

# Report of Task Force on Mentoring, PPCW, July 2019

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1. **Chair:** Kim Doran (Director & Chief of Staff, SASSO) & Elena Foulis (Senior Lecturer, Spanish & Portuguese)  
**Members:** Bella Mehta (Professor, Pharmacy Practice and Science), Tiyi Morris (Associate Professor, African American and African Studies), Jera Oliver (Director of Development, College of Food, Agricultural and Environmental Sciences)
2. **Charge:** Develop proposals for enacting faculty and staff mentoring that includes a shared framework of key goals for mentoring and proposed model programs that consider the unique needs of women and under-represented minorities. Includes consultation with OAA (Kay Wolf) and OHR (Susan Basso).
3. **Process/Activities:** Reviewed 2017 PPCW Mentoring Task Force inventory of mentoring resources and programs. Gathered information from senior HR leaders across Ohio State. Met with Faculty Fellow Phillip Binkley and learned that there are wide discrepancies on the way mentoring for faculty is being conducted across the university. For example, approximately 34% of associate professors do not have mentors which might prevent women and other minoritized groups from advancing to full professors or senior level positions. During this meeting we discussed an immediate need to establish a centralized resource center to provide access to materials for best practices, while defining what mentoring is and how to best measure the success and effectiveness of programming.
4. **Results/Findings:**
  - a. The successful creation and implementation of a comprehensive mentoring program at Ohio State, and one that offers resources and models for meeting the distinctive needs of women and minoritized people, requires time and dedicated staffing; and
  - b. Such a program could address the unique mentoring needs of **both faculty and staff**
  - c. This goal is achievable within a definitive time frame, as shown by peer institutions in higher education; and
  - d. Developing a culture of mentoring within the University should be rooted in the values of excellence, diversity, inclusion and transparency.<sup>1</sup>
5. **Recommendations:**
  - a) **Short-term goal:** Provide financial support for one person from HR and one person from OAA to participate in the annual mentoring conference at University of New Mexico Mentoring Institute in October.
  - b) **Short-term goal:** Present faculty mentoring policy to University Senate for review and implementation (2019 task force recommendation attached as Appendix B)
  - c) **Mid-term goal:** Recruit, hire and retain three (3) administrative fellows who report to and receive mentorship from a senior leader in Talent Management (see Appendix A).
  - d) **Mid-term goal:** Honor excellence in faculty and staff mentoring with institutional-level awards that are inclusive of faculty and staff at regional campuses and other units (Extension, etc).
  - e) **Long-term goal:** Create a University Institute for Mentoring, using the University Institute for Teaching and Learning as a model (see Appendix A).
6. **Next Steps:**
  - a) PPCW participates in an advisory capacity in board of new Mentoring Institute.

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<sup>1</sup> PPCW Mentoring Task Force, Appendix Section 7.

## APPENDIX A

This appendix provides further detailed information on the recommendations contained in this report. We reference both external and internal examples that can help us collectively design and implement a mentoring program that advances the mission of Ohio State as well as its HR Transformation goals.

Recruit, hire and retain three (3) administrative fellows (minimum term = 2 or 3 years) – one with experience in higher education as a staff person, one individual from faculty, and one with a research and data analysis background – who report to and receive mentorship from a senior leader in Talent Management at Ohio State.

They should:

- a. Work together to research, design and implement a formalized mentoring program in partnership with units throughout the University – culminating in the creation of a university-wide mentoring institute;
- b. Develop goals, objectives, best practices and models that can be employed across faculty, staff and disciplines;
- c. Lay the foundation for mentorship programming that fills existing gaps in professional development for groups at Ohio State, such as women, employees from minoritized backgrounds, faculty outside of the traditional tenure-track, etc.;
  - i. Model/Best Practice: *University of Illinois at Chicago* – Programs targeted to women and minorities.<sup>2</sup>
- d. Develop metrics for success in mentoring, based upon needs determined by various university units.<sup>3</sup>
- e. Establish an example for other administrative fellows programs that can be replicated by units throughout the University as a way to identify and develop high potential employees, both within and outside of HR functions.

Overall Model/Best Practice: *Pennsylvania State University* – Administrative Fellows Program, emphasizing women and minority candidates among faculty and staff. Developed jointly by the Office of the President and the Commission for Women.<sup>4</sup>

Just as the University Institute for Teaching and Learning was developed to advance the core mission of teaching and learning, and serves the overall purpose of elevating discussion about and the visibility of teaching and learning at the institutional level, an institute that is dedicated to mentoring can inspire and support faculty and staff throughout Ohio State in their pursuit of this imperative form of professional development. We propose that a PPCW member participate in the Advisory Board for Mentoring Institute.

- f. Models/Best Practices:
  - i. *University of New Mexico Mentoring Institute*<sup>5</sup>
  - ii. The Ohio State University's Health & Wellness Initiatives and institutional messaging that encourages/incentives participation (e.g. Buckeye Wellness, Your Plan for Health, Employee Assistance Program)<sup>6</sup>
  - iii. National Center for Faculty Development and Diversity<sup>7</sup>
  - iv. Women Empowering Women Program in Dept of Athletics (Janine Oman and Kim Doran)
  - v. Chemistry Dept. Mentoring Program led by Chairperson and Professor Susan Olesik

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<sup>2</sup> PPCW Mentoring Task Force, Appendix Section 5.

<sup>3</sup> <https://mentor.unm.edu/about/dashboard>

<sup>4</sup> PPCW Mentoring Task Force, Appendix Section 4.

<sup>5</sup> <https://mentor.unm.edu/about/home>

<sup>6</sup> <https://www.osu.edu/initiatives/health-and-wellness.html>

<sup>7</sup> <https://www.facultydiversity.org/>

## APPENDIX B



**SUBJECT:** Faculty Mentoring Policy  
**APPROVED BY:** Dr. Bruce McPheron, Executive Vice President and Provost of  
Academic Affairs  
**POLICY DATE:** January 7, 2019  
**EFFECTIVE DATE:** *Pending*

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### **MENTORING**

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. OSU seeks to make faculty mentoring a priority by undertaking and regularizing sound mentoring practices.

### **POLICY**

In addition to already established campus mentoring efforts, 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 components included below:

1. Colleges are expected to provide a mentoring plan for full-time (75% or more) Assistant and Associate rank faculty on all faculty tracks.
2. As capacity allows, colleges should consider building upon the initial program, to include mentoring for faculty who have less than 75% appointment.
3. 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.
4. The design of the mentoring plans should demonstrate sensitivity to the different challenges faced by women and minoritized faculty.

5. 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 will 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 Professors and Professors will accept mentoring as a responsibility and privilege of their ranks.

**PROCEDURE**

1. The Dean or designee 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.
2. Colleges must incorporate an assessment or evaluation program into the design of their mentoring program.
3. All newly-assigned or first-time mentors are expected to attend a formal mentoring training during the first year of mentoring.
4. The College's mentoring program should be published on the college's website and updated regularly. Links to all college mentoring program web pages will be listed Academic Affairs website. Each college/school is responsible for submitting its web page link to the Office of Academic Affairs upon completion of the development of its mentoring program.