staff seeking a mentor or mentee could contact you	337	37%
8	Other (Text box will open for your comments)	38	4%
9	I am not interested in mentoring activities	197	22%

Representative Text Responses for “Other” – Mentoring activities and events that interest you

Self-learning opportunities, maybe web-based education.

Informal mixers, specifically including AS who are knowledgeable about HR issues, international issues, and how the UW system compares to others.

Database so AS could find their own match with persons possessing certain skills and knowledge on campus.

Specific information on classifications and career advancement for AS.

Connecting with people both within my area and outside.

Each department should pair incoming staff with a potential mentor/guide.

Continue the Women and Leadership activities.

A workshop focused on how to teach graduate students ways to identify their own potential mentors.

Quarterly brownbags on topics of interest.

Assurance these activities can be attended during work hours without penalty.

Workshop on joining and staying active in professional societies.

A centralized formal matching program.

Funding for professional development activities.

During on-boarding, a match with someone in a similar job but in a different unit.

Social events for “newcomers,” employees of 1 to 5 years.

Workshops on staying up to date with technology on the job.

Workshops on career advancement, navigating the campus climate at the UW, and how to prepare professionally for the future.

Workshop/networking with others writing and running large grants on campus to discuss/problem-solve about managing these processes.

Networking with other professional who do outreach and community-university engagement work, i.e., carry out the Wisconsin Idea.

Supervisory training for AS in supervisory roles.

Representative Negative Text Comments in response to “Is there any additional information you would like to provide the ASMC?”

Supervisors/Faculty/UW Leadership are hostile to these mentoring and professional development activities for AS and would not allow them to expand.

My experience indicates mentoring and advancement is available to “a chosen few” of the Academic Staff and everyone else is considered unworthy of such opportunities.

No time to participate as there is no release from work or reduction in job duties.

Workload does not allow for participation; already completing the work of 2+ people, when would this fit in?

No one ever mentored me – I am very bitter about this.

Burnout is in the wind.

Mentoring seems pointless when there is no possibility of advancement with the current title regulations within the UW.

I do not feel I would be able to participate because those around/above me would put me down and bully me.

Ohio State – College of
Medicine

Center for Faculty
Advancement, Mentoring and
Engagement (FAME)

and

Women in Medicine and
Science Committee (WIMS)

Implementing a Mentorship Program Across Departments at The Ohio State University College of Medicine

May 27, 2014



Improving People's Lives
through innovations in personalized health care



THE OHIO STATE
UNIVERSITY

WEXNER MEDICAL CENTER

Purpose

- Define mentorship as a key responsibility for a COM department
- Roles and Responsibilities
 - Chair
 - Mentorship Lead
 - Primary Mentor
 - Mentee
- Tool Box with Templates & Resources

Objectives

- Illustrate Need for Mentoring in COM
- Define Mentorship in the Context of This Program
- Rationale for Distributed Model
- Identify Roles & Functions
- Define Success
- Explain Process

OSU COM

Mentoring Interviews with Chairs (Spring 2013)

- Mentoring in departments is variable
- Formal and informal programs
- Team mentoring in basic science
- Chair or division chief mentoring in clinical departments
- Benchmark is the Department of Medicine

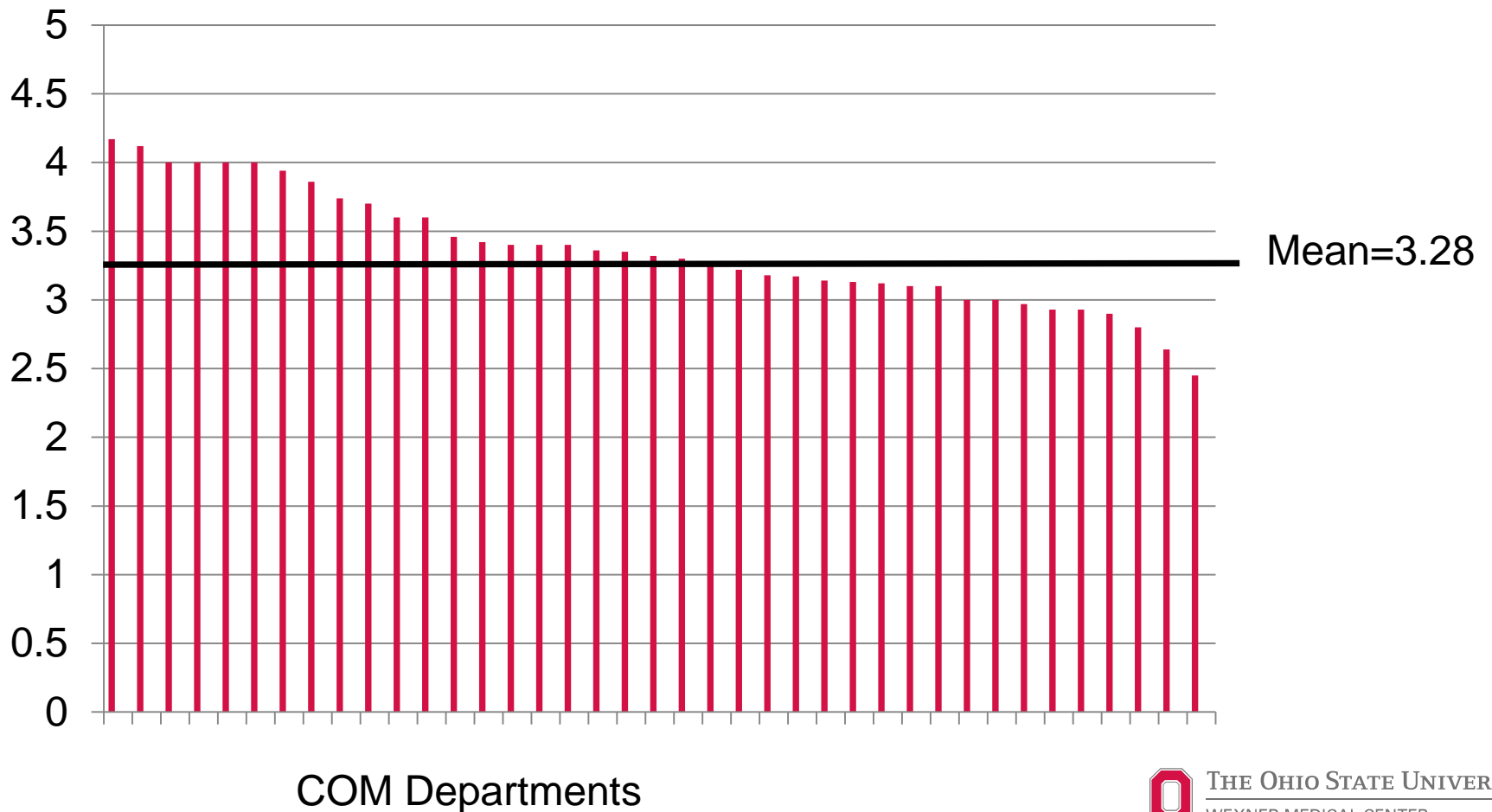


“ I receive effective mentorship”

Department Results

- Agree 15%
- Neutral 67%
- Disagree 18%

One Voice Survey 2013



Impact of Mentoring

- Faculty members who are engaged in effective mentoring relationships are more likely to remain at academic medical centers
- Advance in rank more rapidly
- Have greater career satisfaction
- Better career performance including improved teaching of residents and medical students and increased quality of patient care
- More successful at obtaining extramural funding

Binkley and Brod, Am J Med 2013

Impact of Mentoring Productivity and Retention

- **Mentee** (% vs. no mentoring)
 - ↑ Compensation 25% vs. 5.3%
 - ↑ Retention 72% vs. 49%
- **Mentor** (% vs. no mentoring)
 - ↑ Compensation 28% vs. 5%
 - ↑ Retention 69% vs. 49%



"All work and no play makes you a valued employee."

Effective Mentoring in OSU COM Opportunities and Model

- Barriers
 - No standard definition or goals
 - No one accountable
 - No program
 - No training
- Solution
 - FAME
 - Distributed Model
 - Mentoring Leads (Department/Division)
 - Modify APT Document
 - Monitor and Assess



Definition of Mentoring

“There is a false sense of consensus, because at a superficial level everyone ‘knows’ what mentoring is. But closer examination indicates wide variation in operational definitions, leading to conclusions that are limited to the use of particular procedures”

Wrightsmann LS. Research methodologies for assessing mentoring. Paper presented at the Conference of the American Psychological Association, Los Angeles, CA, 1981. ERIC Document Reproduction Service No. ED 209-339.

What We Mean When We Say Mentorship

Each **Assistant Professor** on the Tenure, Clinical and Research Tracks will find a **Primary Mentor**

Characteristics of primary mentoring:

- Takes place outside of supervisor-employee relationship, at the mutual consent of a mentor and the person being mentored
- Is career-focused or focuses on professional development that may be outside a mentoree's area of work
- Relationship is personal - a mentor provides both professional and personal support
- Relationship is initiated by mentee, introductions facilitated by mentoring lead as needed
- Relationship may cross job boundaries

Goal of FAME Program

The goal of this program is to provide accessible and meaningful engagement between a faculty member with an experienced and seasoned associate for the purposes of career development and advancement, fostered by the spirit of collegiality and underscored by personal achievement and professional balance.

Ellison, EC. "FAME Mentoring Program Goal Statement," 2014

Role and Functions of the Mentoring Lead

- *Facilitate effective mentoring relationships*
 - Help faculty network, advise
- *Prepare junior faculty to be mentored*
 - Set expectations, discuss goal-setting
 - Distribute Best Practices, templates
- *Prepare senior faculty to mentor*
 - Direct to training opportunities
 - Distribute Best Practices & APT Guidelines
- *Troubleshoot and problem solve*
- *Implement and Monitor FAME Timeline*
 - Track Milestones and Report
 - Utilize templates in Tool Box
- *Coordinate with Department Chair*
 - Understand APT faculty tracks and paths, how to advance
 - Embed 5 year plan in annual faculty review



Role and Functions of the Primary Mentor

- Have introductory conversations with potential mentees
- Accept invitations to mentor, as appropriate
 - Not to exceed 3 at any given time
 - **Maximum number may vary by department/division/faculty track**
- Meet (q 3 months) with mentee
- Co-create mentoring agreement
- Guide mentee on development & execution of 5 year plan
- Attend Mentor training
- Help mentee network, find & obtain opportunities
- Understand APT faculty tracks and paths, how to advance

Role and Functions of the Mentee

- Identify a primary career mentor (via SciVal, networking, mentoring lead, etc.)
- Schedule quarterly meetings
- Co-create a mentoring agreement
- Understand requirements of faculty track
- Write a 5 year plan with guidance from mentor
- Set annual goals (~3-5/year)
- Attend FAME training sessions
- Provide feedback and evaluation

Role and Functions of the Department Chair

- Establish a departmental mentorship program
- Appoint a lead person in the Department /Divisions
- Recognize mentoring relationships
- Review the 5 Year Plans and annual goals during the Annual Evaluation
- Recognize outstanding mentors

Measuring Success

- Individual
 - Achievement of established goals, implementation of 5 Year Plan
 - Academic Productivity and Impact
 - Election to societies/leadership
 - Reputation
 - Satisfaction with Mentoring Relationship
- Global
 - Time to promotion
 - % Success in Promotion
 - Faculty Retention
 - Improved OneVoice Engagement scores



Rollout Plan

There are currently 508 senior rank faculty in the COM

- ❖ Wave One:
 - ❖ **7/1/14**: Assistant Professors hired since 2011 on the regular faculty (having 6 mos-3 years of service) **n=343**
 - ❖ **1/1/15**: Assistant Professors, hired in calendar year 2014 (those hired in the summer will have assigned advisor) **n=~100**
- ❖ Wave Two:
 - ❖ **7/1/15**: Assistant Professors, hired 2008-2011 **n=175**
 - ❖ **1/1/16**: Assistant Professors, hired in calendar year 2015 (those hired in the summer will have assigned advisor) **n=~100**

FAME Mentoring Toolkit

- First Year Mentorship Timeline
- Mentor Training (via CCTS)
- Mentoring Milestone Tracking Form
- Mentorship Best Practices Document
- Tools (Buckeye Box: <https://osu.box.com/s/31sa9fj16we13glnku7e>)
 - ✓ List of Faculty to be Mentored in each department
 - ✓ List of Senior Faculty to be Mentors
 - ✓ Mentoring Agreement Template
 - ✓ Expectations for each Role
 - ✓ Mentoring Meeting Journal Template
 - ✓ Mentoring Articles
 - ✓ Contact Info
 - ✓ More Forthcoming (e.g. 5 Year Plan Template and Training)

Next Steps

- Timeline Poster will be sent to you
- Review Expectations and Tools, contact us with questions
- Communicate Expectations and Best Practices to Mentors and Junior Faculty
 - Establish meetings with mentors in your department for AY 14-15
- Attend CCTS Mentor Training
 - Next session July 23 & 30 from 2-5pm
- Review APT with department chair
- **Implement and Track Progress**

Mark Your Calendars: Upcoming Events

- **September 9: FAME Mentoring Lead Meeting, 1-3pm, 105 BRT**
 - Topic: Facilitating relationships, implementing the best practices, successes and questions to date
- **December 3: Mid-Year Mentoring Forum (for all mentors, mentees, leads and dept chairs), 2:30-4:30pm, 112 Meiling**
 - Topic: The 5 Year Plan – goal setting and advancement with tools, templates, case studies
- **March 9: FAME Mentoring Lead Meeting, 2-4pm, 234 Meiling**
 - Topic: Evaluation and Discussion
- **June 4: Mentor Recognition Event (for mentors, leads and dept chairs), 5:30-7:30pm, Ross Auditorium**



Mentoring Resources

- FAME Website:
<http://medicine.osu.edu/faculty/fame/pages/index.aspx>
- Mentoring Lead Resources on Buckeye Box:
<https://osu.box.com/s/31sa9fj16we13glnku7e>
- Binkley and Brod ; Am J Med 2013
- Fleming et al. JAMA 308,1981;2012
- Measuring the Effectiveness of Faculty Mentoring Relationships Ronald A. Berk, PhD et al., Academic Medicine 80;66- 71 : 2005
- Council for Faculty Development
- SciVal:
<http://medicine.osu.edu/research/scival/pages/index.aspx>





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FAME

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Our Programs

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Advancement for Women: Women in Medicine and Science Committee (WIMS)

Dr. Clara Lee Named Interim Director of Women's Academic Advancement

Dr. Clara Lee, Associate Professor of Plastic Surgery, has been appointed Interim Director of Women's Academic Advancement and Chair of the Women in Medicine and Science (WIMS) Committee, effective July 1, 2017.

Mission

The mission of Women in Medicine and Science (WIMS) is to advance the careers of women faculty in the College of Medicine at The Ohio State University through appraisal, advocacy, and networking.

Goals

- Identify and actively reduce barriers to the professional success of women in medicine and science, focusing on equity and parity, promotion, and leadership.
- Implement and disseminate resources for mentoring, sponsorship and career development programs.
- Improve the health and well-being of all faculty through aligning career goals with work-life balance.
- Foster a positive culture and environment that supports the goals of all faculty in medicine and science.

2016-17 WIMS Committee Members

Erica Bell, PhD, *Assistant Professor of Radiation Oncology*

Beth Besecker, MD, *Assistant Professor of Internal Medicine*

Brandon Biesiadecki, PhD, *Associate Professor of Physiology and Cell Biology*

Gloria Fleming, MD, *Associate Professor of Ophthalmology*

Barbara Gracious, MD, *Associate Professor of Psychiatry and Nutrition*

Clara Lee, MD, *Associate Professor of Plastic Surgery*

Vivien Lee, MD, *Associate professor of Neurology*

Susan Massick, MD, *Assistant Professor of Internal Medicine*

Sabrina Noria, MD/PhD, *Assistant Professor of Surgery (General and GI)*

Bethany Panchal, MD, *Assistant Professor of Family Medicine*

Zarine Shah, MD, *Assistant Professor of Radiology*

Arwa Shana'ah, MD, *Assistant Professor of Pathology*

Claire Stewart, MD, *Assistant Professor of Pediatrics, NCH*

Laura Thompson, MD, *Assistant Professor of Emergency Medicine*

Joanne Turner, PhD, *Professor of Microbial Infection and Immunity, Director WIMS*

WIMS Executive Women Group

WIMS Executive Women Group is comprised of College of Medicine senior women faculty members who have achieved significant professional success and exhibited leadership and advocacy for women faculty. This group will serve as advisors to the WIMS committee to help further the WIMS mission of career development and advancement for women faculty.

WIMS Executive Group Members

Lauren Bakaletz, Ph.D., Professor, Director, Center for Microbial Pathogenesis; Vice-President of Basic Sciences - The Research Institute at Nationwide Children's Hospital, College of Medicine Distinguished Professor

Clara Bloomfield, M.D., Professor, Distinguished University Professor and William G Pace III Professor of Cancer Research

Linda Cripe, M.D., Professor, Vice Chair of Academic Affairs, Nationwide Children's Hospital

Wendy Frankel, M.D., Professor Kurtz endowed chair and Distinguished Professor; Chair of Pathology

Gayle Gordillo, M.D., Associate Professor, Vice-chair of Research; Medical Director for Wound Services, Department of Plastic Surgery

Barbara Gracious, M.D., Associate Professor, Clinical Psychiatry and nutrition

Joanna Groden, Ph.D., Professor in Department of Molecular Virology, Immunology and Medical Genetics

Janice Kiecolt-Glaser, Ph.D., Professor, Director, Institute for Behavioral Medicine Research, Distinguished University Professor; S. Robert Davis Endowed Chair in Medicine

Susan Koletar, M.D., Professor, Chief; Division of Infectious Diseases

Deborah Larsen, Ph.D., Associate Professor, Director, School of Health & Rehabilitation Sciences; Associate Dean; Associate Vice President for Health Sciences

Susan Moffatt-Bruce, M.D., Professor, Chief Quality and Patient Safety Officer, Professor of Surgery and Biomedical Informatics, Associate Dean of Clinical Affairs

Tatiana Oberyszyn, Ph.D., Professor, Pathology; Vice Chair for Academic Affairs, Dept of Pathology

Sheryl Pfeil, M.D., Professor, Internal Med, Gastroenterology; Medical Director, Clinical Skills Education and Assessment Center

Susheela Tridandapani, Ph.D., Professor, Internal Medicine, Hematology. FAME Program Leader: Research

Mary Fristad, Ph.D., Professor, Psychiatry and Behavioral Health, Psychology and Nutrition; Vice Chair, Research Academic Affairs Department of Psychiatry and Behavioral Health



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Ohio State – ADVANCE

The Ohio State University

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Ohio State ADVANCE

History

As at other research universities, Ohio State faculty in STEMM (science, technology, engineering, mathematics and medicine) are predominantly male, and promotion and retention of women faculty lag behind rates for men. Women, especially those from other underrepresented groups, face unique challenges. Underlying cultural assumptions, such as attitudes about proficiency in the field, and implicit biases leading to fewer award nominations and promotions for women, can pose barriers for women in STEMM departments and colleges. STEMM women often report feeling like outsiders and receiving little support within their units (Status Report on Women 2012, **The Women's Place**).



Project CEOS, REACH for Commercialization, September 2012

Since the implementation of **Project CEOS** (Comprehensive Equity at Ohio State) in 2008, a National Science Foundation ADVANCE grant, Ohio State has made great strides toward improving gender equity for faculty in STEMM. Project CEOS researchers, led by Joan Herbers, worked to increase the representation and persistence of diverse women faculty by addressing cultural barriers to equity for women and members of historically underrepresented groups. This multi-year project focused on the retention and career development of women faculty members in the College of Engineering, the College of Veterinary Medicine and in the Division of Natural and Mathematical Sciences within the College of Arts and Sciences.

Ohio State has an established infrastructure of support offices to promote gender equity, including the **President and Provost's Council on Women (PPCW)** and **The Women's Place**. In October 2012, the university created Gender Initiatives in STEMM (GI-STEMM). In March of 2016, Gender Initiatives in STEMM was renamed **Ohio State ADVANCE** which is led by Mary Juhas, associate vice president for Ohio State University and former program

director of Project CEOS. The name change is a result of a 2008 Institutional Transformation grant from the National Science Foundation (NSF) ADVANCE program.

Moving Forward

Ohio State ADVANCE continues to advance, sustain, and institutionalize the best practices and evidence-based strategies for women faculty recruitment and retention particularly in the STEMM fields. Ohio State ADVANCE conducts REACH for Commercialization workshops as well as providing support for Ohio State's **Discovery Themes** initiative. The Discovery Themes, identified as long-term targets of teaching, research, and engagement, will add 500 new faculty over the next 10 years in the areas of Energy and Environment, Food Production and Security and Health and Wellness.

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Office of Research

- Ohio State ADVANCE
- 208 Bricker Hall
190 North Oval Mall
Columbus, OH 43210
(614) 247-4984
(614) 292-6602 fax
ADVANCE@osu.edu

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- Units
- **Ohio State ADVANCE**
- **Industry Liaison Office**
- **Office of Research Compliance**
- **Office of Responsible Research Practices**

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Ohio State ADVANCE

What We Do

Ohio State ADVANCE

- Facilitates the recruitment, retention and advancement of women faculty from diverse populations in the STEM disciplines in collaboration with the Office of Diversity and Inclusion, the Office of Academic Affairs, the Office of Human Resources, the Title IX office and other university-wide partners
- Seeks to enhance the culture and climate for women in STEM areas consistent with the university's strategic plan, in support of an optimal workplace climate for all individuals
- In alignment with the **Discovery Themes**, works with STEM deans to increase the number of full-time, tenure track appointments of women faculty with an eye toward developing research leaders
- Collaborates with the Office of Human Resources, The Women's Place, and the Office of Academic Affairs on policies and practices supportive of dual career hiring
- Builds strong national and international partnerships and cultivates opportunities essential for the success of women, particularly those in STEM areas
- Fosters development of international and graduate student pipelines for the recruitment of women faculty
- Serves as a resource to support a shared vision of an inclusive and supportive institution

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University of Wisconsin

Women Faculty Mentoring Program

University of Wisconsin Women Faculty Mentoring Program

<https://secfac.wisc.edu/events-programs/wfmp/>

The Women Faculty Mentoring Program was founded in 1989 by Robin Douthitt (former dean of the School of Human Ecology and professor of Consumer Science) when she was an assistant professor. Soon thereafter, it was adopted into the offices of the Provost and Secretary of the Faculty.

The program seeks to support and retain women assistant professors throughout the tenure process. Assistant professors who would like to participate are encouraged to complete a **brief questionnaire** detailing professional and personal interests. Each assistant professor is matched with a tenured woman who shares similar interests but who is outside her department and, therefore, removed from her promotion and tenure process. 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. Each year, mentoring pairs are asked to evaluate their relationship and are invited to suggest event topics and to offer advice to the advisory committee and fellow program participants.

The program also offers year-long orientation matches to women appointed with tenure, who are asked to complete a similar **questionnaire** and who participate in the annual evaluation process.

In addition, the program is home to a number of **peer mentoring groups**. These informal networks are intended to foster collegiality, promote learning, spark new ideas for research, and help women find their way throughout the university.

Finally, the program sponsors a number of events (details are available on our **calendar**):

- Mentoring luncheon (learn about the program, including the **roles of the mentor and mentee**, receive information about mentoring resources, and share observations and tips about effective mentoring)
- Annual reception (applaud newly promoted and tenured women, recognize their mentors, and honor the Women Faculty Mentoring Program's Doris Slesinger Award for Excellence in Mentoring recipient)
- Conversation series (learn from panelists and peers while engaging in dialogue about topics of special interest to women faculty)

The Women Faculty Mentoring Program is directed by **Naomi Chesler** (professor of Biomedical Engineering) in consultation with a faculty **advisory committee**. The program is supported by the Office of the Provost and housed within the Office of the Secretary of the Faculty. **Michael Bernard-Donals** (Vice Provost for Faculty & Staff) is the Office of the Provost's liaison to the program. **Lindsey Stoddard Cameron** (Faculty Services Coordinator) is the Office of the Secretary of the Faculty's contact and the program coordinator.

If you have other questions about the Women Faculty Mentoring Program, please contact:

Naomi Chesler
Professor, Biomedical Engineering and Director

Evaluation:

- Sheridan, Jennifer; Deveny Benting; and Christine Maidl Pribbenow. July 27, 2004. "**Evaluation of the Women Faculty Mentoring Program at the University of Wisconsin-Madison.**" (PDF)

Women Faculty Mentoring Program Events

- Mentoring Lunch for New Women Faculty
- WFMP Conversation: How Do We Nurture Ourselves?
- Reception for Newly Promoted and Tenured Women
 - Slesinger Award for Excellence in Mentoring
- Mentor & Coach: Utilizing Coaching Tools to Support a Dynamic Mentoring Relationship
- WFMP Conversation: Making the Most of Student & Peer Evaluations

University of Illinois (Chicago)
College of Dentistry Faculty
Mentoring Program



FACULTY MENTORING PROGRAM

The general approach to mentoring in the COD acknowledges that 1) all faculty should have access to mentoring, 2) many different effective mentoring methods exist, and 3) faculty may have unique mentoring needs. Therefore, our program is designed to present a mentoring “menu” that all faculty can access. Faculty are able to access all of the available mentoring activities via the COD Faculty Affairs website, <http://dentistry.uic.edu/depts/facultyAffairs/> . Our currently available programs are described below; other programs that might be added include Cluster Mentoring (the identification of senior and junior faculty who agree to meet as a group for mentoring purposes) and topic-specific mentoring initiatives, such as promotion workshops. The availability of mentoring activities will be regularly announced to all faculty and to Department Heads.

The following COD specific mentoring activities are currently available:

One-on-one Mentoring

- 1) Department Heads: All faculty at 0.5 FTE or greater may arrange for individual mentoring sessions with their department head. If appropriate, department heads may designate senior faculty other than themselves as primary mentors for junior faculty. Junior faculty are encouraged to utilize the COD Individual Development Plan template to organize their career goals and professional development needs.
- 2) Associate Dean for Faculty Affairs: All new faculty at 0.5FTE and above will meet with the AD for Faculty Affairs within the first 6 months of appointment. All faculty members are encouraged to schedule individual professional development sessions with the Associate Dean for Faculty Affairs at their convenience. The AD-FA also maintains 2 blocks of time each month as open office hours for faculty drop-in consultations; other times are available by appointment. In consultation with Department Heads, the AD-FA may assist in the identification of specific mentors for individual faculty.
- 3) The annual performance review includes a section that allows faculty to identify mentoring needs.

Group and Peer Mentoring

- 1) Women Faculty Peer Mentoring Group: This group is led by a senior faculty member and meets once per month. The meeting includes both informal discussion time as well as a focused discussion on topics of interest to the group such as salary equity, work-life balance, gender bias, etc.

- 2) Tenure-track Junior Faculty Group: This group is led by two senior tenured professors and will be open to all junior faculty in the tenure track. The group will meet monthly or bimonthly to engage in a topical discussion; topics will be decided by the group.
- 3) Non-tenure track Junior Faculty Group: This group will be established in 2013. The group will be led by two senior non-tenure track faculty and will be open to all junior faculty in the non-tenure track. The group will meet monthly or bimonthly to engage in a topical discussion; topics will be decided by the group.

Mentor/Mentee Training

- 1) As part of our annual faculty retreat, training workshops for faculty mentors and mentees will be offered. For mentors, training will emphasize a variety of best mentoring practices; for mentees, training will include how to forge a relationship with your mentor and expectations for mentoring relationships.

Last revised April 8, 2013

Arizona State University

Commission on the Status of
Women

Staff Mentoring and
Development Program

Commission on the Status of Women



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[Program Information Sessions](/staff-mentoring/information-sessions)

[Frequently Asked Questions](/staff-mentoring/commonly-asked-questions)

Inaugurated in 2013, the Arizona State University Commission on the Status of Women Staff Mentoring and Development Program pairs experienced and excelling staff members with staff who are interested in developing their career and leadership skills. The program is structured to provide support, networking opportunities, and professional development training to help staff members develop their careers and to become effective contributors to the New American University. Innovative in its design, the CSW Staff Mentoring and Development Program is one of the only university-wide mentoring programs of its kind offered at universities nationwide.

The program runs in summer cohort cycles, typically beginning in June and concluding in December. Currently, summer cohorts are limited to 40 mentoring pairs, as such participation in the program is selective. The program is open to both men and women staff members across the entire university. Interested individuals are required to apply.

Overview	Goals	Ideal candidates	Matching process
Time commitment			

The CSW Staff Mentoring and Development Program is a six month commitment and consists of one-on-one mentoring, development workshops and concludes with a certificate of completion.

One-on-one mentoring

Through one-on-one meetings, mentors and mentees may discuss and explore areas including professional strengths, career development and ASU organizational culture. Mentors and mentees are expected to meet once a month for the program duration (June-December), for a total of six meetings. The first meeting is generally an hour in duration, with all subsequent meetings lasting for at least 30 minutes. Participants are provided each month with optional mentoring questions to explore.

Workshops

All professional development workshops and events (<https://dev-csw-asu.ws.asu.edu/programming/events>) are designed to promote strengths and career potential of the mentees.

The first two sessions in the program focus on "Identifying Skills and Strengths" and "Promoting Skills and Strengths" led by Cory Dillon, Director of the ASU Leadership Workforce and Development Group. The foundation of these workshops are on the principles found in the book "Strength Based Leadership: Great Leaders, Teams, and Why People Follow" (2009) by Tom Rath and Barry Conchie. This is the same book that is utilized in the Leadership in the New American University program (LINAU) which trains university leaders. Strength Based Leadership includes an online assessment which all mentees are expected to complete in advance of the first development workshop. Mentors are encouraged, but not required, to complete the assessment as well. All mentors and mentees are provided with a copy of the book and a coupon for the online assessment.

Following the initial two workshops, the CSW provides additional development sessions focused on career and leadership development. What makes these programs unique is that all of the sessions are taught by senior university leaders, who share their skills and personal leadership experience at ASU. The sessions include:

- ASU and You
- Leadership Development: Emotional Intelligence
- Leadership at the New American University
- Leadership Presence and Networking
- Leadership: Accelerate/Career Success at all Stages

Mentees are expected to attend at least five of the development sessions provided in order to complete the program.

Certificate of completion

At the end of the program cohort, mentors and mentees that complete the program requirements receive a certificate of completion. Additionally, a notification of the program completion is provided to the participant's supervisor. To complete the program, mentees [and mentors] must meet at least six times during the program cycle and complete all contracts and evaluations as part of the program cycle.

Participants will receive periodic information and reminders to help move the program forward. The program will provide additional resources for mentoring support including mentoring coaching by Cory Dillon (Director of the ASU Leadership Workforce and Development Group) and Karen Engler-Weber (CSW Program Director). A Blackboard resource provides all program information and resource articles to help support a successful mentoring relationship.

ASU Commission on the Status of Women

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Program Design and Structure

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Inaugurated in 2013, the Arizona State University Commission on the Status of Women Staff Mentoring and Development Program pairs experienced and excelling staff members with staff who are interested in developing their career and leadership skills. The program is structured to provide support, networking opportunities, and professional development training to help staff members develop their careers and to become effective contributors to the New American University. Innovative in its design, the CSW Staff Mentoring and Development Program is one of the only university-wide mentoring programs of its kind offered at universities nationwide.

The program runs in summer cohort cycles, typically beginning in June and concluding in December. Currently, summer cohorts are limited to 40 mentoring pairs, as such participation in the program is selective. The program is open to both men and women staff members across the entire university. Interested individuals are required to apply.

Overview	Goals	Ideal candidates	Matching process
Time commitment			

The CSW seeks to provide a rewarding and enriching experience for both the mentees and the mentors in the program. As such, the design of the program is focused on meeting the specific goals outlined for our participants:

Goals of CSW staff mentoring program for mentees

- Provide an opportunity for mentees to learn from an experienced and excelling staff member at ASU through one-on-one informal mentoring sessions, where a mentor can share information on their own career development.
- Provide an opportunity for a staff member to form new, collegial relationships.
- Provide networking opportunities for mentees to meet other staff members and leaders at the university.
- Provide a structured development program that provides workshops in which a mentee can learn more about the concept of the New American University and the organizational structure of the University.
- Learn how to navigate organizational culture and practices at ASU.

- Provide opportunities to attend a series of career development and leadership development workshops. Workshop topics would include identifying skills and leadership development for non-managers, among others.
- Develop a stronger understanding of University resources and programs available for staff.

Goals of CSW staff mentoring program for mentors

- Provides an opportunity for mentors to help identify, support, inspire and develop staff members at the University.
- Assist staff mentees in learning more about professional competencies in higher education, organizational structure at ASU, and resources for career development.
- Provide an opportunity for a mentor to expand their professional network
- Cultivation of important leadership and mentoring skills which may lead to career advancement

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Mentee and mentor testimonials

In addition to [percentage data \(/node/20\)](#), the strength of the CSW Staff Mentoring and Development Program is further supported by the testimonials and feedback provided by our program participants and program leaders. We share with you below a small sample of the feedback that we have received on the program over the past four years.

"The CSW Staff Mentoring Program was a great opportunity for me to grow and learn from others at the university's experience. I was partnered with an ASU staff member who was in a position similar to the level I was working towards and had several more years of experience. By working with them I was able to learn from their experiences and lessons faster than I would have been able to do on my own. Through the program we also created a plan for my career growth, which I still work towards. One of the biggest takeaways from the program I had was the confidence in my actions which allowed me to continue growing within the university. I am happy to say since taking the course I have continuously moved up within in the university and this program provided me with tools and skills that helped me achieve that success."

— **Mentee Participant Summer 2013 Cohort**

"I had a wonderful mentor in the CSW Mentoring program. She has been involved with this program for several years and her guidance and dedication to helping rising ASU staff members develop, including myself, is evident. She has been available and knowledgeable and I am grateful to have had the opportunity to connect with her and others through the CSW mentoring program and look forward to maintaining our connection. As a result of my mentorship connection, I have sought out opportunities within my unit to take on additional job responsibilities (i.e. becoming the advisor for the Leadership in Business certificate) and built up the courage to ask for the opportunity to gain supervisory experience over a student worker. I believe by seeking these responsibilities this will help me grow as a professional at ASU. In addition to the professional guidance, my mentor has done a phenomenal job at getting to know me on a personal level, which I appreciate. We shared professional presentation experiences, set goals for each other for each of our meetings, and ultimately she provided the type of professional support I know I will continue to benefit from throughout my time here at ASU and beyond."

— **Mentee Participant Summer 2016**

"The CSW Mentor/Mentee Program is unique, well-rounded, and very well thought out. It gives employees the opportunity to increase their value to the organization while learning about themselves. It is intrinsically motivating and perfect for those who serve in the field of education."

— **Mentee Participant Summer 2016**

"I believe there are serious merits to fostering leadership and development opportunities for our staff and this kind of program is ideal for that. In my opinion, it's not intimidating, but welcoming; it's not overwhelming but just right; programming incorporates some very valuable tools and resources that all staff can benefit from knowing about! ASU is a very big place. When we think about how to welcome our students into this mini-city, we go to great lengths to help them acclimate as soon as possible — but this is not always the case with staff. This kind of program fills a tremendous void and also offers those of us who have been around a while, the chance to see the place from another perspective – that of someone who may be new/newer to the community. Networking in this environment can be pivotal to success — it's such a big place that often knowing who to call or where to go is half the battle. This program provides additional opportunities to lead toward that success."

– Mentor Participant Summer 2014

"Having had a wonderful mentor myself, I decided it was time for me to give back to the ASU community and become a mentor. The good news is that you don't have to have any experience being a mentor to join the CSW Mentor/Mentee program as a mentor, because the CSW will train you. The experience was invaluable, and I am 100% certain that the wonderful relationship I made with my mentee will continue for many years to come."

– Mentor Participant Summer 2014

"The CSW mentoring program is one of the finest, well structured, useful opportunities at ASU. I continue to keep in touch with mentees, some who are now mentors. I take great pride in participating in a program such as this that recognizes the passion and engagement of quality employees."

– Mentor Participant Summer 2016

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Pennsylvania State University

Administrative Fellows Program



PennState

ADMINISTRATIVE FELLOWS PROGRAM

2018–2019

Developed jointly by the Office of the President
and the Commission for Women

From Past Fellows

“It is the ultimate backstage pass!”

Joyce Matthews, Director of Development
College of Information Sciences and Technology

“The experience will enable me to do a better job in anything I do as a University employee. But being an Administrative Fellow allowed me to reflect on the type of administrator that I am, my leadership style, and helped me become more administratively mature.”

Jean Landa Pytel, Assistant Dean Emerita for Student Services
College of Engineering

“The Administrative Fellows program gave me the chance to see and do new things. I not only learned about the University, I learned a great deal about myself.”

Mary Beth Crowe, Assistant Vice President and Assistant Dean
for Undergraduate Education
Office of the Vice President and Dean for Undergraduate
Education

“My year as a Fellow was like an extraordinary sabbatical enabling me to study, reflect, and experience leadership approaches and problem-solving strategies within the University’s central administration. Through focused reading, interaction with my mentor, observation of various administrators, and involvement in selected projects, I expanded my knowledge of the University and issues facing higher education in general.”

Linda Higginson, Assistant Dean Emerita for Advising
Division of Undergraduate Studies

“If I had to sum up my experience, I would say that being an Administrative Fellow not only broadened my horizons, it totally changed my life.”

Claudia Limbert, President Emerita
Mississippi University for Women

“For me, one of the most exciting aspects of the fellowship was the opportunity to be a full-time student again, with the whole University as my laboratory. My knowledge, understanding, and self-awareness were stretched beyond belief. I am most grateful to the University, my supervisor, and my mentor for this incredible experience.”

Gail Hurley, Associate Vice President for Auxiliary and Business
Services
Office of the Senior Vice President for Finance and
Business/Treasurer

From President Eric J. Barron

Penn State's [Administrative Fellows Program](#) offers faculty and staff the opportunity to work with senior University officials to gain knowledge and experience pertaining to the challenges of leadership in our academic community. We especially wish to encourage such opportunities for women and minorities. It is a wonderful learning experience and a time of professional growth for those who participate. It is also an important component of Penn State's commitment to promote excellence and inclusiveness in the University's administrative leadership for the future since the Fellows Program enlarges the pool of qualified persons interested in University administration. This program is a great professional development opportunity and a chance to be involved in new ways in the University community.

The Program

The [Administrative Fellows Program](#) provides fixed-term (who hold appointments of five years or longer) and standing faculty and staff members with the opportunity to strengthen their administrative talents and qualifications. By working with a senior administrator in a mentoring relationship, Fellows increase their awareness of issues in higher education, enhance their understanding of the contexts within which decisions are made, and have opportunities to participate in a wide range of decision-making processes. The insights they gain about complex issues facing top-level University administrators help them to develop the skills necessary to serve at senior levels.

The Fellowship year is designed to make participants more effective in their current positions and help them better understand the future career opportunities that may be open to them. Although participation in the program does not guarantee an administrative or promotional appointment, the program has been highly valuable in increasing the availability of qualified women and minorities interested in pursuing careers in university administration.

The Fellowship Year

In 2018-19, three Administrative Fellows will have the opportunity to work with [Nicholas Jones](#), Executive Vice President and Provost; [Michael Kubit](#), Vice President for Information and Technology and Chief Information Officer; or [Lawrence Lokman](#), Vice President for Strategic Communications. In collaboration with their mentors, Fellows develop a plan of learning activities based on identified needs and professional development goals. These activities facilitate opportunities to interact with individuals at all levels of the University's administration and provide opportunities to observe problem-solving and decision-making processes.

Past Fellows have participated in the following:

- University strategic planning
- Budget reviews of all University units
- Scenario planning studies for Penn State's Commonwealth Campuses
- Review of admissions policies
- Development of minority student retention programs and faculty development initiatives
- Assessment of healthcare programs among primary care providers
- Research collaborations between faculty at University Park, the College of Medicine, and at Commonwealth Campuses

Visit the [website for the Office of the Vice Provost for Faculty Affairs](#) to learn more about the program.

Selection

A committee of past Fellows and representatives from the Commission for Women, Office of the Vice Provost for Educational Equity, and the Office of the Executive Vice President and Provost reviews applications and interviews prospective Fellows before making recommendations to the mentors. Interviews between mentors and candidates are conducted before each mentor makes a final decision.

Those interested in becoming Administrative Fellows should:

- show evidence of leadership experience and decision-making abilities;
- hold a fixed-term (of five years or longer) or standing appointment faculty or staff appointment (wage payroll appointments are not eligible);
- have demonstrated success in their current positions and interest in administrative careers;
- have an understanding and appreciation of cultural, ethnic, and individual differences;
- be familiar with [University policies](#); and
- be willing to accept a wide variety of assignments.

Penn State faculty and staff members from all University campuses are eligible to apply. The starting date and duration of each fellowship vary depending on the plans developed by the Fellows and their mentors, and individuals chosen to be Fellows will continue to receive their regular salaries.

Calendar

November 7, 2017	Informational session with former Fellows in 201 Old Main conference room (9:00 – 10:30 a.m.)
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January 31, 2018	Application deadline
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February 2018	Interviews
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March 2018	Selection of Administrative Fellows
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For more information about the Administrative Fellows program, visit the [website for the Office of the Vice Provost for Faculty Affairs](#) or contact:

Kathleen J. Bieschke
Vice Provost for Faculty Affairs
201 Old Main
814-863-7494
kxb11@psu.edu

Marcus Whitehurst
Vice Provost for Educational Equity
314 Old Main
814-865-5906
maw163@psu.edu

Sherry S. Lonsdale
2018-19 Co-Chair, Commission for Women
1 Paterno Library
814-865-2378
ssl6@psu.edu

Past Administrative Fellows

1986-87

Patricia Farrell, Professor Emerita of Leisure Studies, College of Health and Human Development (deceased)

1987-88

Mary M. Dupuis, Director Emerita of Academic Affairs and Professor Emerita of Education, Penn State DuBois (retired)

Joan S. Thomson, Professor Emerita of Agricultural Communications, College of Agricultural Sciences

1988-89

Roseann K. Sieminski, Assistant Controller and Bursar, Office of the Corporate Controller (retired)

Del Sweeney, Assistant Dean for Faculty Affairs, Office of Academic Affairs, University of Maryland (retired)

1989-90

Lydia P. Abdullah, Director of Diversity and Inclusion, Office of Finance and Business

W. Terrell Jones, Vice Provost for Educational Equity (deceased)

1990-91

Nancy L. Herron, Associate Dean Emerita for Academic Programs, Commonwealth Campuses (retired)

Eddie C. Hertzog, Associate Director for Information Resources, University Budget Office (retired)

1991-92

Silvia Cabrera, Director of Office of SAFETY Act Implementation, U.S. Department of Homeland Security

Catherine G. Lyons, Associate Dean Emerita for Educational Equity, College of Earth and Mineral Sciences (retired)

1992-93

Leslie E. Brown, Interim Provost and Vice President for Academic Affairs, Rocky Mountain College

M. Rachel Miller, Chief of Labor and Employee Relations, Chicago/Detroit Branch, Internal Revenue Service

1993-94

Janeen M. Grasser, Senior Business Analyst, Administrative Information Services

Howard E. Wray, Executive Director for Educational Equity Services, California State University Long Beach

1994-95

Ingrid M. Blood, Professor of Communication Sciences and Disorders, College of Health and Human Development

Linda C. Higginson, Assistant Dean Emerita for Advising, Division of Undergraduate Studies (retired)

Cynthia L. King, Director of Education, Imani Christian Academy, Pittsburgh (deceased)

1995-96

Robin L. Anderson, Director of Customer Communications, Information Technology Services (retired)

Claudia A. Limbert, President Emerita, Mississippi University for Women (retired)

Judy Ozment, Associate Professor of Chemistry, Abington College

1996-97

Cheryl L. Achterberg, Dean, College of Education and Human Ecology, Ohio State University

Gail A. Hurley, Associate Vice President for Auxiliary and Business Services, Office of the Senior Vice President for Finance and Business/Treasurer

Sophia T. Wisniewska, Regional Chancellor, University of South Florida

1997-98

Gail G. Gilcrest, Director of Academic Services and Records, Commonwealth Campuses (retired)

Susan B. Lucas, Assistant Dean for Equity and Diversity, College of Information Sciences and Technology (retired)

Terri L. Parker, Director of Administrative and Financial Services, Office of Physical Plant

1998-99

Linda C. Clark, Associate Professor, Department of Educational Leadership and Instructional Technology, Central Connecticut State University

Evelynn M. Ellis, Vice President for Institutional Diversity and Equity, Dartmouth College

Joan M. Lakoski, Associate Vice Chancellor for Science Education Outreach, Health Sciences, University of Pittsburgh

1999-00

Kathleen D. Matason, Director of Operations, Ben Franklin Technology Center of Central and Northern Pennsylvania
Susan J. Wiedemer, Associate Controller, Office of the Corporate Controller
Susan C. Youtz, Executive Director Emerita of the University Faculty Senate (retired)

2000-01

Mary Beth Crowe, Assistant Vice President and Assistant Dean for Undergraduate Education, Office of the Vice President and Dean for Undergraduate Education
Joyce Matthews, Director of Development and Alumni Relations, College of Informational Sciences and Technology
Jean Landa Pytel, Assistant Dean Emerita for Student Services, College of Engineering (retired)

2001-02

Renee D. Diehl, Professor Emerita of Physics, Eberly College of Science (retired)
Bonnie J. MacEwan, Dean of Libraries, Auburn University
Kelly B. Snyder, Executive Director for Research and Analytics, Office of University Development

2002-03

Josephine M. Carubia, Consultant - Metaphorical Ink: Results Through Writing
Robert H. Hardin, Coordinator of Student Records and Director of Diversity Outreach and Engagement, Schreyer Honors College (retired)
Ladislav M. Semali, Professor of Education, College of Education

2003-04

Cynthia A. Brewer, Professor and Head, Department of Geography, College of Earth and Mineral Sciences
Edgar I. Farmer, Professor Emeritus of Education, College of Education (retired)
Edward N. Thompson, Director of Development, Office of Educational Equity (deceased)

2004-05

Angelique M. Bacon-Woodard, Scholar in Residence for Learning Communities, Penn State Learning
Cheryl L. Glenn, Liberal Arts Research Professor of English and Women's Studies; Director of Program in Writing and Rhetoric, College of the Liberal Arts
Rachel E. Smith, University Budget Officer, Office of the President

2005-06

Michael A. Adewumi, Vice Provost for Global Programs
Bruce E. Ellis, Assistant Athletic Director for Compliance and Student Athletic Services, Student-Athlete Services
Martha H. Jordan, Director of Adult Learner Advocacy, Office of the Vice President for Outreach

2006-07

Ronald L. Jackson II, Professor of Communication, McMicken College of Arts and Sciences, University of Cincinnati
Maria J. Russoniello, Director of Development and Alumni Relations, Worthington Scranton Campus

2007-08

Catherine S. Dufour, Director of Corporate Relations, Office of the Senior Vice President for Development and Alumni Relations
Peter B. Idowu, Assistant Dean for Graduate Studies, Capital College
Pingjuan L. Werner, Professor of Engineering, DuBois Campus

2008-09

Jody M. Heckman, Budget Director and Special Assistant to the Executive Vice President and Provost
Melissa J. Kunes, Senior Director of Student Aid Operations, Office of Student Aid
Colleen Toomey, Associate Dean of Institutional Management, Peking University School of Transnational Law

2009-10

Teresa A. Davis, Associate Dean for Administration, Eberly College of Science
Karin Foley, Associate Director of Regulatory Affairs, University of Missouri Research Reactor
Patreese Ingram, Assistant Dean for Multicultural Programs, College of Agricultural Sciences

2010-11

Christina E. MacGill, Senior Associate Director of Recruiting and Outreach Programming, Office of Career Services
Barbara Sims, Professor and Chair, Department of Criminal Justice, Mars Hill College

2011-12

Karen L. Duncan, Senior Associate Registrar, Office of the University Registrar
Olga Igolnikov, Former Associate Director of Donor and Member Services, Office of the Senior Vice President for Development and Alumni Relations
Careen Yarnal, Associate Professor Emerita of Recreation, Parks and Tourism Management, College of Health and Human Development (retired)

2012-13

Kathleen J. Bieschke, Interim Dean, Schreyer Honors College
Abigail G. Diehl, Assistant Dean for Alumni Relations and Special Projects, College of Health and Human Development
Annemarie Mountz, Director of Communications, College of Education

2013-14

Doris Lee, Professor of Instructional Systems, Behavioral Sciences and Education, Capital College
Raffy R. Luquis, Program Coordinator and Associate Professor of Health Education, School of Behavioral Sciences and Education, Capital College
Jennifer R. Wilkes, Senior Director for Administration, Office of the Vice President for the Commonwealth Campuses

2014-15

Janda Hankinson, Director of ITS Services and Solutions, Office of Information Technologies Services
Wanda Knight, Associate Professor of Art Education and Women's Studies, College of Arts and Architecture
Lisa Wandel, Project Manager, Office of Finance and Business

2015-16

Rebecca Cianci, Manager of Human Resources, Smeal College of Business
Madhavi Kari, Talent Acquisition, Office of Human Resources
Binh P. Le, Associate Librarian and Head of Reference, Penn State Abington

2016-17

Zaryab Iqbal, Associate Professor of Political Science, College of the Liberal Arts
Clarabelle Lin, Marketing Director, Penn State World Campus
Felisa Preciado, Associate Professor of Supply Chain Management, Smeal College of Business\

This publication is available in alternative media on request.

The Pennsylvania State University is committed to the policy that all persons shall have equal access to programs, facilities, admission, and employment without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities. It is the policy of the University to maintain an academic and work environment free of discrimination, including harassment. The Pennsylvania State University prohibits discrimination and harassment against any person because of age, ancestry, color, disability or handicap, genetic information, national origin, race, religious creed, sex, sexual orientation, gender identity, or veteran status. Discrimination or harassment against faculty, staff or students will not be tolerated at The Pennsylvania State University.

Direct all inquiries regarding the nondiscrimination policy to the Vice Provost for Affirmative Action, The Pennsylvania State University, 328 Boucke Building, University Park, PA 16802-2801; tel. (814) 865-0471 (voice/TTY).

University of Maryland

Senate Task Force Report on
Mentoring and Success of
Junior Faculty

SENATE TASK FORCE REPORT ON MENTORING AND SUCCESS OF JUNIOR FACULTY

April 6, 2005

I. Preamble – The Issue

Higher education institutions have a major investment in the careers of faculty members. After all, “faculty are an institution’s most valuable resource-by far” (Schuster, 1999, p. xiv). For colleges and universities:

The quality of an institution of higher education links to the quality of its professorate—the men and women comprising its academic ranks. To their efforts we can attribute the success of development projects, the advancement of knowledge through research, the rendering of service in and out of the institution, and the conduct of effective teaching. Continued excellence in an institution depends on acquiring high quality faculty and sustaining their work, both substantively and in spirit, over a number of years (Mager & Myers, 1982, p. 100).

It follows that “careful recruitment and support of new faculty is an essential investment in the future of colleges and universities” (Menges & Associates, 1999, p. xvii). When newly hired faculty become productive members of the professorate, the university has made a wise investment. However, there is considerable evidence that colleges and universities are frequently not “reaping the rewards” of their investments. First, research has documented an extremely high attrition rate among new faculty (Ehrenberg, R., Kasper, H., Rees, D., 1991). This includes our University, where the attrition rate is 40%. Second, studies have found that many new faculty members have problematic socialization experiences that impede, rather than foster, a productive career. Third, an elevated level of stress in junior (pre-tenure) faculty has been documented, as has its negative consequences. Finally, the aforementioned problems are particularly of concern because we have entered a period when higher education faces a shortage of highly skilled faculty (Bowen & Sosa, 1989; Hensel, 1991; Finkelstein & LaCelle-Peterson, 1992; Davidson & Ambrose, 1994).

An assistant professor who ultimately achieves tenure and becomes a member of an institution’s permanent faculty will, over a lifetime, cost that institution an average of two million dollars in compensation¹ (Brown & Kurland, 1996). Whether such a significant expense proves to be a prudent decision is determined by the faculty member’s future productivity and quality in teaching, scholarship², and service. A number of studies have concluded that the foundation of a productive academic career is built upon the early experiences of new faculty (Boice, 1991; Fink 1984; Olsen & Sorcinelli, 1992; Sorcinelli, 1988; Sorcinelli & Austin, 1992; Turner & Boice 1987).

Traditionally, once faculty members have been hired they are then evaluated at points along the way to tenure to assess their successes and failures as their careers develop. However, little explicit and formal effort has been expended by the university to help faculty develop in their careers. In essence, in order to achieve success faculty members have had to, at least in great part, rely on what they had learned as graduate

¹ If we assume a thirty-five year duration of tenure until a normal retirement age, with annual compensation starting at \$40,000 (sure to increase with time and inflation), the employing institution incurs a commitment that will doubtless reach two million dollars” (p. 331). Note, in the sciences, this amount can be considerably higher when one considers that start-up costs can easily reach \$500,000 or more.

² In use of the word “scholarship” we mean all forms of scholarly activities at UMD including research and the creative and performing arts.

students, in postdoctoral positions, and from observing others. While junior faculty often do well using this random mixture of experiences, the pressures of expectations in a modern university often go beyond what a junior faculty member is likely to know based on experience and observation, and thus chances of success using this approach decline.

Over the past several years, the University of Maryland (UMD) and other institutions around the U.S. have become increasingly aware of the need for, and potential value of, increased mentoring efforts for junior faculty to help ensure their success. Considering the investment universities make in hiring junior faculty, and the expectations universities have for these people during their careers, an investment in mentoring provides the opportunity not only to help these people achieve success, but also to enhance their capabilities and increase their value to the university far more than if they had been allowed to develop “on their own.”

II. Charge to Committee

The push toward developing mentoring programs for all junior faculty comes from attention brought to this issue by President Mote and his view of the vital role that mentoring activities play in faculty careers. The focus on mentoring has also been advanced by concerns raised about current mentoring policies and practices at UMD. One major voice for these concerns came from the Appointment Promotion and Tenure (APT) Task Force of the University Senate that, in revising campus APT policies³, noted the uneven quantity and quality of junior faculty mentoring across campus academic units.

Within the University System Policy on Appointment, Rank, and Tenure of Faculty, amended October 22, 2004, concern for the mentoring of assistant and untenured associate professors was addressed as follows:

IV. A. 3. Each first-level unit shall provide for the mentoring of each assistant professor and of each untenured associate professor by one or more members of the senior faculty other than the chair or dean of the unit. Mentors should encourage, support, and assist these faculty members and be available for consultation on matters of professional development. Mentors also need to be frank and honest about the progress toward fulfilling the criteria for tenure and/or promotion. Following appropriate consultations with members of the unit’s faculty, the chair or dean of the unit shall independently provide each assistant professor and each untenured associate professor annually with an informal assessment of his or her progress. Favorable informal assessments and positive comments by mentors are purely advisory to the faculty member and do not guarantee a favorable tenure and/or promotion decision.

Noting the vital importance of consistent high quality mentoring, the APT Task Force called upon the Provost to devise policies and practices to remedy inconsistencies and inadequacies in mentoring and to ensure that mentoring of junior faculty becomes a major commitment across all academic units. In addition to the concerns expressed by the APT Task Force, the University has become increasingly aware that there are divergent opinions on the definition of mentoring across the campus (and the nation), and that, without a clear understanding of mentoring, it is difficult to devise, foster, and assess mentoring practices.

In order to deal with these concerns, the Provost and the University Senate constituted a Senate Task Force (STF), co-chaired by Arthur N. Popper, Professor of Biology and current chair of the University Senate and Ellin K. Scholnick, Associate Provost for Faculty Affairs. The Committee included Patricia Alexander, Professor of Human Development, Cordell Black, Associate Provost for Equity and Diversity, Jordan

³ Approved late 2004 by Senate and in effect as of August 17, 2005.

Goodman, Chair and Professor of Physics, Rhonda J. Malone, Director of Faculty Mentoring and Development and Jack Minker, Professor Emeritus of Computer Science and the Institute for Advanced Computer Studies.⁴

The STF was given the charge to:

- a. survey mentoring programs of other institutions;
- b. ascertain the mentoring activities of UMD academic units;
- c. generate a set of principles for mentoring at UMD; and
- d. propose best practices and procedures to implement these principles.

III. What is Mentoring?

The STF's report begins with clarifying what mentoring is and the ensuing sections provide a response to each of its charges. In beginning its work, the STF thought it was important to develop a shared understanding of the definition, nature, areas, forms, and sources of mentoring.

- The STF defined mentoring as “providing the maximum opportunity for the individual to reach his/her potential and achieve success; including enabling the individual to acculturate to the institution.”
- Regarding the unique nature of mentoring, the STF agreed that one size does not fit all but that the kind of mentoring appropriate for a particular individual depends upon: (a) the characteristics of the junior faculty member, such as personality characteristics, previous postdoctoral experience in academia, gender and ethnicity; (b) the characteristics of the academic unit, such as its community spirit, academic health, leadership, and size; (c) available resources including the availability of start-up research funds and of suitable mentors; and (d) context, such as stability in leadership of unit, commitment of Dean, Provost, and President to ask for and evaluate successful mentoring.
- Through mentoring activities, academic units seek to assist the pre-tenure faculty in establishing successful career paths. To that end, mentoring needs to include, but not be limited to, scholarship, teaching, and service. Additional aspects of mentoring may include helping the junior faculty member make inroads into a new community that will ultimately pass judgment on whether the individual will become a permanent member of their faculty.
- The STF thought it was important to differentiate two forms of mentoring: developmental mentoring (mentoring that provides support, information, advice and feedback to the mentee but specifically does not include official evaluation) and evaluative mentoring (mentoring that focuses on judgment and appraisal).
- Traditionally, mentoring was thought of as being provided by one specific individual, the mentor (or group of mentors). While this remains the lynchpin of guidance and support, the STF agreed that other sources of mentoring exist, including workshops, seminars, performance evaluations, and written materials.

IV. Who Are Mentors

A mentor is defined as a wise and trusted counselor or teacher guiding a less senior person on a career path.⁵ Within academe, mentors demonstrate a road map for career success and help faculty members gain the

⁴ The STF was formed on April 20, 2004. Ruth Zambrana, Professor of Women's Studies, was an initial member of the taskforce. The committee is grateful for her contributions.

skills necessary to travel their own career path successfully. Mentors also provide professional socialization including entry into a disciplinary network. Ideally, the mentor also becomes a sounding board and supporter, who teaches the “tricks of the trade” and survival strategies to the mentee. Most often the mentor serves to help the mentee become successful at his/her academic institution. It is also possible that the mentor will be able to serve as a guide and resource in dealing with the broader scholarly and academic community, both nationally and internationally.

Clearly, the unit chair (or dean or director in units without chairs) is a very important evaluative mentor, and is also in the position to provide developmental mentoring as well. Indeed, studies have found that the unit chair plays a vital role in the successful socialization of tenure-track faculty (Malone, 2001). Conversely, as the junior faculty member’s supervisor, conductor of performance evaluations and key player in the tenure review process, the chair cannot typically serve as a fully effective developmental mentor. A developmental mentor must be someone to whom the junior faculty member can turn with the knowledge that interactions with the mentor will not become a basis for important decisions on the person’s career. For this reason, the STF found that many institutions stipulate that conversations between mentor and mentee are confidential and encourage or require the assignment of mentors from outside the mentees’ own unit. Further, given the previously mentioned crucial role of the chair, it is very helpful for junior faculty to have a mentor to whom they can turn for advice on dealing with his/her chair. An addendum to this report includes the qualifications for a good mentor and the responsibilities of mentors and of mentees in creating a helpful relationship.

V. Faculty Mentoring at Other Universities

As part of the STF’s review of mentoring, we did an extensive search to determine mentoring practices at other institutions, including all of the peers of UMD. This review included submitting a questionnaire to all AAU universities⁶ (thirteen responded), an e-mail survey of all Physics departments in the U.S.⁷ (fourteen responded), searches of web sites of all peer institutions and many other universities (including a “Google” search for university mentoring) for information about faculty mentoring programs (over fifty institutions’ websites were reviewed), and follow-up telephone conversations with academic administrators at institutions with policies and/or programs of particular interest. Appendix I (page 13) provides a directory of many of the web sites examined and resources on the web that are potentially useful for units in developing their specific mentoring plans.

Overall, we found nationwide evidence that mentoring of junior faculty is increasingly being viewed as an important issue. Clearly, UMD is not the only institution seeking ways to enhance mentoring – although we may be at the leading edge of a movement in this direction. We did, in our search, come across a number of interesting and useful programs that are worth noting, and that offer ideas that might be applicable to UMD. More specifically, we found that:

Required Mentoring Policies

- Most institutions encourage but do not require that all junior faculty be formally assigned a mentor.

⁵ The term derives from the name of Mentor, the wise elder to whom Odysseus entrusted the care of his son, Telemachus, while he (Odysseus) went off to Troy (from *The Odyssey* – Homer).

⁶ AAU maintains a listserv for all its institutions. Any AAU institution may submit a questionnaire, which is then received by each university’s AAU contact person, typically a staff member of the institutional research office. The staff member is then responsible for obtaining the appropriate information from whoever would have the relevant information at that institution.

⁷ This could be done since there is a common listserv for all such departments, unlike many others. This was not used to look for how physics departments did mentoring per se, but more as a way to find campuses that had accessible mentoring programs that we could examine.

- Those few institutions that do require mentors typically included the following elements:
 - The unit chair assigns the mentor(s) with the input of the junior faculty member.
 - The assignment is made very early, either before or within the first month of the faculty member's appointment.
 - At the end of the first year, the chair determines whether to maintain the same mentor(s) based in large part on the feedback of the mentee.
 - The length of the mentoring relationship is set at a minimum of two years, but encouraged until the tenure review.

Institutions differ on whether the mentoring relationship is developmental or evaluative. At Iowa State, the role is strictly developmental, while at the University of Florida, the Faculty Senate is currently debating this very issue.

Other Mentoring Programs

- Much more common than policies that require the assignment of mentors were various types of mentoring programs.
- The number of these programs is growing rapidly, with almost all of the efforts described below having been created in the past five years.
- Some of the programs provide support for all aspects of the pre-tenure faculty role; others focus on a specific aspect, generally related to the development of the pre-tenure faculty member's research program. Some were geared to all junior faculty, others targeted members of underrepresented groups. Many of the targeted programs were originally designed exclusively for either women or persons of color but proved so useful they are now open to all. Examples of such programs include:
 - Programs that provide a professional development seminar series (e.g., University of Colorado, Western Carolina University; Iowa State University, Syracuse University). These series focus on areas such as information about relevant university policies and resources, (e.g., promotion dossier preparation), skill development (e.g., grant writing), hearing from university officials (e.g. meeting with the provost) and handling the stresses and strains of being an early career faculty member (e.g., balancing work and family). In addition to regular workshops, several begin with a two-day retreat. Depending on the institution, participation in these programs may be mandatory for all tenure-track faculty, optional for all tenure-track faculty, and open only to selected individuals (generally from underrepresented groups).
 - Programs which connect interested faculty with mentors (e.g., University of Oregon, University of Colorado, University of Wisconsin, Oshkosh). Most of these programs are, or were initially, exclusively for women.
 - Fellowship programs that assist selected junior faculty fellows in establishing their research program and successfully soliciting external funding (e.g., University of California, Berkeley, Kansas State University). These programs generally consist of two components: the assignment of a senior faculty member to provide guidance and one-time small funding to support research-related activities.

VI. Faculty Mentoring at UMD

In order to explore current mentoring practices, task force members provided information about various campus-wide mentoring efforts. In addition, a survey was sent to unit chairs and college deans. Responses were received from all the units in AGNR, EDUC, BMGT, CLIS, and LFSC. An overview was received from ARHU, CMPS, and ENGR. Current University mentoring efforts are detailed below.

- Formal performance evaluation:⁸ Most units have a formal annual evaluation of junior faculty. This is most frequently conducted by the Merit Committee, the APT Committee, a subcommittee of senior faculty, the unit chair alone, or the unit chair in association with one of these groups. This review is commonly accompanied by a written report. Units also report doing a thorough contract renewal review in the second or third year. While these review processes generally provide junior faculty members with useful information about *how well* they are performing their responsibilities, they do not impart information about *how to* perform those responsibilities.
- Formal department or college mentoring programs: Certain colleges, (e.g., BMGT, EDUC), and some departments (ENBR, VETMED) have a formal system of assigning a senior faculty mentor or mentoring committees to all junior faculty. Generally this mentoring is evaluative in nature, typically involving the mentor(s) submitting a written evaluation to the chair. Few units at UMD provide for developmental mentoring. Therefore, once again new faculty are often not provided “how to” information and guidance.
- Other department or college mentoring efforts: The College of Education and areas of BMGT also offer their faculty structured help in professional socialization. EDUC offers a series of professional development workshops, while BMGT works with junior faculty on setting goals and evaluating progress.
- Department or college efforts to assist junior faculty: Efforts to ease the new faculty member into his or her role by providing reduced teaching or service commitments vary widely. Some departments or colleges (LFSC) generally do not assign any teaching to new tenure-track faculty members for their first semester. Others seek to provide reduced teaching loads and/or minimize the number of start-up courses the faculty members teach. Most units at least verbalize an effort to minimize service commitments but the reality varies enormously. The availability of summer support also varies across campus.
- Campus-wide mentoring efforts: A variety of offices and individuals provide additional mentoring programs. A non-exhaustive list includes the Center for Teaching Excellence (CTE), which sends both materials describing their services and personal invitations to their workshops to all new faculty, the Counseling Center, which often invites all new members of the professoriate to lunch to learn about their services, Dr. Rhonda Malone, who coordinates the New Faculty Orientation Program, Terps Teaching Tips Program, Dual Career Assistance Program, Relocation Assistance Program and the Information for New Faculty webpage, and Dr. Ellin Scholnick, who offers workshops for candidates about preparing their dossiers for tenure and promotion.
- Finally, the University has a few targeted programs for minorities and women, such as in ENGR. However, there is no systematic campus-wide effort tailored to underrepresented groups, even though members of these groups may face both greater demands from students and higher service expectations. Furthermore, they may not find many others in their unit who share their experiential background or who have similar research interests. (This issue is discussed at greater length below.)

⁸ It should be noted that the University’s APT policy requires that pre-tenure faculty members receive informal annual feedback about their progress towards tenure and a formal written evaluation at the time of their contract renewal. The recent revisions to the APT policy will also require units to make explicit the criteria they use for evaluation.

VII. Principles and Policy/Program Recommendations

Our single most important expectation with regard to mentoring is that every unit and program that hires tenure-track faculty have in place a detailed written program for mentoring these faculty for at least two years, and preferably until such time as the junior faculty member achieves tenure. The specific nature of the departmental mentoring programs will vary by discipline and college. Deans will develop mechanisms for approving these plans.

The STF recommends that there be three tiers of mentoring. The first tier is in the unit or program.⁹ This encompasses providing both discipline-specific and evaluative mentoring, supplying senior mentors, and ensuring that new faculty are given sufficient support so that they can grow in their careers and become fully productive and successful faculty.

The second tier is at the college level. The college should oversee the unit programs and ensure they fulfill their goals. In addition, the colleges should provide additional workshops, seminars, and other programs that would cover topics that might be relevant to all units in that college. Such programs might include workshops on teaching, grantsmanship, etc. In all cases, the college programs should be those that are best done with a larger group of faculty, and where faculty from different units and disciplines could share ideas and experiences. Colleges might also provide support for a “faculty club” of non-tenured faculty where these individuals, without the presence of senior mentors or people who potentially do evaluation, can share ideas and experiences among themselves.

The third tier of mentoring comes from the campus in the form of providing information, resources, and assistance appropriate for all tenure-track faculty such as programs on the tenure process, new faculty orientation, meetings with senior administrators, and a wide range of other activities. The campus should monitor the mentoring of faculty from underrepresented groups, and provide additional mentoring. Finally, the campus should develop a mechanism to track how units provide mentoring to junior faculty and monitor the mentoring experience of junior faculty members when they are considered for promotion. More detailed descriptions of expectations and guidelines related to mentoring at each of these three levels follows.

The STF has identified five areas of needed action (i.e., principles) that should contribute to more consistent and effective mentoring of untenured assistant and associate faculty. Each principle is followed by a series of more specific policy recommendations that represent means of achieving the stated principle.

1. *Increase the Involvement of the Senior Administration:* The President and Provost should set the tone for mentoring. For example, each already has initial meetings with new faculty. The President has a reception for new faculty and the Provost meets with new faculty at new faculty orientation.

Policy and Program Recommendations:

- a. The Senior Administration should provide funding for the new mentoring activities proposed in this report.
- b. The Provost should require deans to emphasize the importance of mentoring to their chairs and faculty.
- c. The Provost should continue to send an annual letter to unit chairs reminding them of their responsibility to ensure that tenure-seeking faculty receive annual evaluative feedback and a

⁹ In cases where units do not hire frequently or where there are few senior faculty with mentoring abilities, colleges might combine mentoring programs between similar units.

formal review as part of the contract renewal process. The Provost should also remind chairs to ensure the teaching and service expectations of tenure-track faculty are as limited as possible.

- d. The Associate Provost for Faculty Affairs should develop a mechanism to track how units provide mentoring to junior faculty and whether faculty have been mentored. It is suggested that the Office of Faculty Affairs require units to develop a written procedure for mentoring and that the Summary of Professional Accomplishments, which is part of all promotion dossiers, include a report on the mentoring arrangements provided for the candidate.
2. *Encourage High Quality Mentoring Across all Academic Units:* The degree and quality of junior faculty mentoring varies widely among colleges and units. Indeed, there is frequently both a lack of understanding of junior faculty needs and lack of knowledge about effective mentoring techniques. Further, the majority of the mentoring currently offered is evaluative rather than developmental, leaving a significant unmet need for such assistance.

Policy and Program Recommendations:

- a. All academic units should revise their Plan of Organization (POO) in compliance with the newly approved APT policy, particularly regarding the establishment of criteria for the tenure review.
 - b. Mentoring of untenured assistant and associate faculty is a valued component of senior faculty members' roles and should be clearly established as criteria for consideration in awarding merit pay or other appropriate incentives.
 - c. To assist units in providing both developmental and evaluative mentoring, a University web page should be developed that lists best practices in mentoring and provides diverse examples of effective mentoring programs. That website should provide information and examples for useful mentoring to meet the needs of faculty depending on the characteristics of the junior faculty member, particularly related to gender and ethnicity, the characteristics and disciplinary focus of the academic unit, and other relevant factors.
 - d. Given the shortage of senior scholars with the skills and knowledge necessary to be successful developmental mentors, especially for untenured faculty from underrepresented groups, a Mentors Training Program should be instituted in which selected senior faculty members are trained to become knowledgeable, skilled, and supportive mentors. An important component of this training should be defining expectations for effective mentoring. See Appendix II for an example of such expectations (page 14).
3. *Improve The Mentoring Provided For Faculty From Underrepresented Groups.* Women and persons of color frequently face both higher service expectations and numerous requests for assistance from student from the same underrepresented group. In addition, the small numbers of faculty from underrepresented groups can produce feelings of isolation. Hence, it is especially important that such faculty feel welcomed on campus and are provided guidance in dealing with the complexities of being called upon to establish their scholarly and teaching career, while dealing with so many demands on their time and energy. The proposals we make for these faculty could well be applied to any junior faculty member, but we are particularly concerned with faculty from underrepresented groups. The effort made to recruit them should be matched by the effort to retain them and help them to succeed in the promotion process.

Policy and program recommendations

- a. Recruitment. There are two parties to the effort: the recruiter and the recruit. On-going workshops on the role of the chair in minority recruitment and retention should be offered to heighten chairs' sensitivity to issues of intercultural communication and differences in the experiences

diverse groups bring to the academic enterprise. This would be part of a regular set of workshops for chairs on recruitment and retention. Additionally, mentoring activities for all faculty, but especially for faculty from underrepresented groups, should begin during recruitment. To facilitate this process the University should: create an informal network of faculty from underrepresented groups who would be available to speak with recruited faculty, inform the recruit about campus climate and the nature of resources within the surrounding environment, and provide help about issues such as negotiating contracts.

- b. Initial adaptation to the University may present challenges. To assist in this adaptation, representatives of the appropriate group should be encouraged to:
 - i. Send a representative to greet the new faculty member.
 - ii. Plan a welcoming reception for new faculty, perhaps in conjunction with New Faculty Orientation.
 - iii. Inform new hires from underrepresented groups about the array of special resources/opportunities available to them such as the Welcome Fellowships and the Center for Race, Gender and Ethnicity, which may help new faculty members find their own network, social support system, and role models.
 - iv. Establish mentors to assist in guiding underrepresented faculty through their career development and advancement process, normally in collaboration with a unit mentor.
- c. Preparing for the tenure review process. During this critical period, junior faculty are particularly in need of an informal mentor who can be relied upon for advice, guidance and emotional support in career moves and self-presentation during the tenure review process. Representatives of the appropriate group, particularly those who have helped to introduce the faculty member to campus, should be encouraged to provide informal mentorship.

4. *Encourage practices that enable pre-tenure faculty to succeed:* A junior faculty member's efforts to attain tenure require the individual to launch a scholarly career while developing new courses, honing teaching skills, and completing various campus service responsibilities.

Policy and Program Recommendations:

- a. Academic units should carefully monitor the teaching expectations of junior faculty. Specifically, enabling new faculty to begin their academic career here with a one-semester exemption for teaching often provides a substantial benefit to the faculty member and their unit for years to come.¹⁰ Whether this is feasible or not, in subsequent semesters the number of courses taught, especially the number of "start-up" courses, should be carefully reviewed by the chair.¹¹ Moreover, starting with a decreased teaching load allows a young faculty member to put his/her efforts into developing teaching skills rather than spending all of his/her time just trying to write and keep up with lectures.
- b. Wherever possible, junior faculty should only be given limited responsibility for academic advising of undergraduate students during the faculty members' first three years.
- c. Academic units should carefully monitor the University and departmental service expectations of junior faculty. Junior faculty should be encouraged to limit such service

¹⁰ For some faculty, such as those who will be setting up a lab, it may be better to defer a semester free of teaching responsibilities until their research facilities are fully operational and they can take advantage of the time free from teaching to get their research underway.

¹¹ Start up courses refers to those courses taught by the faculty member for the first time, hence requiring far more time for course development and teaching preparation.

obligations. Chairs should work with junior faculty in determining which University or departmental service opportunities seem appropriate.

- d. The Provost's annual letter to chairs mentioned above in 1.c. should explicitly address the need for limiting the teaching and service demands placed on pre-tenure faculty.
5. *Create New or Improve Current Campus-Wide Mentoring Programs and Materials for All Tenure-Track Faculty:* As detailed earlier in this report, a number of University-level mentoring efforts are already in place. However, there is a need for even more efforts to support pre-tenure faculty.

Policy and Program Recommendations:

- a. Printed materials designed to assist currently recruited and early career faculty, such as the attached Relocation Assistance and Dual Career Employment Assistance Program brochures and the Campus and Community Resources packet, should be distributed to all search finalists and recently hired faculty members.
- b. The most common mentoring efforts we found at peer institutions were professional development series that provide new faculty with a breadth of information and guidance in starting their careers. This program at UMD would combine current activities, such as New Faculty Orientation and the New Faculty Teaching Workshop, with new initiatives to provide a variety of programs to assist pre-tenure faculty create and move forward on a path toward tenure attainment. In addition to the usual workshop format, a two-day professional development retreat should be offered each summer.

VIII. Assessment of Mentoring Activities

It will be the responsibility of the Office of Faculty Affairs to oversee the creation and implementation of the recommendations that are approved by the President after the recommendations are approved by the University Senate. One year after the recommendations are approved by the President, it will be the Office's responsibility to report on the progress toward executing these recommendations to the President, Provost and the University Senate Executive Committee. Five years after implementation, the Senate will assign a task force to re-evaluate the mentoring efforts and evaluate the program.

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Appendix I: Websites of Mentoring Programs

Institution	Web site	Comments
APA	http://www.apa.org/monitor/mar99/mentor.html	Article on mentoring overview
Iowa State	http://www.provost.iastate.edu/faculty/facdev/mentor_1.html	Small number of guidelines on how to do faculty mentoring
Loyola U. MD	http://www.loyola.edu/academics/diversity/mentoring/index.html	Mentoring program overview, looks good
MIT	http://web.mit.edu/scholars/mentor.html	Mentoring of international faculty
Nat'l Teaching & Learning Forum	http://www.ntlf.com/html/lib/bib/95-3dig.htm	Document on mentoring of faculty
Northern Illinois U.	http://www3.niu.edu/facdev/development/mentoring.htm	New faculty mentoring program
Oregon State U.	http://oregonstate.edu/admin/student_affairs/criticalissues/faculty_mentoring.shtml	Short article on faculty mentoring
Stanford Med School	http://facultymentoring.stanford.edu/	Faculty-mentor pairs
Syracuse U.	http://provost.syr.edu/faculty/newfaculty.asp	Orientation and seminars over first 2 yrs.
U. British Columbia	http://www.cstudies.ubc.ca/facdev/services/faculty/newfactip.html	Tips for new faculty
U. Illinois Chicago	http://www.uic.edu/depts/oa/newfac/facment.html	Faculty mentoring program
U. Michigan	http://www.rackham.umich.edu/StudentInfo/Publications/FacultyMentoring/contents.html	Excellent booklet on how to mentor graduate students, including diversity
U. Michigan	http://vrd.ucv.cl/importaciones/Teaching-Learning/Teaching_Strategies_Website/facment.html	Resources on the web for faculty mentoring (lot's of links, some of which are out of date)
U. of CA, Irvine	http://advance.uci.edu/	Currently just for women, being expanded for persons of color. Noting on this web page
U. of Colorado	http://www.colorado.edu/facultyaffairs/deskref/part1facultyaffairs.htm	Orientation: Andre Grothe, 303-492-4603 LEAP- Patricia Rankin, 303-492-8571 Early Career Faculty- Lynn Della Guardia Minimal information
U. of Florida	http://www.aa.ufl.edu/aa/aapers/2004-2005/TPGuidelines2004-2005.pdf	Specific requirements including annual written feedback from mentor. Document is part of APT and minimal guidance as to what they actually do.
U. Oregon	http://www.uoregon.edu/~lbiggs/ment.html	Mentoring of women faculty
U. San Francisco	http://www.cas.usf.edu/cas/facultyDevelopment/mentoring.htm	Page on mentoring of new faculty
U. Texas Arlington	http://www.uta.edu/provost/facultysupport/mentor/	Faculty mentoring program
U. Texas Austin	http://www.cs.utexas.edu/users/almstrum/mentoring/sigcse93-panel-refs.html	Mentoring female faculty. Other material on their web site but no single program. May be college-specific, but no formal guidelines
U. Texas El Paso	http://www.dmc.utep.edu/mentoring/	Women faculty mentoring
U. Vermont	http://www.uvm.edu/~mentor/	Policy statement from Senate & provost
U. Wisconsin	http://www.provost.wisc.edu/women/what.html	Mentoring of women faculty
U. Wisconsin, Oshkosh	http://www.uwosh.edu/mentoring/faculty/	Faculty mentoring resources. Lot of excellent material
UCLA	http://www.deans.medsch.ucla.edu/academic/Mentor.doc	Statement on faculty mentoring from medical school
UCSD	http://academicaffairs.ucsd.edu/faculty/programs/fmp/default.htm	Document on how to do mentoring of new faculty, references
Virginia Commonwealth Med School	http://www.medschool.vcu.edu/ofid/facdev/facultymentoringguide/index-2.html http://www.medschool.vcu.edu/ofid/facdev/facultymentoringguide/references.html	Mentoring guide booklet – some may be for medical schools but some useful information References & links
Washington State U.	http://provost.wsu.edu/faculty_mentoring/guidelines.html	Faculty mentoring guidelines
Worcester Polytechnique	http://www.wpi.edu/Academics/CEDTA/Services/mentoring.html	Mentoring of faculty, including material on confidentiality

Appendix II. Expectations of Both the Senior Faculty Mentor and Junior Faculty Mentee

Based on committee members' years of faculty mentoring experience, the following suggestions are made regarding expectations of mentors and mentees. In addition, the following web sites give additional insight into the expectations for both mentors and mentees.

<http://www.uwosh.edu/mentoring/faculty/benefits2.html>

<http://www.nminbre.org/resources/mentoring.jsp>

http://provost.wsu.edu/faculty_mentoring/guidelines.html

<http://www.lhup.edu/provost/mentor-project.htm>

Expectations of Senior Faculty Mentor

A senior faculty chosen to be a mentor should be a caring individual with interpersonal skills to whom the junior faculty can relate and whose assistance is private between the mentor and the junior faculty. The mentor has to be proactive and cannot wait for the junior faculty to reach out for assistance. The mentor should not only reach out to the mentee initially, but should continue to do so. If a relationship cannot be established, the chair of the unit should be so informed and possibly a new mentor appointed.

Expectations for senior faculty mentors will vary by unit and discipline. However, there are a number of basic areas in which senior mentors should be particularly cognizant as they work with their mentees. In all cases, the relationship between mentor and mentee should be kept confidential so that the mentee does not feel that discussing issues with his/her mentor could impede academic growth.

1. Shape scholarly activities and guide in advancement of the mentees career.
2. Introduce the mentee to colleagues and students across campus.
3. Provide insight into funding and help in access to funds.
4. Provide career guidance.
5. Provide guidance on campus politics (at all levels).
6. Work with mentee as they start to mentor their own students.
7. Provide significant feedback on teaching.

Expectations of Junior Faculty Mentee

The mentorship relationship is a reciprocal one which the mentee has the responsibility to seek information proactively about the rules, regulations and standards of the university. It is particularly important that mentees ensure that they are informed of departmental, college and university expectations for performance. Ultimately candidates will not be judged on whether they have been mentored well but on their independent accomplishments.

Indiana University

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As of spring 2014, the Institute has developed a specific focus on Bloomington's associate professors, as they advance towards full professorship. The Institute aims to boost the publications, performances and exhibits of associate professors and to support their efforts to obtain externally funded research awards. Ultimately, the Institute's ambition is to be a locus of intellectual vitality and community.

University of Illinois (Chicago)

Faculty Mentoring Policy

UIC FACULTY AFFAIRS POLICIES, PROCEDURES, AND GUIDELINES

SECTION: FPP 700 Reviews/Development
NUMBER: 706

SUBJECT: Faculty Mentoring Policy

APPROVED BY: Vice Chancellor for Academic Affairs and Provost

EFFECTIVE DATE: February 2012

AUTHORITY: Vice Chancellor for Academic Affairs and Provost

CONTACT: Vice Provost for Faculty Affairs PHONE: 413-3470

E-MAIL: FacultyAffairs@uic.edu

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OBJECTIVE: Effective mentoring of the faculty is critical for enhancing academic excellence, building a strong and diverse faculty and developing a respectful and positive work climate in which all members of the university community can thrive. UIC seeks to make faculty mentoring a priority by undertaking and regularizing sound mentoring practices.

POLICY: In addition to the campus mentoring effort, each college/school is charged with developing and implementing a faculty mentoring program. Colleges/schools may require that each of its departments or units develop a unit level mentoring program.

There are many forms of mentoring programs and no single model will meet the needs of all units or individuals. Each college/school (and/or unit) should develop programs that are most relevant to their needs. All college mentoring programs must incorporate, at minimum, the principles included below.

1. Colleges are expected to provide a mentoring plan for each of the pre-tenure tenure-system faculty members. As capacity allows, colleges should consider building upon the initial program, to include tenured associate professors and non-tenure system clinical and research faculty.
2. The Dean is responsible for providing mentors for all eligible faculty. This responsibility may be delegated to the Unit Executive Officers (Heads/Chairs/Directors). Mentors and mentees should be consulted during mentor selection.
3. The Office of the Vice Provost for Faculty Affairs is responsible for providing training workshops for mentors, at least once a year. All newly-assigned or

first-time mentors are expected to attend the training during the first year of mentoring.

4. For faculty members with joint appointments, a single mentoring plan should be developed. The plan is to be coordinated among the units, with leadership from the faculty member's home unit as designated in Banner.
5. The design of the mentoring plans should demonstrate sensitivity to the different challenges faced by a diverse faculty. College mentoring policies need to be clearly communicated to all faculty members and mentoring agreements should emphasize clarity of expectations and roles for all parties.
6. Mentoring excellence may be considered in the annual review of faculty as well as be considered as a part of the promotion process. Mentoring excellence may be demonstrated through the mentee's assessment as well as the mentor's efforts and contributions to the program. It is expected that Associate and Full professor will accept mentoring as a responsibility and privilege of their rank.
7. Colleges must incorporate an assessment or evaluation program into the design of their mentoring program.

PROCEDURE: The College's mentoring programs should be published on college's website and updated regularly. Links to all college mentoring program web pages will be listed on the Office of the Vice Provost for Faculty Affairs (OVPFA) web site. Each college/school is responsible for submitting its web page link to the OVPFA upon completion of the mentoring program. All programs should be functioning for the current pre-tenure tenure-system faculty by the end of the SU 2012 semester and in place for the arrival of new pre-tenure tenure-system faculty for the FA 2012 semester.

REFERENCES: