College of Public Health and Human Sciences Faculty Mentoring Policy
6.13.17

The CPHHS mentoring policy aims to meet the effective practices of mentoring defined by Hanover Research (2014). The effective practices include:

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

The availability of effective mentoring is a key component of professional development for faculty in our College. The present policy was designed to address mentoring for tenure-track/tenured faculty and non-tenure track faculty, including instructors and clinical professors. Mentoring can include support in multiple overlapping areas including: informational or procedural resources, research, teaching, and service/leadership. Mentoring may include guidance on achieving balance in meeting responsibilities and goals across the various domains in which faculty members function.

Mentoring is a voluntary collaboration between faculty members at different levels (e.g., instructors and senior instructors; pre-tenure and tenured faculty). Mentoring may be especially critical at particular junctures (e.g., the first year on faculty, third year review, promotion), but should be available for all interested faculty regardless of level of advancement. It is expected that the mentor(s)/mentee collaborate to establish appropriate goals and expectations (e.g., tasks, number of meetings, review of progress), and agree upon strategies to achieve those goals. At the same time, the mentorship plan should be flexible in order to meet the needs of the individuals involved.

Mentors must be individuals with the requisite skills and willingness to offer guidance on one or more of the areas identified above. It is not required that mentors are from the mentee's discipline, School, or College. This is consistent with the interdisciplinary nature of our College. Although the selection of mentors is at the discretion of the mentee, School-level leaders will ensure that mentors have the potential to serve in this capacity. We recommend that implementation of this policy includes tangible acknowledgement of mentoring responsibilities in ways that will contribute to the overall success of the mentor.

Given the importance of mentoring to faculty professional development, the College commits to making mentoring resources available, accessible, and periodically updating materials and resources. This may include a handbook with names of key contacts, curriculum and mentoring guidelines, mentoring and program evaluation

guidelines, initial orientation, workshops and additional trainings (for mentors and mentees), and a mentoring recognition policy. The present policy should be integrated with existing activities in the College that aim to support faculty advancement.

Hanover Research. (2014). Faculty Mentoring Models and Effective Practices.