

# Faculty Mentorship & Career Development Guidelines

## Introduction

The SoC Mentorship and Faculty Development Committee developed a set of best practices and recommendations to foster mentoring of faculty across departments. One of the first tasks of the committee was to develop a departmental mentoring plan framework to enhance existing mentoring plans or inform the development of a new plan. The departmental mentoring plan framework outlined below includes four core elements considered by the NU Provost Mentoring Council as most important for successful mentoring. Portions of the SoC mentoring guideline document have been adapted from other academic institutions and programs (see list of references).

## Core Principles for Effective Faculty Mentoring

Effective mentoring should incorporate the following four principles in the design of the mentoring program or mentor-mentee relationship. These principles are applicable across the various contexts of mentoring and help ensure that the benefits of mentorship extend to individuals, units, and the institution. Each principle includes examples of best practices for the development and support of mentoring activities.

### **I. Principle 1 – Intentional**

Setting intentionality is the foundation of any successful mentoring activity. Developing an agreed upon set of goals and activities will help both mentor and mentee cultivate a meaningful relationship and attain the defined objectives. Some examples of best practices include:

- Collaboratively develop and document shared understanding of why and how the mentoring relationship will occur. Defining these parameters at the beginning can help establish mentoring as part of the expected professional activities of faculty members. [See [Appendix 1](#) for a sample worksheet to document the agreed upon aspects of the mentoring relationship.] Activity details should include the following:
  - Goals for both mentors and mentees.
  - Expected duration of relationship and time requirements for both parties.
  - Protocols for HOW communication will occur between parties, i.e., expectations for frequency and duration of meetings, access during after work hours, etc.
  - Protocols for WHAT will be communicated within and outside of the mentoring relationship.
  - Expected practices and roles for communicating meeting agendas and activities.

- Defined periodic check-in points to allow both parties to reflect on their progress toward stated goals.
- Be well-prepared for each scheduled meeting by completing assigned work or readings ahead of time.
- That one party may hold evaluative authority over the other should not preclude effective mentoring from taking place. However, parties should identify the relationship context up front and establish ground rules to manage this dynamic.
  - For supervisory mentoring relationships, assigned work and projects should not extend the agreed-upon duration of the formal mentoring relationship.
  - For mentoring between faculty members or where mentors have formal review or promotion authority, the specific nature of that authority and awareness of the power differential should be discussed at the outset and clearly understood by all parties.
- Individuals should seek to cultivate a network of mentors, as this can help normalize mentorship as a best practice in the academy and minimize over-reliance on a single mentoring relationship in which a level of supervisory authority may exist. See also Principle 4 – Holistic for more information.

## II. Principle 2 – Welcoming

Strive to create welcoming spaces to which parties can bring their best and most authentic selves. Examples of best practices include:

- Ground the relationship with the understanding that mentors and mentees will inhabit different perspectives and worldviews. These differences can be linked to age, rank, and various social identities, among other characteristics.
- Allow and model flexibility to accommodate differences in life situations. For example, if one or both parties have home responsibilities during early morning hours, schedule your check-ins during a time of day when you know they will be able to participate fully in the conversation.
- Parties should establish and maintain boundaries for discussion topics. For example, agree upfront whether you will discuss non-work pressures and constraints on one's time that may be affecting productivity toward career goals.

### III. Principle 3 – Relational

Mentors and mentees *are both responsible* for actively building a healthy and productive working relationship. Mentors should model and practice effective communication and conflict resolution skills, while helping mentees to develop these same skills. Mentees must be willing to be mentored. Examples of best practices include:

- Both parties should employ active listening practices by minimizing distractions during scheduled meetings and completing ahead of time readings and other pre-meeting preparations.
- Affirm each other's accomplishments and celebrate milestones.
- Provide constructive feedback that supports and appropriately challenges the other party. Always seek to empower when providing critical feedback.
- Mentors should encourage their mentees' independence and agency, including the understanding that one measure of success is the mentee outgrowing the mentoring relationship.
- Each party should not assume that their own life experiences and challenges are or should be representative of the other's experiences and challenges. See also Principle 2: INCLUSIVE.
- Parties should establish expectations for what information will be shared with other colleagues about the mentoring relationship. Both parties should respect the boundaries that were established pertaining to sharing information with other individuals. If it becomes necessary to share details with others outside of the mentoring relationship, during or after the mentoring relationship, care should be taken to secure the knowledge and consent of the other party.
- Parties should not hesitate to seek assistance or support from designated resources at any time to navigate difficult conversations.

### IV. Principle 4 – Holistic

Effective mentoring recognizes and nurtures the development of the whole person by supporting professional and psychosocial growth. Parties should draw on information and resources both within and outside of the institution to expand mentoring networks. Other best practices to keep in mind include:

- Understand that diversified mentoring networks can provide different types of support based on the identified growth objectives. Mentoring networks should include resources that help mentees advance in their careers, as well as other resources that provide psychosocial forms of support for personal growth.

- Recognize there are many models of mentoring maps to help individuals identify their different growth objectives and potential sources of mentorship and information to help address those goals.
- Mentors should draw from their own experiences to share advice and knowledge but should also empower mentees to take the initiative to seek out information and support.
- Mentees should be active participants in defining their own growth objectives and identifying potential sources of mentorship to help meet those goals.
- Mentors should be willing and able to identify resources that are available to assist individuals with mental health, stress reduction, or crisis situations. Be prepared to direct individuals to these offices or to facilitate a referral if necessary.
- All parties should be knowledgeable about their mandatory reporting responsibilities for instances of sexual and other forms of harassment and discrimination.

### Framework For Departmental Mentoring Plans

#### *A Statement of Department's Goal on Mentoring*

Example: The goal is for all faculty in the School of Communication to achieve their individual full potential as members of Northwestern University. Since the University is a place where everyone is learning, it is vital that each member of the faculty see tangible evidence of professional growth in areas of classroom and clinical teaching, research and creative work, and service. It is incumbent on faculty members (mentees), mentors, and department chairs to see that tangible progress is being made and documented. A formalized mentoring plan is designed to assist in this process.

#### *Description of Promotion and Tenure Process*

The faculty in the School of Communication are comprised of different tracks (tenure-eligible, TE and non-tenure eligible, NTE) and ranks. The various ranks in our School can be found across the various documents below, with guidelines for achieving them. Pathway to promotion is afforded to all faculty regardless of track, but obligatory for all pre-tenure, tenure-eligible faculty. Promotion tracks can be found in various documents below, and on the [SoC Faculty Affairs](#) website:

- SoC RPT Guidelines
- SoC NTE Promotion Policy
- SoC Faculty Handbook

### *Documentation of Career Development*

While professional growth and development in the academy is facilitated by effective mentorship and adequate resources, the ultimate responsibility for success lies with the faculty member. To advance through the academic ranks, the quality of the faculty member's individual scholarship is of critical importance, but depending on the track, more emphasis will need to be placed on a specific portfolio e.g., for tenure-eligible faculty, the research or artistic portfolio is most important, whereas for faculty in non-tenure eligible tracks, the teaching or clinical components of the portfolio are of primary importance. In Soc, evidence of growth and achievement of established career goals are documented on an ongoing basis in the Faculty Folio platform and solidified for evaluation on an annual basis. Seminal evidence of career milestone achievements for promotion and tenure are included in comprehensive dossier documents detailed in the [SoC RPT Guidelines](#) and [NTE Promotion Policy](#).

Promotion is not required for NTE faculty, but all SoC NTE faculty have the option to pursue professional growth, career development and promotion. NTE faculty are involved primarily in teaching or clinical activities, but may also serve as advisors, designers, and providers of academic support for students, as examples. In all cases, the fundamental anchor for promotion is scholarly contribution. As such, opportunities for scholarship exist for NTE faculty in many areas including discovery and publishing new approaches to advising, innovative multidisciplinary course curriculum development, development of local and global initiatives, research related to the use of educational technology, and the design and implementation of faculty development opportunities. These scholarly activities establish a strong local, regional, and even national presence and may include publications in expert content journals or reports, digital media publications, presentations at professional meetings, a strong national visibility related to area(s) of expertise.

### Resources Available for Faculty Development (internal and external)

Resources are required for optimal faculty development and may be found in the department, school, institutional level, and state or national level. In SoC, examples of such resources included: protected time for research; non-teaching quarters, personnel support, laboratory facilities, research grants for pilot studies, travel grants to professional meetings, and book manuscript workshops, etc. These school resources may be established at the time of hire or may be negotiated at various

points along the faculty member's development. The university also provides multiple intramural grant and fellowship opportunities. For more information visit the [Office of the Provost](#) or the [Office for Research](#). Research faculty rely heavily on successfully acquired competitive federal grants or extramural funding opportunities to support their programs of research. It is also important for all faculty to be aware of [faculty groups](#) on campus that serve important organizational, support, development, and advocacy roles for faculty.

### Hiring of New Faculty and Initial Mentoring

Successful faculty development begins during the hiring phase of a new faculty member to ensure understanding regarding the faculty position and issues such as effort requirements, requisites for promotion and tenure, and promised space and other resource allocation. Efforts to avoid misunderstanding regarding promised resources, implications of impending decisions that could impact the job, inadequate negotiation for resources, or failure to identify a committed and qualified mentor are known factors that may impact the developmental pathway of faculty.

As such, departmental mentoring plans should place special emphasis on the process of hiring new (assistant professor) or mid-level (associate professor) faculty. In this regard, SoC recommends that once a decision is made to seriously consider hiring such a new faculty candidate, a member of the department who met and interacted well with the recruit during the initial interview and who is willing to be the interim mentor should be identified. Recognizing the limitations in size and seniority of some SoC departments, ideally this should be a senior faculty member (associate or full) and not the department chair, and who would not be competing in any direct or indirect way for resources with the new faculty member. This mentor should be familiar with the candidate's career plans and understand the elements needed for faculty candidate to be successful. The interim mentor may assist the mentee with multiple onboarding issues such as ensuring commitments for protected time to conduct research, administrative and technical staff, and facilities are maintained. The interim mentor will also likely assist the faculty member in the targeted selection of the mentoring team to optimize a pathway toward academic success and promotion.

Mentor(s)/mentee pairs/teams should be recorded in the department and forwarded to the office of faculty affairs by the department chair at the time of hire for all tenure-eligible faculty. These records should be updated throughout the year to facilitate departmental and mentee accountability for implementing and engaging in a mentorship and faculty development plan,



### Existing Faculty

It is suggested that all existing faculty at ranks lower than full professor (TE or *interested* NTE) should have a lead mentor or mentoring team. While pursuit of career development and promotion is the ultimate responsibility of the faculty member. The faculty member and the department chair (or designee above rank of mentee) should meet to discuss the engagement of a mentor/mentor team. The mentor should have the same characteristics as those described for new TE faculty, i.e., a senior faculty member, ideally not the department chair, who would not be competing in any direct or indirect way for resources with the mentee. The mentor would then work with the faculty member to formulate and implement a mentorship and career development plan.

### Mentoring Plans and Agreements

It is expected that each SoC department will develop, implement, and periodically evaluate a career development and faculty mentoring plan based on the department's unique resources and the needs of its faculty. Many different models for successful mentoring at peer institutions exist and were considered in the development of this guideline document. Some of these models are specific for research mentoring whereas others are focused on the arts and humanities. Regardless of which mentoring model selected by a particular department, the following guidelines should be considered model development:

- Each department chair should appoint a senior faculty member (associate or full) who is passionate about mentoring as a *Mentor Champion* for that department. In collaboration with the chair, the *Champion's* role is to design a faculty mentoring plan for the department based on the department's resources and needs of the faculty. The *Mentor Champion* will use this document as a framework to implement the plan and monitor the effectiveness and influence of each mentee – mentor partnership based on the core principles outlined in the introduction of this documents. The *Mentor Champion* will network with other departmental *Champions* to enhance the mentoring programs across the School.
- The responsibility of developing an individual mentorship plan for each faculty member should be *shared* by the individual faculty member mentee and the mentor.
- In SoC we strive to create an academic community where every member is respected and valued. We believe in the strength of our community, where differences provide us the unique ability to positively impact patient care, research, and education. In designing and implementing department mentoring plans, it is very important that the plan includes



- effective mentoring approaches that consider the background, strengths, and needs of each mentee to help enhance the chances of academic success.
- An effective mentoring plan provides career guidance about essential attributes and milestones for success in a specific discipline. Examples may include specific advice regarding grantsmanship, creative or scientific writing, venues for publication, performance, and peer review, work-life balance, and social-emotional support.
  - The traditional model of one-on-one mentoring may not be effective for each faculty member and a team approach to mentoring may be more effective. Early career faculty often learn to rely on different mentors, for each component of the mentoring plan. Developing a mentoring team for a faculty member may take time and trial and error. The strength and impact of the mentoring relationships should be assessed for fit and modified accordingly throughout the pathway toward promotion.
  - Regardless of whether the mentee has a single mentor or a team of mentors, one mentor should assume the role of the lead mentor. It is recommended that the mentee-mentor(s) meet often, and at a minimum on a quarterly basis.

### Developing, Training and Rewarding Mentoring Within the Department

Mentoring is an inherent aspect of each faculty member's departmental and academic responsibility. Mentoring is professionally stimulating and personally satisfying and represents a way of giving back to the profession. There is a continuum in mentoring from teaching (classroom/clinical) and advising students and trainees to assisting faculty colleagues with research and career development, often across departmental lines. In SoC, we recognize the time and intensity required for cultivating and implementing mentoring relationships toward fostering the success of early-stage faculty. As such, mentorship is considered a valued service in faculty member annual performance. Evidence of successful mentorship is also considered a hallmark of a more senior faculty member's skill and contributions.

### Evidence of Successful Mentor-Mentee relationships

Evidence supporting a successful mentor/mentee relationship is multidimensional and aligns with the core principles of mentoring outlined in the introduction of this document. However, the most tangible measure of success for a pre-tenure faculty member and non-tenure eligible faculty member is tenure and promotion, and promotion, respectively. As such, it is strongly recommended that elements of the departmental mentorship plans are directed toward the areas of emphasis required for promotion and tenure established in SoC. Visit the [NTE Promotion Policy](#) or [RPT Guidelines](#) for more information.

### *Evaluations of the Mentee/Mentor relationship*

Department chairs, together with the Mentor Champions, may develop mechanisms to assist in developing and maintaining accountability for effective mentorship. This may include individual development plans (IDPs), 1-, 3- and 5-year career plans, mentor/mentee agreements, and periodic confidential evaluations of the mentor/mentee relationship. Examples of such documents can be found in Appendices [2](#) and [3](#).

### Evidence of Overall Effectiveness of Departmental Mentoring Plan

The Mentor Champions will work together to acquire supportive evidence for the overall effectiveness of the departmental plan. Examples of mechanism to acquire assessment data may include:

- surveys of faculty on their satisfaction with the plan
- attrition of faculty within the department, especially junior and mid-level faculty
- promotion of faculty within the department
- number of successful training grants acquired by mid-career and senior faculty (NIH T32 and K24, Foundation Fellowship awards, etc.)
- number of career development awards of mentees (e.g., Kaplan Fellowships, K23, K08, KL2)
- external review of the mentoring program

### Role of Chairs, Reappointment Promotion and Tenure Committee, and Dean

The department chair is ultimately responsible for ensuring that all faculty in the department are part of a mentee-mentor relationship and engaged in a faculty development and mentorship plan. This responsibility includes overseeing, in collaboration with the *Mentor Champion* and senior faculty, the development of a specific mentoring plan for the department and monitoring the effectiveness of the plan. The *Mentor Champion* works with the chair in development, implementation, and evaluation of the mentorship plan. The chair or senior faculty designee should meet with each mentee at least annually to review the progress of the mentee and the effectiveness of the mentee – lead mentor relationship. The chair may also suggest and facilitate a change of mentor(s) if the relationship is not deemed beneficial for either participant.

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## Appendix

1. [Sample Mentoring Partnership Agreement](#)
2. [Sample Individual Development Plan \(IDP\)](#)
3. [Mentor/Mentee Relationship Evaluation](#)
4. Department Mentorship Plans
  - a. [Communication Sciences and Disorders](#)
  - b. [Communication Studies](#)
  - c. [Performance Studies](#)
  - d. [Radio/Television/Film](#)
  - e. [Theatre](#)

## Appendix 1 - Sample Mentoring Partnership Agreement

Working in partnership, we are entering this mentoring relationship. It is our expectation that this partnership will foster professional growth and career development. We agree to the following toward establishing and engaging in a mentor-mentee relationship that will be mutually rewarding and satisfying experience and directed toward mentee-mentor career development goals:

1. We will maintain confidentiality in this relationship.
2. We are committed to sustain this relationship for at least one (1) year from this date.
3. We are committed to meet: ☐ Weekly ☐ Monthly
4. We have established the following goals for this mentoring relationship:
5. The research, teaching, and clinical areas of scholarship to be enhanced or developed through this partnership are:

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6. Each of us has outlined expectations for the mentoring relationship.

\_\_\_\_\_  
Mentor Date

\_\_\_\_\_  
Mentee Date

Check box if you are lead mentor ☐

## Appendix 2 – Sample Individual Development Plan (IDP)

### Instructions to Mentees:

Please complete this form every 6 months and give a copy to your career mentor before your mentoring session. Attach an updated CV in the recommended format

### Instructions to Mentors:

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

Date:

Mentor Name:

Mentee Name:

Time allocation as estimated by Mentee:

\_\_\_\_ % Research or Creative Work  
 \_\_\_\_ % Teaching  
 \_\_\_\_ % Clinical care  
 \_\_\_\_ % Advising  
 \_\_\_\_ % Administration  
 \_\_\_\_ % Other Creative Professional Activity

How (if at all) would you like to change this time distribution and how could you justify that change?

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### Academic Appointment

Do you understand the expectations for your career advancement and promotion within the University?                      Yes                      No

If no, provide questions you have about career advancement and promotion at the University:

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### Current Professional Responsibilities

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

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### Future Professional Goals

#### *Short Term Goals*

List your professional goals for the coming year. 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 to 5 years. Indicate how you will assess if the goal was accomplished.

1. Goal:

Expected outcome:

2. Goal:

Expected outcome:



3. Goal:

Expected Outcome:

Are you satisfied with your personal-professional balance? If not—what are your plans for modifying how you spend your time?

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### Appendix 3. - Mentor/Mentee Relationship Evaluation

#### Part 1 – Mentor Evaluation (to be completed by mentee)

Mentor: \_\_\_\_\_

Metric	Excellent		Fair		Poor
The mentor is available on a regular basis and approachable.	1	2	3	4	5
The mentor helps define goals	1	2	3	4	5
The mentor has respect for the mentee	1	2	3	4	5
The mentee has respect for the mentor	1	2	3	4	5
The mentor is an appropriate role model for the mentee	1	2	3	4	5
The mentor has a good understanding of the challenges presented to the mentee.	1	2	3	4	5
The mentor has been helpful in guiding the mentee through the challenges presented	1	2	3	4	5
The mentor provides both support and constructive criticism of the mentee.	1	2	3	4	5

#### Part 2. Mentee Evaluation (to be completed by mentor)

Mentee: \_\_\_\_\_

ITEM	Excellent		Fair		Poor
The mentee is available on a regular basis and approachable.	1	2	3	4	5
The mentee has developed a reasonable set of goals	1	2	3	4	5
The mentor has respect for the mentee	1	2	3	4	5
The mentee has respect for the mentor	1	2	3	4	5
The mentee exhibits understanding of the requirements, policies, and procedures for promotion and tenure	1	2	3	4	5
The mentee has a good understanding of the challenges presented to the mentee.	1	2	3	4	5
The mentee Maintains a portfolio of creative work, publications, lectures, clinical development, faculty/university service	1	2	3	4	5
The mentee takes criticism/suggestions from the mentor and reacts appropriately	1	2	3	4	5

## Appendix 4 – Department Mentorship Plans

### A. Communication Sciences and Disorders Faculty Mentorship Program

Following guidance from the Provost's Office and the SOC Mentorship and Faculty Development committee, the Department of Communication Sciences and Disorders' mentorship program is based on the core principles of effective mentoring. Each pre-tenure assistant professor will have a mentorship team comprised of a senior mentor and the departmental mentor champion. Pre-tenure faculty may also have an additional member in CSD and/or content mentors outside of the department.

#### Senior Mentor

Senior mentors should be senior faculty with the department and be familiar with the pre-tenure faculty member's area of research, generally. Senior mentorship activities typically include:

- Conduct regular (at least quarterly) meetings with the faculty mentee
- Support the development of a 5-year plan outlining teaching, research, and service goals and milestones.
- Conduct an annual progress meeting prior to the annual merit review
- Provide input to the faculty mentee's annual merit review, 3rd year review, and tenure materials.

#### Mentor Champion

The department's mentor champion is a senior faculty member in the department, who facilitates the department's faculty mentoring program and serves as liaison to the Office of the Associate Dean for Faculty Affairs. The mentor champion works with the pre-tenure faculty cohort and facilitates activities to promote research and professional development. The group will meet at least monthly and have opportunity to explore topics relevant to their career trajectory, including:

- career advancement,
- time management,
- effective teaching,
- internal and external networking,
- reviewing each other's work,
- problem-solving/conflict resolution,
- balancing personal and professional roles,
- leadership development,
- advocating for resources,
- writing research and teaching statements, and
- grantsmanship.

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### B. Communication Studies Faculty Mentorship Program

The revised program proposes a two-mentor system - a mentor coordinator and a content mentor. The mentor coordinator focuses on issues common to faculty life and encourages junior faculty to develop a robust set of mentors. Junior faculty will be encouraged to develop personal and meaningful relationships with a broad set of faculty who can serve as mentors, peer reviewers, and sponsors. The content reviewer focuses on the product and promotion case development. They play an important role in annual reviews, third-year reviews, and the promotion process.

### Job Descriptions

#### Mentor Coordinator

The department's mentor coordinator is a senior faculty member in the department. They should have successfully mentored faculty in the past and completed additional training to improve their mentorship skills (e.g., a mentor course from National Center for Faculty Development and Diversity). They facilitate the department's faculty mentoring program. More than one mentor coordinator may be assigned to this service role based on the needs and number of junior faculty. The mentor coordinator will receive a course release to support this vital service.

The program, patterned after the [Provost faculty mentoring program](#), creates a small group of junior faculty facilitated by one mentor coordinator. The group will meet at least monthly (on dates chosen by the group). The program will provide an opportunity for early-career faculty to explore topics relevant to their career trajectory, including:

- career advancement,
- time management,
- effective teaching,
- internal and external networking,
- reviewing each other's work,
- problem-solving/conflict resolution,
- balancing personal and professional roles,
- leadership development,
- advocating for resources,
- writing research and teaching statements, and
- grantsmanship.

The mentor champion will work individually with junior faculty members to identify

quarterly, yearly, and tenure milestone goals. In addition, the mentor champion will convene other faculty members to serve as pseudo-grant review panels or conduct other types of review panels for significant junior faculty work.

### Content Reviewer

The tenure and evaluation process operates independently of the faculty mentorship program. Each junior faculty will be assigned a content reviewer. The chair will ask junior faculty to identify their top 3 preferred case reviewers and attempt to accommodate the request for a match with at least one of those reviewers identified. All associate and full professors are expected to serve as content reviewers, and the chair will create a process to ensure equitable service. Content reviewers should be senior faculty and be familiar with the junior faculty's area of research, generally. Content reviewers should serve no more than three years on a single case, rotating so that more than one faculty member serves as a reviewer on a candidate's case.

A content reviewer is responsible for reading and evaluating the candidates' research. They should prepare a written evaluation of a candidate's research, summarizing the key activities, including a summary of the research published that year and its intellectual merits. The report should provide a summary of each new research work individually. In addition, a content reviewer should visit the faculty member's classroom once a year. They should produce this report and share it with the faculty to accompany the annual merit review report.

During the third-year review, the content reviewer will provide a written summary of the candidate's work. They will identify two of the most representative works for the faculty to review and lead a discussion of the work as part of the third-year review process. They will craft the first draft of the letter based on their evaluation and comments from the faculty. The chair remains responsible for the final draft of this letter and communicating feedback directly to the junior faculty member.

During tenure review, the content reviewer will provide the faculty with a written summary of the work to date. They will identify two works for the faculty to review and lead a discussion of the work as part of the internal faculty review before external letters are solicited. Content reviewers will identify external reviewers suitable for the case. The chair remains responsible for the final draft of the evaluation and communicates feedback directly to the junior faculty member.

### Evaluation

The Associate Dean of Faculty will conduct an annual evaluation of the department's

mentor program. They will solicit anonymized written feedback from Junior Faculty. This feedback will evaluate both the faculty mentor program and the yearly feedback from the department. The Associate Dean of Faculty and the mentor champion committee will provide a yearly update to the chair, identifying the current system's strengths and critical areas for improvement.

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### C. Performance Studies Faculty Mentoring Plan

Each junior faculty member has been assigned a mentor from senior faculty. Once a quarter, the mentor will meet with the mentee. At the end of the year, each mentor will write up a description of those meetings, summarizing the issues discussed, progress on research and anything else that seems pertinent, and submit this report to the Mentor Champion. The Mentor Champion is responsible for making sure the meetings happen and the reports are submitted. The Champion will review and pass on the reports to the Chair of the department.

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### D. Radio/Television/Film Faculty Mentoring Plan

Following guidance from the Provost's Office, the SOC Mentorship and Faculty Development Committee, the SoC Office for Faculty Affairs, and previous discussion in RTVF, this is the RTVF mentorship plan. The RTVF plan codifies mentorship practices already followed in the department and extends these in several ways in line with wider University and SOC mentorship policies. In particular, we want to ensure that faculty receive similar kinds of mentorship.

1. Core Principles: The RTVF plan follows the Provost's core [principles](#) for effective mentoring.
2. The SOC is developing additional plans through the CommFutures initiative for schoolwide mentorship that can provide more opportunities.
3. Mentorship Assignments and Meetings: All faculty and postdocs [TE pre-tenure, NTE faculty, and Mancosh Fellows] should have a faculty mentor and/or mentee. You are expected to meet as follows:
  - Tenure Track: Assistant Professors and their Mentors are required to meet at least three times a year—once in Fall, one in Winter, and once in Spring.

- NTE Assistant and Associate Professor of Instruction faculty: NTE faculty and mentors are encouraged to meet at least twice a year, but this is at the discretion of the mentee and mentor.
- Associate Professors: New starting next year, all Associate Professors will have a designated mentor. Meetings are encouraged but not required, according to the needs of the Associate Professor. The mentor can assist with issues and concerns relevant to career path toward promotion and with promotion dossiers (for example, writing a career narrative or creating a list of people who may write letters of recommendation).
- Mancosh Fellows are required to meet with their mentor at least 3 times a year, once in Fall, once in Winter, and once in Spring.

Faculty and Mancosh Fellows are encouraged to meet with additional faculty inside or outside the department, and to form a network of informal advisors and faculty peers beyond the mentor. The SOC is developing plans to assist with this.

The SOC and/or RTVF will inform you of any additional required or recommended meetings.

#### 4. Roles and Responsibilities:

- Mentor: The mentor helps faculty understand requirements and milestones for tenure and/or promotion, and broadly, all aspects of professional development. Their role is to help mentees succeed with promotions and/or tenure by offering counsel on progress toward those goals. They should familiarize themselves with SOC, Departmental, and University-wide policies, opportunities, and facilities (such as workshops, lectures, deadlines for promotion, and the faculty handbook). They are required to meet with mentees as outlined above. However, if the mentee has questions or requests additional meetings, the mentor is expected to respond in a timely fashion. The mentor may be asked to attend occasional schoolwide, university-wide, or departmental sessions on mentorship. The mentor does not determine promotion beyond the typical role faculty play. They do not assign department duties such as teaching and service.
- Mentee: Faculty are required or encouraged to meet with their mentors as outlined above. Tenure-track Assistant Professors, Mancosh Fellows, and any other faculty seeking promotion are required to familiarize themselves with



promotion criteria, deadlines, and milestones, which are available in documents posted at <https://faculty.soc.northwestern.edu/>. Mentees are welcome to ask faculty mentors, the Chair, the Dean's Office, and/or the Mentor Champion for clarification of information provided in these documents. They should familiarize themselves with SOC, Departmental, and University-wide policies, opportunities, and facilities (such as workshops, lectures, and the most current faculty handbook). They should form informal advisor and peer networks beyond their mentor. The mentee may be invited to attend additional workshops/meetings held by the SOC, RTVF, or the University.

*What do I do if I am not satisfied with my mentorship?*

If a faculty member is unsatisfied with their mentorship, they can speak with Mentor Champion and/or Chair. Alternatively, they can speak with the Associate Dean. These conversions will be handled confidentially. The Chair and Mentor Champion will make every effort to address the situation.

- **Mentor Champion:** The Mentor Champion is invited to serve by the Office of Faculty Affairs in the Dean's office. In concert with the Chair, they facilitate the department's faculty mentorship program. (For example, the Chair and Mentor Champion oversee the assignment of mentors and ensure that all faculty are satisfied with their pairings.) They work with the Associate Dean and other Mentor Champions to form policies and discuss best practices. They keep faculty abreast of policies and best practices as they evolve.
- **Department Chair:** The Chair coordinates policies and practices with the Mentor Champion. The Chair leads departmental reviews of promotion cases and provides annual feedback to assistant professors on their progress.

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### E. Theatre Faculty Mentoring Plan

The role of the mentoring champion in the Department of Theatre is to support the timely and efficient advancement of faculty through the ranks by:

1. enhancing the culture of faculty-faculty mentoring within the department, for example by providing support, advice, and advocacy for mentors who are new in this role and for other colleagues seeking to advance through the ranks, and facilitating expertise so we can all "pay it forward";
2. ensuring that all NTE faculty who wish to have a mentor are appropriately paired;

3. ensuring that assigned mentoring pairs for TE assistant professors are functioning well; and
4. assisting TE associate professors who wish to be mentored to be appropriately paired.

The role of mentor entails ensuring that the mentee-colleague understands the expectations of promotion to a given rank; gives counsel to the mentee-colleague, as requested, on decisions about professional matters likely to have an impact on promotion; and advises on the preparation of materials submitted for promotion. The duration of this mentoring relationship may be 1-5 years (TE assistant professors) or shorter (other ranks). Mentors normally "present the case" when faculty deliberate for promotion; this is a neutral stance encompassing full comprehension of the case.