

**Faculty Mentoring Policy and Guidelines
College of Health and Human Sciences**

**Prepared by the Faculty Mentoring Subcommittee
of the HHS Faculty Affairs Committee**

and

**Approved by the full Committee and the Dean
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College of Health and Human Sciences

Faculty Mentoring Policy

Every tenure-track, research, and clinical/professional faculty member in the College of Health and Human Sciences must have access to high quality faculty mentoring.

Faculty Mentoring Guidelines

The College of Health and Human Sciences is committed to high quality mentoring to enhance the professional well-being of faculty members. The goals of mentoring include skill development, career advancement, a supportive working environment, and a strong sense of college and campus community. This document briefly describes the College's philosophical approach to faculty mentoring. The approach is followed by more specific guidelines for implementation at the unit level and for implementation at the college level.

What is Faculty Mentoring?

Faculty mentoring occurs when a mentor with useful experience, knowledge, skills, and/or wisdom offers advice, information, guidance, support, or opportunity to a faculty member for that individual's professional and personal development.

Statement of Philosophy

A Mentoring Systems Approach

Mentoring is multi-dimensional. Mentoring has evolved beyond the traditional one-on-one mentoring models of a senior faculty member guiding the career development of a junior colleague to a more flexible model that integrates mentoring from multiple sources and provides a multi-directional flow of information.

In a multiple mentors approach, no single person is expected to possess all necessary expertise and the mentee is encouraged to seek out a network of mentors who can address a variety of career competencies. The mentor network can include peers, near peers, tenured faculty, heads, staff, and others. This implies that mentoring partners should not necessarily include only individuals with formal or informal authority over the mentee, such as a head or senior faculty mentor. Mentoring partners can focus on more narrow areas of expertise (e.g., teaching issues vs. grant funding vs. challenges for women faculty), with the network as a whole providing comprehensive mentoring.

Mentoring is reciprocal. Mentoring partners should acknowledge the potential reciprocity of benefits for both mentors and mentee through their relationship. Mentees' input into mentoring partnerships can contribute to a sense of empowerment as they contribute to their own career

development. Mentees can also bring new ideas and perspectives from their previous organizations that assist the units, college and university to stay current and cutting edge.

The mentoring relationship must be flexible. Mentoring requirements change over the course of a developing career and so appropriate mentors may change as well. A change in mentorship should be commonplace and should never be interpreted as a rejection of a one person by another person.

Mentoring must be inclusive. A mentoring program must recognize that different constituents may have different requirements and must be sensitive to issues of diversity.

Although mentoring relationships may develop on their own, it is important that mentoring guidelines are in place to ensure that this critical process occurs. This process is especially critical for new assistant professors, so unit heads must designate at least one mentor for all first- and second-year tenure-track, clinical/professional, and research assistant professors.

High quality mentoring can lead to benefits for all parties involved. Mentees benefit in terms of the development of skills and abilities, access to advice, entrée into career advancement opportunities. Mentors benefit from developing new career networks, the chance to contribute to another's success, and feedback about their own work and ideas. Units and institutions benefit from improved recruitment and retention, an improved work environment, and a stronger sense of college and campus community.

Mentoring is meant to enhance the health, well-being, and professional development of faculty members. However, mentoring is not intended as a blueprint for achieving tenure and promotion. Mentoring does not replace the responsibility of the primary committee and the unit head in providing appropriate feedback about progress toward tenure and promotion.

Responsibility for Developing Mentoring Relationships

In order to develop a well-formed and appropriate mentoring system for each mentee, at least three parties need to be involved: 1) the unit head who is responsible for discussing the mentoring guidelines with mentees during their initial time on campus, organizing mentoring pairings (especially for first- and second-year assistant professors), helping to identify further mentors to serve more specialized mentoring roles, and periodically assessing the mentoring system from the perspective of the mentee as well as other interested parties; 2) the mentee, who should identify the types of mentoring that he/she feels would be beneficial, the specific areas in which mentoring is desired, and communicate these areas to the unit head; and 3) administrative and administrator support from the College to support mentoring programs and efforts, including hosting College-wide programs for both mentors and mentees, maintaining a mentoring informational website, and facilitating communication among mentees and among mentors. In addition, the College should be responsible for instituting a system for recognizing and rewarding good mentors and for monitoring and evaluating department level mentoring efforts. Specific procedures for implementing a mentoring systems approach follow.

Implementation Guidelines for HHS Unit Level Faculty Mentoring

Opportunities for mentoring are inclusive and available to all faculty within the College, for all types of academic appointments, and for all ranks.

All faculty will be informed of the HHS mentoring guidelines. All faculty will be invited by their unit head to establish one or more mentoring partnerships for any of the purposes described below. Heads are required to assign at least one mentor for all first- and second-year tenure-track, clinical/professional, and research assistant professors.

Initial mentoring partnerships should be established by the unit head in consultation with the faculty mentee. Partnerships should reflect the specific areas in which the mentee believes that he/she would benefit from mentoring. It should be acknowledged that no single mentor is expected to provide mentorship across all areas of mentoring, and so multiple partnerships are encouraged. Unit heads are encouraged to be sensitive to mentoring issues that might be of concern for women and people of color, or for members of other underrepresented groups.

Areas that a mentee may seek mentorship on include but are not limited to the following:

- a. Guidance on the structure and culture of the unit, college, and university.
- b. Helping faculty set goals for their professional activities.
- c. Sharing knowledge about external funding agencies and processes.
- d. Facilitating collaboration and/or interdisciplinary research.
- e. Offering initial reviews of publications and grant proposals.
- f. Offering advice on teaching and instructional issues.
- g. Offering advice about work/life balance issues.
- h. Offering advice about issues specific to members of underrepresented groups.

Acknowledge expectations and needs: The mentee and partners should be forthcoming about expectations for time spent on mentoring. Mentees and partners should be sensitive to the fact that different individuals seek differing amounts of mentoring. Mentees and their partners should be clear concerning the specific areas of expertise for which mentorship is being sought.

Expanded mentoring and peer mentoring: All faculty members are encouraged to expand mentoring relationships to include faculty members outside of their unit and to include mentoring that can occur among peers. It is often the case that faculty collegiality will create opportunities for helpful mentoring throughout the ranks.

HHS/University seminars: New faculty members are encouraged to attend workshops and seminars designed to prepare faculty for academic success. These are generally sponsored by the College of Health and Human Sciences and the Offices of the Provost and the Vice President for Research, but attendance at similar events sponsored elsewhere on campus is encouraged.

Networking in the external environment: Each faculty member is encouraged to help junior colleagues develop contacts with scholars in the field (presenting papers at conferences, etc.).

This networking helps faculty members establish: a) potential research collaborations, and b) potential external reviewers for the tenure and promotion or promotion process.

Role of the unit head: The unit head will document and monitor mentoring relationships by way of at least an annual meeting with the mentee. The unit head may also meet with the mentoring partners to further assess the relationship. It should be acknowledged that mentoring needs shift and change during the course of a mentee's career. Therefore, if the existing mentoring partnerships are not providing a benefit to the mentee, mentoring relationships can be changed and added to better address those mentoring needs.

Implementation Guidelines for the College of Health and Human Sciences Support for Mentoring

The College of Health and Human Sciences is committed to the success of its entire faculty. While success can be defined in many ways, success is best understood as both a process and an achievement that defines individual excellence. The more we can do to help one another realize such individual excellence, the more likely it is that each unit will realize a collective excellence.

The College of Health and Human Sciences will be responsible for some oversight of unit level mentoring efforts as well as be responsible for initiating college-wide mentoring programs. The role of the College is to help initiate, maintain, and support effective mentoring relationships through a series of initiatives. These College level efforts will be overseen by the HHS Associate Dean for Academic Affairs and Administration.

Oversight of unit level mentoring efforts: The unit head's implementation and support of these mentoring guidelines will be discussed during the unit head's regular meetings with the Dean of the College.

Faculty Mentoring Website: The Associate Dean will initiate the design of a Faculty Mentoring website. The Associate Dean or designated staff member will be in charge of identifying content to be posted on the website. The faculty mentoring website should include resources for both mentors and mentees. The website should provide dates and times for upcoming mentoring events sponsored by the College or the University. The website should also contain links to other organizations on campus that support faculty development (e.g., Purdue Young Faculty Association).

HHS Faculty Affairs Mentoring Subcommittee: The HHS Faculty Affairs Committee will convene a permanent subcommittee whose charge will be to implement and monitor HHS faculty mentoring programs. The subcommittee will consist of at least three members of the HHS Faculty Affairs Committee. The HHS Associate Dean will work in conjunction with the committee to jointly support the mentoring available to HHS faculty.

The HHS Faculty Affairs Mentoring Subcommittee may propose new events that are sponsored by the college (or co-sponsored with other colleges), while also providing information about

programs outside the college that are valuable for our faculty. Suggestions for these programs are:

1. Orientation for new faculty
2. Grant mentoring program (sponsored by the HHS Associate Dean for Research and Graduate Programs)
3. Workshops on work/life balance
4. Workshops on ‘multiple mentoring’, including strategies to search out a network of mentors who can each provide mentoring to different career competencies.
5. Workshops on skill development in various areas, including
 - a. teaching tips (Center for Instruction Excellence or the Teaching Academy)
 - b. obtaining grants
 - c. publishing research (tips from editors in the college)

In addition, specific programs will be developed to support mentors, including workshops on how to be an effective mentor.

The HHS Faculty Mentoring Subcommittee will request funds from the college as necessary to sponsor faculty mentoring programs.

The HHS Faculty Mentoring Subcommittee should also serve as a conduit for feedback and discussion from HHS faculty about mentoring experiences.

Recognition of Outstanding Faculty Mentoring: The HHS Faculty Mentoring Committee will oversee the development of a recognition program for excellent faculty mentoring and will be responsible for the review and selection of candidates for that program. Possibilities for recognition include:

1. The creation of a list of outstanding faculty mentors.
2. The establishment of a Faculty Mentoring Grant to the mentor to support efforts to improve mentoring skills (e.g., purchasing materials about effective mentoring, attending mentoring conferences).
3. Faculty Mentor lecture.

Support of Faculty Mentoring: Finally, it is the responsibility of the College to legitimize and support high quality mentoring at the unit level. This might include yearly assessments of each unit head’s involvement in developing mentoring partners and periodic assessment of satisfaction of mentoring within the college. Success of the mentoring program should also be assessed with specific metrics such as retention rates of faculty, tenure and promotion success rates, COACHE survey items, and through discussions with faculty members concerning their mentoring experiences.