FACULTY MENTORING

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FACULTY DISTRIBUTION IN VETERINARY CLINICAL SCIENCES DEPARTMENT (56)

Tenure track	Clinical Track
28	28

OUTLINE

- Importance of faculty mentoring programs
- Mentoring program in VCS department
- The mentoring team
  - Choice of mentor
  - Updating the team as needed
  - Role of department head and informal mentors
- Mentor responsibilities
- Mentee responsibilities
- Challenges of mentoring for CT faculty
- Required resources

FACULTY MENTORING PROGRAMS

- Provision of career guidance by experienced faculty members

- Mentors share expertise, skills, perspectives, attitudes, proficiencies

- Facilitate scholarly and professional development and enhance faculty career development

- Result in improved career satisfaction, increased productivity, increased faculty retention

- Benefits to mentor as well

- Mentoring does NOT replace mentees ultimate responsibility for their career or replace roles of informal mentors or department head

MENTORING PROGRAM IN VCS DEPARTMENT

- Formal program for VCS developed in 2010

  - Comprehensive report on faculty mentoring

  - Detailed outline of a faculty mentoring program for VCS

- Senior administration PVM outlined principles of mentoring in 2016

  - Recognized need for flexibility and diversity in mentoring programs depending upon needs of department

MENTORING PRINCIPLES

- All departments should have a formal mentoring program

  - Transitional mentor at time of hiring

  - Permanent mentor within 6 months of starting

- Required for all assistant professors

  - Recommended all associate professors

- Written guidance for mentor and mentee

- Meetings at least once per year

- Overseen and supported by department head

- Administrative support

- Individual mentor or mentoring team

VCS FACULTY MENTORING PROGRAM

- All Assistant and Associate Professors have a mentor/mentoring team

    - TT versus CT

    - Program not utilized by all associate professors

- Potential mentor identified by discussion between faculty member and department head

    - Department head reaches out to potential mentor first

- Mentors encouraged to meet frequently with mentee

    - q 3-6 months ideal

    - At least once a year before promotions meeting

- Mentors present accomplishments of mentee at yearly departmental promotions review

- Mentors may also attend yearly performance review

- Department head shares feedback to mentee with mentor

- Department head helps with assigning of new replacement mentors as necessary

WHO SHOULD BE A MENTOR?

- Senior faculty ideally in same track

- Needs to be trust between mentor and mentee

- Mentor needs to be enthusiastic about mentoring role

- Training in mentoring ideal

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	Tenure track	Clinical Track
Assistant Professor	6	18
Associate Professor	9	7
Professor	13	3

WHEN SHOULD MENTORING BEGIN?

- As soon as possible after arrival at Purdue

- Section head/department head acts as transitional mentor during first few weeks in position

- Within 3 months of start identify at least one permanent mentor

THE MENTORING TEAM

- Individual versus team mentoring

- Structure can evolve depending upon needs of individual

- Within or outside department

- Not in same clinical discipline as individual

RESPONSIBILITIES OF MENTOR

- Discussion all aspects of career development and other professional topics as needed with the mentee
- Function as an advisor, coach, confidant, facilitator
- Facilitation of introductions to faculty members in the college and on campus
- Discuss work/life balance issues as needed
- Identify mentee strengths and weaknesses in the academic areas of learning, discovery and engagement
- Provide input as the mentee identifies specific goals within each of these three academic areas
- Provide input on specific action steps for each goal and the prioritization of specific tasks
- Review progress toward achieving specific goals and identify additional action steps
  - during formal meetings and informally between meetings
- Call unscheduled team meetings as needed

EXAMPLES OF MENTOR INPUT

- Help to decide which grants to pursue
- Read and critique the mentee's grants before submission, discuss reviewer critiques, make recommendations for and review resubmissions
- Read and critique the mentee's manuscripts before submission as well as during the review process
- Help to decide about writing book chapters, serving on committees
- Help review student evaluations/teaching feedback

RESPONSIBILITIES OF MENTEE

- Preparation of meeting agendas
- Calling team meetings, both regularly scheduled and "as needed"
- Write a brief report after each meeting
- Active contribution to the mentoring process
  - by identification of goals
  - identifying specific action steps to accomplish each goal
  - setting reasonable time frame for goals
- Meet mutually agreed upon deadlines for task completion
- Ask for advice when needed
- Help to identify what they do well and how to overcome professional weaknesses

- Maintain a current CV for periodic mentoring team review and discussion

CHALLENGES OF MENTORING FOR CT FACULTY

- Small number of CT faculty in some departments

- Limited number of senior CT faculty many departments

- Lack of trust of senior TT faculty by junior CT faculty

  - may feel like second class citizens in department

- TT faculty often do not understand different and diverse expectations of CT faculty

- Lack of resources to support mentoring program

RESOURCES REQUIRED FOR EFFECTIVE MENTORING PROGRAMS FOR CT FACULTY

- Network of senior faculty willing and trained to mentor CT faculty

  - within and outside department

- Training program for faculty mentors

- Clear departmental and college promotion criteria for CT faculty

- Support from department head

- Ability to change/add to mentoring team

- Other?

TOPIC FOR BREAK OUT GROUPS

- What further resources are required in your department/college to support mentoring programs for clinical track faculty?