

**Mentoring in the Path from
Associate Professor to Professor**

**Center for ADVANCING UH Faculty Success
University of Houston**

Fall 2017

Table of Contents

Mentoring in the Path from Associate Professor to Professor	3
<i>Issues to Consider for the Promotion of Mid-Career Faculty:</i>	3
Mid-Career Faculty Planning Process	4
Terms of the Mentor-Mentee Agreement	5
<i>Mentee’s Perspective</i>	5
<i>Mentors’ Perspective</i>	5
First Meeting Checklist	5
<i>Get to Know Each Other</i>	5
<i>Establish Guidelines</i>	5
<i>Partnership Agreement</i>	6
<i>Confirm Next Steps</i>	6
Faculty Mid-Career Plan	6
<i>Instructions to Mentees:</i>	6
<i>Instructions to Mentors:</i>	6
Mentee Strategies to Achieve Mentoring Objectives	9
<i>Specificity</i>	9
<i>Measurability</i>	9
<i>Work Plan</i>	9
<i>Reality Check</i>	9
<i>The Mentor’s Role</i>	9
Evaluating Your Mentee’s Goals.....	9
<i>Specificity</i>	9
<i>Measurability</i>	9
<i>Work Plan</i>	10
<i>Reality Check</i>	10
<i>Your Role</i>	10
Documenting Mentoring Activities	10
Resources.....	Error! Bookmark not defined.
References	11
APPENDIX 1.....	Error! Bookmark not defined.

We would welcome any feedback you have about the document.
 Share your comments at: <https://www.surveymonkey.com/r/8SYBMZR>

MENTORING IN THE PATH FROM ASSOCIATE PROFESSOR TO PROFESSOR

The Center for ADVANCING UH Faculty Success' **Mentoring in the Path from Associate Professor to Professor** is grounded in the empirical findings on effective mentoring of mid-career faculty toward achieving promotion to the rank of full professor. The purpose of this resource is to aid departments in complementing their own mentoring practices to engage recently tenured/promoted faculty and longer-standing associate professors in proactive, intentional career planning for their advancement to the professor's rank. Before implementing a mentoring program, we suggest conducting a needs assessment at the College or Department level to gain associate professors' perceptions of needs and barriers regarding promotion (Buch, Huet, Rorrer & Roberson, 2011).

The Guidelines also align with the University of Houston **Powerhouse Faculty Recruitment Toolkit** that includes extensive university resources and professional development information related to effective negotiation, research and publishing, teaching, tenure and promotion, and work-life integration:

http://www.uh.edu/provost/powerhouse-faculty/documents/Powerhouse_Faculty_Recruitment_Toolkit.pdf

Mid-Career Mentoring Model (Buch et al., 2011):

- **The vertical-dyad model** matches, **on a voluntary basis on both ends**, a Professor with an Associate Professor, in the same or other discipline or department, for one-on-one mentoring.
- **Peer mentoring** is a horizontal model in which Associate Professors mentor each other. These can be dyadic relationships, but they are more commonly group-based; they can also be formal or informal. With formal peer mentoring, there is a dedicated group of Associates who meet regularly, sometime coordinated by a Professor.
- Combinations of these models include group meetings of mentor-mentees dyads to learn from each other's experience and facilitate peer support.

Issues to Consider for the Promotion of Mid-Career Faculty:

- Establish reasonable expectations for promotion to Professor for Associates. This may include recognizing diverse strengths and contributions and the possibility of differential achievements at different points in faculty members' careers (Buch et al., 2011).
- Facilitate the development of a mid-career faculty planning process. Explore faculty members' interest in administrative positions as part of their career progression (see Department Chair Career Path Information Sheet, p, 14).
- Facilitate Associate Professors connections and net-working within and outside the Department and/or College to seek external funds (Fox, 2014).
- Delineate service expectations for promotion to Professor. While service contributions are of greater importance at the Associate than the Assistant level, service time commitments must be balanced with faculty members' need to conduct scholarship that will lead to promotion to Professor (Garland & Alestalo, 2014).
- Encourage and facilitate service to the discipline (e.g. national associations and editorial boards) since such contributions provide evidence of national recognition (Fox, 2014).

- Align teaching and service assignments with a reasonable path to promotion. For example, in the first or second summer after tenure, provide Associate Professors summer support for one month of research and/or provide a one-term course reduction/reassignment to Associate Professors seeking to increase their research productivity (Fox, 2014; Ohio State University).
- Mentoring International Faculty* Assist international faculty with transition and adjustment to the community. Refer faculty to resources for assistance with immigration.
- UH International Faculty Mentor Program. <http://www.uh.edu/oisss/services/>
- Non Immigrant (Temporary VISA Worker (nonimmigrant faculty and staff personnel). <http://www.uh.edu/immigration/non-immigrant/index.php>

MID-CAREER FACULTY PLANNING PROCESS

Step 1: Articulate Your Career Goals	Understand Promotion Criteria	Step 3: Assessment	Step 4: Write a Mid-Career Plan	Step 5: Discuss Plan with Mentor and Chair	Step 6: Implement the Plan
<p>* Promotion to Full Professor:</p> <ul style="list-style-type: none"> -Define your area of distinction. -Set a time frame. -Establish shorter- term goals to take you there. -Align your activities with departmental needs and expectations. -Identify obstacles to reach goals. -Identify resources to overcome obstacles-challenges. 	<ul style="list-style-type: none"> * Examine college and departmental criteria; seek needed clarity. * Discuss criteria and promotion guidelines with chair, dean, mentor, etc. * Examine samples of recently promoted candidates in your area. 	<p>* Consider your career trajectory thus far:</p> <ul style="list-style-type: none"> - How has its course changed and why? - Were the departures intentional and aligned with your changing interests and/or departmental needs? - Do service and administrative duties interfere with your scholarship? <p>* Assess your strengths and to develop:</p> <ul style="list-style-type: none"> - Determine resources and mentoring needs. - Seek input 	<p>* Map out a general path and match your skills, strengths, and performance expectations to your career choices</p> <p>* Continuously examine your plan:</p> <ul style="list-style-type: none"> -Include Steps 1- 2. - List strengths and skills you can build on. - Update short- and long-term career goals and timeframes. - List activities, resources, and strategies to enact 	<p>•Seek input on:</p> <ul style="list-style-type: none"> - how realistic your plan and timetable are. - obtaining resources and implementing your plan. - the alignment of your plan with departmental needs. - the alignment of your plan with the performance criteria 	<p>* Put your plan into action.</p> <ul style="list-style-type: none"> * Modify it as needed. * Regularly review the plan with your mentor and chair

		from peers and mentors. - Examine previous Performance feedback.	your plan.		
Obtained from Buch et al. (2011) and the UNC-Charlotte University Mentoring Plan					

TERMS OF THE MENTOR-MENTEE AGREEMENT

Mentee’s Perspective

- Respond promptly to the mentor’s invitation for a first meeting.
- Agree with mentor upon a mutual understanding of confidentiality.
- Establish meeting times and modes (email, phone, in-person) that work for both parties.
- Meet regularly with mentor (about once a month at least).
- Communicate questions and concerns about university life and faculty success.

Mentors’ Perspective

- Initiate contact with faculty member to set up a first meeting.
- Share information about own background and experiences at UH.
- Establish meeting times and modes (email, phone, in-person) that work for both parties.
- Meet regularly with mentee (at least about once a month at least).
- Know how to access tenure and promotion policies and utilize family-friendly benefits.
- Communicate to assess whether or not mentoring match is working.
- Make referrals and/or gather resources in response to questions mentor is not be able to answer

FIRST MEETING CHECKLIST

Get to Know Each Other

- Share information about your professional and personal life
- Learn something new about your mentee/mentor

Establish Guidelines

- When and where will we meet?
- How will we schedule meetings?
- How will we communicate between meetings?
- What agenda format will we use?
- Will there be any fixed agenda items to be discussed at every meeting?
- How will we exchange feedback?

- How will we measure success?

Partnership Agreement

- Review partnership agreement, modify if desired, sign and exchange
- Review goals for the mentoring relationship

Confirm Next Steps

- Schedule date

Obtained from 2012, Mitchell D. Feldman, MD, MPhil

http://academicaffairs.ucsf.edu/ccfl/faculty_mentoring_program.php

FACULTY MID-CAREER PLAN

Instructions to Mentees:

Please complete this form yearly and give a copy to your mentor before your mentoring session. Attach an updated.

Instructions to Mentors:

Please review the mentee's CV and this form prior to meeting your mentee.

Date:

Mentee Name:

Mentor Name:

Time Allocation as Estimated by Mentee:

___ % Teaching/Training/Providing Mentoring

___ % Research

___ % Service

___ % Administration/Other Services

How (if at all) would you like to change this time distribution? Consider your 5 lists:

1. things you're doing now that you want to quit
2. things you've just been asked to do that you want to refuse to do
3. things that you're doing that you want to continue
4. things that you're not doing that you want to start

5. strategies for improving the balance within the above 4 categories

Academic Appointment

Do you understand your academic appointment and the expectations for advancement in this series?

Yes No

Explain:

Current Professional Responsibilities

List your major professional responsibilities and if you anticipate significant changes in the coming year:

- 1.
- 2.
- 3.
- 4.

Future Professional Goals

Short Term Goals

List your professional goals for the coming year. Be as specific as possible, and indicate how you will assess if the goal was accomplished (expected outcome).

1. Goal:
Expected outcome:
2. Goal:
Expected outcome:
3. Goal:
Expected outcome:

Long Term Goals

List your professional goals for the next 3-5 years. Again, be specific, and indicate how you will assess if the goal was accomplished.

1. Goal:
Expected outcome:

2. Goal:
Expected outcome:

3. Goal:
Expected outcome:

Obtained from 2012, Mitchell D. Feldman, MD, MPhil
http://academicaffairs.ucsf.edu/ccfl/faculty_mentoring_program.php

MENTEE STRATEGIES TO ACHIEVE MENTORING OBJECTIVES

Whether your objectives focus on broad issues or more specific developmental areas, your mentor's ability to help you attain those objectives will be enhanced when you have clearly defined where you want to go and how you want to get there. It's important to think carefully about your objectives and the challenges to achieving them.

Use the questions below to appraise your objectives:

Specificity

- Have you identified a specific objective for the partnership?
- Are your objectives definite and precise?

Measurability

- Are your objectives quantifiable in nature?
- Have you decided how to measure success?

Work Plan

- Do you have an action plan to achieve your objectives?
- Have you considered the outcome of achieving your objectives?

Reality Check

- Are your objectives realistic given the circumstances?
- Have you determined a completion date?
- Is your timeline realistic?
- Will you need additional resources or tools to be successful?

The Mentor's Role

- Will your objectives require your mentor to provide you something other than guidance?
- How can your mentor be most helpful to you?

Obtained from 2012, Mitchell D. Feldman, MD, MPhil

http://academicaffairs.ucsf.edu/ccfl/faculty_mentoring_program.php

EVALUATING YOUR MENTEE'S GOALS

Use the checklist below to appraise your mentee's goals:

Specificity

- Has your mentee identified specific short and long term goals?
- Are the goals definite and precise?

Measurability

- Are your mentee's goals quantifiable in nature?
- Has your mentee determined how to measure success?

Work Plan

- Does your mentee have an action plan to achieve their goals?
- Has your mentee considered the outcome of achieving these goals?

Reality Check

- Are your mentee's goals realistic given the circumstances?
- Has your mentee determined a completion date?
- Can success be achieved within the time allocated?
- Will additional resources or tools be needed to achieve success?

Your Role

- Is your role to advise, suggest or listen?
- Will your mentee's goals require you to provide something other than guidance?
- How can you be most helpful to your mentee?

Copyright © 2012 The Regents of the University of California, All Rights Reserved Created by Mitchell D. Feldman, MD, MPhil, UCSF Faculty Mentoring Program

DOCUMENTING MENTORING ACTIVITIES

Mentee:

Start Date:

Mentee Dept:

End Date:

This mentoring activity was in service to:

- Department
- College
- University
- Profession

Please describe, in your own words, the formal mentoring activities that you offered in service to your department, college, institution or profession over the past year. Formal mentoring activities occur as a result of the strategic identification of an individual who can support another's professional development. These activities should have specific, outcome-focused goals and expectations and involve interactions that are structured around achieving these goals. Both **short-** (e.g., commenting on a manuscript draft) **and long-term** (e.g., meeting for a pre-determined number of times during the year to discuss teaching) **efforts may qualify as formal mentoring as long as the activities are intentional and structured to meet a particular goal, rather than incidental and unstructured.**

When describing each of your formal mentoring activities, please indicate:

- Whether the service you provided supported faculty within your department, your college (but outside your department), institution (outside the college), or profession (another institution);
- Whether the activity was formally initiated by you or the protégé; and
- A short description of the activities engaged in, their specific goals and outcomes; and a short descriptions of additional resources from the department/college/university you used or would have liked to have had available in support of your role mentoring the protégé.

Obtained from Faculty Mentoring Policy & Resources, Wright State University, College of Science and Mathematics.

REFERENCES

Buch, K, Huet, Y., Rorrer, A., & Roberson, L. (2011). Removing the barriers to full professor: A Mentoring program for associate professors. *Change: The Magazine of Higher Learning*, 43, 38–45. Available at <http://www.tandfonline-com.ezproxy.lib.uh.edu/doi/pdf/10.1080/00091383.2011.618081>

Feldman, M. D. (2014). Faculty Mentoring Toolkit. UCSF Faculty Mentoring Program. Available at http://academicaffairs.ucsf.edu/ccfl/media/UCSF_Faculty_Mentoring_Program_Toolkit.pdf

Fox, Robert A. (2012), Mentoring Mid-Career Faculty. Access Academics and Research. Available at <http://www.asha.org/Academic/questions/Mentoring-Mid-Career-Faculty/>

Goodwin, S. Faculty Mentoring Policy & Resources College of Science and Mathematics, Wright State University. Available at http://science-math.wright.edu/sites/default/files/page/attachments/CoSM_Mentoring_Policy_Version2%20200.pdf

Garland, M. and Alestalo, S. (2014). *Faculty Mentoring in a Networked World*. Syracuse, NY: Syracuse University. Available at <http://suadvance.syr.edu/>

Ohio State University. Providing Leadership for Faculty Promotion. Office of Academic Affairs. Available at http://womensplace.osu.edu/assets/files/TIU_Chair-WEB.pdf