



Mentoring and Professional Development

Lisa Flanagan, Department of Neurology

Athina Markopoulou, Department of Electrical Engineering and Computer Science

Annalisa Coliva, Department of Philosophy

Brad Queen, Department of English

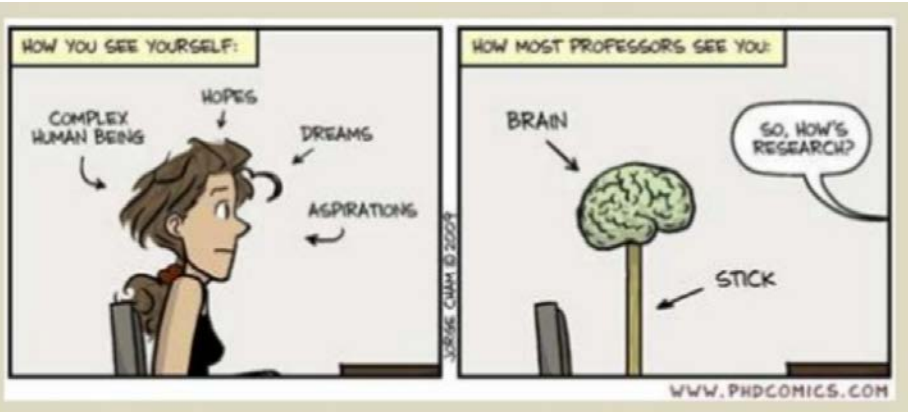
Brian Sato, Department of Molecular Biology and Biochemistry

Advised by -

Doug Haynes, Vice Provost for Academic Equity, Diversity, and Inclusion
Frances Leslie, Vice Provost for Graduate Education.

Mentoring and Professional Development

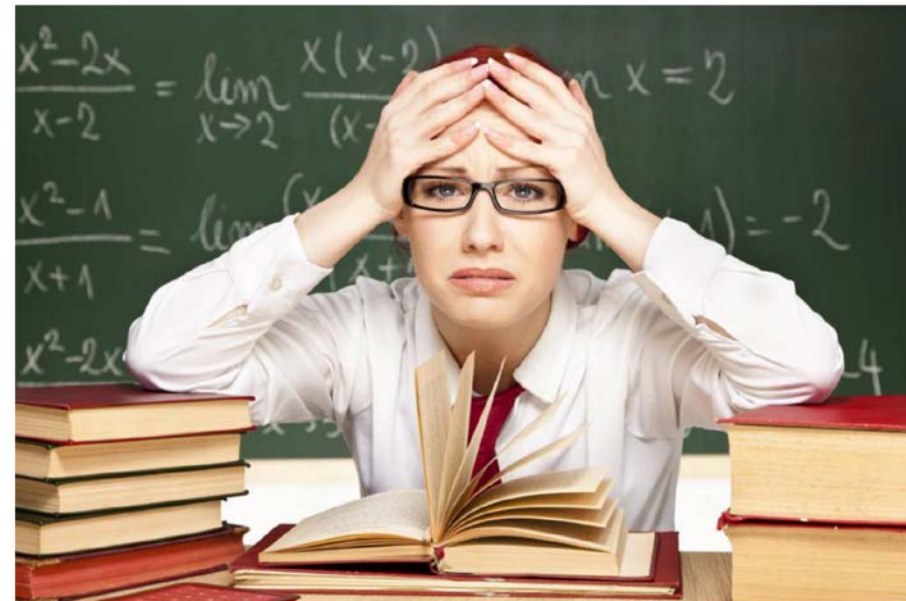
Graduate Students



Life as a PhD student

Zeynep Yetis-Larsson
28 August, 2013
Stockholm School of Economics

Junior Faculty



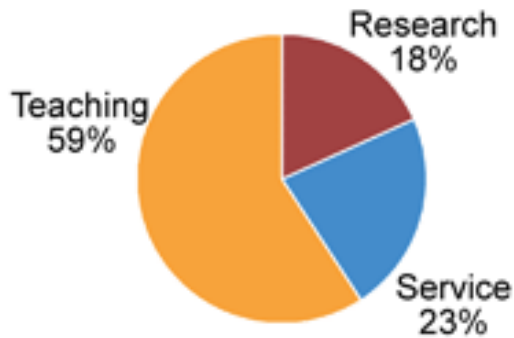
Individual Development Plans (IDP)

- **Grad Students**
 - Already developed by Grad Division
- Postdoc Annual Evaluation Assessment
 - Individual labs may use their own
 - NSF emphasis on postdoc mentoring
- **Proposed: IDP for Junior Faculty**
 - **Senate**
 - **Non-Senate**

Great Expectations

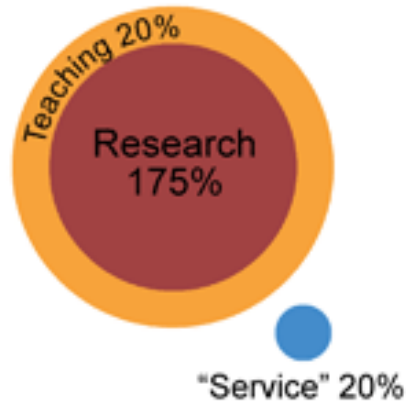
HOW PROFESSORS SPEND THEIR TIME

How they actually spend their time:



Source: Higher Education Research Institute Survey (1999)

How departments expect them to spend their time:



How Professors would like to spend their time:



WWW.PHDCOMICS.COM



Individual Development Plan

UC Irvine

Senate Faculty Mentoring Program

Instructions to Mentees:

Please complete this form yearly and share it with your mentors.

Instructions to Mentors:

Please review the mentee's CV and this form prior to your annual meeting with the mentee.

Rationale: Faculty should complete the Individual Development Plan (IDP) yearly to assess progress toward promotion and in preparation for scheduled meetings with his/her mentors. The IDP is designed to foster communication in a variety of areas to ensure mentees receive comprehensive feedback about both progress to date and future expectations. Accomplishments, challenges and goals should be addressed as well as any performance/progress issues, especially as they relate to the next academic review (e.g. mid-career or tenure). **The IDP is to be used as a planning tool and is NOT a formal university evaluation or record-keeping document.**

Date:

Mentee Name:

Department:

Departmental Mentor(s) Name:

External Department Mentor(s) Name:

Individual Development Plan

UC Irvine

Senate Faculty Mentoring Program

- Areas Covered
 1. Research and Scholarly Activity
 2. Teaching and Advising
 3. Service: inside/outside UCI, diversity
 4. Other Activities: entrepreneurship, clinical, leadership
 5. Work-Life Balance
- Design Rationale
 - Help mentee assess and be on track for next review
 - addresses main aspects of UCI AP-10 and more, but is less formal
 - Interactive
 - Comments by mentee and mentor
 - Suggestions to both mentee and department
 - Can be customized by dept

Unit 18 Lecturers

- Currently: Pre-Six Year Non-Senate Faculty Mentoring Meeting (UCI-AP-IX2)
 - Mandatory before the mid career review
 - Content not specified

Pre-Six Year Non-Senate Faculty Mentoring Meeting (UCI-AP-IX2)	
9th Quarter/6th Semester	
EMPLOYEE NAME:	
DEPARTMENT/UNIT NAME:	SCHOOL NAME:
NINTH (9TH) QUARTER/SIXTH (6TH) SEMESTER COMPLETION DATE:	MENTORING MEETING DATE:

Non-Senate Faculty (NSF) are represented by a Union, UC-AFT. Terms and conditions of employment are covered by an Agreement between the University and UC-AFT at: <http://ucnet.universityofcalifornia.edu/labor/bargaining-units/ix/contract.html> or at the AFT website <http://ucaft.org>.

Pre-Six Year Mentoring Meeting Guidelines (NSF Contract, Article 31)

1. At the beginning of the ninth (9th) quarter or sixth (6th) semester of service of a pre-six NSF, an email should be sent to the NSF to schedule the mentoring meeting.
 - a. If the NSF declines the mentoring meeting, the NSF must sign and date this form to record the declination in writing. The completed form should be placed in the NSF's personnel file.
 - b. If the mentoring meeting is scheduled and either party postpones the scheduled meeting, the party who postponed is responsible for rescheduling the meeting within 30 calendar days of the postponement.
2. The Chair or Vice Chair should conduct the mentoring meeting with the pre-six NSF. The meeting will be in the form of a mentoring conversation, similar to a check-in with an Assistant Professor.
 - a. The Chair or Vice Chair should provide verbal feedback based on the NSF's performance of assigned duties from the **most recent six (6) quarters or four (4) semesters** of previous work.
 - b. The Chair or Vice Chair may rely on student evaluations, classroom visits, and syllabi and examples of instructional materials to form the basis of the mentoring conversation.
 - i. If the NSF brings in additional materials other than the materials listed above, the Chair or Vice Chair has no obligation to examine any of the additional materials in providing the feedback.
 - ii. Mentoring feedback given during the mentoring conversation shall not be considered in a reappointment decision or excellence review. For example, the underlying materials relied upon during the mentoring meeting, such as student evaluations, classroom visits, etc. can also be considered during a reappointment decision or excellence review. However, during the reappointment decision or excellence review, any of the feedback given to the NSF during the mentoring conversation should not be considered, cited to, or relied upon as a reason for not reappointing or not finding excellence.
3. This form documenting the occurrence of the mentoring meeting shall be signed by the NSF and the Chair or Vice Chair and placed in the NSF's personnel file.
 - a. This should be the only document reflecting the mentoring meeting that is placed in the NSF's personnel file.
 - b. The Chair or Vice Chair should not prepare a written summary or follow-up by email regarding the mentoring conversation. The feedback provided is for mentoring purposes only.

Non Senate Faculty Certification

- I hereby certify that a mentoring meeting occurred on _____
- I hereby certify that I have voluntarily declined my mentoring meeting.

Non-Senate Faculty's Signature	Date	Printed Name
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Departmental Acknowledgment

Department Chair (or equivalent)	Date	Printed Name
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Individual Development Plan

UC Irvine

Non-Senate Faculty Mentoring Program

Instructions for Unit 18 Lecturers:

Please complete this form prior to your review meeting and share it with whomever is conducting your review. You may also decide to use this form for yearly review.

Instructions to Reviewers:

Please review a CV and this form for the person who is being reviewed prior to your meeting.

Rationale: This Professional Development Plan is to be used to evaluate Pre-Six Lecturers at 9 Quarters/6 Semesters of service. It evaluates the candidate's teaching record to this point and articulates short-term objectives for the Lecturer in question. The IDP is designed to foster communication in a variety of areas to ensure Pre-Six Lecturers receive comprehensive feedback about both progress to date and future expectations. Accomplishments, challenges and goals should be addressed as well as any performance/progress issues, especially as they relate to the next academic review (e.g. yearly reappointment or Continuing status review). **The IDP is to be used as a planning tool and is NOT a formal university evaluation or record-keeping document.**

Academic Year	Date
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Mentee Name	
Department	
Departmental Mentor(s) Name	
Status: Pre-Six (9th Quarter/6th Semester)	



Individual Development Plan

UC Irvine

Non-Senate Faculty Mentoring Program

- Design Rationale:
 - Guide the content of the pre-six mentoring meeting (As per UCI AP-IX2)
 - Can be used more often, e.g. annually
 - Consistent in content and format with IDP for senate faculty
- Areas Covered
 1. Teaching Record
 2. Professional Objectives & Professional Development
 3. Life-Work Balance
- Implementing a change
 - as per our session #3

Summary:

Individual Development Plans (IDP)

- Grad Students
- Postdocs
- Junior Faculty
- Other?

Starting points to further improve and customize.