Developing a Department Mentoring Plan
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Increasingly faculty face a multitude of responsibilities, an expectation of greater autonomy relative to financial and staff support, and continuously evolving directives, expectations, and leadership structures. Thus, formal mentoring programs for faculty at all career stages are more essential today than ever. Developing a departmental plan to provide the mentoring appropriate for a given discipline, for all faculty career stages, and the missions for the department and college should involve both leadership and faculty from all ranks and titles. Furthermore, leadership and faculty should familiarize themselves with the evidence-based practices associated with successful mentoring. Mentorship within the academic culture can aid in building successful careers for faculty and students, develop intellectual and professional networks, and provide mentors with educational opportunities to further develop their roles. This resource was developed to guide departments as they create formal mentoring plans, allowing them to both evaluate existing approaches and reimagine needed components in the context of the evidence-based literature. There is no prescription intended with this resource, rather it is meant to serve as both a prompt for brainstorming, and a guide for available resources.

Evidence for Department Mentoring Plan	Questions for Consideration
Definition of mentoring *(Science of Effective Mentoring in STEMM, 2019)*	- How would you define mentoring in your department? - Faculty - Postdocs and graduate students - Undergraduate students - How are the definitions the same? Different?
Benefits of mentoring *(Zellers, Howard, and Barcic, 2008; Science of Effective Mentoring in STEMM, 2019)*	- What is the benefit to a mentee? - What is the benefit to the mentor? - How is mentorship impact demonstrated and measured? - What are the benefits for tenure-track faculty? - What are the benefits for academic professional track (APT) faculty? - What are the benefits of mentoring across faculty career stages?
Department rationale for mentoring *(Fountain & Newcomer; 2016; Carnegie Mellon; CIMER; Lunsford, Crisp, Dolan, & Wuetherick, 2017; Michigan; Orsini, Benge, & Carter, 2019; Science of Effective Mentoring in*	- What do your core values and mission say about mentoring? - How will the mentee and mentor see the commitment of the department? - Why should the faculty member make mentoring a priority? - What are the expectations for following the faculty mentoring competencies outlined and emphasized at TAMU's Faculty Mentoring Academy? - Maintaining Effective Communication - Aligning Expectations - Assessing Understanding

STEMM, 2019; Zellers, Howard, and Barcic, 2008)	○ Addressing Equity and Inclusion
	    ○ Fostering Independence
	    ○ Promoting Professional Development
	    ○ Articulating Your Mentoring Philosophy and Plan
	● Who mentors outside of the department? How are they identified?
	● How is the faculty evaluation process integrated with mentoring?
	● How many mentors are expected for one individual?
	● What mentorship model will you follow?

Department mentoring purpose and goals
(Carnegie Mellon; Michigan; Science of Effective Mentoring in STEMM, 2019)
	● Why does a department mentoring program exist?
	● Who is mentored and why
	    ○ APT Faculty (professional development)
	    ○ Assistant Professors (for tenure)
	    ○ Associate Professors (progression to Full)
	    ○ Associate and Full Professors (leadership and other continued skill acquisition)
	● Who mentors the different career stages?
	    ○ Arranged or voluntary?
	    ○ Mutual mentoring for later stage careers?
	    ○ External mentors or coaches?
	● What types of development are expected? Professional? Career? Psychosocial?
	● What relationship does mentorship have with the annual evaluation?
	● Are faculty mentors incentivized to participate?

Department Point of Contact *(Harvard; Illinois; Science of Effective Mentoring in STEMM, 2019)*	● Who will oversee the initiative? ● How frequent are mentor-mentee discussions? ● What is discussed? ● Will they serve in an evaluative capacity?
Clear guidelines and expectations for mentor and mentee *(Carnegie Mellon; Science of Effective Mentoring in STEMM, 2019; Wilson & Elman, 1990; Zellers, Howard, and Barcic, 2008)*	● What is the timeline? As soon as faculty join the department as part of onboarding? ● Who participates? ● What does participation include? Meetings? Frequency? ● Informal or formal? ● Is there an agreement between mentor and mentee? If yes, how was it initiated and what does it include? ● What happens if the mentor leaves the department/university? ● How long is the commitment? Is there a multi-year plan? ● Who schedules the meetings? ● How will confidentiality be maintained?

	• What conversations are off limits? • What are the guidelines for meetings? • What is the emotional support expectation for mentoring?

Role of mentor
 (Bean, Lucas, & Hyers, 2014; Carnegie Mellon; Columbia; Harvard; Michigan; Pope-Ruark, 2017; Science of Effective Mentoring in STEMM, 2019; Wilson & Elman, 1990)
	• How will the faculty member demonstrate that they have accepted the responsibility of being a mentor?
	 • What is the expected time commitment?
	 • How have they demonstrated a commitment to support their colleagues?
	 • How does the faculty member demonstrate their understanding of department expectations and performance standards?
	 • What essential stage-specific information is conveyed/reinforced via mentoring in your department?
	 • Does the mentor convey track and stage-specific expectations for research productivity?
	     o What is the mentor expected to share regarding funding opportunities?
	     o Does the mentor convey track and stage-specific expectations for treatment of postdocs? For graduate students? For undergraduate students?
	 • Does the mentor convey track and stage-specific expectations for teaching?
	 • Does the mentor convey track and stage-specific expectations for service?
	 • What role will the mentor play in connecting mentee with resources and networks necessary to succeed?
	 • To what extent are mentors expected to be the expert?
	 • How will the mentor describe resource availability?
	 • How much will the mentor be expected to understand the mentees area of expertise?
	 • What career vision will the mentor be expected to share?
	 • What is the expectation for frank conversations?
	 • What is the expectation for emotional intelligence?
	 • What is the expected availability?

Role of Mentee *(Bean, Lucas, & Hyers, 2014; Illinois; Michigan; Science of Effective Mentoring in STEMM, 2019)*	• How does the mentee experience and communicate the impact of the mentorship? • How does the mentee maintain effective communication? • How does the mentee demonstrate their understanding? • How is the mentee addressing equity and inclusion? • How does the mentee foster independence? • How does the mentee participate in professional development? • Does the mentee know how to offer feedback to the mentor or department head?

	● Does the mentee have an individual mentorship plan? ● Is the mentee introducing the mentor to new networks and research? ● Is the mentee growing in their position (research, teaching, service)?	
Role of Department Head *(Carnegie Mellon; Columbia; Fountain & Newcomer, 2016; Harvard; Michigan; North Carolina; Science of Effective Mentoring in STEMM, 2019)*	● How is a culture of mentoring promoted in the department? ● What review processes address mentorship outcomes of faculty? ● Is a mentorship award established? If not, should one? ● What mentorship information resources can be provided to faculty? ● How are faculty encouraged to participate in mentorship education and development? Where can they participate on campus? What faculty incentives and support can encourage faculty to participate? ● Are informal mentoring opportunities provided to all faculty, regardless of rank or experience? ● How often do I meet with the department mentoring point of contact? ● What is necessary to ensure all faculty are receiving effective mentoring as described in the departmental mentoring plan?	
Mentorship Models (Bean, Lucas, & Hyers, 2014; California-San Francisco; Columbia; de Janasz & Sullivan, 2003; Harvard; Illinois; Michigan; North Carolina; Pope-Ruark, 2017; Sellers, Howard, & Barcic, 2008; Science of Effective Mentoring in STEMM, 2019)	**Single Mentor**	● How does this mentorship begin? When? ● What are the benefits for this mentorship model? Challenges? ● What is the plan if a single mentor may not be able to address all of a mentee's concerns?
	Group or Mutual Mentoring	● How does this mentorship begin? When? ● What are the benefits of this mentorship model? Challenges? ● What is the group structure? Senior members? Peer members? ● Is an external perspective or guidance valuable?
	Interdisciplinary Mentoring	● How are roles determined? Structure? Communication? ● Who gives scholarly advice? ● What discipline and perspective would be valuable? ● Is it possible for an external campus mentor to contribute?

	External and Expert Mentoring	● What forms of external mentorship is available inside and outside the college? External to the university? What is the value? ● How can faculty engage with mentors who are subject-matter or discipline-specific experts? What is the value? ● How can faculty engage with mentors who are process experts? What is the value?

References

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CIMER – https://cimerproject.org/

Columbia University - https://provost.columbia.edu/sites/default/files/content/MentoringBestPractices.pdf

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University of California – San Francisco - https://academicaffairs.ucsf.edu/ccfl/media/UCSF_Faculty_Mentoring_Program_Toolkit.pdf

University of Michigan – https://www.provost.umich.edu/faculty/faculty_mentoring_study/ideas.html

University of North Carolina - https://cfe.unc.edu/files/2019/01/DEPARTMENT-LEVEL-RECOMMENDATIONS-FOR-MENTORING-FACULTY.pdf

University of Illinois - https://provost.illinois.edu/faculty-affairs/faculty-development-mentoring/mentoring/#culture

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