

FACULTY MENTORING FOR RESEARCH SUCCESS

Mentoring Pre-Tenure Faculty Questions for Table Discussions

1. How are new faculty on-boarded and welcomed into your university, college, school, department?

Notes: associate dean for faculty fairs with assistant professors monthly lunch time. Topics selected by junior faculty members. Take research development and admin person to meet with each new faculty member and help them to initiate the research program. Meet with faculty members in office. Arrange faculty member to meet with former program directors at campus and as a group to meet at DC. Another program to run is to mandate each junior faculty to submit career proposal. VPR office offers individual training. Center for achieving faculty excellence at university level to train junior faculty members. Also bring faculty to DC tour. Having peer mentoring for proposal, say in 5 minutes, to see what we can get from it. Make the career proposal submission mandatory. Depending on the faculty area, identify the best fit program for career type proposal submission. Not just targeting the career proposal only for junior faculty members, try other sources and get feedback that help them better for career proposals and other funding sources. Dedicated research development person to help them to improve the proposal development. Starting with one page idea, help them shape the idea, what is the idea that is new, why it is important. Also send them to proposal development seminars, teaching seminars, assign teaching mentor. Dedicated grant development manager in each college helps junior faculty member. Nordp at RI is a great resource for proposal development. Using matrix following U Michigan to track the faculty progress. Meet with junior faculty members every two weeks to discuss research, teaching, etc for the first semester. Early career proposal tracking system to track all junior faculty members and statistics help them for further submission. Meet with Department heads individually and proposal development person to see what things can be done to improve. Multi-person mentoring works better than one-person mentoring, one person outside department.

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faculty support group

- open to new faculty and newly tenured faculty
- at the school level
- mentor at the department level

University level - new faculty orientation

Challenging: at the beginning of the semester, new faculty don't have their head in the game

College has their own orientation (not everyone does this) - GMU does this

</end table #1's notes>

Orientation for new employees. Monthly meetings with new faculty to cover various topics.

University does a two-day orientation that encompasses teaching, research, service, HR, resources and services available.

At the college and department level, our university does host a panel of faculty to provide guidance on what and what not to do,

School does a one day orientation to state resources available, brings research development office staff, panel with faculty who have recently been through promotion and tenure.

Nothing at the department or college at all and one session one hour once a year at University level at U of Alaska. One day and dinner at South Dakota. Full day at University level at Oklahoma state. Welcome session at and welcoming packages at department at UMBC. On-boarding throughout year at UMBC for off circle hiring. UW had a week-long thing before, touring the state. It has been cut back. Three days now. Each quarter there is a follow-up.

- U-wide 1.5 days/2.0 days (including research session)
- Arts/Sci/Eng 2 day orientation (including research)
- College of Engineering half day to augments.
- Separate sponsored programs office orientation for new faculty (in addition to university, college)
- 16-week onboarding (self-described as too much); program with bringing in external mentors from other universities (some departments).
- Establish 3-person mentoring committees for each new faculty member.

At the department level with nearly a day of on-boarding and orientation (teaching, advising, research, business office, tech).

College level had an icebreaker event in a nearby restaurant in which new faculty were joined by those that joined not so long ago (1-2 years in).

2. Do faculty receive separate orientations for different topics such as teaching and research?

Yes - separate for both initial orientation as well as during the ensuing semester/year. Provost groups for teaching excellence.

Yes.

Combined at South Dakota. No teaching on boarding at UC Santa Cruz. At UMBC, faculty are encouraged to attend monthly teaching and learning center training. Monthly workshops at teaching and learning center at Alaska.

<table #1's notes>yes. Teaching academy, meets once a month during lunch (at the college level). Typically attended by faculty in the first two years. Summer faculty institute at Baylor. Faculty are encouraged to attend, but not required. With the pressures of the tenure track, they often don't go. For teaching, faculty are encouraged to sit in on other people's classrooms. **</end table #1's notes>**

3. How is the information provided during orientation(s) reinforced during their first year? Second year and on through promotion?

Workshops held on a regular basis to discuss teaching, research, and other topics. Grant writing workshops are present in most schools.

- Additional workshops on funding for junior faculty.
- Access to NCFDD
- ADR working with individual new faculty to help secure funding for research

Writing winning grants from VPR office and Institute of Learning effectiveness to re-inforce at Oklahoma State. Mini symposium and communication in second year at VPR at UC Santa Cruz. One-one mentoring at UC Santa Cruz. Dean's office sponsors monthly lunch at UNT. Struggling junior faculty sometimes don't attend which is concerning.

4. What unique faculty success programs occur at your institution that are specific for pre-tenured faculty?

- Teaching success programs for junior faculty
- Bring in external consultant to provide faculty advice on from ideation to proposal submission (e.g Hanover).
- Pitt has a Center for Faculty Excellence, which is a School-based center that focuses on junior faculty (though in theory other faculty can participate). This offers (not mandates) mentoring teams, evaluation of progress toward tenure, help with issues creating barriers or problems, suggestions for collaborations, networking opportunities, work-life balance coaching, etc. We also have a program that was developed by our grants developer that focuses on NSF CAREER that has had a quantifiable impact.
- Form a mentoring committee (one faculty within the department, one faculty from outside department) who provide unbiased guidance.
- College provide a graphics artist to help with proposals.
- High touch mentoring for Career proposals and one additional new grant per new faculty. Each program connects with external consultants that include former program officers.

Mentoring committees are established for teaching and for research for each pre-tenured faculty member.

Career panel workshops

Six month career workshops

Cohort mentoring and visiting of agencies as group

Group mentoring outside department and college

5. What else?

First year mentors are assigned on how to navigate the department, college, university environments. Not necessarily from the faculty members department.

Have faculty find 5-10 CVs of people like them a few years ahead. Go through their grant portfolios to see where they get funded to make a list of potential funders for their own work.

Red team reviews for new faculty, CAREER proposals, big proposals. (Can work really well if you can hire an outside consultant -- former program officer.)

Mentoring Mid-Career Faculty

Questions for Table Discussions

1. What topics/issues are most important to focus on when mentoring mid-career faculty?

Three phases: write proposal and identify partner, proof of concept of project, full-blown proposal, Mid-careers include people who want to accelerate their career and want to move forward. Target industrial partner.

Promote tenured and associate professor and continue to succeed, be a single PI, researcher leader, training someone to be professional service leader, usually funded more than one agency once tenured. Hope them to continue and join the team. Very nice tie between active professional service with research activity and reputation.

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- Comment: associate professor was the worst jobs (no one pays attention to you)
 - follow-up comment: actually it is department chair
- not enough mentoring for mid-career faculty. Once you get to tenure you are done.
- some associate professor don't care [about promotion] and don't want to.
- some associate professors will never make full because the universities change the criteria for full, and simply don't have the research chops to get the full.
- one person asks if there is any incentive to become full professor? (besides status and prestige)
- at mid-career, people decide if they are going to be "all research" (full professor), or if they want to start thinking if they want to go the administration track.
- if they did it right as an assistant professor, they should have the momentum to succeed as associate professor. Resources are too tight to promote assistant professors into associate professor if they don't care about research.
- No one gets promoted strictly on teaching, even if they are the best teacher.

</end table #1's notes>

At the college level, some universities have seed money available for proposals (\$5-15k per faculty).

One university provides a survey to faculty to identify current limitations in their progress.

Mid-career faculty hired in a different culture and not productive in research are left alone.

Encourage some to apply for NSF RARE grant.

Active research but not successful in grants are mentored by department for funding success and sent to D.C.

Encourage faculty to look into alternative source of funding, e.g. foundations.

Both research and teaching are rewarded to maximize everyone's potential.

Retention of mid-career faculty is a challenge.

2. What unique professional development programs or mechanisms exist at your university to support mid-career faculty?

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- Next to none
- Some at the provost level
- Mid-career crisis(?) grant to explore new research directions
- Some teaching awards to reward mid-career faculty who teach well (not restricted to mid-career faculty, but they are more likely to get it)

</end table #1 notes>

College research development office compiles lists of alternative funding.

Grant writer send and follow up funding opportunities.

Initiative fund to visit D.C.

Seed funds with department.

Funding for new research direction.

Early stage proposal funding that is reviewed within institution.

Formation of a “Leadership Institute” to help understand how to become Chair or Dean. This is a university-level initiative and faculty have to apply to take associated workshops.

3. What are the barriers to establish such programs? Is it the responsibility of the department, college, university to provide this type of programming?

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- Department level needs to review proposals before being officially submitted to NSF, to make sure that faculty get some feedback on proposals.
- Q: how do they have enough time to incorporate feedback?

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Difficult to track outcome.

Tough to get associate levels to come to workshops

4. What are some examples of success stories? What factors played a role in these successes?

Internal grant outcome is generally not tracked.

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We have promotions every year. But that's largely due to the individual, not so much due to the contributions of the department, college or university. No one gets put up for professor unless the other full professors think that they are ready to be promoted.

There are mid-term review for assistant professors; would something similar be useful for associate professors? [Firing people is hard, so this is not generally done]

</end table #1 notes>

Forming a teaching institute where a PhD student is assigned as a teaching aid for faculty members who have been stagnant in their teaching methods. This provided mentoring of an experienced faculty member to the graduate student, and also motivated the stagnant faculty member to overcome the technology fear (barrier) in updating the course material.

5. What else?

Mentoring Cluster Hire and/or Interdisciplinary Faculty Questions for Table Discussions

1. What unique opportunities are presented when hiring faculty as part of a cluster hire or interdisciplinary research team?

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- Make extra funding available for interdisciplinary researchers (more start up packages, more seed money)
- Seed funding specifically for interdisciplinary research (must include at least 2 colleges/schools to count)
- Advisory committee from different schools evaluate proposals jointly
- Multi-disciplinary research centers are a great way to encourage collaboration and to get cluster hires
- Funding can be for hiring project managers, RAs (not for faculty salary), pay for infrastructure, travel, student-related expenses
- 250k for this, with centers get a cut of this

</end table #1 notes>

Cluster hiring timing is extremely important. Avoid chasing the next shining object. Using the established expertise and identify the opportunities. Strategic vision is important. Identify the niches and gap that match to the CFP and understand yourself.

Group past hires into cohorts to have monthly meetings.
Students are benefiting from interdisciplinary education experience.

2. What unique challenges exist when hiring faculty as part of a cluster hire or interdisciplinary research team?

Evaluation and expectation. Difficult for young faculty hired into the program. Senior hires expect junior hires as post docs.

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- You need to have the faculty who can do interdisciplinary research to begin with
- They are on-loan to the center, but then they “break” away (is this sustainable though?)
- As long as the centers focus on research only (and not teaching!) most faculty will retain membership and identity with original department
- To ensure that there aren't faculty who can't get tenure, the center-only faculty are usually post-docs (and not full-time faculty)

- What incentivizes young faculty to work with centers that are interdisciplinary? If a young faculty member collaborates with other departments, what is the incentive for a particular department to give RAs to that person? (at some institutions, RAs are given out by the department, not the department's grant)

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Managing egos and personalities

3. How does your institution mentor cluster hire or interdisciplinary faculty differently from other faculty?

- We Don't

4. What roles do Centers/Institutes play in mentoring these faculty?

The center/institute will not make the faculty candidate a full member until they received tenure. The center/institute do not vote on the faculty candidate tenure.

The center/institutes participates in the mentoring committee for new faculty with role in the institute.

The institute gets the indirect funds from the accepted proposals.

We have some centers that very much become "second homes" or even "first homes" for such faculty, even though they have a departmental tenure home.

A center director reports to three department. Mentoring is based on how to receive funding etc. Centers and Deans compete.

5. What else?