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Faculty Mentoring System for Associate Professors College of Education

The UW COE is committed to supporting the growth and success of our faculty. This document outlines a system for mentoring associate professors on their progress toward promotion to full professors. It is meant to serve as one of several sources of support for associate professors including merit review, annual review with the Area chair, and other meetings with members of the administrative team. The intent of the mentoring committee is to provide timely advice on the associate faculty member's progress. It is, however, the responsibility of each associate faculty member to take all necessary steps towards promotion.

The faculty mentoring system will benefit both associate faculty members and the community as a whole. Associate professors will gain a better sense of what is expected of them as citizens of the COE and the university, enabling them to set appropriate goals and monitor their own progress. The COE community will gain by helping their colleagues become successful and long-term productive members. The COE will also benefit by the increased knowledge of our faculty's expertise and activities, and by increasing the college-wide discussion of what it means to be a successful contributor to the COE college community. Therefore, it is in the best interests of both associate professors and their mentoring committees to actively reach out to each other to foster a productive mentoring experience.

Purposes of the Mentoring Committee

The goal of the mentoring committee is to provide confidential feedback to the faculty member on his/her scholarship, teaching, and service, and on progress toward promotion. The committee may also suggest that the faculty member reach out to scholars in his/her field outside of COE to provide substantive feedback on scholarly work (e.g. publishing, grants, networking, professional service) and long-term career advancement. The committee will not report to the dean or other members of the college on the faculty member's progress. The intent of this system is to help associate professors assess their progress and make wise decisions concerning their overall performance in scholarship, teaching, and service. Mentors can find helpful information on mentoring at <http://www.washington.edu/diversity/faculty-advancement/handbook/retention/> and on the attachments included in this document.

Committee Structure and Process

The mentoring committee should be comprised of two COE full professors—one in a field closely related to the candidate's and one representing a different area within the college. The candidate should choose both members with input from his/her Area chair and/or a member of the administrative team. The committee should support the candidate in identifying a scholar with expertise in the candidate's field working outside the UW COE who can provide substantive feedback on the candidate's work.

The mentoring committee should meet annually as a group to provide confidential feedback to the faculty member on scholarship, teaching, and service, and on progress toward promotion. The focus of these meetings should be determined jointly by the candidate and the mentoring committee members to assure that individual needs are met and that progress toward promotion is adequately discussed.

On-going evaluation of the mentoring process is important. Accordingly, the Area chair should invite feedback from the associate professor and his/her mentoring committee. The merit review provides another opportunity to collect feedback. Because faculty benefit from having different kinds of mentors at different stages of their careers and lives, the Area chair should support the assistant professor in evaluating the effectiveness of his/her mentoring committee and adjusting membership as needed.

In addition to COE mentoring resources, the University of Washington has an institutional membership with the National Center for Faculty Development and Diversity (NCFDD). This membership allows all UW faculty, post-docs, and graduate students to use NCFDD resources that are designed to offer online mentoring and to promote professional development and work-life balance through a variety of online resources. [Information about NCFDD is available in the Toolkit.](#)

Enclosure (1): Summary of Responses from Assistant Professors to the 2017 Winter Mentoring Survey

Enclosure (2): NCFDD Mentoring Map

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4/2017

Table 1. Summary of Responses from Associate Professors to the 2017 Winter Mentoring Survey*

Q12 - To support your professional advancement, how much would you like assistance from a mentoring committee on each of the following aspects in the future?

#	Question	a great deal		Some-what		Not at all		To tal
1	Teaching	9.09%	1	36.36%	4	54.55%	6	11
2	Advising students	25.00%	3	50.00%	6	25.00%	3	12
3	Obtaining resources (e.g., seeking grants, or personnel support) for professional success	27.27%	3	45.45%	5	27.27%	3	11
4	Manuscript preparation and publishing	25.00%	3	25.00%	3	50.00%	6	12
5	Research design	9.09%	1	18.18%	2	72.73%	8	11
6	Long-term career planning	50.00%	6	41.67%	5	8.33%	1	12
7	Contract renewal	9.09%	1	27.27%	3	63.64%	7	11
8	Understanding the promotion and tenure process	72.73%	8	18.18%	2	9.09%	1	11
9	Merit review	45.45%	5	36.36%	4	18.18%	2	11
10	Program administration/management	9.09%	1	54.55%	6	36.36%	4	11
11	Navigating college and university systems	0.00%	0	72.73%	8	27.27%	3	11
12	Disseminating my work to a broader audience	16.67%	2	33.33%	4	50.00%	6	12
21	Time management	36.36%	4	18.18%	2	45.45%	5	11
13	Networking on campus	16.67%	2	33.33%	4	50.00%	6	12
14	Networking in the Puget Sound community	8.33%	1	41.67%	5	50.00%	6	12
15	Networking nationally	8.33%	1	33.33%	4	58.33%	7	12
16	Networking internationally	0.00%	0	36.36%	4	63.64%	7	11
17	Concerning service to the college	18.18%	2	27.27%	3	54.55%	6	11
18	Concerning service to the university	0.00%	0	54.55%	6	45.45%	5	11
19	Balancing personal/professional demands	9.09%	1	45.45%	5	45.45%	5	11

*Note. Associate Professors (n=13)

None of the responding associate professors currently had mentoring committee, although 6 had committees as assistants; 4 associate professors had served on mentoring committees. The yellow and blue highlights indicate items with top ratings for mentoring committee discussions.

Table 2. Summary of Open-Ended Comments from Survey

Q15 - Knowing that the COE is considering implementing a mentoring policy for associate professors, what would you like to see?

1. Formation of a team of mentors that come from within and outside the candidate's area/department (interdisciplinary approach to mentoring to get guidance on how to showcase our work for a broader audience); candidate chooses mentoring committee; maybe limit to one (two) person(s) in COE with familiarity to candidate's field to be formal mentor; have COE appoint the committee
2. Interpersonal compatibility between the mentor and the candidate; mentor full professors to improve professionalism and advising skills when serving on mentoring committees
3. Policy needs to emphasize regular meetings or X number of meetings per year; a structure to begin and guide the process, including expectations; mentoring committee reaches out (onus not on candidate); let the candidate drive the focus of the meetings
4. Meeting as a group is important and needs to be encouraged- rather than each mentor in the group meeting the candidate one by one. This helps in reducing conflicting views on what the candidate should be aiming for.
5. Mentors to provide clarity and specificity about candidate's performance expectations; clear professional (publication, teaching and service) goals that are attainable and important for promotion.
6. Focus:
 - career planning and longer term impacts
 - networking within the COE – especially with full professors
 - criteria for promotion (specific to the job classification)
 - COE citizenry
 - COE leadership

NCFDD MENTORING MAP

