

COLLEGE OF SCIENCE & MATHEMATICS

Faculty Mentoring: Policy & Resources

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Faculty Mentoring: Policy & Resources

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Summary

A culture of effective faculty mentoring begins during faculty recruitment and continues beyond tenure and promotion. The goal of this policy is to build community, collegiality, and a positive workplace climate while ensuring faculty success.

Mentoring should be available and accessed by all faculty, regardless of rank or tenure. Department Chairs are expected to ensure that tenure-track junior faculty members develop a formal mentoring plan and receive continuing support for professional development, including mentoring, throughout the pre-tenure period. Department Chairs should meet regularly with tenured faculty to foster their continued professional development, productivity and success.

What is mentoring?

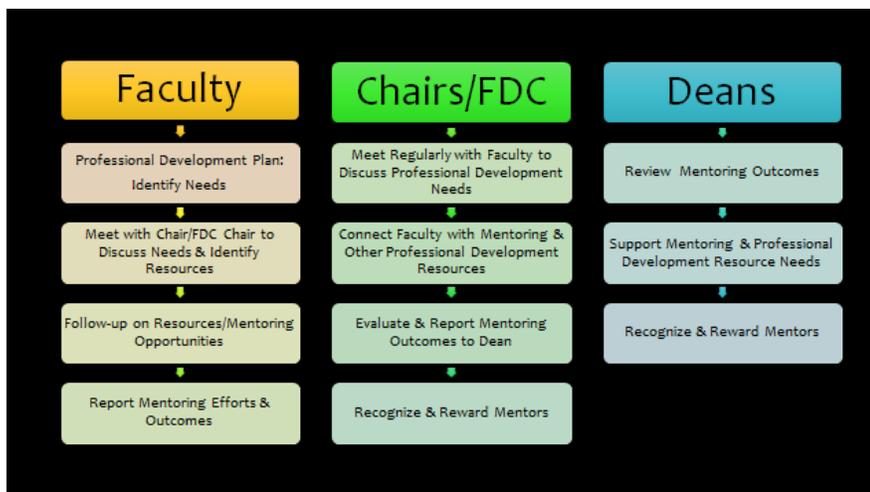
When it comes to mentoring, one-size does not fit all. Formal mentoring can include long- or short-term, one-on-one relationships. Regardless of duration, mentoring is more likely to be successful when it is:

- *Faculty driven* – meeting the self-identified professional development goals of the faculty member.
- *Functional* – focused on specific, outcome-based goals.
- *Flexible* – able to adapt to the dynamic needs of the professional. Multiple mentors are likely to be needed over time and career-stages.

Faculty professional development plans should address six mentoring priorities known to predict tenure and promotion: *getting to know the institution, excelling at research, excelling at teaching, understanding promotion & tenure processes, creating work-life balance, and developing professional networks.*

Roles & Accountability

Faculty mentoring involves faculty, unit/FDC chairs, and the Dean.



Overview

The Wright State University College of Science and Math (CoSM) recognizes the invaluable role that mentoring plays in faculty recruiting, retention, development and advancement. Research on faculty success and productivity points to the central role that department chairs and senior faculty play in creating a culture of effective mentoring, one that not only enhances faculty success but also promotes a positive workplace climate characterized by collegiality, vitality and innovative scholarship and teaching. This policy represents CoSM's commitment to faculty success across the career trajectory by promoting a culture of effective faculty mentoring that begins during faculty recruitment and continues beyond tenure and promotion.

This policy is predicated on evidence-based best practices in faculty mentoring. When it comes to mentoring, one-size does not fit all. Research suggests that the success of faculty mentoring programs is enhanced when mentoring is faculty-driven, functional, and flexible. Furthermore, successful mentoring programs include mechanisms that promote both accountability and assessment. Thus, this policy directly involves faculty in the process of identifying professional development needs while promoting institutional and individual accountability to ensure mentoring is available and accessible. Regular assessment of this policy's effectiveness affords review and revision of the policy to ensure continued success.

Policy Statement

Mentoring is a service to the department, the institution and one's scholarly discipline. Mentoring should be available to and easily accessed by all faculty with the College regardless of rank or tenure status. For tenure-track junior faculty, Department Chairs are expected to ensure that junior faculty members develop a formal mentoring plan per the guidelines provided in this policy. Department chairs are further expected to ensure that junior faculty members receive continuing support for professional development, including mentoring, throughout the pre-tenure period. Although post-tenure mentoring may follow a more informal path, per the needs and requests of the faculty member, Department Chairs should meet regularly (ideally no less than annually) with tenured faculty to discuss professional development needs and to identify appropriate resources, including mentoring, to foster continued professional development, productivity and success.

This policy is effective May 1, 2013.

Formal Mentoring: Faculty-Driven, Functional, and Flexible

Because individual needs for professional development vary tremendously, so too should the sources for effective mentoring. While both informal (i.e., unintentional, unstructured) and formal (i.e., intentional, structured) mentoring practices contribute to faculty success, **this policy pertains explicitly to expectations for formal mentoring.**

Formal mentoring is characterized by: specific, outcome-focused goals and expectations; strategic identification of mentors who can support the protégé's professional development needs and goals; and interactions that are structured around achieving these goals.

The identification of formal mentoring resources should not be limited to internal options (e.g., faculty within one's department or college). Effective mentoring may come from a range of external resources, including individuals in other departments, colleges, or even other institutions.

Formal mentoring may be short- or long-term, depending on the protégé's specific goals.

Formal mentoring is most successful when it is faculty-driven, flexible, and functional. **Faculty-driven mentoring** is structured around the self-identified needs of the faculty member, rather than imposed as a rigid one-size-fits-all model for all faculty members. **Functional mentoring** matches resources to a protégé's specific professional development goals and needs, rather than providing a global resource of general support. Finally, **flexible mentoring** adjusts to the changing needs and goals of the protégé over time; although some mentors may continue to be beneficial over time, changes in mentoring relationships should be expected and encouraged as faculty goals evolve over time.

Mentoring is a process wherein one individual – a mentor – offers guidance in the professional development of another individual, a protégé. Although people typically think of mentoring as occurring in the context of a long-term relationship between a senior and junior faculty member, effective mentoring comes in a variety of forms. While some mentoring relationships may evolve into long-term relationships, short-term mentoring focused on specific goals can be highly beneficial.

Policy Goals

This policy is driven by three overarching goals:

Support new faculty in their acculturation to the institution and their departmental units.

- *Clarify expectations* for promotion and tenure to promote faculty success and retention consistent with the values and mission of the college and the institution.
- *Ensure expectations for tenure and promotion are clearly communicated* to faculty from the onset of their relationship with the institution.

- **Connect faculty to internal and external resources**—formal and informal—that support success in research, teaching, and service.
- **Anticipate, identify and address potential challenges to faculty success** via opportunities for frequent communication between faculty, department chairs, and others who are responsible for faculty development and support.

Increase the productivity of all faculty to enhance and sustain the vitality of departments and the college.

- **Build community, collegiality and a positive workplace climate** by strengthening ties within and between departments.

Encourage experienced faculty to share their knowledge and experience with new faculty.

Participation, Accountability, and Assessment

The success of any policy rests, in part, on participation and accountability. This policy imparts institutional and individual accountability via annual activity reporting and internal assessment of benefits to participants.

While formal mentoring activities should be documented to recognize faculty contributions and to assess the benefits of mentoring, **participation in formal mentoring roles—as mentors or protégés—should always be voluntary.** No faculty member should be compelled to provide or receive mentoring, or to continue in a mentoring relationship that does not serve the needs or interests of all parties.

Mentors

While not all faculty members will engage in formal mentoring, those who do should be recognized for their service. Mentors—i.e., tenured faculty who provide formal mentoring to others—should report their formal mentoring activities when reporting service activities in Annual Activity Reports.

Mentors should document all formal mentoring activities via completion of a *Documentation of Formal Mentoring Activities: Mentors Form* and attach the form with other supporting documents to the Annual Activity Report.

Formal mentoring to...	Should be Reported As...
Colleagues within one's department	Service to the Department
Colleagues outside of one's department but within one's college	Service to the College
Colleagues outside of one's college but within one's institution (WSU) should be reported as.	Service to the University
Colleagues outside of the WSU community	Service to the Profession

Protégés

Junior tenure-track faculty members are expected to work with their Department Chairs each fall to prepare a formal plan for supporting their professional development needs. The plan should be submitted to the Department Chair who should follow up with the faculty member to ensure barriers to executing the plan are resolved in a timely manner. Junior faculty with joint appointments should submit plans to their primary appointment Department Chair; these plans should take into account the needs and expectations of the joint appointments.

Mentoring plans should address the **six mentoring priorities known to predict faculty success**¹, including:

Meeting the needs of any one faculty member will likely involve identification of multiple resources and multiple mentors, rather than a single mentor. To that end, junior faculty members are encouraged to consider plans that involve a team of mentors—a *mentoring network*—and a range of support mechanisms.

Mentoring Priority	Key Outcomes for Success
Getting to Know the Institution	Understanding the academic culture of the institution, schools/colleges, as well as the department; identifying resources to support research and teaching; creating a trusted network of junior and senior colleagues.
Excelling at Research	Finding support for research; developing a research/writing plan; identifying sources of internal and external funding; soliciting feedback on manuscripts and grant proposals.
Excelling at Teaching	Finding support for teaching, including developing new courses, teaching methods; learning about cutting-edge strategies for integrating new technologies in the classroom; learning about means of assessing one's teaching effectiveness and responding to student feedback; and identifying opportunities for interdisciplinary teaching.
Understanding Promotion and Tenure Processes	Understanding the specific steps required to complete the tenure process; understanding the bylaws for one's unit and the criteria for evaluating teaching and research performance within one's unit, college and the institution; finding support for developing one's tenure dossier; soliciting feedback on the quality and quantity of one's work through formal (e.g., annual faculty review) and informal (e.g., feedback from individuals who might later serve to write in support of one's dossier) processes.
Creating Work-Life Balance	Prioritizing teaching, research and service in ways that are consistent with expectations for promotion and tenure; finding support for goal-setting; developing time-management skills; attending to quality of life issues such as dual-careers, childcare, eldercare, and one's own health.
Developing Professional Networks	Establishing substantive, career-enhancing relationships with faculty who share similar interests in research and teaching, both within and beyond the WSU community.

Protégés should document all formal mentoring activities via completion of a *Documentation of Formal Mentoring—Protégés Form* and attach the form along with other supporting documents to the Annual Activity report.

¹ These priorities adapted from the University of Massachusetts at Amherst Mutual Mentoring Program, retrieved from <http://www.umass.edu/ctfd/mentoring/guidelines.shtml>.

Department Chairs

Department chairs should work directly with the Chair of the Faculty Development Committee (FDC) within the unit to ensure all parties – Department Chair, Faculty, and FDC members—have a clear understanding of institutional and department bylaws, policies and deadlines.

Department Chairs are expected to report on their department's support for faculty mentoring in their Departmental Annual Activity Report to the Dean of CoSM. This reporting should be based, in part, on documentation of formal mentoring activities (mentors and proteges) submitted by faculty as part of their annual activity reports. The Department Chair's summary of faculty development activities should include a description of the overall level of formal mentoring (e.g., number and proportion of senior faculty engage in formal mentoring within the department, college, institution, and profession), benefits of formal mentoring to the department, ongoing challenges with regard to providing formal mentoring, and plans for future support of faculty mentoring and professional development. In addition, the Department Chair should document other mentoring and faculty development activities, including opportunities for department-wide (e.g., seminars) and individual training (e.g., support for specific faculty to attend professional training workshops, conferences, or meet with collaborators), faculty networking events, faculty-focused professional development workshops, and other related activities.

Policy Review and Revision

This policy is subject to review and revision by the Dean of CoSM with the input of faculty, department chairs, campus leaders and faculty development officers. Evidence-based evaluation will serve to inform future review and revision of this policy.

The effectiveness of the CoSM Faculty Mentoring Policy will be evaluated every five years on the basis of:

- ❖ Success rates of junior faculty tenure/promotion,
- ❖ Success rates of senior faculty promotion/advancement,
- ❖ Anonymous surveys of the program by participants.

Resources in support of this policy include: best practices for department chairs, mentors and protégés; a case study comparing tradition vs. the F^2 mentoring model; relevant WSU offices and programs; and readings & internet resources for department chairs, mentors and protégés.

Best Practices for Department Chairs

An effective formal mentoring program should meet the needs of individual faculty in the context of the needs and expectations of the unit. Department chairs can best meet the needs of their faculty by aligning faculty needs with departmental goals, identifying available resources within and beyond the department to meet those needs.

Department Chairs should consider adopting best practices that support the development of an effective mentoring culture, including²:

- Communicate top-level support for effective mentoring policies & practices, strategic planning processes and documents, and budgets.
- Share mentoring resources and opportunities via electronic and other departmental communications (e.g., department newsletters, listservs).
- Allocate resources to support & promote participation in mentoring activities.
- Facilitate programming that supports and enhances faculty development, including programming that supports effective training for mentors and protégés.
- Encourage faculty to participate in both internal and external opportunities for professional development. Communicate top-level support for faculty to take time necessary to participate in such opportunities.
- Appoint a champion within the department to oversee and advocate for faculty professional development needs and opportunities, including needs for mentoring resources and training.

² Best Practices for department chairs, mentors and protégés have been adapted from *Faculty Mentoring Toolkit: A Resource for Faculty and Administrators at Michigan State University*.

- Work with institutional offices to identify internal and external resources that support faculty professional development. Promote access to these resources via formal and informal communications, including departmental websites.
- Clearly identify and communicate expectations for mentoring and professional development. Articulate the role of mentors in the success of the department and the importance of mentoring in promotion and tenure success.
- Acknowledge the needs and challenges that arise for faculty members whose gender, race, ethnicity, sexual orientation, or other important social identities are under-represented within the department. Work with faculty to identify mentoring resources that best support these needs.
- Recognize faculty who contribute to the success of the department via their mentoring activities.
- Do not assume that faculty will ask for what they need. Cultural, institutional and interpersonal barriers may discourage some faculty from seeking resources, leading to disparate outcomes for individual faculty.

Best Practices for Mentors

Faculty members who volunteer their time and energy in service of mentoring their colleagues are the engines that drive the success of the academy. But even the most successful faculty members with the best intentions can benefit from training and discussion of best practices when it comes to mentoring.

Faculty members who become mentors should consider the following evidence-based best practices for mentoring junior faculty:

- **Identify your strengths, weaknesses and potential biases.**
 - Mentoring relationships, like all relationships, are experienced through our own identities and experiences. Mentors who recognize how their own backgrounds, experiences, and identities shape these perspectives will be most successful at recognizing their protégés' perspectives and needs.
 - Consider your own assumptions about and experiences with mentoring. How might these experiences affect your ability to support a protégé's needs? How might they shape the way you offer advice or communicate feedback, including criticism, to your protégé?
 - How might your own professional and personal identities shape the way you view expectations for professional development and success? How might these experiences and identities facilitate vs. inhibit your ability to support your protégé's needs for professional development?
- **Assess and build your communication skills.**
 - Give your full attention when communicating with your protégé, whether online, on the phone or in person.
 - Engage in good listening skills.
 - Provide constructive criticism, including feedback on the protégé's strengths and weaknesses. Keep feedback clear and succinct.
- **Build a productive relationship based on your own strengths and your protégé's needs.**
 - Communicate expectations for the mentoring relationship clearly.
 - Social norms to be supportive can sometimes undermine whether mentors clearly communicate their own expectations and boundaries. How much time are you able and willing to provide in support of the protégé's needs? When and how would you prefer to communicate with your protégé? What areas of expertise can you offer? What topics, if any, would you feel uncomfortable addressing in your mentoring relationship? Establish clear expectations for the mentoring relationship, including ground rules, time commitments, and expectations for communication.

- No single mentor can meet all of the needs of a given protégé.
 - Recognize the expertise you can and cannot offer. Make sure your expertise aligns with the needs and goals of the protégé.
 - Negotiate short and long-term goals for the formal relationship.
 - Know and refer protégés to other resources, including other colleagues, when the protégé's needs exceed your own expertise.
- Move forward when it is time for the mentoring relationship to end.
 - Although some mentoring relationships may evolve into long-term, broader relationships, many successful mentoring relationships are short-term and focused strategically on specific goals (e.g., revamping a course). When the goals you've identified for mentoring have been met, celebrate the achievement, congratulate your protégé, and then clarify whether and how the relationship will continue.
 - If the mentoring relationship is not meeting the protégé's needs or proves to be a poor fit for your expertise or availability, be honest with yourself and your protégé. Encourage your protégé to seek mentoring support elsewhere. Continuing an unproductive mentoring relationship serves no one.
- ***Discuss your own and your protégé's expectations for confidentiality early in the relationship.*** A breach of confidentiality may not only undermine the mentoring relationship, but could potentially harm professional careers and valued relationships. Although discussions of confidentiality may seem awkward, such conversations provide a foundation for mutual trust.
 - Do not assume that all communications are confidential.
 - Identify topics and issues that most need confidentiality. If you are providing support in the development of a grant, does the protégé expect you to keep the content of the grant confidential pending formal review? If you are providing support regarding work/life balance, should the protégé's concerns over time management or family demands remain confidential? What if the protégé seeks advice on a how to respond to a challenging colleague or student?
 - Identify situations where you or your protégé may need to disclose information. When might you need to disclose information about the protégé and to whom? What are your own and the protégé's expectations for identifying specific information that will remain confidential regardless of circumstance? Are you comfortable with your protégé discussing your support with the Department Chair or others?
 - Identify conflicts of interests (e.g., collaborations, personal relationships, promotion and tenure committee roles). If you have a dual role as mentor and member of the protégé's P&T committee, discuss this openly and clarify the nature of your role in reporting to the committee.

- Consider addressing confidentiality within a written agreement. Putting expectations for confidentiality in writing can provide clarity for both mentor and protégé while promoting trust.
- Stick to the agreements that are made regarding confidentiality, oral and written. Revisit these agreements periodically to ensure mutual understanding and clarity.
- **Assess and address your own concerns about mentoring.** Mentors are often (reasonably) concerned about a number of aspects of their roles. Addressing these concerns can improve the mentoring experience for both mentors and protégés.
 - Will I have enough time to be a mentor?
 - Focus on the specific goals and function of your mentoring relationship. If your protégé has sought your support for a grant proposal, focus on that specific goal. Effective mentoring that is focused on specific functional outcomes (e.g., reading draft manuscripts, providing guidance on recruiting graduate students) need not consume enormous amounts of time. Some formal mentoring may be accomplished in a single meeting.
 - Setting specific timelines and scheduling regular times to mentor can reduce this stress. Even brief meetings over coffee or during a walk around the building can ensure availability while managing your time effectively.
 - Use e-mail to share resources; forwarding opportunities for funding and other professional development takes little time but reminds your protégé that you are actively supporting his/her success.
 - Have an agenda in mind before meeting with your protégé; stick to the agenda and scheduled meeting times.
 - Recognize that mentors and protégés enter mentoring relationships voluntarily; all parties are free to exit the relationship should needs and commitments change.
 - Will I be effective at mentoring? What if I make mistakes?
 - Attending mentoring workshops and seeking advice from colleagues who mentor can enhance your confidence when it comes to mentoring.
 - Remember that even the best mentors make mistakes. Accepting your errors and addressing them directly sets a good example for your protégé.
 - Do not commit to mentoring roles that are beyond your expertise, comfort zone, or availability. Saying “yes” to mentoring roles that are not a good fit serves neither the mentor nor the protégé.
- **Foster your protégé’s career advancement.**
 - Discuss the six mentoring priorities for faculty success with your protégé. Offer advice on how to identify professional development goals and mentoring resources that address these priorities.
 - Share your own career experiences and trajectory. Your experience is an important asset to your protégé.

- Assist your protégé in identifying appropriate professional development opportunities.
- Nominate your protégé for awards, manuscript and grant collaborations.
- Teach your protégé how and when to say “yes” (and “no”).

Best Practices for Protégés

Junior faculty members who proactively seek resources and mentoring for professional development are more likely to succeed when it comes to promotion and tenure.

Faculty members who seek mentoring should consider the following evidence-based best practices for getting mentored:

- **Identify your strengths, weaknesses and potential biases.**
 - Mentoring relationships, like all relationships, are experienced through our own identities and experiences. Protégés who recognize how their own backgrounds, experiences, and identities shape these perspectives will be most successful at getting professional development support.
 - Consider your own assumptions about and experiences with mentoring. How might these experiences affect your ability to seek a mentor's support? How might they affect your willingness to accept advice or respond to criticism within the mentoring relationship?
 - How might your own professional and personal identities shape the way you view expectations for professional development and success? How might these experiences and identities facilitate vs. inhibit your ability to identify your own needs and find the support you need for professional development?
- **Assess and build your communication skills.**
 - Give your full attention when communicating with your mentor, whether online, on the phone or in person.
 - Engage in good listening skills.
 - Be willing to accept constructive criticism, including feedback on both your strengths and weaknesses. Remember that mentors are volunteering their time to support you; their primary goal is your success. Negative feedback should be considered in the context of this goal.
- **Build a productive relationship based on your own needs and your mentor's strengths.**
 - Communicate expectations for the mentoring relationship clearly.
 - Social norms to avoid being a burden or to foster positive impressions can sometimes undermine whether protégés clearly communicate their own expectations, needs, and boundaries. When and how would you prefer to communicate with your mentor? What areas of expertise are you seeking? What topics, if any, would you feel uncomfortable addressing in your mentoring relationship? Establish clear expectations for the mentoring relationship, including ground rules, time commitments, and expectations for communication.
 - No one mentor can meet all of your needs.

- Recognize that any given mentor is likely to set limits on the types of expertise s/he can offer as a function of expertise and time commitments. Make sure your goals and needs for mentoring are a good fit with the mentor's expertise and availability.
 - Negotiate short and long-term goals for the formal relationship.
 - Seek additional resources, including other mentors, to best meet your personal professional development goals and needs. Mentoring networks are an effective strategy for many junior faculty to get the support they need to succeed.
 - Move forward when it is time for the mentoring relationship to end.
 - Although some mentoring relationships may evolve into long-term, broader relationships, many successful mentoring relationships are short-term and focused strategically on specific goals (e.g., revamping a course). When the goals you've identified for mentoring have been met, celebrate the achievement, thank your mentor, and then clarify whether and how the relationship will continue.
 - If your mentoring relationship is not meeting your needs, be honest with yourself and your mentor that you need to seek mentoring support elsewhere. Continuing an unproductive mentoring relationship serves no one.
- ***Discuss your own and your mentor's expectations for confidentiality early in the relationship.*** A breach of confidentiality may not only undermine the mentoring relationship, but could potentially harm professional careers and valued relationships. Although discussions of confidentiality may seem awkward, such conversations provide a foundation for mutual trust.
 - Some mentoring needs are best sought from individuals outside of the chain of professional evaluation; be sure you understand this chain before you share information with a (potential) mentor.
 - Do not assume that all communications are confidential.
 - Identify topics and issues that most need confidentiality. If you are seeking support in the development of a grant, do you expect the mentor to keep the content of the grant confidential pending formal review? If you seek advice or resources for work/life balance, should your concerns over time management or family demands remain confidential? What if you seek advice on a how to respond to a challenging colleague or student?
 - Identify situations where you or your mentor may need to disclose information. When would you be comfortable with your mentor's disclosure of information and to whom? What are your own expectations for identifying specific information that will remain confidential regardless of circumstance? When might you want to share information about your mentor/mentoring relationship with others? Would your mentor be comfortable if you shared information about

the mentoring relationship (e.g., nature of the relationship, benefits to you) with others?

- Identify conflicts of interests (e.g., collaborations, personal relationships, promotion and tenure committee roles). If your mentor has a dual role as mentor and member of your P&T committee, discuss this openly and clarify the nature of your mentor's role in reporting to the committee.
- Consider addressing confidentiality within a written agreement. Putting expectations for confidentiality in writing can provide clarity for both mentor and protégé while promoting trust.
- Stick to the agreements that are made regarding confidentiality, oral and written. Revisit these agreements periodically to ensure mutual understanding and clarity. Address concerns over breaches of confidentiality before they escalate.
- **Assess and address your own concerns about getting mentored.** Faculty who seek mentoring are often (reasonably) concerned about a number of aspects of the mentoring relationship. Addressing these concerns can improve the mentoring experience for both mentors and protégés.
 - Will I be a burden to my colleagues if I seek their support and mentoring?
 - Clearly identify your mentoring needs and seek support from individuals whose expertise best fit those needs. Focusing on the specific goals and function of your mentoring relationship maximizes the benefits of mentoring while minimizing the potential burden. Effective mentoring that is focused on specific functional outcomes (e.g., reading draft manuscripts, providing guidance on recruiting graduate students) need not consume enormous amounts of time. Some formal mentoring may be accomplished in a single meeting.
 - Setting specific timelines and scheduling regular times for mentoring can reduce concerns over mentoring commitments. Even brief meetings over coffee or during a walk around the building can afford support while managing time effectively.
 - Use e-mail to address questions when appropriate, but be mindful to contact your mentor with specific goals/needs. Keep a list of questions that can wait for regular meetings and reserve e-mail for questions that need immediate response.
 - Have an agenda in mind before meeting with your mentor; stick to the agenda and scheduled meeting times.
 - Be clear about your needs and expectations when considering a formal mentoring relationship to ensure potential mentors can commit to supporting your needs.
 - Recognize that mentors and protégés enter mentoring relationships voluntarily; all parties are free to exit the relationship should needs and commitments change.

- Will I be a good protégé? What if I make mistakes?
 - Attending mentoring workshops and seeking advice from peers who have good mentoring relationships can enhance your confidence when it comes to seeking a mentor and getting the support you need.
 - Remember that even the best protégés make mistakes. Accepting your mistakes and addressing them directly communicates your commitment to professional growth and change.
 - Do not seek mentoring from someone who lacks needed expertise or availability.
- **Foster your own career advancement.**
 - Proactively develop a career plan that addresses both near- and long-term goals.
 - Discuss the six mentoring priorities for faculty success with your department chair, colleagues, and mentors. Seek advice on how best to identify professional development goals and mentoring needs that address these priorities.
 - Invite others to share their own career experiences and trajectories.
 - Be proactive in seeking appropriate professional development opportunities and resources.
 - Be open to both hearing and acting on mentoring advice.
 - Learn to ask for what you need to succeed. Seek advice from colleagues and department leaders on departmental/institutional resources that support research, teaching and other needs. Learn the local norms for requesting these resources. Your department and institution hired you and want you to succeed.
 - Learn when and how to say “yes” (and “no”).

Case Study

Traditional Mentoring vs. Faculty-Driven, Functional, Flexible (F³) Mentoring

Dr. Kate Smith recently joined the WSU faculty as an Assistant Professor. This is her first faculty appointment. In thinking about the six mentoring priorities, she would like to have mentoring support to address a number of goals. Her ability to successfully get the support she wants could benefit from a functional, flexible approach to mentoring and professional development.

Mentoring Priority <i>Dr. Smith's Self-Identified Goal(s)</i>	Traditional Mentoring	F ³ Mentoring: Faculty-driven, Functional, Flexible
	<p>Dr. Smith's Department Chair identifies a senior faculty member (Dr. Know) who has been successful in the department and "knows the ropes." Dr. Smith is paired with Dr. Know and invited to meet with him whenever a question arises.</p>	<p>Dr. Smith's Department Chair meets with her to identify her goals for the year. Together they identify a list of individuals and other mentoring resources within and beyond their department to meet these needs. Dr. Smith drafts a plan for mentoring and works with the Department Chair and Faculty Development Committee (FDC) Chair to connect with these resources.</p>
<p>Getting to Know the Institution: <i>Learn more about the department culture, P&T expectations.</i></p>	<p>Dr. Know is a supportive colleague, but like most productive researchers, is very busy. He leaves it to Dr. Smith to set the pace for their meetings. Dr. Smith, concerned about being a burden on Dr. Know, avoids bothering him with her questions and ends up meeting with him only once during the first year.</p>	<p>Meet 1x/semester with 2 senior faculty members (one full professor, one associate) with the goal of discussing these individuals' experiences, understanding P&T processes, expectations, and department culture.</p> <p>Join the faculty listserv to get a broader sense of campus perspectives, concerns.</p>
<p>Excelling at Research: <i>Develop a successful proposal for external research funding.</i></p>	<p>Dr. Smith drafts the proposal on her own and invites Dr. Know to comment on the proposal. Because her work is highly inter-disciplinary, including areas beyond Dr. Know's expertise, he focuses his feedback on the rationale, but does not comment on large portions of the proposed methodology.</p>	<p>Attend Faculty Research & Sponsored Programs Orientation.</p> <p>Work with campus grant-writer to develop draft proposal.</p> <p>Invite two experienced faculty members (Dr. Money, Dr. Success) to review the proposal well in advance of the deadline.</p>

Mentoring Priority Dr. Smith's Self- Identified Goal(s)	Traditional Mentoring	F³ Mentoring: Faculty-driven, Functional, Flexible
<p>Excelling at Teaching: <i>Adapt teaching methods and syllabus to meet needs of a dynamic and diverse student body at WSU.</i></p>	<p>Although an effective teacher, Dr. Know has bought out of much of his undergraduate teaching responsibilities for the past 10 years and thus, has not really noted substantial changes in the undergraduate student body or how these changes might impact the development of a syllabus for an undergraduate course. Dr. Know shares copies of his old syllabi with Dr. Smith, but these materials did not speak to the changes in the student body or best practices for effective teaching per se.</p>	<p>Meet 3x with Assoc. Prof. Dr. Class, a faculty member in another department within the college who is known for teaching effectiveness. Structure these meetings to address: 1) demographics of the student body and their needs, 2) strategies for effective teaching, including classroom management techniques, syllabus structure, lecture style, and 3) review a draft syllabus for the next class along with informal feedback from students in current class.</p> <p>Meet with Center for Teaching and Learning to discuss teaching support and technology options at WSU.</p>
<p>Understanding Promotion and Tenure Processes: <i>Gain a clearer understanding of P&T expectations, department bylaws, and processes for documenting professional achievements.</i></p>	<p>Dr. Know is a long-time member of the department; he offers his perspective of the department to Dr. Smith but admits there have been changes to the bylaws that would not have applied to his own P&T. Dr. Smith also notes that she has heard some contradictory information about the P&T processes during informal conversations with her colleagues.</p>	<p>Meet 1x/semester with Chair of Faculty Development Committee to discuss the bylaws, learn more about best practices for documenting professional achievements in anticipation of preparing the tenure dossier, and resolve any questions regarding P&T expectations.</p>
<p>Creating Work/Life Balance: <i>Learn more about effective time-management strategies. Learn more about campus athletic leagues, resources to stay healthy.</i></p>	<p>Dr. Smith quickly realizes that new expectations associated with her role are creating challenges with regard to time management. Dr. Know has a large cadre of post-docs and graduate assistants who support his research efforts. Dr. Smith would prefer to talk to someone whose resources and concerns are similar to her own when it comes to work/life balance issues so she chooses not to broach these issues with Dr. Know.</p>	<p>Identify campus or regional time-management workshops to learn more about strategies for staying organized.</p> <p>Meet with 1-2 junior faculty from other departments to learn more about their strategies for keeping on top of the increased demands of the assistant professor role.</p> <p>Search the campus website for more information on intramural athletic leagues and other options for exercising on campus.</p>

Mentoring Priority <i>Dr. Smith's Self-Identified Goal(s)</i>	Traditional Mentoring	F ³ Mentoring: Faculty-driven, Functional, Flexible
Developing Professional Networks: <i>Make networking connections at WSU and within the profession.</i>	<p>Dr. Know has been very helpful when it comes to introducing Dr. Smith as a new and valued colleague in the department and around campus. However, Dr. Know no longer attends major conferences, preferring instead to give invited presentations at small venues where he can meet with people in his niche area of expertise. Dr. Smith had hoped Dr. Know could introduce her to Dr. Brilliant at the upcoming conference, but Dr. Know did not attend.</p>	<p>Meet other junior faculty for coffee at least 1x/month.</p> <p>Attend 2 professional conferences; identify potential collaborators/new contacts a priori and discuss strategies for making connections with colleagues who are attending the conference.</p> <p>Attend 1-2 campus-wide faculty events per semester with the goal of meeting faculty outside the department/college.</p>

Readings & Internet Resources on Mentoring for Department Chairs & Unit Leaders

Readings

Gender equity guidelines for department chairs. *American Association of University Professors.*
Retrieved from <http://www.aaup.org/AAUP/issues/women/genequity.htm>.

Luz, C. (2011). **Faculty Mentoring Toolkit: A Resource for Faculty and Administrators at Michigan State University** (NSF ADVANCEM Grant N#0811205). East Lansing Michigan.

Olmstead, M. (1993). **Mentoring new faculty: Advice to department chairs.** *Committee on the Status of Women in Physics Gazette*, 13 (1), August. College Park, MD: The American Physical Society.

Sorcinelli, M. D. (2000). **Principles of good practice: Supporting early-career faculty. Guidance for deans and other academic leaders.** American Association for Higher Education: Washington, DC.

Readings & Internet Resources on Mentoring for Mentors & Protégés

Internet Resources

University of Massachusetts at Amherst, Center for Teaching & Faculty Development

Website: <http://www.umass.edu/ctfd/mentoring/index.shtml>. This website includes additional resources, including examples of faculty-driven mentoring plans based on their program's *mutual mentoring model*, a basis for the CoSM faculty mentoring policy.

Michigan State University, Faculty & Organizational Development, Office of the Provost

Website: <http://fod.msu.edu/resources-faculty-mentoring>. This website includes general resources for faculty mentoring as well as STEM discipline resources.

Harvard University, Office of Faculty Development & Diversity.

Website: <http://www.faculty.harvard.edu/development-and-mentoring/faculty-mentoring-resources/mentor-resources>. This website includes links to resources for mentors and protégés.

Best and Worst Practices in Mentoring “Minority” Faculty

This downloadable presentation addresses challenges faced by under-represented faculty and best practices for addressing these challenges.

Readings

Dean, D. J. (2009). **Getting the most out of your mentoring relationships: A handbook for women in STEM**. Springer: New York.

Luz, C. (2011). **Faculty Mentoring Toolkit: A Resource for Faculty and Administrators at Michigan State University** (NSF ADVANCEM Grant N#0811205). East Lansing Michigan.

Toth, E. (2008). *Ms. Mentor's New and Ever More Impeccable Advice for Women and Men in Academia*. University of Pennsylvania Press.

Faculty Development Resources

General Professional Development Resources

Internet Resources

ProfHacker (www.chronicle.com/blogs/profhacker/). Tips about teaching, technology and productivity.

MentorNet (www.mentornet.net). An online mentoring tool and resource for science and technology professionals.

Readings

Boice, R. (2000). *Advice for New Faculty Members: Nihil Nimus*. Allyn & Bacon. ISBN-10: 0205281591.

Darley, J. M., Zanna, M. P., & Roediger, H. L. (2003). *The Compleat Academic: A Career Guide*, 2nd ed. American Psychological Association: New York. ISBN-10: 1591470358.

Gray, P., & Drew, D. E. (2008). *What They Didn't Teach You in Graduate School: 199 Helpful Hints for Success in Your Academic Career*. Stylus Publishing: New York.

Research

Internet Resources

Grant Writing Tips from the Gender Equity Project, CUNY
(http://www.hunter.cuny.edu/genderequity/equityMaterials/grant_booklet_9_06_07.pdf)

NSF Broader Impacts Handout
(<http://www.umbc.edu/advance/NSF%20Broader%20Impacts%20Handout.pdf>)

Grant Writing Timeline (<http://www.uta.edu/ra/GCS/grantwriting.htm>)

Readings

Barass, R. (2002). *Scientists Must Write: A Guide to Better Writing for Scientists, Engineers, and Students*. Routledge.

Beer, D. F. (2009). *A Guide to Writing as an Engineer*. Wiley.

Belcher, W. L. (2009). *Writing Your Journal Article in Twelve Weeks: A Guide to Academic Publishing Success*. New York: Sage.

- Workbook forms for the book can be found at Belcher's website:
<http://www.wendybelcher.com/pages/WorkbookForms.htm>

Boice, R. (1990). *Professors as Writers: A Self-help Guide to Productive Writing*. New Forums Press.

Lanham, R. (2007). *Revising Prose* (5th ed.).

Silvia, P. (2007). *How to Write a Lot: A Practical Guide to Productive Academic Writing*. APA Books.

Teaching

Michigan State University (<http://oir.fod.msu.edu/oir/classmanagement/civility-incivility.asp>).

Online instructional resources on student incivility, with links to readings and other resources:

UC Santa Cruz, Center for Teaching & Learning (<http://teaching.ucsc.edu/tips/tips-civility.html>). Online Toolkit for instructors with specific examples for dealing with problem behaviors, sample statements for syllabi, etc.

Readings

Managing Inappropriate Student Behavior: A Guide for Faculty and Staff. A pamphlet developed by WSU's Counseling & Wellness Services along with the Offices of Community Standards and Student Conduct, includes helpful list of campus contacts for reporting incidents when necessary.

Promotion & Tenure

WSU Resources

WSU Faculty Handbook (www.wright.edu/employee/faculty-handbook).

AAUP Collective Bargaining Agreement (<http://www.wright.edu/administration/aaup/2011-2014-CBA.pdf>).

Wright Way Policy (<http://www.wright.edu/wrightway/>).

CoSM Department Bylaws <http://www.wright.edu/curriculum-and-instruction/college-and-department-bylaws>

Readings

Seldin, P., & Miller, J. E. (2009). *The Academic Portfolio: A Practical Guide to Documenting Teaching, Research, and Service*. Jossey-Bass: San Francisco, CA.

Work/Life Balance

Internet Resources

Work Life Balance.com (<http://www.worklifebalance.com/worklifebalancedefined.html>). Tips and resources evaluating what is important.

Work Life Balance Calculator (<http://www.cnn.com/2008/LIVING/worklife/06/04/balance.calculator/>). When you want to see just how much time you're spending on work, sleep, and other activities.

Mind Tools.com (http://www.mindtools.com/pages/main/newMN_HTE.htm). Resources for (re)thinking how you spend your time, how to prioritize, etc. Also includes resources for decision making, creativity, and other productivity-related topics.

Time Management Ninja (<http://timemanagementninja.com/>). Articles, blogs and more.

Academic Productivity (<http://www.academicproductivity.com/>). Resources targeted for academics.

Academic Lifehacker (<http://academiclifehacker.wordpress.com/>). A useful source for hints, tips and tools targeted for the academic.

Professional Networking

A complete listing of STEM Professional Societies can be found online at: [\[s1\]](#)

Reporting
Forms

Professional Development & Formal Mentoring Activities Documentation Forms

Reporting mentoring activities (by mentors and protégés) promotes recognition of those who provide mentoring service while ensuring continued evaluation of mentoring policy and practices. The forms included in this section are to be used by mentors/protégés to report on their mentoring activities per expectations of the CoSM faculty mentoring policy.

The *Junior Faculty Professional Development Planning Worksheet* should be completed by CoSM junior faculty when preparing draft/final professional development plans in consultation with their Department/FDC Chairs.

The *Documentation of Professional Development & Mentoring Activities: Protégés* form should be completed by CoSM junior faculty and submitted with annual review materials. Note: Submission of these materials is solely to support faculty development and success. Review of these materials will be used to identify resources and challenges to faculty success with the ultimate aim of enhancing support for faculty success.

The *Documentation of Formal Mentoring Activities: Mentors* form should be completed by CoSM faculty who provide long- or short-term structured, intentional mentoring that has a specific goal. For example, if a faculty member agrees to serve as a long-term contact for discussion of departmental policies and meets with a junior faculty member periodically during the academic year, these meetings would constitute a formal mentoring relationship. Likewise, reviewing and providing feedback on a grant proposal is a formal agreement to provide professional mentoring even if the mentoring goal is short-term and does not result in a long-term commitment to provide future mentoring.

Junior Faculty Professional Development Planning Worksheet

Instructions

Junior (i.e., untenured) faculty members are expected to use this planning worksheet to self-identify their professional development goals and prepare draft/final plans for achieving these goals each year. The final professional development plan will be submitted to the Department/FDC Chairs to facilitate ongoing attention to faculty development goals and support for faculty success.

Professional Development Planning Worksheet

The planning worksheet is provided here solely for the purpose of fostering broad-level consideration of needs and resources. Junior faculty are encouraged to consider multiple sources of feedback when identifying their goals each year, including (but not limited to): annual evaluation letters, student evaluations of teaching, outcomes from manuscript/grant submissions, and feedback from the Department/FDC Chairs. New faculty members who have yet to receive formal feedback from the institution should consider meeting with the Department/FDC Chair in the summer to discuss department bylaws and expectations in anticipation of preparing their first professional development plan.

Junior faculty should review available resources (see CoSM Mentoring Policy & Resources) to draft a strategy for meeting their goals, keeping in mind that some goals may best be supported by seeking mentoring or other support both from within and beyond the department, one's college and the institution.

Formal mentoring activities should have specific, outcome-focused goals and expectations and involve interactions that are structured around achieving these goals. Both short- (e.g., commenting on a manuscript draft) and long-term (e.g., meeting for a pre-determined number of times during the year to discuss teaching) efforts may qualify as formal mentoring as long as the activities are intentional and structured to meet a particular goal, rather than incidental and unstructured.

Draft and Final Professional Development Plans: Meeting with Department & FDC Chairs

Once junior faculty have reflected on their professional needs, they should prepare a draft plan for professional development using the template provided herein.

The junior faculty member should then schedule a meeting with the Department Chair/Chair of the Faculty Development Committee no later than September 1st of the current academic year. The purpose of this meeting shall be to:

- 1.) discuss the draft plan for professional development,
- 2.) to identify any (additional) resources that may benefit the faculty member's success in achieving the identified goals, and

- 3.) articulate specific plans for achieving the goals within the academic year. The unit's bylaws and collective bargaining agreement should be taken into strong consideration when discussing the faculty-member's goals and plans for the coming year. Ultimately, plans should bring the junior faculty member closer to success in promotion and tenure.

Following the meeting with the Department/FDC Chair, **the junior faculty member should revise the plan, submitting a final plan to the Department Chair/Faculty Development Committee Chair no later than October 1st of the current academic year.**

Department/FDC Chairs are expected to follow up with the junior faculty member throughout the semester to ensure unanticipated barriers are addressed and to provide continued support of faculty member in achieving the goals identified by the faculty member.

The professional development plan should identify goals that support success in the six categories of faculty development identified in the template. An "Other" category is provided for goals that may not fit neatly into these six categories.

Jr. Faculty Professional Development Planning Worksheet

Faculty Member's Name: [Click here to enter text.](#)

Date: [Click here to enter text.](#)

Mentoring Priority	Key Outcomes for Success	Professional Development Goals/Plans
Getting to Know the Institution	Understanding the academic culture of the institution, schools/colleges, as well as the department; identifying resources to support research and teaching; creating a trusted network of junior and senior colleagues.	Click here to enter text.
Excelling at Research	Finding support for research; developing a research/writing plan; identifying sources of internal and external funding; soliciting feedback on manuscripts and grant proposals.	Click here to enter text.
Excelling at Teaching	Finding support for teaching, including developing new courses, teaching methods; learning about cutting-edge strategies for integrating new technologies in the classroom; learning about means of assessing one's teaching effectiveness and responding to student feedback; and identifying opportunities for interdisciplinary teaching.	Click here to enter text.

Mentoring Priority	Key Outcomes for Success	Professional Development Goals/Plans
Understanding Promotion and Tenure Processes	Understanding the specific steps required to complete the tenure process; understanding the bylaws for one's unit and the criteria for evaluating teaching and research performance within one's unit, college and the institution; finding support for developing one's tenure dossier; soliciting feedback on the quality and quantity of one's work through formal (e.g., annual faculty review) and informal (e.g., feedback from individuals who might later serve to write in support of one's dossier) processes.	Click here to enter text.
Creating Work-Life Balance	Prioritizing teaching, research and service in ways that are consistent with expectations for promotion and tenure; finding support for goal-setting; developing time-management skills; attending to quality of life issues such as dual-careers, childcare, eldercare, and one's own health.	Click here to enter text.
Developing Professional Networks	Establishing substantive, career-enhancing relationship with faculty who share similar interests in research and teaching, both within and beyond the WSU community.	Click here to enter text.

Sample Document

Jr. Faculty Professional Development Planning Worksheet

Faculty Member's Name: [Click here to enter text.](#)

Date: [Click here to enter text.](#)

Mentoring Priority	Key Outcomes for Success	Professional Development Goals/Plans
Getting to Know the Institution	Understanding the academic culture of the institution, schools/colleges, as well as the department; identifying resources to support research and teaching; creating a trusted network of junior and senior colleagues.	<p>Attend new faculty orientation.</p> <p>Learn about the AAUP contract by attending a regularly scheduled forum/meeting.</p> <p>Meet regularly with at least 2 other junior faculty (1 in my unit, 1 outside my unit) to develop my WSU network and learn more about the institution.</p>
Excelling at Research	Finding support for research; developing a research/writing plan; identifying sources of internal and external funding; soliciting feedback on manuscripts and grant proposals.	<p>One of my primary goals this year is to submit a successful grant application in support of my research. I plan to do the following to ensure my chances of achieving this goal:</p> <p>Attend a grant-writing workshop/faculty orientation and/or meet one-on-one with someone from RSP to learn more about funding options for my area of scholarship and the grant proposal process here at WSU.</p> <p>Attend one or more workshops on faculty writing sponsored by CTL.</p> <p>I have a manuscript that is awaiting completion pending analyses recommended by a reviewer. In order to send this manuscript back out for review, I plan to:</p> <p>Contact the Statistical Consulting Center and meet with staff to</p>

Mentoring Priority	Key Outcomes for Success	Professional Development Goals/Plans
		<p>learn more about the new statistical technique.</p> <p>Create accountability for completing the revision by setting a deadline and asking a colleague to review the final revision no later than January 31st.</p>
<p>Excelling at Teaching</p>	<p>Finding support for teaching, including developing new courses, teaching methods; learning about cutting-edge strategies for integrating new technologies in the classroom; learning about means of assessing one's teaching effectiveness and responding to student feedback; and identifying opportunities for interdisciplinary teaching.</p>	<p>Having formerly taught courses at an institution with a much narrower range of students when it comes to college readiness, I want to make sure my course materials hit the mark for WSU students. To do this, I plan to:</p> <p>Seek formal mentoring from a senior colleague at WSU to adjust teaching materials/style to meet the needs of WSU students.</p>

Mentoring Priority	Key Outcomes for Success	Professional Development Goals/Plans
Understanding Promotion and Tenure Processes	Understanding the specific steps required to complete the tenure process; understanding the bylaws for one's unit and the criteria for evaluating teaching and research performance within one's unit, college and the institution; finding support for developing one's tenure dossier; soliciting feedback on the quality and quantity of one's work through formal (e.g., annual faculty review) and informal (e.g., feedback from individuals who might later serve to write in support of one's dossier) processes.	<p>Although I've read the bylaws and have a good understanding of the P&T processes, it is important to me to confirm that understanding with others. To achieve this goal, I plan to:</p> <p>Meet at least twice with the FDC chair in my department to discuss the P&T process, expectations etc.</p> <p>Meet with at least one senior and one recently tenured colleague in my department to invite their perspectives on P&T, the department, strategies for success, etc.</p>
Creating Work-Life Balance	Prioritizing teaching, research and service in ways that are consistent with expectations for promotion and tenure; finding support for goal-setting; developing time-management skills; attending to quality of life issues such as dual-careers, childcare, eldercare, and one's own health.	<p>I want to avoid any potential for "burnout" this first year here at WSU. Making time for personal hobbies and maintaining control over my to-do list were challenging for me in the past. To address this issue, I plan to:</p> <p>Learn more about the arts and cultural activities at WSU/the greater Dayton region. Attend at least 1 event per semester with friends or family.</p> <p>Read about time-management and implement a weekly planning/scheduling routine to adapt to the new demands of my role.</p>

Mentoring Priority	Key Outcomes for Success	Professional Development Goals/Plans
Developing Professional Networks	Establishing substantive, career-enhancing relationship with faculty who share similar interests in research and teaching, both within and beyond the WSU community.	Although I know a lot of people in my field, it is important to me this year to step out of my former role as graduate student and seek colleagues/collaborators in my new role as scholar/faculty member at WSU. To achieve this goal I plan to: Attend at least one national conference and plan ahead to meet with specific colleagues who share my research interests/expertise to identify potential collaborators, mentors, etc.

Documentation of Professional Development & Formal Mentoring Activities: Protégés

Last Name: [Click here to enter text.](#) First Name: [Click here to enter text.](#)

Department: [Click here to enter text.](#) Date: [Click here to enter text.](#)

This report is to document mentoring activities in support of junior faculty members' professional development plans.

Junior faculty members are asked to attach their professional development plans (prepared in summer/fall of the current academic year) and to report on the outcomes of each item identified in the plan.

For each goal, please document whether and how you sought to achieve the goal. These activities may include formal mentoring activities resulting from the strategic identification of an individual who supported an outcome-focused goal. If you engaged in formal mentoring activities as a part of this plan, please comment on the benefits/challenges that resulted from these mentoring activities.

Mentoring Priority	Proposed Activities <i>from Planning Worksheet</i>	Outcomes <i>What was completed/achieved?</i>
Getting to Know the Institution	Click here to enter text.	Click here to enter text.
Excelling at Research	Click here to enter text.	Click here to enter text.
Excelling at Teaching	Click here to enter text.	Click here to enter text.
Understanding Promotion and Tenure Processes	Click here to enter text.	Click here to enter text.
Creating Work-Life Balance	Click here to enter text.	Click here to enter text.
Developing Professional Networks	Click here to enter text.	Click here to enter text.

Are there any other issues or suggestions regarding mentoring or faculty professional development that you would like to pass along to your Department Chair/the Dean based on your experience this year?

[Click here to enter text.](#)

Sample Report

Documentation of Professional Development & Formal Mentoring Activities: Protégés

Last Name: **Colleague** First Name: **Valued**

Department: Mathematics Date: March 4, 2013

This report is to document mentoring activities in support of junior faculty members' professional development plans.

Junior faculty members are asked to attach their professional development plans (prepared in summer/fall of the current academic year) and to report on the outcomes of each item identified in the plan.

For each goal, please document whether and how you sought to achieve the goal. These activities may include formal mentoring activities resulting from the strategic identification of an individual who supported an outcome-focused goal. Both short- (e.g., commenting on a manuscript draft) and long-term (e.g., meeting for a pre-determined number of times during the year to discuss teaching) efforts may qualify as formal mentoring as long as the activities are intentional and structured to meet a particular goal, rather than incidental and unstructured (i.e., informal).

Mentoring Priority	Proposed Activities * from Planning Worksheet	Outcomes <i>What was completed/achieved?</i>
Getting to Know the Institution	<p>Attend new faculty orientation.</p> <p>Learn about the AAUP contract by attending a regularly scheduled forum/meeting.</p> <p>Meet regularly with at least 2 other junior faculty (1 in my unit, 1 outside my unit) to develop my WSU network and learn more about the institution.</p>	<p>Last fall, I attended an orientation for new faculty that provided me with important information about resources to support my teaching and research. I also attended a forum to discuss the renewal of the AAUP contract. I met three times each semester (about every 3-4 weeks) with several junior colleagues to develop my network here on campus.</p>

Mentoring Priority	Proposed Activities * from Planning Worksheet	Outcomes What was completed/achieved?
Excelling at Research	<p>Attend a grant-writing workshop/faculty orientation and/or meet one-on-one with someone from RSP to learn more about funding options for my area of scholarship and the grant proposal process here at WSU.</p> <p>Attend one or more workshops on faculty writing sponsored by CTL.</p> <p>Contact the Statistical Consulting Center and meet with staff to learn more about new statistical technique needed for manuscript in prep.</p> <p>Create accountability for completing the revision by setting a deadline and asking a colleague to review the final revision no later than January 31st</p>	<p>Attended a grant-writing workshop sponsored by the Office of Research and Sponsored Programs in December. I learned more about funding agencies that might support my research and made a connection with an individual in pre-award who helped me to develop the budget for my first proposal.</p> <p>Attended a bookgroup on faculty writing sponsored by the CTL in the fall. I met a few new colleagues and expanded my informal network here at WSU while also learning about strategies to increase writing productivity. I also learned about writing bootcamps at this workshop and subsequently attended a writing bootcamp in the fall. I completed a manuscript and subsequently submitted to the top journal in my field as a direct result of this activity.</p> <p>Met with the Statistical Consulting Center to discuss strategies for learning a new data analysis technique. I applied the knowledge I gained from this meeting to complete analyses for a manuscript now under invited resubmission.</p> <p>I contacted a colleague at another institution and she agreed to review the manuscript for me in early February. Committing to the deadline with a colleague made it easier to stay on track. I was able to submit the manuscript</p>
Excelling at Teaching	<p>Seek formal mentoring from a senior colleague at WSU to adjust teaching materials/style to meet the needs of WSU students.</p>	<p>I received formal mentoring from a senior colleague in my department this fall in support of my professional goal to adjust my course materials/teaching style to better fit the needs of students at WSU.</p> <p>I initiated this formal mentoring relationship after I learned that Dr. Great Ratings had previously received</p>

Mentoring Priority	Proposed Activities * from Planning Worksheet	Outcomes What was completed/achieved?
		<p>several teaching awards. Our formal activities included: meeting during the summer to evaluate my syllabus and adjust content/grading to better fit the norms of the department and needs of the students; inviting Dr. Ratings to attend one of my lectures and provide informal feedback on a specific group-based exercise; and, meeting twice during the semester to discuss how the course was going and solicit feedback regarding classroom challenges.</p> <p>As a result of this mentoring experience, I learned a great deal about what works/doesn't work with WSU students and was able to adjust my course materials to make the teaching experience better for my students and myself. In addition, my course evaluations for this class have improved significantly. This activity supported the Teaching Excellence goals in my professional development plan.</p>
Understanding Promotion and Tenure Processes	<p>Meet at least twice with the FDC chair in my department to discuss the P&T process, expectations etc.</p> <p>Meet with at least one senior and one recently tenured colleague in my department to invite their perspectives on P&T, the department, strategies for success, etc.</p>	<p>Met twice with the FDC Chair (once in fall, once in spring) to discuss the specifics of the P&T process and expectations for success in my department.</p> <p>I also met three times during the year with a recently tenured faculty member in my department, and once with a senior faculty member in my department to discuss their perspectives on the P&T process in our unit.</p>
Creating Work- Life Balance	Learn more about the arts and cultural activities at WSU/the	I conducted an internet search of arts venues at WSU/in Dayton and identified several options. I made a

Mentoring Priority	Proposed Activities * from Planning Worksheet	Outcomes What was completed/achieved?
	<p>greater Dayton region. Attend at least 1 event per semester with friends or family.</p> <p>Read about time-management and implement a weekly planning/scheduling routine to adapt to the new demands of my role.</p>	<p>point to invite friends to attend one event each semester, buying tickets in advance.</p> <p>A colleague in my department recommended a few books on time management to me in the early fall. After reading each I decided one fit my needs better. I followed the guidelines to set up a daily/weekly planning process, using my computer as a central planning tool. I also met with a tech support staff member in CaTS who helped me learn how to use my smartphone/tablet with the e-mail and calendar system here at WSU. Overall, the system is working pretty well, although I continue to find balance a challenge after this first year on the tenure track.</p>
Developing Professional Networks	<p>Attend at least one national conference. Plan ahead to meet with specific colleagues who share my research interests/expertise to identify potential collaborators, mentors, etc.</p>	<p>Attended a national conference where I met two new colleagues who share my scholarly interests. We have subsequently been exploring a potential collaboration. In addition, I met a program officer from NSF who encouraged me to submit a proposal to his program for review.</p>

Are there any other issues or suggestions regarding mentoring or faculty professional development that you would like to pass along to your Department Chair/the Dean based on your experience this year?

I was able to identify resources to support my plan for this year, but would like to suggest the College consider implementing an annual speaker series on grant proposals, writing, etc. that focuses specifically on the needs of faculty within our college. The workshops provided by RSP are very useful, but necessarily broad to meet the needs of the larger campus community. A targeted series of presentations that rotates topics annually might be useful to many faculty in our college when it comes to grant writing success.

Documentation of Formal Mentoring Activities: Mentors

Last Name: [Click here to enter text.](#) First Name: [Click here to enter text.](#)

Department: [Click here to enter text.](#) Date: [Click here to enter text.](#)

This report is to document mentoring activities in service to (check all that apply):

department college institution profession

Please describe, in your own words, the formal mentoring activities that you offered in service to your department, college, institution or profession over the past year. Formal mentoring activities occur as a result of the strategic identification of an individual who can support another's professional development. These activities should have specific, outcome-focused goals and expectations and involve interactions that are structured around achieving these goals. Both **short-** (e.g., commenting on a manuscript draft) **and long-term** (e.g., meeting for a pre-determined number of times during the year to discuss teaching) **efforts may qualify as formal mentoring as long as the activities are intentional and structured to meet a particular goal, rather than incidental and unstructured.**

When describing each of your formal mentoring activities, be sure to indicate:

- whether the service you provided supported faculty within your department, within your college (but outside your department), your institution (outside the college), or your profession (another institution);
- whether the activity was formally initiated by you or the protégé; and
- a short description of the activities engaged in, the specific goals of these activities, and their outcomes; and
- a short statement describing any additional resources from the department/college/university you used or would have liked to have had available in support of your role mentoring the protégé.

Formal Mentoring Activities

[Click here to enter text.](#)

Sample Report

Documentation of Formal Mentoring Activities: Mentors

Last Name: **Colleague** First Name: **Valued**

Department: **Chemistry** Date: **March 3, 2013**

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department college institution profession

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- whether the activity was formally initiated by you or the protégé; and
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Formal Mentoring Activities

This report documents three formal mentoring activities through which I provided service to my department and college in the previous year:

- 1.) The first formal mentoring activity involved reading and commenting on a grant proposal for an untenured faculty member within my department.
 - This activity was initiated formally by me upon learning of my junior colleague's plan to develop a proposal for an agency where I have previously served as a grant review panelist.

- My role included three structured activities: 1) meeting with the faculty member to discuss his questions about the proposal process; 2) reviewing a draft copy of the proposal and providing detailed comments on the entire proposal; and 3) reviewing and commenting on a revised copy of the proposal. The protégé's outcomes from this activity included submission of a stronger proposal with a more comprehensive budget that will better support the goals of the research; the funding agency has not yet made a decision on the proposal. In addition, my junior colleague has approached me to invite collaboration on a pilot research project based on our mutual interests. Awareness of these interests was a direct result of conversations that occurred in the course of these mentoring activities. Finally, I believe my own relationship with this colleague has been strengthened by the opportunity to learn more about these mutual interests.
- In the course of offering support to this faculty member, it occurred to me that my junior colleague had not been able to attend the RSP workshop for new faculty as it conflicted with his teaching responsibilities. I believe it would be helpful if portions of this workshop were offered more frequently to address this type of need or if the workshop could be made available via video-presentation/webinar to allow people who have scheduling conflicts to access the materials on a more flexible schedule.

2.) My second mentoring activity was in service to the institution.

- In August of 2012 I was approached by an untenured faculty member in the department of Computer Science (College of Engineering and Computer Science) at WSU who solicited my support and mentoring in the area of teaching.
 - Specifically, she was in the process of revising a course preparation to include more student-driven learning activities. She identified me as a potential mentor when her department chair offered my name along with others who have been recognized for teaching at WSU. My mentoring support involved the following activities:
 - The protégé arranged for the Center for Teaching and Learning to video-tape three class meetings in the first 4 weeks of class. Copies of these videos were provided to me for my review so I could more fully understand the course materials and current teaching strategies. I reviewed these three videos, making notes on what I observed to be strengths and opportunities to increase student participation in learning activities.
 - I met with my protégé to follow up on my comments in October at which time we discussed several possible strategies based on my observations of the class videos, her syllabus, and additional information she provided regarding her goals for the course. At the end of this meeting, she had identified three specific strategies she planned to test in the classroom before the semester ended.
 - In late November, we met for lunch to discuss whether implementing the suggested strategies had led to the anticipated outcomes. Based on informal evaluations (she collected feedback after implementation of each strategy), students found two of the three strategies to be especially useful and self-reported greater understanding of the materials as a result of the activities. We discussed why the third activity might not have worked and she indicated plans to tweak the activity to see if it might still be beneficial to students. We agreed after this meeting that our formal mentoring activities had been completed, but I offered to meet with her on an ad hoc basis should she wish to meet for coffee and discuss teaching strategies in the future.
 - Outcomes of these activities included an opportunity to share my expertise in teaching with a colleague in another college and potential for improved student outcomes in her course. In addition, I believe the protégé now feels more confident in her own ability to reflect on and evaluate her teaching skills that will facilitate her teaching outcomes over

time. Finally, in the course of this activity I also learned of several other resources for teaching support that she shared with me. I shared this information with my colleagues at a recent faculty meeting and I anticipate at least a few individuals will follow up on these resources in the future.

3.) My third mentoring activity was in service to my profession in Chemistry.

- Specifically, I attended a mentoring luncheon sponsored by a professional society in September of 2012. My role in the luncheon was to meet with graduate students in attendance and answer questions about the profession. Specific outcomes of relevance to my role at WSU were increased visibility of our chemistry department and WSU. In addition, I made note of two students whose interests align well with needs in our department. If current hiring plans are supported by the institution, I will reach out to these students to encourage them to apply for our position.

Relevant WSU Offices and Programs

Administration

Office of the Provost

Associate Provost for Faculty & Staff Affairs

Office: University Hall

Phone: 937-775-2087

**Dean's Office, College
of Science &
Mathematics**

Dean of College of Science & Mathematics

Office: Oelman Hall, Room 134

Phone: 937-775-2682

Website:

<http://www.wright.edu/cosm/college/office-of-the-dean.html>

Human Resources

Department of Human Resources

Medical Sciences Building, Room 115

Phone: 937-775-2120

Fax: 937-775-3040

E-mail: human_resources@wright.edu

**Multicultural Affairs and
Community
Engagement**

**Vice President for Multicultural Affairs and
Community Engagement (MACE)**

Office: University Hall, 268

Phone: (937) 775-5240

Website: <http://www.wright.edu/multicultural-affairs-and-community-engagement>

Offices & Programs

AAUP-WSU

AAUP-WSU

Allyn Hall, Room 123

Phone: 937-775-3608

Fax: 937-775-3617

E-mail: aaupwsu@gmail.com

Website:

<http://www.wright.edu/administration/aaup/aaup.html>

Center for Teaching & Learning (CTL)

Director, CTL

Dunbar Library, Room 023

Phone: 937-775-2885

E-mail: sarah.twill@wright.edu

Website: <http://www.wright.edu/ctl/>

Equity & Inclusion

Director, Equity & Inclusion

Millett Hall, 436

Phone: (937) 775-3207

Research & Sponsored Programs (RSP)

Assistant Vice President for Research

University Hall, Room 201J

Phone: 937-775-2425

Fax: 937-775-3781

Email: rsp@wright.edu

Website: <http://www.wright.edu/rsp/>

LEADER Consortium

Program Director, LEADER

Brehm Labs, Room 172B

Phone: 937-775-4517

E-mail: leader@wright.edu

Website: www.wright.edu/leader

Diversity Resources

Asian/Hispanic/Native American Center

Director, AHNA

Millet Hall, Room 154

Phone: 937-775-2798

E-mail: ahna@wright.edu

Website: <http://www.wright.edu/administration/ahna/>

Bolinga Black Cultural Center

Director, Bolinga Center

Millet Hall, Room 140

Phone: 937-775-5645:

Website:

<http://www.wright.edu/administration/bolinga/>

Women's Center

Director, Women's Center

Millet Hall, Room 148

Phone: 937-775-4524

Website:

<http://www.wright.edu/administration/womensctr/>

Other Campus Resources

**Faculty Writing
Groups**

CTL Writing Bootcamps

Contact Prof. Sarah Twill, Director of the Center for Teaching and Learning (CTL) for more information on weekend and weeklong writing sessions to promote scholarly writing productivity.

**Grant Writing
Support**

John McKay

Business Development Officer

Dean's Office

College of Engineering & Computer Science

E-mail: john.mckay@wright.edu

Phone: 937-775-5257

**Research &
Sponsored
Programs Faculty
Orientation**

WSU's Office of RSP offers a day-long orientation to the RSP office, its services and processes for grant submission each fall.