

UIC College of Applied Health Sciences

Faculty Mentoring Program

September 25, 2014

Purpose: The AHS Faculty Mentoring Program supports junior faculty and assists their career development by providing mentoring from faculty inside and outside of their academic departments. The college's mentoring program should:

- Promote the successful professional development of faculty
- Improve faculty retention
- Increase faculty satisfaction with their career paths
- Improve collegiality among faculty

What is a mentor?

The Webster's dictionary defines a mentor as a wise and trusted teacher or counselor. Mentoring entails both formal and informal communication, usually face-to-face and during a sustained period of time, between a person who is perceived to have greater relevant knowledge, wisdom, or experience (the mentor) and a person who is perceived to have less (the mentee or protégé). In academia, mentors are usually senior level faculty who take junior faculty under their advice and help them prepare to achieve excellence in their careers and acclimate to the university.

Potential benefits of mentoring:

- Helps new faculty adjust to the new environment of the Department, College and University;
- Evidence indicates that mentoring can contribute significantly to a new faculty member's career development and satisfaction;
- It can help the protégés understand the substance of teaching and research in the academy, as well as learn about external measures of success such as which journals one publishes in or how to get funding for research;
- Junior faculty can receive honest/constructive criticism and informal feedback and also receive advice on how to balance teaching, research and other responsibilities;
- Acquire knowledge of informal rules for advancement (as well as political and substantive pitfalls to be avoided);
- Develop skills for showcasing their work; an understanding of how to build a circle of friends and contacts both within and outside the institution;
- Develop a perspective on long-term career planning;
- Get advice on how to deal with any problems related to teaching, research or service;
- Get advice on how to approach the department chair to address any unmet need.

Considerations for program implementation:

1. Responsibilities of Department Head: As soon as a new junior faculty appointment is made, the Head assigns a mentor from within the department. For faculty appointed as Associate Professor or Professor, assignment of a mentor is less critical, but highly encouraged, to serve as a means of acclimating the new faculty member to the

department and the college. The Head is responsible for advising new faculty on matters pertaining to work load and annual academic reviews. The Head should share a copy of the P&T policies from the department. Heads should allocate funds to sponsor at least 1 lunch meeting per semester among the mentoring dyad. Department Heads should make a copy of a successful P&T application available to faculty starting the preparation of their own documents as models. Also, the role of mentoring should be recognized by the Head as part of the senior faculty work load. Department Heads should keep records of mentoring dyads in their department as part of the recognition of faculty workload and accountability of mentor's activities. In cases of dissatisfaction or any complaints with the mentoring process, the department Head is the mediator.

2. Responsibilities of the Mentors: The mentor should contact the new faculty member soon after his/her arrival at the University and meet with him/her on a regular basis. The mentor should provide informal advice to the new faculty member on aspects of teaching, research and committee work or be able to direct the new faculty member to appropriate individuals in the department and/or college or university. Funding opportunities both within and outside the campus are also worth noting. The mentor should treat all dealings and discussions as confidential. There is no evaluation or assessment of the new faculty member on the part of the mentor, only supportive guidance and constructive criticism. Mentors should be encouraged to attend a mentoring workshop.
3. Responsibility of the New Faculty Member: Junior faculty should know that they have access to an assigned mentor from the department to deal with P&T and professional development processes, but they should recruit additional mentors on their own in order to address any unmet need (e.g., discussions about family and career issues, writing advice and feedback, grant writing, publications, etc). These are individuals who may be in the college, the university campus or at other universities. The mentee should be proactive in pursuing these relationships. Mentors can come from outside of the college or even outside UIC. Actively seeking/identifying the most suitable mentor will be the junior faculty's responsibility. The new faculty member should keep his/her mentor informed of any problems or concerns as they arise, as well as any significant accomplishments or opportunities. In addition, the junior faculty should let the Department Head know if there are questions or concerns about the mentoring relationship. Mentees are encouraged to connect with mentoring-wide programs at UIC like the Center of Clinical and Translational Science (CCTS) or the National Center for Excellence in Woman's Health (NCEWH). **Appendix 1** provides a list of examples of topics that new faculty members may discuss with their mentors and/or department heads.
4. Responsibilities of the college: The following are recommendations for the program implementation at the college level:
 - The mentoring program should be coordinated by a senior full professor in the College who is knowledgeable and passionate about mentoring. This person should keep a registry of mentoring dyads in the college.

- There should be training available for the mentors (during the Spring semester) and the mentees--especially for new faculty members (during the Fall semester) each academic year.
- Brownbag meetings should be scheduled (once or twice a semester) to update faculty of the college (open to all) about best practices in teaching, grant writing, mentoring graduate students, and scholarship. Representatives from the CCTS, the NCEWH, or the Office of the Vice Chancellor for Academic Affairs could be invited to participate.
- Organize a writing group for tenure track faculty (on-going) or introduce new faculty members to existing writing groups, so they can give feedback to each other. This group could be self-led or facilitated by a senior faculty member as part of their teaching workload.
- Create a depository of copies of successful grant applications that junior faculty could review representing various funding agencies. These documents could be on-line on the college web-site with restricted access.
- Create a depository of IRB applications that could be reviewed by junior faculty representing various populations and types of research projects. These documents could also be on-line.
- Offer volunteer mentoring at the college level, so junior faculty can have access to additional mentoring outside their own departments. To set up this program, there should be a directory of volunteer mentors in the college website, providing their contact information and research interest or expertise (using the NIH-type biosketch format). This information could allow junior faculty to identify potential mentors who share similar or related research areas.
- We also recommend setting up small group(s) of junior faculty from across the college departments who could meet occasionally for lunch with a senior faculty member to learn about their career path and research interests.
- The mentoring activities should be evaluated yearly. First at the department level during the annual reviews with the Heads, and at the college level to identify satisfaction with the process, additional unmet needs, or gaps in services. The survey that was developed and implemented in 2012 should be used again at least one year after the implementation of this mentoring program in the college. The college mentoring program coordinator should be responsible for collecting these data using existing surveys (with updated modifications as needed). The results could be used to make necessary improvements in the program and/or address unmet needs identified in the data collection process.

APPENDIX 1

QUESTIONS YOU COULD ASK WHEN STARTING YOUR ACCADEMIC CAREER

Tips for Mentors:

- Exchange CV's with your protégé to stimulate discussion about career paths and possibilities.
- Ask about and encourage accomplishments. Provide constructive criticism and impromptu feedback.
- Use your knowledge and experience to help junior faculty member identify and build on his/her own strengths.
- Attend all mentor training events, including the fall training session and periodic workshops.
- Try to be in contact twice monthly (if possible) about the junior faculty's career and activities. Commit to making one contact per month to show you're thinking about your protégé's career.
- Discuss annual performance reviews with the junior faculty member: how to prepare, what to expect, how to deal with different outcomes. Preview the document before it is submitted to the Department Head.
- Aid the junior faculty in exploring the institutional, college, and departmental culture, i.e. what is valued? What is rewarded?
- Check-in with the AHS mentoring program coordinator with any concerns, or problems. Respond to occasional calls from the coordinator to see how each pair is doing.
- Share knowledge of important university and professional events that should be attended by the junior faculty member.

General Tips for Protégés

- Show initiative in career planning: write a personal statement about your educational philosophy (to be amended as needed); exchange your CV with your mentor for discussion.
- Find out about, and take advantage of opportunities for learning about how the university, college, and your field, operate. Write down questions as they occur to you, and then begin searching out the answers.
- Realize that your success is important not just to you, but also to your department and the university. Consider that "going it alone" doesn't work that well for anyone.
- Make your scheduled meetings with your mentor a priority, and take advantage of e-mail and the telephone to keep in touch informally.
- Be willing to ask for help.
- Let the Department Head know if you have questions or concerns about the mentoring you are receiving.
- Begin assembling your "advisory board" of supporters and advisors in the university community or outside if necessary (from your professional field).
- Make and maintain contacts with other junior faculty, within your department as well as in other departments and colleges.
- Become familiar with the resources available to support and strengthen your teaching and research.
- Assemble a library of information about UIC, the AHS, and your department: the latest strategic plan for your college and your department.

- Set a meeting with your Department Head to discuss departmental expectations for tenure and promotion.

Suggested Topics of Discussion:

General:

- How is the junior faculty member's department organized? (Divisions, Committees?) How are decisions made? What are the opportunities for junior faculty involvement?
- Is support staff available to junior faculty? What can be expected of support staff? What supplies and expenses are covered by your department? By the AHS? Are there other resources available to cover expenses related to teaching and research?

Research and Resources:

- What conferences should the junior faculty attend? How much travel is allowed/expected/supported? How do you choose between large conferences and smaller events? What can you do at professional gatherings to gain the type of exposure that can lead to good contacts, and potential names of tenure-file reviewers?
- Authorship etiquette: On collaborative efforts, how are the authors listed? Where do graduate student names go? How important is first authorship? How is alphabetical listing of authors viewed?
- Where should you publish? What should you publish? How much/how often? What are your department/college's expectations regarding publication before tenure and promotion? How do journal/chapters in edited collections/conferences compare?
- How much "new" work is necessary to make something a "new" publication?
- Where should your publishing energy go: is a single-author book always preferable to an edited collection? May material published be submitted elsewhere?
- When is it time to worry if you haven't published?
- Is it worthwhile to send published reports to colleagues here, and elsewhere? What's the line between sharing news of your accomplishments and appearing self-congratulatory?

Research and Resources (in a "soft money" and/or laboratory environment):

- What research resources are available to you as a faculty member?
- How important are grants? How do you get hooked into the grant-writing process? How much effort should you be investing in capturing research funding?
- How can you find people to assist you in writing the best possible proposal, to draw up the budget? What are departmental expectations of percent of your salary to be supported by external grant funding?
- What is the expected percent of indirect cost funding on grants you received?
- Are there funding agencies to which you should not apply for grants because of inadequate indirect cost recovery? For laboratory space, what is the expectation of the amount of indirect funds recovery per square foot of laboratory space you occupy? How does the department assess shared cost for use of common equipment and its service contracts?

- What do you see as your research "niche" in your department, in your area of research? What does your Head see your area of research contributing to the department, and eventually to the college?

Presentations on Research:

- Should you give presentations within your Department? How often? How are colloquia in your department organized? What are the opportunities for your graduate students to present their work?
- Should you give presentations about your work at other universities/institutions/public settings? How often? How important is this? If it is important, how do you get invited to give these talks?

Collaborative Research:

- Is collaborative work encouraged or discouraged in your department/college/professional field? With other members of your department? With international colleagues? With colleagues who are senior/more established? With other junior faculty/graduate students? Long-standing collaborations? or single efforts?
- How important is it to have some single-author papers to your credit or papers with multiple authors in which you are first author or senior author?
- Should you form a research group? What sort of activities should the group do, as opposed to work you should undertake individually?

Teaching:

- Will you be expected to assemble a teaching portfolio for your tenure review? What goes into such a portfolio?
- What are you expected to teach? Graduate, undergraduate, seminar, lecture, practicum, special topic, service course? Are some types of teaching more valued? How much flexibility is there in teaching schedules? Who controls the schedule?
- Which are the "good" subjects to teach? Is it good to teach the same course semester after semester, stay with a single area? Or should you "teach around"?
- Is it good to develop new courses? Specialized courses in your research area?
- How can you use a special topics course to get a new research project off the ground?
- How much time should you spend on your course preparation? Where's the line between sufficient preparation and over-preparation?
- Will you have a teaching assistant? Who will select him/her? What can you expect of a teaching assistant, and what are your responsibilities for evaluation of his or her performance?
- Are there departmental/college standards for grading? What degree of freedom do you have in determining course content? Does your department expect midterm and final exams?
- How are you evaluated on teaching? What importance is placed on peer observation of your teaching? On student evaluations? If senior faculty do observe your classes, who asks them to come? To whom do they report, and in what way? What resources are there for improving your teaching?
- If a classroom problem arises and you aren't sure how to handle, what are your options for seeking advice, help?

- What documentation related to teaching should you keep? Syllabi? Exams? Abstracts?
- How should you develop a teaching portfolio? What form should it take? What should it include?
- For faculty on "soft money," what are the departmental expectations for teaching load considering the number and size of grants that must be written to support the expected fraction of your salary? Is this a reasonable expectation? What about lectures in other courses?

The Council for Excellence in Teaching and Learning (CETL) at UIC, composed of faculty members who have been recognized for their demonstrated teaching excellence, provides a mechanism by which faculty, staff, and administrators can work collaboratively toward the improvement of instruction and the advancement of learning. Through the development of programs, policies, resources and rewards, CETL strives to encourage every member of the UIC academic community to develop interests, abilities, and achievements as both teachers and learners.

CETL offers various programs and resources to support excellent teaching and learning throughout the UIC community including:

1. [Curriculum and Instructional Grants \(CIG\)](#)--a seed fund to support faculty initiatives designed to enhance the quality of teaching and learning.
2. [Teaching Recognition Program \(TRP\)](#)--a program to recognize and reward documented excellence of UIC faculty in instruction.
3. [Departmental Teaching Excellence Award \(DETA\)](#)--this program recognizes the commitment to teaching and documented instructional excellence of departments and other academic units.
4. [Resources](#) publications, reports, links, and other instructional resources for faculty, staff, and administrators (under construction).
5. [TA Enrichment](#) includes information about Campus-Wide TA Orientation, the College Teaching Preparation Program and resources for TAs.

In addition, CETL offers workshops for teachers that are announced on its [website](#).

Student Supervision:

- How important is your work with graduate students? How many should you expect to supervise? How many is too many? How much advising should you expect to do? How do you set limits on the amount of time/effort you invest in graduate students?
- How do you identify "good" graduate students? What qualities should you look for? How aggressive should you be in recruiting them to work with you? What should you expect from your graduate students? How do you identify a problem graduate student?
- How important is it to the department that you are a Ph.D. student advisor? On a Ph.D. student committee? A mentor for a professional school thesis? Mentor for an independent honors thesis? What are the qualifications to become a Ph.D. advisor in the Graduate School?
- What should you keep in files on your students? Remember that you have to write reviews and recommendations for them.
- Should you hire postdoctoral associates? What are the advantages/disadvantages?

- How are the pay scales set for the graduate students and doctoral students? Should you be involved in writing training grants?

Service:

- How much committee work should you expect to perform within your department? College? University? At the beginning of your career at UIC? What committees should you push to serve on? Are there any you should avoid pre-tenure? How much time should you expect to devote to committees and other forms of service as a junior faculty member?
- How important is professional service outside of the university? How much paper and proposal reviewing is reasonable? Review boards? Journal assistant editorships?
- How do you weigh the prestige of organizing a national event in your field versus the time commitment?

Review Process:

- How long is your appointment? When will you come up for review? What sort of reviews? How is a mid-tenure review different from the tenure review? What is the process? (What do you submit for that review? When? How do you hear the results? How are the reviewers selected? Do you have a role in that process?)
- If you are responsible for submitting your own list of potential outside reviewers, how do you go about assembling such a list? What kind of reviewers should you try for? Are international and domestic reviewers regarded equally? How is the reviewer's own eminence evaluated? How much prior contact with a potential reviewer makes them unsuitable for your list? (Is having been on a panel together acceptable, but not a professional friendship?)
- What information is important in your vita? Is there any activity too trivial to include? Should you send copies of congratulatory letters to your department Head, or simply retain them for your dossier?
- How are raises determined in your department? College? How will you find out about your raise? What's the process for discussing your raise in a given year?
- How can you get feedback on how you're doing at any point in your pre-tenure career?

Personal Issues:

- What policies does UIC have for family and personal leave? How do you go about asking for such leave? Do you begin at the Department level? Is there an appeals process if your request is turned down?
- What programs/assistance does the University provide for childcare?
- How visible must one be in the Department? Is it expected that you'll show your face every day? Is it acceptable to work at home?
- What problems does the university's Employee Assistance Program deal with?
- What are the university's sexual harassment policies?
- If you're involved in a controversy or dispute, where do you go for help?

List of resources:

Books and Articles:

- Allen, T. "When Mentors and Protégés Communicate: Lessons from Universities." *Mentoring International* 4.1 (1990): 24-28.
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- Valian, Virginia. *Why So Slow? The Advancement of Women*. Cambridge: The MIT Press, 1999.
- Washington, Paula and Diane Scott. *The Womentor Guide: Leadership for a New Millennium*. Traverse City, MI: Sage Creek Press, 1999.
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- Wunsch, M. A. "Giving Structure to Experience: Mentoring Strategies for Women Faculty." *Initiatives* 56.1 (1996): 1-10.

Websites

- Stanford University School of Medicine. Faculty Mentoring Program:
<http://wwwmed.stanford.edu/school/facultymentoring>

- On-line article about mentoring in university settings:
<http://www.ntlf.com/html/lib/bib/95-3dig.htm>
- University of California, San Diego. Faculty Mentoring Program:
<http://academicaffairs.ucsd.edu/faculty/programs/fmp/default.htm#INTRODUCTION>
- The Womentor Group website:
<http://www.womentor.com/index2.htm>
- University of Wisconsin System Women's Studies Librarian's Office, "MENTORING WOMEN IN HIGHER EDUCATION: AN ANNOTATED BIBLIOGRAPHY."
<http://www.library.wisc.edu/libraries/WomensStudies/bibliogs/mentor.html>
- CTE Occasional Paper: Mentoring Faculty: <http://ase.tufts.edu/cae/>
- APA Monitor Online: "Mentoring Program Helps Young Faculty Feel at Home."
<http://www.apa.org/monitor/mar99/mentor.htm>

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