Faculty Mentoring Guidelines
School of Physical Sciences

Goal: The School of Physical Sciences aims to improve the effectiveness of the existing mentoring program for assistant professors, associate professors and more broadly for new hires not familiar with our University environment, e.g. National lab or Research Center.

The goal of the faculty mentoring program will be to help assistant professors be successful in their research, teaching, and service toward promotion with tenure. For associate professors and beyond, the role of the program will be to provide guidance and feedback to faculty to be successful in research, teaching, service, at promoting inclusive excellence, and to progress toward Full Professor and beyond.

Studies have shown that "formal" mentoring programs are more successful than "natural" programs. In relation to these studies and other programs in place at other institutions, we propose a set of mentoring guidelines and procedures listed below.

The program shall be adhered to on a voluntary basis. We will encourage the participation of all Assistant Professors in establishing a program that best fits their needs toward tenure. We will also invite Associate Professors and Full Professors to consider the benefits of a mentoring program.

We will recommend that each junior faculty be paired with two mentors. One mentor will be in the same field of research and assigned by the Department Chair. A second one will be from outside the field of research and assigned by the School Equity Advisor.

Mentors and mentees will meet at least once a year, and ideally each quarter, establish guidelines and recommendations, evaluate progress toward goals in research, teaching and services, and measure progress and success of the program.

The Responsibility of Mentors:

The primary mentor will play a central role in fostering the intellectual development of the junior faculty member: the mentor will treat discussions with the mentee with full confidentiality.

The mentors will meet formally with the junior faculty mentee at the beginning of his/her tenure and subsequently at the minimum once a year, but ideally every quarter. The yearly meeting will assess the mentee's academic report and plans for the coming year. For junior faculty, this meeting will include a discussion of grant proposals and scientific articles.

The mentors and mentees will be encouraged to have more frequent and informal discussions if needed.

The mentors shall be accessible and available to respond to any question that may arise for the duration of their participation in the program, which will be at least until the mentor reaches a new level (promotion to Tenure or Associate, or promotion to Full Professor for mid-career mentoring).

The secondary mentor will be another important resource for the junior faculty member. In addition to helping the junior faculty member adjust to the environment of the department and the school, the secondary mentor will provide a broader perspective on questions related to scholarly expectations and progress, work/life balance, and personal issues.

We recommend that the yearly meetings address research plans, teaching and services and review the prior year accomplishment; yet the mentors will not formally evaluate or assess the mentees, but rather provide supportive guidance and constructive feedback. Mentors will be sensitive to issues of confidentiality when requested by mentees.

Qualities of Effective Mentors:

1. Commitment to the time required for meeting and advising.
2. Commitment to reviewing the mentee's work.
3. Guidance on setting realistic career vision/goals/objectives

4. Collaborative development of appropriate goals and strategies for achieving goals.
5. Guidance and resources for developing academic competencies, in scholarly research, teaching, scholarly presentations, and overall career management
6. Facilitation in the development of academic networks.
7. Careful and active listening, ability to work across boundaries of gender, race, ethnicity, sexual orientation, culture, religion.
8. Provision of constructive feedback.
9. Attention to measuring progress.
10. Consideration of sponsorship when appropriate and possible (e.g. nominate your mentee for any awards at the department or campus level or in their field)
11. Maintenance of confidentiality when appropriate and creation of an environment of trust.
12. Respect for personal boundaries.

Qualities of Responsible Mentees:
1. Active engagement in the identification of specific developmental goals for which guidance is sought.
2. Commitment to setting meeting times and agendas to ensure a productive discussion.
3. Initiative and follow through in both setting and completing agreed-upon goals.
4. Commitment to hard work and integrity.
5. Preparation of agreed-upon deliverables in adequate time for review by mentors, with respect for the time constraints of mentors.
6. Development of listening skills and willingness to work outside of "comfort zones," across boundaries of gender, race, ethnicity, sexual orientation, culture, religion. We know from research that it is often easier to achieve trust and rapport if the mentor and mentee share their demographic characteristics, but it is also important not to overburden URM or women faculty with mentoring, and important to create allies who are from other background, such as senior white males.
7. Ability to solicit and consider thoughtful feedback, both positive and negative.
8. Active commitment to developing scholarly independence.
9. Respect for personal boundaries.

Mentees should keep their mentors informed of any particular career-related issues they may have or problems and challenges they may face.

Reporting:
The progress of the program will be shared with the School Equity Advisor and/or the Department Chair, whichever may seem most appropriate to the mentee and mentors. The reporting will be done orally, once a year, focus on whether the program is effective and working, or needs revision. The reporting will remain confidential. The report shall not burden senior faculty yet must be sufficient to insure that the program is effective for the mentees. See Guidelines that follow.

Typical Issues for Mentoring Meetings Discussion:
The following are typical issues that may be discussed between mentors and mentees.
1. How does one establish an appropriate balance between research, teaching, and service?
2. What are the criteria for research excellence, how is research evaluated?
3. How does one establish the appropriate amount of scholarly focus in research?
4. What are the appropriate quantities, venues, and co-authorships for publication?

5. What criteria should be used in deciding whether and to what extent to seek research funding, and if so, in what venues should it be sought?
6. What criteria are used for teaching excellence, how is teaching evaluated?
7. How does one obtain feedback concerning teaching? What resources are available for teaching enhancement?
8. How does one identify and recruit good graduate students? How are graduate students supported? What should one expect from graduate students? What is required in the graduate program?
9. How does the merit and promotion process work? Who is involved?
10. What kinds of professional and university service should one be involved in and how much service work is expected?
11. What other resources are available on campus or in the UC system to support assistant professors?

Mid-Career Faculty Mentoring Program:

We will encourage a mentoring program for mid-career faculty. A growing number of studies have shown the need for providing guidelines to Associate Professor for progression to Full Professor, as mid-career faculty feels that there is a lack of clarity/specificity about expectations for promotion to Full Professor. Associate Professors must have well-defined performance goals for research, teaching, and services that will most likely lead to promotion.

Specific common goals the mid-career mentoring should address include:

1. Research:
-Define clear goals for research agenda that will put faculty at the forefront of their field and establish them in the community as national to world leaders.
-Define a reasonable, manageable, but ambitious publication plan to support their research goals.
- Define specific publication goals that reflect outstanding/high-quality research in the best and most appropriate journals with high impact on the community.
-Define potential funding sources and receive constructive feedback on proposal drafts
- Provide assistance to develop an effective research network within the department, across the university, and beyond.
- Define a plan to advocate their research through web site, conference presentation, outreach, networking, services on committees and panels, etc.

2. Teaching:
-Set specific teaching goals and encourage the faculty member to refine and expand his/her teaching strategies, taking advantage of new technologies.
- Encourage the faculty member to use centers for teaching services available at his/her university

3. Service:
- Define the expectation for promotion to Full Professor.
- Recognize that service contributions are of much greater importance for promotion to Full Professor than for tenure and promotion to Associate Professor.
- Encourage service to the discipline, as many institutions expect service on national committees and/or editorial boards. Such contributions provide evidence that the faculty member has attained national recognition in the discipline.

For More Information
National Center for Faculty Development and Diversity (https://www.facultydiversity.org/)
From UCI Advance Program:
. Suggested Tasks for Faculty Mentors (goo.gl/qmKjYJ)
. Career Advising through Mentoring (goo.gl/1GLRfG)