Mentoring of Faculty at the SOIC, IUPUI

What is mentoring?
Mentoring is the collegial process of guiding faculty development. Mentoring is a process that exists apart from formal review and evaluation processes instituted by the SOIC or university. Generally speaking, mentoring occurs when senior colleagues with no formal supervisory relationship to junior colleagues help them define and achieve academic goals, career success and advancement in rank. (For this document, “junior” is a relative term meaning any colleague below the rank of the mentor.)

Please note: Other types of mentoring already exist at the SOIC, generally as part of the formal evaluation of the junior faculty’s performance offered by supervisors (including directors, chairs and deans), or by peers engaged in other semi-formal advisory capacities (e.g. classroom visits for peer review of teaching). The mentoring process described in this current document is not an extension, supplement or substitute for any formal or semi-formal evaluation, and has no weight or validity in any evaluation process leading to advancement in rank, salary adjustments, or other institutional rewards. In general, colleagues who regularly perform formal evaluations of a junior colleague should not be his/her mentors.

How does mentoring happen?
The SOIC expects every junior faculty member (below full rank) will have at least two mentors, with at least one from IUPUI. IUPUI mentors may be chosen from within the SOIC and/or departments in other schools with related disciplines, or from among IUPUI colleagues with significant experience regardless of discipline. Mentors may also come from other campuses of the IU system. Mentees may also wish to identify mentors from other universities or from an appropriate professional realm. The responsibility for identifying mentors is shared between the junior faculty member and his/her supervisors (primarily the department chair), but the final choice of mentors is the prerogative of the mentee. There is no limit on the number of mentors a mentee may invite to perform this role. It is the sole responsibility of the mentee to communicate with mentors, schedule meetings, and maintain the mentee-mentor relationship.

Ideally the mentee-mentor relationship lasts at least two years, with meetings occurring at least once a semester. However, a mentoring relationship may be defined for a specific short-term purpose (e.g. to improve a mentee’s writing skills; to develop better classroom skills). The mentoring relationship is a serious responsibility not to be undertaken casually. It is also voluntary and may be terminated by either the mentor or the mentee at any time for any reason.
**Mentoring as service: Value to the mentor**

Mentorship is a form of service to the school and/or campus performed by the mentor. Mentorship can also overlap with research or teaching (e.g. when mentor and mentee co-author a publications or co-develop a course). The value of mentoring is demonstrated primarily through its impact on the academic success of the mentee. The value and impact of mentoring may also be demonstrated in a mentor’s increased competence as a mentor, or in scholarship about mentoring. Value also may be realized through the success of academic work (e.g. publications, courses) that results from mentor/mentee collaborations.

**Value to the mentee**

Collectively, a panel of mentors should offer the mentee the following:

- Guidance based on scholarly expertise relevant to the mentee’s discipline and scholarly goals.
- Guidance on processes and goals leading to advancement based on the mentee’s intended area of academic excellence (research, teaching or service).
- Guidance on the processes and goals needed to ensure at least satisfactory performance in the mentee’s corollary areas of academic performance. (i.e. If research is the area of excellence, the corollary areas are teaching and service.)
- General advice on “unwritten” or “cultural” practices or processes of the school and campus contributing to career success and advancement.
- General advice on processes and goals that enable a mentee to achieve work-life balance.

**Implementation and practice:**

1. The SOIC expects every faculty member below full rank will have at least two mentors, with at least one from IUPUI.
2. Mentors and mentees should engage in substantial communication at least once a semester, via face-to-face meetings and/or electronically. After each meeting, the mentee should produce a written document summarizing the contents of that meeting and acknowledging any recommendations by mentors. (See below for a template document. This may be modified as appropriate.)
3. These summary reports are considered personal communications of the mentee and should be maintained by the mentee. Mentees are advised to share these reports with formal supervisors (e.g. department chairs), but this is a voluntary step at the discretion of the mentee.
4. Records of mentoring processes have no bearing in formal evaluations or reviews. Mentors have no formal standing in such reviews except when other roles they perform may create such standing (e.g. if the mentor serves on the IUPUI P&T Committee considering a mentee’s case).
5. Particularly with internal IUPUI-SOIC mentors, communications between a mentor and a mentee’s formal supervisors sometimes may be appropriate.
In such cases, these communications must be guided by the spirit of transparency, and should be shared with the mentee in the most appropriate way.

6. Associate professors are expected to take the initiative to identify internal and external mentors, but may consult with department chairs or other administrators for this purpose.

7. Mentorship service may be recognized and rewarded (including monetary or tangible awards) as the program, departmental or school deems appropriate.
MENTORING REPORT AND ANALYSIS

Date of meeting: ___________________

Mentee: __________________________ (signature)

Mentors present: ___________________

_________________________________

1. Summary of mentee achievements and milestones since last meeting:

2. Discussion of mentee goals for the immediate future, and steps to achieve them:

3. Discussion of goals for the long-term future, and steps to achieve them:

4. Other issues discussed:

5. Mentee reflection and analysis of meeting: