

Faculty Mentoring in the OSU College of Public Health and Human Sciences

The recommendations below describe a mentoring program that builds on best practices in the field and on successful mentoring programs. The goal of faculty mentoring is to create an environment that provides strong support to faculty members in order to enhance their ability to advance within their field and the institution. We aspire to cultivate a collegial, inclusive, and productive work environment that builds our individual and collective strengths. We recognize that faculty needs differ depending on position (e.g., primarily teaching, heavy research load), benchmarks (e.g., tenure vs. promotion), and current level of the mentee (e.g., assistant vs. associate).

The development of the plan has been guided by six effective practices identified in the field:

1. Support from top-level administrators
2. Integrative strategy for faculty development and success
3. Voluntary participation
4. Mentee involvement in pairing process
5. Availability of resources to assist in mentorship (e.g., training, forms)
6. Establishment of clear goals and expectations
(also see CPHHS Mentoring policy 6.13.17)

I. Committee Structure and Function for each faculty category

a. Assistant Professors (tenure track)

Committee Structure. Tenure-track assistant professors will have a mentoring committee composed of two to three individuals. It is strongly recommended that one mentor come from outside the college (e.g., within or external to OSU). One of the members of the committee (preferably a College faculty member) will act as chair. The committee will be appointed jointly by the Associate Dean for Academic and Faculty Affairs and School Head/Extension Program Leader, in consultation with mentee and prospective mentors. The goal is to establish a mentoring committee within six months of a faculty member's initial appointment. The committee should include mentors at multiple levels (e.g., associate, full), and mentors from more than one discipline. If mentees would like to have a mentor external to OSU, the mentee will identify and obtain agreement from that individual to serve on the mentoring committee. There should be flexibility in changing the composition of committee over time as needed; composition of the committee will be examined on an annual basis.

We recognize that new faculty will need basic orientation to the university and college prior to establishing a mentoring committee, and that this guidance should come from other sources.

Committee Function. The mentoring committee aims to facilitate the mentee's progress and development across the domains in which the mentee functions (e.g., teaching, research, outreach, service). The committee will advise and support the junior faculty member in all aspects of career development, including establishing priorities and time management. The committee functions in an advisory role. In this regard, the mentoring committee can aid in interpretation of annual and mid-term reviews to facilitate the mentee's future progress. Another function of the committee is to provide a sounding board for academic or personnel issues of concern to the mentee. The committee should meet a minimum of two times during the first year and at least once per year in subsequent years. The chair of the mentoring committee should report priorities (e.g., recommended strategies, concerns) to the School Head/Extension Program Leader annually (by June 15).

b. Associate Professors (tenured, pre-tenure)

Committee Structure. Tenure-track and tenured associate professors will be offered the opportunity to have a mentoring committee composed of one or more faculty members at the Professor level. It may be useful to also include one mentor from outside the college (e.g., within or external to OSU). One of the members of the committee (preferably a College faculty member) will act as chair. The committee will be appointed by the Associate Dean for Academic and Faculty Affairs and School Head/Extension Program Leader, in consultation with mentee and prospective mentor(s). We recommend reconstituting a mentoring committee or continuing with prior mentoring committee within six months of promotion and tenure. There should be flexibility in changing the composition of committee over time as needed; composition of the committee will be examined on an annual basis.

For faculty hired as pre-tenure associate professors, the goal is to establish a mentoring committee within six months of a faculty member's initial appointment. In these cases, the primary goal of guidance is toward tenure and promotion [refer back to *Assistant Professors (tenure track)*].

Committee Function. The mentoring committee aims to facilitate the mentee's progress and development across the domains in which the mentee functions (e.g., teaching, research, outreach, service). The committee will advise and support the faculty member in all aspects of career development, including establishing priorities and time management. Mentoring must take into account discipline-specific challenges (e.g., not all programs have undergraduates, not all programs have a graduate program). The committee functions in an advisory role. In this regard, the mentoring committee can aid in interpretation of annual reviews to facilitate mentees' future progress. Another function of the committee is to provide a sounding board for academic or personnel issues of concern to the mentee. The committee should meet a minimum of once per year and should report priorities (e.g., recommended strategies, concerns) to the School Head/Extension Program Leader annually (by June 15).

c. Instructors and Senior Instructors I

Committee Structure for Instructors. Instructors will have a mentoring committee composed of two to three individuals, typically from within the College. One of the members of the committee (preferably a College faculty member) will act as chair. The committee will be appointed by the Associate Dean for Academic and Faculty Affairs and School Head/Extension Program Leader, in consultation with mentee and prospective mentors. The goal is to establish a mentoring committee within six months of an instructor's initial appointment. The committee should be balanced with regards to faculty appointment, including at least one instructor or senior instructor I. There should be flexibility in changing the composition of committee over time as needed; composition of the committee will be examined on an annual basis.

We recognize that new faculty will need basic orientation prior to establishing a mentoring committee, and that this guidance should come from other sources.

Committee Structure for Senior Instructors I. Senior Instructors I will be offered the opportunity to have a mentoring committee composed of one or more faculty members, at multiple levels. It may be useful to also include one mentor from outside the college. One of the members of the committee (preferably a College faculty member) will act as chair. The committee will be appointed by the Associate Dean for Academic and Faculty Affairs and School Head/Extension Program Leader, in consultation with mentee and prospective mentor(s). There should be flexibility in changing the composition of committee over time as needed; composition of the committee will be examined on an annual basis.

Committee Function for Instructors and Senior Instructors I. The mentoring committee aims to facilitate the mentee's progress and development across the domains in which the mentee functions (e.g., teaching, outreach, service). The committee will advise and support the faculty member in all aspects of career development, including establishing priorities and time management. The committee functions in an advisory role. In this regard, the mentoring committee can aid in interpretation of annual reviews to facilitate mentee's future progress. Another function of the committee is to provide a sounding board for academic or personnel issues of concern to the mentee. The committee should meet a minimum of once per year and should report priorities (e.g., recommended strategies, concerns) to the School Head/Extension Program Leader annually (by June 15).

d. Assistant and Associate Professors (Senior Research, Clinical, Practice)

Committee Structure for Assistant Professors (Senior Research, Clinical, Practice).

Assistant professors (senior research, clinical, or practice) will have a mentoring committee composed of two to three individuals, typically from within the College. One of the members of the committee (preferably a College faculty member) will act as chair. The committee will be appointed by the Associate Dean for Academic and Faculty Affairs and School Head/Extension Program Leader, in consultation with mentee and prospective mentors. The goal is to establish a mentoring committee within six months of a faculty member's initial appointment. The committee should include mentors who reflect the domains in which the assistant professor functions (e.g., clinical, research, teaching, outreach), and mentors from more than one discipline. There should be flexibility in changing the composition of committee over time as needed; composition of the committee will be examined on an annual basis.

We recognize that new faculty will need basic orientation prior to establishing a mentoring committee, and that this guidance should come from other sources.

Committee Structure for Associate Professors (Senior Research, Clinical, Practice).

Associate professors (senior research, clinical, or practice) will be offered the opportunity to have a mentoring committee composed of one or more faculty members who reflect the domains in which the associate professor functions (e.g., clinical, research, teaching, outreach). It may be useful to also include one mentor from outside the college. One of the members of the committee (preferably a College faculty member) will act as chair. The committee will be appointed by the Associate Dean for Academic and Faculty Affairs and School Head/Extension Program Leader, in consultation with mentee and prospective mentor(s). We recommend reconstituting a mentoring committee or continuing with prior mentoring committee within six months of promotion. There should be flexibility in changing the composition of committee over time as needed; composition of the committee will be examined on an annual basis.

Committee Function for Assistant and Associate Professors (Senior Research, Clinical, Practice).

The mentoring committee aims to facilitate the mentee's progress and development across the domains in which the mentee functions (e.g., clinical practice, teaching, research, outreach, service). The committee will advise and support the junior faculty member in all aspects of career development, including establishing priorities and time management. The committee functions in an advisory role. In this regard, the mentoring committee can aid in interpretation of annual reviews to facilitate mentee's future progress. Another function of the committee is to provide a sounding board for academic or personnel issues of concern to the mentee. The committee should meet a minimum of once per year and should report priorities (e.g., recommended strategies, concerns) to the School Head/Extension Program Leader annually (by June 15).

II. Tools and Resources for Mentee and Committee

We recommend that committee members and the mentee consider using the Mentoring Guidelines (below) and the Individual Development Plan in order to facilitate their work together. We also recommend regular feedback, not only informally, but also through an annual reflection of how the mentor/mentee relationship is functioning. It is not required that committees use these tools. The School Head/Extension Program Leader and the Associate Dean for Academic and Faculty Affairs will serve as sounding boards that can help facilitate positive mentoring relationships, as well as problem solve.

We recommend that the university continue its affiliation with the *National Center for Faculty Development and Diversity*, which is currently available free of charge to OSU faculty. Over time, other valuable resources may be added or substituted.

III. Resources and Training for Mentors

Mentors may want to supplement their skills and knowledge through participation in irregularly scheduled mentoring events on campus (e.g., Graduate School) or offered through Equity, Inclusion, and Diversity efforts in the College. We believe that coordination between faculty serving as mentors and the EID committee presents an opportunity to enhance mentoring activities. We encourage mentors to participate in these types of activities as they see the need and time allows. Additionally, there is a growing literature on best practices in mentoring, as well as numerous websites that offer resources. We recommend that the College creates a repository of useful resources for mentors that is periodically updated.

The only faculty members explicitly excluded from serving as mentors are those in a direct or indirect supervisory role (e.g., School Head, Dean). All other faculty may serve in this role.

IV. Recognizing Mentor Contributions

The effort of mentors should be recognized in their percent effort as service to the College, and formally reflected in reports (e.g., digital measures), CV (OSU version), and faculty evaluations. In order to facilitate high quality mentoring, it is recommended that each mentor have no more than two to three mentees at any one time.

V. Mentoring Committee Guidelines

Drawing from existing programs, we have identified six principles to guide mentoring committees-mentors and mentees alike. Other guidelines may be set collaboratively by the mentoring committee.

1. Commit to making the time to meet on a regular basis, no less than once a year.
2. Commit to keeping the content of discussions confidential.
3. Utilize relevant documents (e.g., Individual Development Plan, CV, plan of work, annual review, peer teaching evaluations) to guide mentoring.
4. Practice active listening.
5. Provide each other with honest, direct, and respectful feedback.
6. Allow for flexibility in the composition of the committee (reviewed on an annual basis).

VI. Recommended Implementation Timeline

Based on an assessment of capacity and the desire to 'pilot' the mentoring program, we recommend a phase-in process. It is recommended that the program be initiated in the upcoming academic year with new faculty (i.e., hired in 2017-18 or 2018-19). If there is capacity, the program could be extended to a handful of interested faculty members. A trial period will provide opportunity to observe strengths and weaknesses and to adjust accordingly; give faculty time to become comfortable with the program and gain their commitment to participate; and build capacity (e.g., mentoring training; faculty promotions will lead to more potential mentors).