

**Principles of faculty evaluation and mentoring.**

**From Drs Haskins and King, Co-Directors of Faculty Mentoring**

**Goals:**

To ensure that all Assistant Professors in the School of Veterinary Medicine receive guidance, mentoring, and annual evaluations to facilitate their success in reappointment and promotion.

This process should include attention to the following:

- Education of Assistant Professors regarding the level and type of performance (discovery, teaching, service) necessary for successful reappointment and promotion, as appropriate for their individual tracks
- Education of Assistant Professors regarding the administrative process involved in faculty actions
- Annual evaluation of each Assistant Professor
- Assignment of a mentor or mentoring committee to each Assistant Professor
- Foster an environment of open communication and interaction between Assistant Professors within the School to increase peer support networks
- Address ways to recognize and reward excellence in mentoring by senior faculty

Each Department must have a written approach for evaluation and mentoring that is provided to all Assistant Professors at the time of appointment. This approach, which may vary between Departments, must adhere to the following guidelines:

**1. Education of Assistant Professors regarding the level and type of performance necessary for successful reappointment and promotion**

Each department should prepare a written but informal description of the general goals for successful appointment and promotion (i.e. a "Survive and Thrive" document). The document should be approved by the faculty within that Department; guidelines may differ between Departments. Guidelines are expected to be different for Assistant Professors in the Tenure, Clinician Educator, and Research tracks. This document should be given to and discussed with all Assistant Professors within 3 months of appointment.

**2. Education of Assistant Professors regarding the administrative processes involved in faculty actions**

A short document describing the administrative process involved in faculty actions should be prepared and distributed to all Assistant Professors. The document should address the tenure, clinician educator, and research tracks and be given to and discussed with all Assistant Professors within 3 months of appointment.

**3. Annual evaluation of each Assistant Professor**

An Evaluation Committee should annually review the performance of each Assistant Professor. The Evaluation Committee may be the same as the Mentoring Committee (e.g. for tenure track

faculty). Departments may choose to have different committees for tenure track, clinician educator, and research track faculty. Ideally some members should be common to all of the committees to provide a degree of uniformity. Mentoring or Evaluation Committees should include at least one member from another Department, and ideally, one member from outside the School. A single School-wide evaluation/mentoring committee should supervise, evaluate, and oversee mentoring for all Research Assistant Professors.

All formal meetings with Assistant Professors by mentors, committees, and Chairs must result in a written document outlining the discussion, which must be distributed in a timely manner (ideally within one month following the meeting) to the Assistant Professor and the committee members.

The Evaluation committee should meet annually and write a report reviewing performance in relation to scholarly activity, teaching, and service. Teaching evaluations should be interpreted in comparison with other faculty teaching in the same course. The report is to be provided to the Department Chair, who reviews it, edits it if necessary, and then distributes it to the Assistant Professor and the Mentor/Mentoring Committee. The report should be completed within one month of the meeting, and should include a list of the members of the Evaluation Committee and the date of the meeting. The Department Chair and Mentor/Mentoring Committee are responsible for discussing the report with the Assistant Professor. The report should identify strengths, areas of potential weakness, and suggestions for improvement. Reports should be carefully written, should be distributed to all members of the committee for their input and approval prior to distribution, and they should avoid capitalization, bolding, italics, and/or underlining unless used both for praise as well as criticism. *Under no circumstances should any of these written reports be included in faculty action dossiers.*

#### **4. Assignment of a mentor or mentoring committee to each Assistant Professor**

A mentor or mentoring committee will be assigned to new faculty members within 3 months of an appointment. This should be done by the Department Chair in consultation with the new faculty member, choosing someone or a committee, familiar with the School, the University, and the area of expertise of the new faculty member. The intent is that the mentor will provide routine, informal, constructive advice and guidance, bearing in mind the goals and priorities identified by the evaluation committee. The Mentor/Mentoring Committee should assist the Assistant Professor in drafting the annual self-evaluation and C.V. that will be submitted to the Evaluation Committee.

Because of potential conflict of interest, an individual mentor will not be the Assistant Professor's Laboratory Head, Principal Investigator, or Section Chief; however, it is expected that the Laboratory Head, PI or Section Chief will also play a significant role in mentoring, and will be an *ex officio* member of all mentoring committees for their Assistant Professors.

An assessment of the effectiveness of the mentor/mentee relationship should be included in the annual evaluation of the Assistant Professor, and a recommendation made to the Department Chair to assign a new mentor or committee if necessary.

**5. Foster an environment of open communication and interaction between Assistant Professors within the School to increase peer support networks**

The School should host an event, such as a sponsored dinner or lunch, at least once a year for the Assistant Professors so they can get to know one another and have an opportunity to discuss promotion issues with the Co-Directors of Faculty Mentoring.

While the Department bears the final responsibility to make sure mentoring, evaluation, guidance, and advice occurs, the Assistant Professor also has the responsibility to see that the process proceeds. All Assistant Professors have the ability to discuss the process with the Co-Directors of Faculty Mentoring.

**6. Address ways to recognize and reward excellence in mentoring by senior faculty**

In consideration of the significant input of time and effort required to be a good mentor, each Department and the School should

- Develop a guideline describing the expectations for mentors
- Determine how to evaluate and reward excellent mentoring performance by individual senior faculty members.