




**University at Buffalo**  
*The State University of New York*

Office of the President

October 4, 2010

**MEMORANDUM**

**To:** Provost and Executive Vice President Satish K. Tripathi  
Senior Vice President and Chief Operations Officer Scott Nostaja  
Vice Presidents  
Vice Provosts  
Deans  
Department Chairs  
Chair, Faculty Senate  
Chair, Professional Staff Senate  
*The Reporter*  
*The Spectrum*

**From:** John B. Simpson   
President

**RE:** Faculty Mentoring Policy

Dear Colleagues:

After careful review and with the recommendation of our Provost, I have approved the attached policy on faculty mentoring, formulated by the Faculty Senate Mentoring Subcommittee of the Commission on Academic Excellence and Equity and passed by the Faculty Senate and its Executive Committee. I am pleased to endorse and forward the attached as official university policy.

My thanks to all who were involved in the development of this mentoring policy and program. Please share the attachment with faculty and staff in your area as appropriate.

Enclosure

## **UB Commission on Academic Excellence and Equity Proposed University Wide Faculty Mentoring Policy and Program**

### **Policy:**

The Provost establishes a campus wide mentoring program for faculty to be implemented at the Decanal and Department level, through a campus wide policy statement and the provision of training and assessment resources.

In the pilot period, the Provost should appoint an ad-hoc Mentoring advisory committee to review mentoring policies, standards and assessment criteria for Schools and CAS.

The Provost will provide guidance to develop training and resources for mentoring at all levels (students, staff and faculty).

### **Program components:**

The faculty mentoring program should include the following aspects:

1. The program will be implemented for all tenure-track and clinical/research faculty and tenured Associate Professors within the first five years after tenure is granted. Mentoring for Associate Professors beyond five years experience and Full Professors will be optional at the request of the faculty member or chair.
2. Mentoring could involve more than one faculty mentor for each mentee, depending on needs and desires of the mentee (mentored faculty). Mentors might involve senior faculty from other institutions in the same field as the mentee, especially if the specialization of the mentee is not similar to that of other tenured faculty at UB.
3. The mentor and mentee will sign off on a written mutually agreed upon plan to be assessed each year by both and reported to the Chair of the Department. The written document should include detailed plan for mentoring in the three areas evaluated for promotion and tenure (research, teaching, and service). The plan should contain the desired outcomes of the mentoring process in each area. Mentoring plans need to be drafted or reformulated to correctly reflect the nature of mentoring. In other words, embedded in the plan should be an assessment of the process and success of the mentoring for the mentor and the mentee. The mentoring program does not constitute a formal evaluation of individual trajectory towards promotion and tenure, therefore avoiding conflation with formal performance/supervisory evaluations..
4. Chairs would be accountable for the effectiveness of the mentor assignments and outcomes of the mentoring plans through assessments by the Dean. Measures of mentoring success would be established for departments, schools and the university and reviewed by the Provost in consultation with the Mentoring advisory committee. Annual Department summaries of mentoring assessments should be available to all faculty. The

results of mentoring assessments will factor into the distribution of resources for departments, colleges and schools.

5. Mentoring training for mentors and mentees will be available for each School and CAS through the Dean's offices. Each School and CAS must have an established training policy that is accessible and transparent to all faculty. The Schools and CAS must establish requirements for training.
6. Mentoring assignments will be considered as part of the workload for faculty.
7. Faculty development workshops should be established to support mentoring policies. Some suggested areas include budget, personnel and time management.
8. Work-life balance issues must be part of the training for mentors and Chairs. For example, mentors should inform their mentees of the opportunities for altering the tenure clock as appropriate. Each School and CAS will describe the policies governing alteration of the tenure clock. Resource libraries for work-life balance will be established and will include information, for example, on finding childcare, afterschool care and summer care, and home organizational/management skills.

Justification:

1. Mentoring identified as a top area of importance in COACHE survey of tenure track faculty, yet, the overall conclusion of those surveyed is that UB does not do a good job of mentoring.
2. Mentoring in the sciences has been shown through careful studies to improve the opportunities for academic accomplishments that lead to tenure (Gardiner, Tiggemann, Kearns and Marshall, *Higher Education Research and Development*, 2007, 26(4), 425-42).
3. Many peer institutions have best practices not in place at UB:  
For example:
  - a. Provost level mentoring program, training, handbooks: Michigan's Advance website:  
<http://www.provost.umich.edu/mentoring/index.html>
  - b. UCSD VP for Academic Affairs University Wide junior faculty mentoring policy  
<http://academicaffairs.ucsd.edu/faculty/programs/fmp/default.htm>
  - c. Work Life balance statements/policies which UB does not have, which give guidance to mentors/mentees  
<http://www.hr.umich.edu/worklife/>
  - d. Faculty recruitment and retention materials at the University of Arizona  
[http://www.advance.arizona.edu/workgroup\\_info.cfm?w\\_id=1](http://www.advance.arizona.edu/workgroup_info.cfm?w_id=1)  
For mentors and faculty  
[http://www.advance.arizona.edu/workgroup\\_info.cfm?a\\_ID=3&w\\_ID2=1](http://www.advance.arizona.edu/workgroup_info.cfm?a_ID=3&w_ID2=1)

### **Example from the University of Arizona website**

#### **Objectives:**

To support individual faculty (especially but not exclusively women) in better managing their own professional careers by reducing the uncertainty associated with negotiating the terms of their employments. These resources will provide online support for planning and self-analysis, organized into specialized personal dashboards for major career milestones. Deans, Department Heads, and representative faculty members will be enlisted to design these dashboards.

#### **Startup Requirements Dashboard**

This dashboard will prompt for typical categories of material support that might be negotiated in the course of recruitment and keep track of agreements as they are made. Besides providing a process and template for institutional commitments, this dashboard will automatically capture data on startup negotiations into a central warehouse and connect to routing for all required approvals.

## **Promotion Readiness Dashboard**

This dashboard will be a preparation tool for faculty and their mentors, designed to improve decisions prior to promotion review and preparation of dossiers. The dashboard will present promotion criteria and expectations, customized by College and Department, together with useful tools for researching records of individual achievement. It will also provide normative (comparative) information that has never before been available, such as success rates for previous promotion cases broken down by college and/or cohort. This dashboard may be considered as itself a form of mentoring or coaching of faculty approaching promotion review.