

SENATE TASK FORCE REPORT ON MENTORING AND SUCCESS OF JUNIOR FACULTY

Executive Summary

April 6, 2005

The Senate Task Force (STF) was charged to:

- a. survey mentoring programs of other institutions;
- b. ascertain the mentoring activities of UMD academic units;
- c. generate a set of principles for mentoring at UMD; and
- d. propose best practices and procedures to implement these principles.

The STF defined mentoring as “providing the maximum opportunity for an individual to reach his/her potential and achieve success; including enabling the individual to acculturate to the institution.” The STF recognized that mentoring depends upon many variables, based both on the individual (e.g., background, gender, ethnicity) and the individual’s unit (e.g., culture, resources, size). The STF differentiated two forms of mentoring: developmental mentoring (mentoring that provides support, information, advice and feedback to the mentee but specifically does not include official evaluation) and evaluative mentoring (mentoring that can include developmental components but focuses on judgment and appraisal).

In a survey of other institutions, the STF found that most institutions encourage but do not require all junior faculty members to be formally assigned a mentor. Mentoring patterns among UMD units vary considerably. Most units have a formal annual evaluation of junior faculty and most mentoring is evaluative. Far fewer units offer faculty members structured help in professional socialization, professional development workshops, or setting goals and evaluating progress. There are also a number of campus-wide mentoring efforts that provide broader programs on a range of topics including orientation and the tenure process.

Principles and Policy/Program Recommendations

There should be three tiers of mentoring, all working together to develop the best mentoring environment for junior faculty: unit/program level, college level, campus level.

- Tier 1: Unit – provide developmental and evaluative mentoring (including senior developmental mentors), and support.
- Tier 2: College level – oversee unit/programs and provide workshops and seminars on topics such as grantsmanship.
- Tier 3: Campus level – provide developmental mentoring programs on topics such as the tenure review process, assure that faculty, particularly members of underrepresented groups, are provided adequate mentoring, and coordinate meetings of senior administrators with junior faculty.

The STF has identified five areas of needed action (i.e., principles) that should contribute to more consistent and effective mentoring of untenured assistant and associate faculty.

1. *Increase the involvement of the senior administration in making the campus aware of mentoring.*
Policy and Program Recommendations:
 - i. The campus should provide funding for the new mentoring activities.
 - ii. The Provost should require deans to emphasize the importance of mentoring to their chairs and faculty. The Provost should also send an annual letter to chairs reminding them to ensure that tenure-seeking faculty receive annual evaluative feedback and a formal

- reappointment review, and the Provost should suggest that junior faculty's initial teaching/service demands be limited.
- iii. The Associate Provost for Faculty Affairs should develop a mechanism to (a) track how units provide mentoring to junior faculty and (b) monitor the mentoring experience of junior faculty members when they are considered for promotion.
2. *Encourage high quality mentoring across all academic units.*
Policy and Program Recommendations:
 - i. Revise academic units' Plans of Organization to comply with the new APT policy.
 - ii. Establish mentoring of junior faculty as a criterion for merit pay or other appropriate incentives.
 - iii. Develop a University web page that lists best practices in mentoring.
 - iv. Develop a Mentors Training Program.
 3. *Improve mentoring provided for faculty from underrepresented groups.*
Policy and Program recommendations
 - i. Develop recruitment workshops on the role of the chair in minority recruitment and retention.
 - ii. Create a network of faculty from underrepresented groups to be available to meet with recruited faculty.
 - iii. Assist members of underrepresented groups adapt to the university – inform members of such groups of resources available on campus.
 - iv. Establish mentors to assist in guiding underrepresented faculty through their career development and advancement process, normally in collaboration with a unit mentor.
 4. *Encourage practices that enable pre-tenure faculty to succeed.*
Policy and Program Recommendations:
 - i. Limit teaching responsibilities, especially in the first year.
 - ii. Limit the assignment of academic advising of undergraduates in faculty members' first three years.
 - iii. Minimize service obligations during the pre-tenure stage.
 5. *Improve campus-wide mentoring programs and materials for tenure-track faculty.*
Policy and Program Recommendations:
 - i. Distribute relocation assistance and dual career employment assistance program brochures and campus and community resources packet to prospective and new faculty.
 - ii. Offer a series of professional development programs, which will provide information and guidance on beginning a successful academic career.

Assessment of Mentoring Activities

The Office of Faculty Affairs should be assigned to: (a) oversee the creation/implementation of the recommendations; and (b) report on the progress toward executing these recommendations after one year to the Provost and the University Senate Executive Committee. The University Senate should re-evaluate the mentoring efforts and evaluate the program after five years.

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I. Preamble – The Issue

Higher education institutions have a major investment in the careers of faculty members. After all, “faculty are an institution's most valuable resource-by far” (Schuster, 1999, p. xiv). For colleges and universities:

The quality of an institution of higher education links to the quality of its professorate—the men and women comprising its academic ranks. To their efforts we can attribute the success of development projects, the advancement of knowledge through research, the rendering of service in and out of the institution, and the conduct of effective teaching. Continued excellence in an institution depends on acquiring high quality faculty and sustaining their work, both substantively and in spirit, over a number of years (Mager & Myers, 1982, p. 100).

It follows that “careful recruitment and support of new faculty is an essential investment in the future of colleges and universities” (Menges & Associates, 1999, p. xvii). When newly hired faculty become productive members of the professorate, the university has made a wise investment. However, there is considerable evidence that colleges and universities are frequently not “reaping the rewards” of their investments. First, research has documented an extremely high attrition rate among new faculty (Ehrenberg, R., Kasper, H., Rees, D., 1991). This includes our University, where the attrition rate is 40%. Second, studies have found that many new faculty members have problematic socialization experiences that impede, rather than foster, a productive career. Third, an elevated level of stress in junior (pre-tenure) faculty has been documented, as has its negative consequences. Finally, the aforementioned problems are particularly of concern because we have entered a period when higher education faces a shortage of highly skilled faculty (Bowen & Sosa, 1989; Hensel, 1991; Finkelstein & LaCelle-Peterson, 1992; Davidson & Ambrose, 1994).

An assistant professor who ultimately achieves tenure and becomes a member of an institution's permanent faculty will, over a lifetime, cost that institution an average of two million dollars in compensation¹ (Brown & Kurland, 1996). Whether such a significant expense proves to be a prudent decision is determined by the faculty member's future productivity and quality in teaching, scholarship², and service. A number of studies have concluded that the foundation of a productive academic career is built upon the early experiences of new faculty (Boice, 1991; Fink 1984; Olsen & Sorcinelli, 1992; Sorcinelli, 1988; Sorcinelli & Austin, 1992; Turner & Boice 1987).

Traditionally, once faculty members have been hired they are then evaluated at points along the way to tenure to assess their successes and failures as their careers develop. However, little explicit and formal effort has been expended by the university to help faculty develop in their careers. In essence, in order to achieve success faculty members have had to, at least in great part, rely on what they had learned as graduate

¹ If we assume a thirty-five year duration of tenure until a normal retirement age, with annual compensation starting at \$40,000 (sure to increase with time and inflation), the employing institution incurs a commitment that will doubtless reach two million dollars” (p. 331). Note, in the sciences, this amount can be considerably higher when one considers that start-up costs can easily reach \$500,000 or more.

² In use of the word “scholarship” we mean all forms of scholarly activities at UMD including research and the creative and performing arts.

students, in postdoctoral positions, and from observing others. While junior faculty often do well using this random mixture of experiences, the pressures of expectations in a modern university often go beyond what a junior faculty member is likely to know based on experience and observation, and thus chances of success using this approach decline.

Over the past several years, the University of Maryland (UMD) and other institutions around the U.S. have become increasingly aware of the need for, and potential value of, increased mentoring efforts for junior faculty to help ensure their success. Considering the investment universities make in hiring junior faculty, and the expectations universities have for these people during their careers, an investment in mentoring provides the opportunity not only to help these people achieve success, but also to enhance their capabilities and increase their value to the university far more than if they had been allowed to develop “on their own.”

II. Charge to Committee

The push toward developing mentoring programs for all junior faculty comes from attention brought to this issue by President Mote and his view of the vital role that mentoring activities play in faculty careers. The focus on mentoring has also been advanced by concerns raised about current mentoring policies and practices at UMD. One major voice for these concerns came from the Appointment Promotion and Tenure (APT) Task Force of the University Senate that, in revising campus APT policies³, noted the uneven quantity and quality of junior faculty mentoring across campus academic units.

Within the University System Policy on Appointment, Rank, and Tenure of Faculty, amended October 22, 2004, concern for the mentoring of assistant and untenured associate professors was addressed as follows:

IV. A. 3. Each first-level unit shall provide for the mentoring of each assistant professor and of each untenured associate professor by one or more members of the senior faculty other than the chair or dean of the unit. Mentors should encourage, support, and assist these faculty members and be available for consultation on matters of professional development. Mentors also need to be frank and honest about the progress toward fulfilling the criteria for tenure and/or promotion. Following appropriate consultations with members of the unit’s faculty, the chair or dean of the unit shall independently provide each assistant professor and each untenured associate professor annually with an informal assessment of his or her progress. Favorable informal assessments and positive comments by mentors are purely advisory to the faculty member and do not guarantee a favorable tenure and/or promotion decision.

Noting the vital importance of consistent high quality mentoring, the APT Task Force called upon the Provost to devise policies and practices to remedy inconsistencies and inadequacies in mentoring and to ensure that mentoring of junior faculty becomes a major commitment across all academic units. In addition to the concerns expressed by the APT Task Force, the University has become increasingly aware that there are divergent opinions on the definition of mentoring across the campus (and the nation), and that, without a clear understanding of mentoring, it is difficult to devise, foster, and assess mentoring practices.

In order to deal with these concerns, the Provost and the University Senate constituted a Senate Task Force (STF), co-chaired by Arthur N. Popper, Professor of Biology and current chair of the University Senate and Ellin K. Scholnick, Associate Provost for Faculty Affairs. The Committee included Patricia Alexander, Professor of Human Development, Cordell Black, Associate Provost for Equity and Diversity, Jordan

³ Approved late 2004 by Senate and in effect as of August 17, 2005.

Goodman, Chair and Professor of Physics, Rhonda J. Malone, Director of Faculty Mentoring and Development and Jack Minker, Professor Emeritus of Computer Science and the Institute for Advanced Computer Studies.⁴

The STF was given the charge to:

- a. survey mentoring programs of other institutions;
- b. ascertain the mentoring activities of UMD academic units;
- c. generate a set of principles for mentoring at UMD; and
- d. propose best practices and procedures to implement these principles.

III. What is Mentoring?

The STF's report begins with clarifying what mentoring is and the ensuing sections provide a response to each of its charges. In beginning its work, the STF thought it was important to develop a shared understanding of the definition, nature, areas, forms, and sources of mentoring.

- The STF defined mentoring as “providing the maximum opportunity for the individual to reach his/her potential and achieve success; including enabling the individual to acculturate to the institution.”
- Regarding the unique nature of mentoring, the STF agreed that one size does not fit all but that the kind of mentoring appropriate for a particular individual depends upon: (a) the characteristics of the junior faculty member, such as personality characteristics, previous postdoctoral experience in academia, gender and ethnicity; (b) the characteristics of the academic unit, such as its community spirit, academic health, leadership, and size; (c) available resources including the availability of start-up research funds and of suitable mentors; and (d) context, such as stability in leadership of unit, commitment of Dean, Provost, and President to ask for and evaluate successful mentoring.
- Through mentoring activities, academic units seek to assist the pre-tenure faculty in establishing successful career paths. To that end, mentoring needs to include, but not be limited to, scholarship, teaching, and service. Additional aspects of mentoring may include helping the junior faculty member make inroads into a new community that will ultimately pass judgment on whether the individual will become a permanent member of their faculty.
- The STF thought it was important to differentiate two forms of mentoring: developmental mentoring (mentoring that provides support, information, advice and feedback to the mentee but specifically does not include official evaluation) and evaluative mentoring (mentoring that focuses on judgment and appraisal).
- Traditionally, mentoring was thought of as being provided by one specific individual, the mentor (or group of mentors). While this remains the lynchpin of guidance and support, the STF agreed that other sources of mentoring exist, including workshops, seminars, performance evaluations, and written materials.

IV. Who Are Mentors

A mentor is defined as a wise and trusted counselor or teacher guiding a less senior person on a career path.⁵ Within academe, mentors demonstrate a road map for career success and help faculty members gain the

⁴ The STF was formed on April 20, 2004. Ruth Zambrana, Professor of Women's Studies, was an initial member of the taskforce. The committee is grateful for her contributions.

skills necessary to travel their own career path successfully. Mentors also provide professional socialization including entry into a disciplinary network. Ideally, the mentor also becomes a sounding board and supporter, who teaches the “tricks of the trade” and survival strategies to the mentee. Most often the mentor serves to help the mentee become successful at his/her academic institution. It is also possible that the mentor will be able to serve as a guide and resource in dealing with the broader scholarly and academic community, both nationally and internationally.

Clearly, the unit chair (or dean or director in units without chairs) is a very important evaluative mentor, and is also in the position to provide developmental mentoring as well. Indeed, studies have found that the unit chair plays a vital role in the successful socialization of tenure-track faculty (Malone, 2001). Conversely, as the junior faculty member’s supervisor, conductor of performance evaluations and key player in the tenure review process, the chair cannot typically serve as a fully effective developmental mentor. A developmental mentor must be someone to whom the junior faculty member can turn with the knowledge that interactions with the mentor will not become a basis for important decisions on the person’s career. For this reason, the STF found that many institutions stipulate that conversations between mentor and mentee are confidential and encourage or require the assignment of mentors from outside the mentees’ own unit. Further, given the previously mentioned crucial role of the chair, it is very helpful for junior faculty to have a mentor to whom they can turn for advice on dealing with his/her chair. An addendum to this report includes the qualifications for a good mentor and the responsibilities of mentors and of mentees in creating a helpful relationship.

V. Faculty Mentoring at Other Universities

As part of the STF’s review of mentoring, we did an extensive search to determine mentoring practices at other institutions, including all of the peers of UMD. This review included submitting a questionnaire to all AAU universities⁶ (thirteen responded), an e-mail survey of all Physics departments in the U.S.⁷ (fourteen responded), searches of web sites of all peer institutions and many other universities (including a “Google” search for university mentoring) for information about faculty mentoring programs (over fifty institutions’ websites were reviewed), and follow-up telephone conversations with academic administrators at institutions with policies and/or programs of particular interest. Appendix I (page 13) provides a directory of many of the web sites examined and resources on the web that are potentially useful for units in developing their specific mentoring plans.

Overall, we found nationwide evidence that mentoring of junior faculty is increasingly being viewed as an important issue. Clearly, UMD is not the only institution seeking ways to enhance mentoring – although we may be at the leading edge of a movement in this direction. We did, in our search, come across a number of interesting and useful programs that are worth noting, and that offer ideas that might be applicable to UMD. More specifically, we found that:

Required Mentoring Policies

- Most institutions encourage but do not require that all junior faculty be formally assigned a mentor.

⁵ The term derives from the name of Mentor, the wise elder to whom Odysseus entrusted the care of his son, Telemachus, while he (Odysseus) went off to Troy (from *The Odyssey* – Homer).

⁶ AAU maintains a listserv for all its institutions. Any AAU institution may submit a questionnaire, which is then received by each university’s AAU contact person, typically a staff member of the institutional research office. The staff member is then responsible for obtaining the appropriate information from whoever would have the relevant information at that institution.

⁷ This could be done since there is a common listserv for all such departments, unlike many others. This was not used to look for how physics departments did mentoring per se, but more as a way to find campuses that had accessible mentoring programs that we could examine.

- Those few institutions that do require mentors typically included the following elements:
 - The unit chair assigns the mentor(s) with the input of the junior faculty member.
 - The assignment is made very early, either before or within the first month of the faculty member's appointment.
 - At the end of the first year, the chair determines whether to maintain the same mentor(s) based in large part on the feedback of the mentee.
 - The length of the mentoring relationship is set at a minimum of two years, but encouraged until the tenure review.

Institutions differ on whether the mentoring relationship is developmental or evaluative. At Iowa State, the role is strictly developmental, while at the University of Florida, the Faculty Senate is currently debating this very issue.

Other Mentoring Programs

- Much more common than policies that require the assignment of mentors were various types of mentoring programs.
- The number of these programs is growing rapidly, with almost all of the efforts described below having been created in the past five years.
- Some of the programs provide support for all aspects of the pre-tenure faculty role; others focus on a specific aspect, generally related to the development of the pre-tenure faculty member's research program. Some were geared to all junior faculty, others targeted members of underrepresented groups. Many of the targeted programs were originally designed exclusively for either women or persons of color but proved so useful they are now open to all. Examples of such programs include:
 - Programs that provide a professional development seminar series (e.g., University of Colorado, Western Carolina University; Iowa State University, Syracuse University). These series focus on areas such as information about relevant university policies and resources, (e.g., promotion dossier preparation), skill development (e.g., grant writing), hearing from university officials (e.g. meeting with the provost) and handling the stresses and strains of being an early career faculty member (e.g., balancing work and family). In addition to regular workshops, several begin with a two-day retreat. Depending on the institution, participation in these programs may be mandatory for all tenure-track faculty, optional for all tenure-track faculty, and open only to selected individuals (generally from underrepresented groups).
 - Programs which connect interested faculty with mentors (e.g., University of Oregon, University of Colorado, University of Wisconsin, Oshkosh). Most of these programs are, or were initially, exclusively for women.
 - Fellowship programs that assist selected junior faculty fellows in establishing their research program and successfully soliciting external funding (e.g., University of California, Berkeley, Kansas State University). These programs generally consist of two components: the assignment of a senior faculty member to provide guidance and one-time small funding to support research-related activities.

VI. Faculty Mentoring at UMD

In order to explore current mentoring practices, task force members provided information about various campus-wide mentoring efforts. In addition, a survey was sent to unit chairs and college deans. Responses were received from all the units in AGNR, EDUC, BMGT, CLIS, and LFSC. An overview was received from ARHU, CMPS, and ENGR. Current University mentoring efforts are detailed below.

- Formal performance evaluation:⁸ Most units have a formal annual evaluation of junior faculty. This is most frequently conducted by the Merit Committee, the APT Committee, a subcommittee of senior faculty, the unit chair alone, or the unit chair in association with one of these groups. This review is commonly accompanied by a written report. Units also report doing a thorough contract renewal review in the second or third year. While these review processes generally provide junior faculty members with useful information about *how well* they are performing their responsibilities, they do not impart information about *how to* perform those responsibilities.
- Formal department or college mentoring programs: Certain colleges, (e.g., BMGT, EDUC), and some departments (ENBR, VETMED) have a formal system of assigning a senior faculty mentor or mentoring committees to all junior faculty. Generally this mentoring is evaluative in nature, typically involving the mentor(s) submitting a written evaluation to the chair. Few units at UMD provide for developmental mentoring. Therefore, once again new faculty are often not provided “how to” information and guidance.
- Other department or college mentoring efforts: The College of Education and areas of BMGT also offer their faculty structured help in professional socialization. EDUC offers a series of professional development workshops, while BMGT works with junior faculty on setting goals and evaluating progress.
- Department or college efforts to assist junior faculty: Efforts to ease the new faculty member into his or her role by providing reduced teaching or service commitments vary widely. Some departments or colleges (LFSC) generally do not assign any teaching to new tenure-track faculty members for their first semester. Others seek to provide reduced teaching loads and/or minimize the number of start-up courses the faculty members teach. Most units at least verbalize an effort to minimize service commitments but the reality varies enormously. The availability of summer support also varies across campus.
- Campus-wide mentoring efforts: A variety of offices and individuals provide additional mentoring programs. A non-exhaustive list includes the Center for Teaching Excellence (CTE), which sends both materials describing their services and personal invitations to their workshops to all new faculty, the Counseling Center, which often invites all new members of the professoriate to lunch to learn about their services, Dr. Rhonda Malone, who coordinates the New Faculty Orientation Program, Terps Teaching Tips Program, Dual Career Assistance Program, Relocation Assistance Program and the Information for New Faculty webpage, and Dr. Ellin Scholnick, who offers workshops for candidates about preparing their dossiers for tenure and promotion.
- Finally, the University has a few targeted programs for minorities and women, such as in ENGR. However, there is no systematic campus-wide effort tailored to underrepresented groups, even though members of these groups may face both greater demands from students and higher service expectations. Furthermore, they may not find many others in their unit who share their experiential background or who have similar research interests. (This issue is discussed at greater length below.)

⁸ It should be noted that the University’s APT policy requires that pre-tenure faculty members receive informal annual feedback about their progress towards tenure and a formal written evaluation at the time of their contract renewal. The recent revisions to the APT policy will also require units to make explicit the criteria they use for evaluation.

VII. Principles and Policy/Program Recommendations

Our single most important expectation with regard to mentoring is that every unit and program that hires tenure-track faculty have in place a detailed written program for mentoring these faculty for at least two years, and preferably until such time as the junior faculty member achieves tenure. The specific nature of the departmental mentoring programs will vary by discipline and college. Deans will develop mechanisms for approving these plans.

The STF recommends that there be three tiers of mentoring. The first tier is in the unit or program.⁹ This encompasses providing both discipline-specific and evaluative mentoring, supplying senior mentors, and ensuring that new faculty are given sufficient support so that they can grow in their careers and become fully productive and successful faculty.

The second tier is at the college level. The college should oversee the unit programs and ensure they fulfill their goals. In addition, the colleges should provide additional workshops, seminars, and other programs that would cover topics that might be relevant to all units in that college. Such programs might include workshops on teaching, grantsmanship, etc. In all cases, the college programs should be those that are best done with a larger group of faculty, and where faculty from different units and disciplines could share ideas and experiences. Colleges might also provide support for a “faculty club” of non-tenured faculty where these individuals, without the presence of senior mentors or people who potentially do evaluation, can share ideas and experiences among themselves.

The third tier of mentoring comes from the campus in the form of providing information, resources, and assistance appropriate for all tenure-track faculty such as programs on the tenure process, new faculty orientation, meetings with senior administrators, and a wide range of other activities. The campus should monitor the mentoring of faculty from underrepresented groups, and provide additional mentoring. Finally, the campus should develop a mechanism to track how units provide mentoring to junior faculty and monitor the mentoring experience of junior faculty members when they are considered for promotion. More detailed descriptions of expectations and guidelines related to mentoring at each of these three levels follows.

The STF has identified five areas of needed action (i.e., principles) that should contribute to more consistent and effective mentoring of untenured assistant and associate faculty. Each principle is followed by a series of more specific policy recommendations that represent means of achieving the stated principle.

1. *Increase the Involvement of the Senior Administration:* The President and Provost should set the tone for mentoring. For example, each already has initial meetings with new faculty. The President has a reception for new faculty and the Provost meets with new faculty at new faculty orientation.

Policy and Program Recommendations:

- a. The Senior Administration should provide funding for the new mentoring activities proposed in this report.
- b. The Provost should require deans to emphasize the importance of mentoring to their chairs and faculty.
- c. The Provost should continue to send an annual letter to unit chairs reminding them of their responsibility to ensure that tenure-seeking faculty receive annual evaluative feedback and a

⁹ In cases where units do not hire frequently or where there are few senior faculty with mentoring abilities, colleges might combine mentoring programs between similar units.

formal review as part of the contract renewal process. The Provost should also remind chairs to ensure the teaching and service expectations of tenure-track faculty are as limited as possible.

- d. The Associate Provost for Faculty Affairs should develop a mechanism to track how units provide mentoring to junior faculty and whether faculty have been mentored. It is suggested that the Office of Faculty Affairs require units to develop a written procedure for mentoring and that the Summary of Professional Accomplishments, which is part of all promotion dossiers, include a report on the mentoring arrangements provided for the candidate.
2. *Encourage High Quality Mentoring Across all Academic Units:* The degree and quality of junior faculty mentoring varies widely among colleges and units. Indeed, there is frequently both a lack of understanding of junior faculty needs and lack of knowledge about effective mentoring techniques. Further, the majority of the mentoring currently offered is evaluative rather than developmental, leaving a significant unmet need for such assistance.

Policy and Program Recommendations:

- a. All academic units should revise their Plan of Organization (POO) in compliance with the newly approved APT policy, particularly regarding the establishment of criteria for the tenure review.
 - b. Mentoring of untenured assistant and associate faculty is a valued component of senior faculty members' roles and should be clearly established as criteria for consideration in awarding merit pay or other appropriate incentives.
 - c. To assist units in providing both developmental and evaluative mentoring, a University web page should be developed that lists best practices in mentoring and provides diverse examples of effective mentoring programs. That website should provide information and examples for useful mentoring to meet the needs of faculty depending on the characteristics of the junior faculty member, particularly related to gender and ethnicity, the characteristics and disciplinary focus of the academic unit, and other relevant factors.
 - d. Given the shortage of senior scholars with the skills and knowledge necessary to be successful developmental mentors, especially for untenured faculty from underrepresented groups, a Mentors Training Program should be instituted in which selected senior faculty members are trained to become knowledgeable, skilled, and supportive mentors. An important component of this training should be defining expectations for effective mentoring. See Appendix II for an example of such expectations (page 14).
3. *Improve The Mentoring Provided For Faculty From Underrepresented Groups.* Women and persons of color frequently face both higher service expectations and numerous requests for assistance from student from the same underrepresented group. In addition, the small numbers of faculty from underrepresented groups can produce feelings of isolation. Hence, it is especially important that such faculty feel welcomed on campus and are provided guidance in dealing with the complexities of being called upon to establish their scholarly and teaching career, while dealing with so many demands on their time and energy. The proposals we make for these faculty could well be applied to any junior faculty member, but we are particularly concerned with faculty from underrepresented groups. The effort made to recruit them should be matched by the effort to retain them and help them to succeed in the promotion process.

Policy and program recommendations

- a. Recruitment. There are two parties to the effort: the recruiter and the recruit. On-going workshops on the role of the chair in minority recruitment and retention should be offered to heighten chairs' sensitivity to issues of intercultural communication and differences in the experiences

diverse groups bring to the academic enterprise. This would be part of a regular set of workshops for chairs on recruitment and retention. Additionally, mentoring activities for all faculty, but especially for faculty from underrepresented groups, should begin during recruitment. To facilitate this process the University should: create an informal network of faculty from underrepresented groups who would be available to speak with recruited faculty, inform the recruit about campus climate and the nature of resources within the surrounding environment, and provide help about issues such as negotiating contracts.

- b. Initial adaptation to the University may present challenges. To assist in this adaptation, representatives of the appropriate group should be encouraged to:
 - i. Send a representative to greet the new faculty member.
 - ii. Plan a welcoming reception for new faculty, perhaps in conjunction with New Faculty Orientation.
 - iii. Inform new hires from underrepresented groups about the array of special resources/opportunities available to them such as the Welcome Fellowships and the Center for Race, Gender and Ethnicity, which may help new faculty members find their own network, social support system, and role models.
 - iv. Establish mentors to assist in guiding underrepresented faculty through their career development and advancement process, normally in collaboration with a unit mentor.
- c. Preparing for the tenure review process. During this critical period, junior faculty are particularly in need of an informal mentor who can be relied upon for advice, guidance and emotional support in career moves and self-presentation during the tenure review process. Representatives of the appropriate group, particularly those who have helped to introduce the faculty member to campus, should be encouraged to provide informal mentorship.

4. *Encourage practices that enable pre-tenure faculty to succeed:* A junior faculty member's efforts to attain tenure require the individual to launch a scholarly career while developing new courses, honing teaching skills, and completing various campus service responsibilities.

Policy and Program Recommendations:

- a. Academic units should carefully monitor the teaching expectations of junior faculty. Specifically, enabling new faculty to begin their academic career here with a one-semester exemption for teaching often provides a substantial benefit to the faculty member and their unit for years to come.¹⁰ Whether this is feasible or not, in subsequent semesters the number of courses taught, especially the number of "start-up" courses, should be carefully reviewed by the chair.¹¹ Moreover, starting with a decreased teaching load allows a young faculty member to put his/her efforts into developing teaching skills rather than spending all of his/her time just trying to write and keep up with lectures.
- b. Wherever possible, junior faculty should only be given limited responsibility for academic advising of undergraduate students during the faculty members' first three years.
- c. Academic units should carefully monitor the University and departmental service expectations of junior faculty. Junior faculty should be encouraged to limit such service

¹⁰ For some faculty, such as those who will be setting up a lab, it may be better to defer a semester free of teaching responsibilities until their research facilities are fully operational and they can take advantage of the time free from teaching to get their research underway.

¹¹ Start up courses refers to those courses taught by the faculty member for the first time, hence requiring far more time for course development and teaching preparation.

obligations. Chairs should work with junior faculty in determining which University or departmental service opportunities seem appropriate.

- d. The Provost's annual letter to chairs mentioned above in 1.c. should explicitly address the need for limiting the teaching and service demands placed on pre-tenure faculty.

5. *Create New or Improve Current Campus-Wide Mentoring Programs and Materials for All Tenure-Track Faculty*: As detailed earlier in this report, a number of University-level mentoring efforts are already in place. However, there is a need for even more efforts to support pre-tenure faculty.

Policy and Program Recommendations:

- a. Printed materials designed to assist currently recruited and early career faculty, such as the attached Relocation Assistance and Dual Career Employment Assistance Program brochures and the Campus and Community Resources packet, should be distributed to all search finalists and recently hired faculty members.
- b. The most common mentoring efforts we found at peer institutions were professional development series that provide new faculty with a breadth of information and guidance in starting their careers. This program at UMD would combine current activities, such as New Faculty Orientation and the New Faculty Teaching Workshop, with new initiatives to provide a variety of programs to assist pre-tenure faculty create and move forward on a path toward tenure attainment. In addition to the usual workshop format, a two-day professional development retreat should be offered each summer.

VIII. Assessment of Mentoring Activities

It will be the responsibility of the Office of Faculty Affairs to oversee the creation and implementation of the recommendations that are approved by the President after the recommendations are approved by the University Senate. One year after the recommendations are approved by the President, it will be the Office's responsibility to report on the progress toward executing these recommendations to the President, Provost and the University Senate Executive Committee. Five years after implementation, the Senate will assign a task force to re-evaluate the mentoring efforts and evaluate the program.

REFERENCES CITED

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Appendix I: Websites of Mentoring Programs

Institution	Web site	Comments
APA	http://www.apa.org/monitor/mar99/mentor.html	Article on mentoring overview
Iowa State	http://www.provost.iastate.edu/faculty/facdev/mentor_1.html	Small number of guidelines on how to do faculty mentoring
Loyola U. MD	http://www.loyola.edu/academics/diversity/mentoring/index.html	Mentoring program overview, looks good
MIT	http://web.mit.edu/scholars/mentor.html	Mentoring of international faculty
Nat'l Teaching & Learning Forum	http://www.ntlf.com/html/lib/bib/95-3dig.htm	Document on mentoring of faculty
Northern Illinois U.	http://www3.niu.edu/facdev/development/mentoring.htm	New faculty mentoring program
Oregon State U.	http://oregonstate.edu/admin/student_affairs/criticalissues/faculty_mentoring.shtml	Short article on faculty mentoring
Stanford Med School	http://facultymentoring.stanford.edu/	Faculty-mentor pairs
Syracuse U.	http://provost.syr.edu/faculty/newfaculty.asp	Orientation and seminars over first 2 yrs.
U. British Columbia	http://www.cstudies.ubc.ca/facdev/services/faculty/newfactip.html	Tips for new faculty
U. Illinois Chicago	http://www.uic.edu/depts/oa/newfac/facment.html	Faculty mentoring program
U. Michigan	http://www.rackham.umich.edu/StudentInfo/Publications/FacultyMentoring/contents.html	Excellent booklet on how to mentor graduate students, including diversity
U. Michigan	http://vrd.ucv.cl/importaciones/Teaching-Learning/Teaching_Strategies_Website/facment.html	Resources on the web for faculty mentoring (lot's of links, some of which are out of date)
U. of CA, Irvine	http://advance.uci.edu/	Currently just for women, being expanded for persons of color. Noting on this web page
U. of Colorado	http://www.colorado.edu/facultyaffairs/deskref/part1facultyaffairs.htm	Orientation: Andre Grothe, 303-492-4603 LEAP- Patricia Rankin, 303-492-8571 Early Career Faculty- Lynn Della Guardia Minimal information
U. of Florida	http://www.aa.ufl.edu/aa/aapers/2004-2005/TPGuidelines2004-2005.pdf	Specific requirements including annual written feedback from mentor. Document is part of APT and minimal guidance as to what they actually do.
U. Oregon	http://www.uoregon.edu/~lbiggs/ment.html	Mentoring of women faculty
U. San Francisco	http://www.cas.usf.edu/cas/facultyDevelopment/mentoring.htm	Page on mentoring of new faculty
U. Texas Arlington	http://www.uta.edu/provost/facultysupport/mentor/	Faculty mentoring program
U. Texas Austin	http://www.cs.utexas.edu/users/almstrum/mentoring/sigcse93-panel-refs.html	Mentoring female faculty. Other material on their web site but no single program. May be college-specific, but no formal guidelines
U. Texas El Paso	http://www.dmc.utep.edu/mentoring/	Women faculty mentoring
U. Vermont	http://www.uvm.edu/~mentor/	Policy statement from Senate & provost
U. Wisconsin	http://www.provost.wisc.edu/women/what.html	Mentoring of women faculty
U. Wisconsin, Oshkosh	http://www.uwosh.edu/mentoring/faculty/	Faculty mentoring resources. Lot of excellent material
UCLA	http://www.deans.medsch.ucla.edu/academic/Mentor.doc	Statement on faculty mentoring from medical school
UCSD	http://academicaffairs.ucsd.edu/faculty/programs/fmp/default.htm	Document on how to do mentoring of new faculty, references
Virginia Commonwealth Med School	http://www.medschool.vcu.edu/ofid/facdev/facultymentoringguide/index-2.html http://www.medschool.vcu.edu/ofid/facdev/facultymentoringguide/references.html	Mentoring guide booklet – some may be for medical schools but some useful information References & links
Washington State U.	http://provost.wsu.edu/faculty_mentoring/guidelines.html	Faculty mentoring guidelines
Worcester Polytechnique	http://www.wpi.edu/Academics/CEDTA/Services/mentoring.html	Mentoring of faculty, including material on confidentiality

Appendix II. Expectations of Both the Senior Faculty Mentor and Junior Faculty Mentee

Based on committee members' years of faculty mentoring experience, the following suggestions are made regarding expectations of mentors and mentees. In addition, the following web sites give additional insight into the expectations for both mentors and mentees.

<http://www.uwosh.edu/mentoring/faculty/benefits2.html>

<http://www.nminbre.org/resources/mentoring.jsp>

http://provost.wsu.edu/faculty_mentoring/guidelines.html

<http://www.lhup.edu/provost/mentor-project.htm>

Expectations of Senior Faculty Mentor

A senior faculty chosen to be a mentor should be a caring individual with interpersonal skills to whom the junior faculty can relate and whose assistance is private between the mentor and the junior faculty. The mentor has to be proactive and cannot wait for the junior faculty to reach out for assistance. The mentor should not only reach out to the mentee initially, but should continue to do so. If a relationship cannot be established, the chair of the unit should be so informed and possibly a new mentor appointed.

Expectations for senior faculty mentors will vary by unit and discipline. However, there are a number of basic areas in which senior mentors should be particularly cognizant as they work with their mentees. In all cases, the relationship between mentor and mentee should be kept confidential so that the mentee does not feel that discussing issues with his/her mentor could impede academic growth.

1. Shape scholarly activities and guide in advancement of the mentees career.
2. Introduce the mentee to colleagues and students across campus.
3. Provide insight into funding and help in access to funds.
4. Provide career guidance.
5. Provide guidance on campus politics (at all levels).
6. Work with mentee as they start to mentor their own students.
7. Provide significant feedback on teaching.

Expectations of Junior Faculty Mentee

The mentorship relationship is a reciprocal one which the mentee has the responsibility to seek information proactively about the rules, regulations and standards of the university. It is particularly important that mentees ensure that they are informed of departmental, college and university expectations for performance. Ultimately candidates will not be judged on whether they have been mentored well but on their independent accomplishments.