

GUIDELINES FOR MENTOR COMMITTEES
DEPARTMENT OF CLINICAL SCIENCES

Adopted, January 2004

The vitality of the faculty is the critical ingredient to fulfilling the missions of the Department. Therefore, in an effort to retain faculty commitment, interest, and motivation over time, it is imperative the Department commit to and foster a strong faculty development program aimed at enhancing the scholarly and professional development of tenure track and special appointment faculty. In pursuant of this goal, it will be the policy of the Department that a mentor committee will be established at the start of each assistant professor's appointment. It is further recognized that in order to meet the needs of the diverse faculty in the Department, the mentor committees and development programs would have to be individually tailored for each assistant professor. Mentor committees will also be established for faculty hired at the Associate level, but without tenure. Similarly, at the request of a faculty member and the discretion of the department head, a mentor committee may be established for a tenured Associate Professor who is pursuing promotion to full Professor.

The mentor committees will be constituted (appointed) by the department head in consultation with and concurrence by the mentor(s) and the assistant professor. The committees will consist of usually two and at most three faculty persons from within and outside the Department with interest and/ or expertise in the faculty person's primary area of excellence upon which tenure or promotion would be based. One of these faculty members will serve as the chair of the mentor committee. The Department Chair will serve as an as hoc member on each mentor committee.

The responsibility of the Department and the mentoring committee will be to create an environment in which the career development of the faculty will prosper. The aims of mentoring will be to promote the enthusiasm in the faculty, encourage aggressive and successful pursuit of faculty research endeavors, and to help faculty to become committed, effective teachers. Initially the mentor committee will work with the individual in setting goals and clarifying expectations.

The mentor committees will:

- a. Meet at least twice a year with the faculty member to discuss progress made in achieving established goals/expectations, and to identify specific actions which may be taken to assure continuing progress toward these goals/expectations. The meeting will be arranged by the faculty person. Strategies that would assist faculty in bringing new and fresh insight to their programs would be discussed at these meetings.
- b. Review the Assistant Professor's updated CV and list of goals established at the previous meeting. At the meeting progress towards these goals will be an important topic for discussion.
- c. Maintain minutes of each meeting. The committee chairperson will prepare the minutes, and all committee members and the Assistant Professor will agree as the content of the minutes prior to a copy being filed in the Assistant Professor's personnel file in the departmental office. These documents will serve as useful reference material in the preparation of annual reviews and promotion documentation.
- d. In collaboration with the Chair, coordinate the peer teaching evaluation of the assistant professor and assist in effecting methods suggested for improving teaching performances.
- e. Help identify areas in which the individual needs professional development and also identify resources, training programs and support services that will help improve the individual's performance in these areas.
- f. Help protect faculty person's time

In summary, the intention of the mentor system is to help faculty members understand Departmental, School, and University expectations and to aid the development of faculty members towards achieving his or her professional goals including promotion and tenure. The mentor system should, therefore, be viewed as a positive support system to enhance faculty development. The faculty member must play an active role in setting goals for themselves and must view their career development as important regardless of promotion or tenure review process.