

2008 Annual Report on Mentoring and Faculty Development

University of Colorado Denver

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Introduction

This report updates the information presented in the *2007 Annual Report on Mentoring and Faculty Development, University of Colorado Denver, submitted* to the Office of the Vice President for Academic Affairs and Research in November 2007. To prepare this report, the schools, colleges, libraries, and the downtown campus Center for Faculty Development (CFD) were asked to submit the following information:

- Updates to the information contained in the 2007 report; and
- Responses to the following four specific requests:
 1. Describe the ways in which the primary unit criteria for tenure and promotion are distributed to job candidates or new hires. Describe the ways in which the University's procedures for comprehensive review, tenure and promotion are distributed to job candidates or new hires.
 2. Describe the training that department chairs/heads of primary units receive on your campus, and/or plans to develop and implement such training.
 3. Describe the availability of sample dossiers (for reappointment, tenure and promotion) for new hires.
 4. Regarding mentoring – if an appropriate mentor cannot be located on campus, is there a process for seeking an external mentor, either from another campus or from outside the university?

The four specific areas were selected because they were not addressed directly in the 2007 report, and/or they represent areas identified last year as ones in need of improvement or strengthening.

Updates from Schools, Colleges, Library, and Center for Faculty Development

Architecture and Planning

The college provided the following update to the 2007 report:

- **Provision of primary unit criteria and procedures to job candidates or new hires:** At the time of hiring, all tenure-track faculty members are given a copy of *Evaluation of Faculty*, which includes the college's criteria and standards for comprehensive review and tenure. Also, the schedule for the comprehensive review and tenure/promotion review is included in a new faculty member's letter of offer.

- **Annual training and information sessions on the tenure process:** The college held its first RTP (reappointment, tenure, and promotion) training and information session a few years ago. Also, the chair and one member of the campus Vice Chancellor's Advisory Committee for RTP were invited to make a presentation to the Executive Committee. The college plans to hold more training and information sessions, perhaps on an annual basis.
- **Mentoring:** The college established "Tenure-Track Faculty Mentoring Initiatives" in 2005. Three tenure-track faculty members received funds to hire research assistants, funds for additional conference travel support, and office space for the research assistants.

To assist in the professional development of the tenure-track faculty members, a major step was taken in 2008. Modeled after the Junior Faculty Mentoring Program run by the Center for Faculty Development (CFD), the college established its own mentoring program. Based on research and creative work interests, five of the seven tenure-track faculty members were partnered with a senior faculty mentor. (Of the two tenure-track faculty members who are not participating in the program, one is undergoing review for tenure and promotion this year and the other is on a 50% academic year appointment.) Various topics of interest are presented to mentors and mentees at regularly-scheduled meetings.

In the invitation to senior faculty members to serve as mentors for the program, all prospective mentors are told that their participation in the college mentoring program will be taken into consideration when annual merit pay increases are determined.

- **Other faculty development initiatives:** In the last four years, four tenure-track faculty members were given a one-course reduction in their teaching loads.

The college established a "Faculty Seed Money Research Grant Program" in 2007. For the first years, six grants—ranging in size from \$4500 to \$5000—were awarded through a competitive evaluation process. Three of these grants were given to tenure-track faculty members. In 2008, two of the three seed money grants were awarded to tenure-track faculty members.

Arts and Media

The college provided the following update to the 2007 report:

- **Provision of primary unit criteria and procedures to job candidates or new hires:** Before the start of the fall semester, the College of Arts and Media (CAM) holds a New Faculty Orientation. All new CAM faculty members are encouraged to attend. The faculty members meet all three department chairs, the dean, assistant dean, CAM advisors other staff members. They are given sample syllabi, rubrics and syllabi requirements to review. The meeting addresses practical information about academic processes and procedures, as well as the CAM administrative and staff structure. The second half of the meeting focuses on new tenure-track faculty. Discussions include an overview of the CAM RTP guidelines and timelines, comprehensive and tenure review dossiers, and the university's RTP processes; information regarding CAM's merit review processes is also provided. The CFD's mentoring program and faculty workshops are introduced.
- **Mentoring:** CAM has developed a sequence of year-long mentoring sessions that are designed to serve all CAM faculty members, especially those on the tenure track. The process of determining mentors and mentoring topics begins with discussions at the CAM Executive Committee. The associate dean then facilitates the mentoring sessions. Five mentoring

sessions were developed for the 2008-09 academic year on a variety of topics: co-curricular mentoring and collaborative teaching and research; preparing dossiers for comprehensive and tenure/promotion reviews; writing successful research grants; the scholarship of teaching and learning; and “the legislature in action.”

- **Annual training and information sessions on the tenure process:** Training and information on the tenure process will be provided during the second CAM faculty mentoring session, *Preparing Your Comprehensive/Tenure Review Dossier*. Tenure-track faculty members will review and discuss the CAM RTP guidelines, CAM primary unit criteria, RTP timelines for faculty, a CAM sample tenure dossier, and how to effectively document activities and accomplishments in teaching, service and research/creative activities.
- **Training for department chairs/heads of primary units:** Training for CAM department chairs primarily occurs at the university level, through such groups as the Academic Leadership Council. At the college level, some training occurs informally through in-depth conversations at the CAM Executive Committee meetings.
- **Sample dossiers:** During the second CAM faculty mentoring session on *Preparing Your Comprehensive/Tenure Review Dossier*, an actual dossier will be reviewed and discussed. In addition, an example of a successful CAM dossier is available in the CAM dean’s office and can be reviewed at any time by the tenure-track faculty members.
- **Do tenured faculty members who participate in mentoring programs receive credit for their activities in the annual merit evaluation process?** College faculty members are engaging in discussions about primary unit criteria and the merit evaluation process. It is expected that new forms for the merit evaluation process and revised primary unit criteria will be available by the end of this academic year. Mentoring is being discussed in relationship to the criteria and the merit process.
- **External mentors:** CAM encourages faculty members to work with the CFD and join its Tenure-Track Faculty Mentoring Program in order to identify and secure a UC Denver mentor. In addition, some departments have advised and supported pre-tenure candidates in seeking mentors outside the university, which often occurs following the comprehensive review.
- **Documentation of formal mentoring:** The college will work this year to develop processes to help document and assess the effectiveness of the mentoring sessions.
- **Advising on progress toward tenure:** Tenure-track faculty members are not presently encouraged to seek assistance from the primary unit until prior to the year of comprehensive review. As the college reviews and revises its primary unit criteria, it is possible that discussions about additional feedback from the primary unit will occur.
- **Provision of faculty mentoring opportunities for long-serving non-tenure-track faculty members:** The current CAM faculty mentoring sessions are open to all faculty members. Non-tenure-track faculty members have attended the mentoring sessions, especially those that are not linked specifically to RTP issues. The faculty orientation session also provides information for non-tenure-track faculty members about such topics as syllabi development and CAM policies and procedures.
- **Areas in need of further development:** The college will work this year to assess, refine, and develop more effective mentoring practices and opportunities for all CAM faculty members.

Auraria Library

The content in the 2007 report remains accurate and current. At the same time, there is renewed interest among the new director and the faculty in improving the faculty development and mentoring practices within the library. They will be working on this over the next twelve months.

Business

The school's responses to the request for information about the four specific aspects of mentoring and faculty development are as follows:

1. **Provision of primary unit criteria and procedures to job candidates or new hires:** At the time of hiring, the Business School provides tenure-track faculty members with the university's *Standards, Processes, and Procedures for Appointment, Reappointment, Tenure and Promotion*, as well as guidelines and a timeline for the review processes. The school also provides new tenure-track faculty members with the primary unit's documents that describe in detail the school's implementation of the university's policies.
2. **Training for department chairs/heads of primary units:** The Business School has been relying primarily on the campus information sessions regarding the tenure process, such as the ones sponsored by the CFD for all "YUMPs" (Young Upwardly-Mobile Professors). New faculty members are expected and encouraged to attend these sessions. In addition, discipline directors are responsible for tenure-track faculty orientation. Faculty members have continuous access to their discipline directors, other faculty colleagues in their discipline, and the associate dean for faculty.
3. **Sample dossiers:** Sample dossiers are available for review in the dean's office.
4. **External mentors:** Mentoring of faculty members in the school is the responsibility of discipline directors. Faculty members are expected to talk to discipline directors to help them find a suitable mentor if they want one. They may also find a mentor on their own. Historically, mentorship at the Business School has been informal and often takes the form of co-authorship. If an outside mentor is needed, the school uses faculty connections to contact prospective candidates.

Center for Faculty Development

The CFD provided the following update to the 2007 report:

- **Tenure-Track Faculty Mentoring Program:** This downtown campus program, currently in its third year, was designed to assist tenure-track faculty members with the development of teaching and research/creative activities agendas that would successfully lead to tenure. Tenure-track faculty members, each paired with a senior tenured faculty member, engage in a series of yearlong activities aimed at fostering synergistic, collegial relationships between mentors and mentees and at creating a scholarly community among all participants. The program is coordinated by the CFD director and by the "Master Mentor," Professor Brenda J. Allen, Associate Dean for Planning and Initiatives in the College of Arts and Sciences (CLAS).

All untenured, tenure-track faculty members (including those who were hired as associate professors) on the downtown campus are invited to participate as mentees. Tenured faculty

members are invited to participate as mentors. In the first year of the program, 22 (20% of the eligible faculty members) were paired with a mentor; in the second year, 36 (36% of the eligible faculty members) were paired with a mentor; in the current year, 52 (60% of the eligible faculty members) are participating. While this growth speaks well of the program, it has also necessitated rethinking the structure in order to make it sustainable. This year, a vertical cohort model is being used; mentors were asked if they were willing to guide more than one mentee, and nine of the 36 mentors agreed to do so. Most of the pairings have been cross-disciplinary.

Participants are given books and other information about mentoring, and are asked to meet at least once per month and keep a “mentoring log.” Several sponsored programs are held each semester—one for mentors, one for mentees, and two that include everyone. Throughout the year, the Master Mentor meets individually with program participants, answers questions as they arise, sends resources electronically, and so on.

The effectiveness of the program is being studied via satisfaction surveys, individual interviews with the participants (conducted by a neutral outsider), and other means. The events and activities that occur, as well as the outcomes for both mentors and mentees, will be closely tracked.

- **Other services for pre-tenure faculty members:** In addition to the Tenure-Track Faculty Mentoring Program, the CFD offers other services to pre-tenure faculty members. These include the New Faculty Orientation program; individual consultations and classroom observations devoted to an assessment and provision of assistance with teaching; lists of “Teaching Mentors” (senior faculty members willing to be observed in their classrooms and also willing to observe the junior faculty members in their classrooms); reviews of draft documents for comprehensive review, tenure review, and promotion dossiers; opportunities to review actual sample dossiers available in the CFD office; workshops and seminars on a variety of topics; referrals to campus resources as specific needs arise; and other, miscellaneous services or responses to specific needs and requests.
- **Programs for non-tenure-track faculty members:** Discussions are underway about developing programs aimed at non-tenure-track faculty members on the downtown campus.
- **Sharing information about mentoring programs:** In the last year, the CFD director and the Master Mentor have presented information about mentoring to other units within the CU system. For example, they conducted a day-long workshop on the Colorado Springs campus, and have consulted with other schools and colleges considering the development of their own mentoring programs.

Dental Medicine

In an update to the 2007 report, the school reported that it recently established an Office of Faculty Development. Initiatives begun by the office include an official mentoring program, in which senior faculty members are asked to serve as mentors for the junior faculty members who request a mentor, and a New Faculty Orientation Program. A brief description of each initiative follows:

- **Mentoring program:** In September 2008, nine of the junior faculty members were paired with mentors. In preparation for this program, Dr. Ellen Stevens, CFD Director, presented a seminar to the faculty in April entitled *Mentoring 101*. As a follow-up to Dr. Stevens’ seminar, the director of the new Office of Faculty Development presented an information session to all

potential mentors in August. The school's Faculty Development Committee will continuously monitor the mentoring program.

- **New Faculty Orientation:** The orientation, held on September 3-4, 2008, included a comprehensive overview of the promotion and tenure criteria and procedures presented by the chair of the school's Promotion and Tenure Committee.

Education and Human Development

The school's responses to the request for information about the four specific aspects of mentoring and faculty development are as follows:

1. **Provision of primary unit criteria and procedures to job candidates or new hires:** The school includes a copy of the tenure criteria in the packet of materials sent to new faculty members with their letters of offer. The school also holds a New Faculty Orientation every year at the beginning of the fall semester, and a copy of the school's tenure criteria is distributed at that meeting.
2. **Training for department chairs/heads of primary units:** The school provides its own mentoring program. Tenured faculty members from within the school serve as mentors for the junior faculty members, and both the mentors and mentees have monthly group meetings led by an associate dean. A training session for mentors is provided at one of the monthly meetings.
3. **Sample dossiers:** An associate dean meets on a monthly basis with faculty members who are going up for comprehensive review and for tenure/promotion review the following academic year. At these meetings, the faculty members review and discuss sample dossiers. The sample dossiers are available for faculty review at any time.
4. **External mentors:** For its own internal mentoring program, the school has not had difficulties locating appropriate mentors from among the school's faculty members. Also, some of the school's junior faculty members have participated in the campus-wide Tenure-Track Faculty Mentoring Program (sponsored by the CFD), which provides them with another mentor in addition to the mentor from the school.

Engineering and Applied Sciences

There are two updates from the 2007 report:

- **Provision of information about the primary unit criteria and procedures:** The school hired two new tenure-track faculty members in Electrical Engineering this fall, and they were given the department's criteria. They are also participating, with other faculty members, in the review and revision of the pre-tenure evaluation criteria.
- **Mentoring:** Both of the new faculty members in Electrical Engineering have mentors—one is from the Physics Department and the other is from within the college. The new faculty members also have attended workshops on grant writing and have received editorial assistance with proposal development. The assistance has already yielded tangible and significant results, with one of the new faculty members recently receiving a highly competitive research grant.

Health Sciences Library

The Health Sciences Library (HSL) provided the following update to the 2007 report:

- **Background:** Faculty members at the Health Sciences Library (HSL) have non-tenure track promotion-eligible status. The HSL does not have a formal mentoring program currently in place for faculty. A program for mentoring new and junior faculty was in place from 1995 to 2003, but enthusiasm on the part of the faculty cohort waned and the program was discontinued. In its place, HSL department heads work with individual faculty members to identify staff development, research and creative work goals and objectives within the context of the Faculty Distribution of Effort Agreement (FDEA) and annual assessment procedure. The typical new/junior faculty member is encouraged to set aside a minimum of 10% of her/his effort towards those objectives—so that there is an 80/10/10 annual FDEA distribution of effort, with 80% of effort dedicated to position effectiveness, 10% to service and 10% to research/creative work/staff development. This percent distribution is common for library faculty at institutions where continuing status or promotions are offered.
- **Distribution of promotion guidelines:** The HSL deputy director reviews all faculty-related documents including governance policies, primary unit criteria for promotion, and annual review guidelines and procedures with each new faculty member at the start of service. All promotion-related documents are available in two locations on a shared library network drive, and faculty members are reminded of their accessibility annually in November.
- **Training/information sessions on promotion:** The deputy director and/or director lead an annual session of the HSL Faculty Senate in a discussion and review of the annual FDEA and evaluation process, including promotion.
- **Training for primary unit head:** The director and deputy director have not received formal training in mentoring or in advancing the application of primary unit criteria. Mentoring has, however, been viewed as a professional leadership responsibility. Both take responsibility for mentoring and for implementing university policies pursuant to their FDEA agreements and/or job responsibilities. The director participated in the National Library of Medicine/Association of Academic Health Sciences Libraries (AAHSL) Leadership Fellows program, which included programming on staff development and advancement, though it should be noted that faculty status is not universal in the health sciences library community of practice. Both the director and deputy participate in AAHSL-related communications activities which include leadership continuity and succession planning discussions and shared advisement.
- **Sample dossiers:** A template FDEA is available on the shared network drive and also within the library's primary criteria document, and staff members are informally encouraged to share their annual review documentation with junior faculty. The library is not a particularly "competitive" environment around annual review and promotion issues, and so documentation is liberally shared.
- **Mentoring:** HSL leadership has supported and assisted in locating mentors for faculty who have expressed an interest in such relationships. The library's leaders actively identify professional development activities in which to engage faculty. During 2008, informal mentoring and professional development assignments were made for six faculty members. If a faculty member wishes to enter into a formal mentoring program or relationship, it would be most likely that library leadership would leverage MLA, AAHSL or other professional society programs and network contacts in order to advance the faculty member into a mentor/mentee relationship.
- **Formal mentoring:** As noted in the Background, the HSL maintained a formal program but it was disbanded in 2003 due to lack of interest. For 2008, the director committed to asking the Faculty Senate to consider whether there was interest in reviving this program, or in developing an alternative. Preliminary conversations were launched; however, the Senate's activities during 2008 were primarily absorbed by the *Policy to Limit Conflicts of Interest between Health*

Care Professionals and Industry Representatives, and therefore discussions around formal mentoring programming were not completed. Subsequent to the library's strategic planning process, significant interest was expressed by all staff (faculty members and classified staff) in succession planning and the retention of legacy information, and so efforts around those issues will be encouraged during the coming year.

As noted in the 2007 report, many HSL faculty members are members of the Medical Library Association, which offers an array of mentoring opportunities including formal facilitated mentor/mentee partnerships. Other professional societies, such as the Special Libraries Association and the American Library Association, provide similar programming and member supports to which library employees avail themselves.

- **Counting mentoring in annual reviews:** For 2008, HSL department heads, the deputy director and the director were encouraged to count mentoring efforts in their annual self-assessments.
- **Feedback towards promotion:** The HSL has not yet engaged in second year feedback reviews towards promotion. For 2008, the director committed to introducing this suggestion to the Faculty Senate for consideration; there is, however, no progress to report for the year. Note that at the HSL promotion is not mandatory, and there is no 6th "must" year for faculty.
- **Areas in need of further development:**
 - Establishment of a formal mentoring program – to be brought to the HSL Faculty Senate by the director for consideration.
 - Training in mentoring – the director will request that the HSL Staff Development Committee consider offering a program on mentoring for library faculty.
 - Second Year Review – to be brought to the HSL Faculty Senate for consideration.

Liberal Arts and Sciences

The college provided the following update to the 2007 report:

- **Provision of primary unit criteria and procedures:** The college holds an orientation session and a new faculty reception at the beginning the academic year. New faculty members become familiar with the personnel in the dean's office, the resources available to them, and the rules and regulations of the college. Also, the dean's office ensures that all faculty members are aware of their schedules for comprehensive and tenure reviews, as well as department-level tenure requirements, by including this information in their contracts.
- **Training and information sessions on the tenure process:** Each spring, the college holds a meeting for all the faculty members (and their chairs) who will undergo comprehensive, tenure, or promotion reviews the following academic year. The purposes of the meeting are to provide information about the RTP process and about due dates for dossiers and department-level reviews, and to answer questions. The college is working with its departments to increase mentoring efforts in the primary units and is developing a college-based mentoring program (centered on the tenure and promotion process) to provide additional individualized support for faculty. The college also encourages the new faculty members to take advantage of the services and programs offered by the CFD, such as the New Faculty Orientation program and the YUMPs funds and workshops.
- **Mentoring:** The chairs' retreat last summer included discussions about the need to improve mentoring for tenure-track faculty members and to strengthen the annual review process so that faculty members receive clear input regarding progress toward tenure.

- **Sample dossiers:** The college encourages faculty members to review the sample dossiers that are available in the CFD.

Medicine

The school provided the following update to the 2007 report:

- **Background:** As was reported in 2007, the Associate Dean for Faculty Affairs is responsible for developing and implementing faculty development and mentoring programs for the school. This is consistent with the Office of Faculty Affairs (OFA) Mission Statement, which states that the office will “assist the departments and divisions of the School of Medicine to recruit, develop, promote and retain outstanding clinicians, teachers and scholars.” One of OFA’s key objectives is “to strengthen the school’s faculty development programs, especially for junior faculty who are beginning, or building, their careers as clinician-educators, scientists or scholars.”¹ Efforts to promote faculty development and facilitate mentoring are continuing on several fronts; traditional one-on-one mentoring is complemented by frequent needs assessments, school-wide and department-specific collaborative (group) mentoring programs, faculty training and information sessions, relevant written and on-line publications for faculty and administrators, and targeted mentoring programs for specialized groups of faculty (for example, clinician-investigators or teaching scholars).

The 2007 report also included a description of the challenges facing faculty in the school, which include its size and geographic dispersion and the varying academic and service commitments of the faculty. A summary of mentoring gaps and unmet needs, as measured by several recent surveys, was also detailed. One of the comprehensive surveys of mentoring needs and “faculty discontent” was recently published.²

As was the case last year and is still of concern, an additional challenge to effective mentoring and career development of the school’s faculty members pertains to the ever-escalating clinical, grant-writing, teaching and administrative demands, and the lack of financial resources to support mentoring and faculty development. While the preamble to the 2006 APS on *Mentoring and Faculty Development* states that, “the implementation of this policy requires a financial commitment,” it does not appear that any resources have been allocated to the schools to implement this APS.

- **Program Update:**
 - **Office of Faculty Affairs Web Site:** The OFA web site continues to be updated and improved. (See www.uchsc.edu/som/faculty.) The web site seeks to provide accurate information about promotion and tenure (along with important policies related to faculty appointments, letters of offer, sabbaticals and faculty governance). Among the numerous resources and links on the OFA web site: the *SOM Rules* and the *Promotion Matrices*; the university’s *Standards, Processes and Procedures* document and *Post-*

¹ See <http://www.uchsc.edu/som/faculty/offac.mission.htm>.

² Lowenstein SR, Fenrandez G, Crane LA. Medical school faculty discontent: Prevalence and predictors of intent to leave academic medicine. *BioMed Central Medical Education*. 2007; 7:37.

Tenure Review policy; the *SOM Diversity Plan*; the special report, *Enhancing Professionalism*; Frequently Asked Questions; copies of all of the *SOM Faculty Success Newsletters*; a link to the Women in Medicine site; handouts from the Promotion 101 presentation; examples of “alternative forms of scholarship” for clinician-teachers, based on the comprehensive 2000-2002 study and a continuing review of promotion dossiers; the mentoring guide, *Behind Every Great Star*; and guidelines for preparing dossiers, curricula vitae and clinicians’ and teachers’ portfolios.

- Faculty Development Seminar “Shopping Cart”: The web site was recently enhanced by the addition of a faculty development seminar announcement and registration function. When fully developed (early December 2008), this site will enable the school’s faculty members to “shop” for courses and workshops that interest them. Among the topics: dossier building; time management; negotiating for resources; grant writing; managing a laboratory; best practices for mentors and mentees; and a variety of education-related topics, including lecture techniques, facilitating small group learning, writing test questions, using teaching technology, educational research methods and others.
- Courses, Publications and Outreach Activities: All of the following activities are ongoing: a) New Faculty Career Building Workshop (next program scheduled for January 29, 2009); b) twice-yearly publication of the *Faculty Success Newsletter*; and c) Promotion 101 courses for clinician-educators and research-intensive faculty members. In August 2008, a two-day workshop was held for new chairs and program leaders, which included an introduction to university and school policies regarding faculty development and mentoring.
- Stronger Mentoring Programs for Women and Minority Faculty Members: Among the areas in need of further development in last year’s report was focused attention on the needs of women and minority faculty members. As was pointed out in that report, “there is a consistent literature indicating that mentoring programs reach women and minority faculty members less often, or less well. Women and minorities report fewer mentors, fewer role models, fewer colleague relationships and more social and professional isolation; they more often report that absence of mentoring is a barrier to promotion and academic success. There are also more departures from academic medical careers among women and minority faculty.”

In May, 2008, under the leadership of Drs. Peggy Neville and Carol Kaufman, a new committee was formed. The Career Trajectories for Women and Minorities Committee seeks to gather data and recommend programs, investments and outreach efforts to improve the career trajectories of women and minority faculty members. The committee is a small but growing group that includes faculty members of all ranks, staff and administrative employees, residents, and students representing multiple departments, schools, and clinical service professions across the Anschutz Medical Campus (AMC). The group is committed to improving career trajectories of those who are often hampered – directly or indirectly – by virtue of their sex, race or ethnic background.

Currently, the group is pursuing several lines of activity. It is actively addressing the lack of on-site child care at AMC—an issue that relates to recruitment, retention and career success for all faculty, staff and students. Work in this area has included writing

letters to the AMC administration, presenting to campus governing bodies and forging liaisons with other campus organizations.

The group has also identified a number of specific areas of professional development. Unintentional bias, time management and mentorship have been featured topics for discussion. Activities have included presentations, debates and strategizing about how to increase awareness, enhance skills and provide greater access to resources across the campus. Grant and manuscript writing, promotion and tenure, and life-work balance are among the upcoming topics of interest.

In its short life so far, the Career Trajectories for Women and Minorities group has fostered close working relationships with a number of AMC and university-wide organizations and entities including the School of Medicine Dean's Office (Women's Office and Office of Faculty Affairs), the Office of Diversity, the CU Women's Committee, and the Colorado Clinical Translational Sciences Institute.

- Improved Information Systems: Another area identified as needing further development in 2007 pertained to developing improved information and tracking systems for annual and mid-course reviews, mentor-mentee activities and teaching evaluations. Faculty members and department administrators also need web-based systems to facilitate the building and maintenance of academic portfolios and dossiers.

The school also provided the following answers to the four specific questions:

1. **Provision of primary unit criteria and procedures to job candidates or new hires:** The school's rules state the following: "At the time of a faculty member's initial appointment, it is the responsibility of that member's departmental chairperson to thoroughly inform him/her about the criteria for faculty promotion and appointment....If at the time of appointment there are additional factors and/or qualifications which that particular department considers important for promotion, that information must be communicated to the faculty member both verbally and in writing."

Each letter of offer for new faculty members includes an electronic link to the *Rules of the School of Medicine*. Article II (Sections F - I) of the *Rules* provides detailed information for new and existing faculty regarding the School's promotion and tenure standards and procedures. These sections list the specific criteria for appointment or promotion to each rank. They also outline the faculty member's rights and responsibilities with respect to documentation and dossier preparation. Finally, the *Rules* explain the manner in which the School of Medicine's policies for promotion and tenure differ from other schools of the university --- for example, how "meritorious performance" and "excellence" are defined; the separation of promotion and tenure; the broad definition of scholarship, as defined by Boyer; the importance of direct patient care to the teaching and research missions of the school; the school's higher standards for tenure; and the application of the promotion standards to faculty employed at the affiliated hospitals.

The school does not routinely distribute promotion and tenure information to *candidates* for new faculty positions, although it is likely that such information is shared with candidates by search committees, department chairs and other hiring authorities. Information about the

university's mid-course review process is not distributed, although it is emphasized during the New Faculty Career Building Workshops and during Promotion 101 courses.

2. **Training for department chairs/heads of primary units:** The school has not developed mentoring training programs for department chairs. However, guidelines and suggested "best practices" for departments and chairs are included in the recent publication, *Behind Every Great Star: A Mentoring Guide for School of Medicine Faculty and Administrators*. Also, the Faculty Senate and Executive Committee are debating whether to join the AAMC's new pilot program, *Faculty Forward*. This promising program includes access to tested faculty satisfaction surveys and a variety of benchmarking data, as well as on-site training in faculty mentoring and development for department chairs. Unfortunately, the school may not be able to participate because of the program's cost (\$25,000 annually for three years).
3. **Sample dossiers:** Guidelines for assembling teachers' and clinicians' portfolios have been posted on our web site and distributed at Promotion 101 courses for several years. A new, comprehensive *Guide to Building Promotion Dossiers* (currently in draft form) has been developed. This guide will be completed and made available to faculty members by the end of December. It includes sample narratives, annotated bibliographies, teachers' statements, teachers' and clinicians' portfolios and other methods for preparing an accurate, well-organized and persuasive promotion dossier. The guide also includes a list of items that are best "left out."
4. **External mentors:** For many years, junior faculty members have been encouraged to locate mentors from other departments or schools whenever this will facilitate career advancement. As summarized in the October, 2007 report, the importance of teams of mentors who collaborate jointly to meet the diverse needs of junior faculty members is regularly stressed to the faculty. Working with productive and diverse colleagues and mentors is a proven strategy to promote career success.

Nursing

The school's responses to the request for information about the four specific aspects of mentoring and faculty development are as follows:

1. **Provision of primary unit criteria and procedures to job candidates or new hires:** All faculty candidates are provided with the university and college's criteria for appointment, reappointment, promotion and tenure prior to the time that they arrive on campus for formal interviews for faculty positions. During the interview process, they have the opportunity to ask questions about the criteria.

At the beginning of each academic year, the division chairs hold a two-day New Faculty Orientation for all new faculty members. At this session, the chairs discuss professional role development, as well as the content of various documents: a) *The College of Nursing Appointment, Reappointment, Promotion Criteria in the Tenure Track*; b) *College of Nursing Performance Plans*; c) the forms used for annual reports and merit evaluations; d) a description of the peer review process; e) *Curriculum Vitae Format and Guidelines*; and f) information about timelines and requirements to meet the university's review requirements.

In addition, shortly after being hired and annually, the division chair meets with each new faculty member individually to discuss his/her three-year performance plan and criteria and timelines for RTP reviews.

2. **Training for department chairs/heads of primary units:** The college's Appointment, Promotion, Tenure (APT) Committee holds educational forums/sessions each semester for all faculty members and administrators to discuss the RTP process—including criteria, procedures, timelines, and deadlines.

Based on a restructuring of the faculty organization, the college now has four rather than two divisions. Each of the four new division chairs received a multi-faceted orientation over several weeks that included meetings with university academic leaders, faculty governance leaders, Vice Chancellors, the legal office, OGC, and COMIRB. They also met with internal faculty governance committees that provided assessments of areas in need of change.

3. **Sample dossiers:** Sample dossiers for reappointment, midpoint comprehensive reappointment, and promotion/tenure reviews are available in the Faculty Affairs office in the college.
4. **External mentors:** The division chairs and the Associate Dean for Research and Extramural Affairs have the major responsibilities for mentoring tenure-track faculty members. They assist in linking faculty members to other expert faculty in their areas of research, within the college as well as in other UC Denver schools and colleges or in other colleges/schools of nursing external to the university. They suggest opportunities, resources, and services for expanding their networking abilities in their particular research areas or foci.

Pharmacy

The school provided the following update to the 2007 report:

- **Mentoring:**
 - The school has implemented a formal faculty mentoring program in each of the two primary units, the Department of Clinical Pharmacy and the Department of Pharmaceutical Sciences. The school's mentoring program is part of a larger faculty development effort aimed at promoting the personal success of each faculty member. The mentoring program is designed to foster faculty growth primarily in teaching and research. In addition, the program is intended to promote collegiality among faculty members through increased interaction and collaboration. The anticipated outcomes are to improve the overall quality of teaching services to our students, improve our ability to compete for extramural funding, increase and improve overall scholarly activity, and enhance each participating faculty member's credentials for promotion and/or tenure and his/her long term career success.
 - All faculty members at the rank of assistant professor have identified a mentor(s). A mentor is not assigned—instead, each faculty member is expected to choose his/her own mentor(s). The faculty member may request the assistance of the department chair in finding a suitable mentor. Any faculty member at the rank of associate professor or full professor may choose to serve as a mentor.
 - Mentors can be in the School of Pharmacy, within CU Denver, or at another institution of higher education. All faculty members at the rank of associate or full professor are expected to be amenable to serving as a mentor. The mentor's role will be recognized in the service component of his/her annual evaluation.
 - Documentation of the mentor-mentee working relationship will be placed in a separate section of the 2008 annual evaluation dossier and will consist of a brief summary of meetings and communications between the faculty member and his/her mentor(s) and the content of those meetings. This summary also should include information about

what is working well in the collaboration and what is not working well. The 2008 annual faculty evaluations, which will be conducted in January and February 2009, will be the first opportunity for the school to review and analyze the faculty mentoring program.

- Department chairs are expected to support the mentoring program by orienting faculty to the program, assisting them with finding suitable mentors, addressing problems that arise, and encouraging mid-level and senior faculty members to serve as mentors.
- **Provision of tenure/promotion information to faculty:** All faculty members (defined as tenure-track and clinical teaching track faculty at the rank of assistant, associate and full professor) receive specific timeline information regarding their promotion and/or tenure review process in their letters of offer. In addition, the offer letter includes a link to the Faculty Handbook where new faculty can find the university's standards and guidelines for promotion and tenure. The departmental appointment, promotion, and tenure guidelines will be distributed by each department office directly to new hires and, upon request, to prospective job candidates.
- **Sample dossiers:** Sample dossiers for reappointment, tenure and promotion for new hires or faculty members going through the comprehensive review process are available in their department offices, from colleagues who have already gone through the process, and in the dean's office.
- **Areas in need of further development:**
 - A training program for faculty members to become successful mentors will be offered by the school in conjunction with UC Denver.
 - A training program for department chairs on developing and managing a successful faculty mentoring program will be offered in conjunction with UC Denver.
 - The school is in the discussion and planning stage of identifying an appropriate forum for an annual training and information session on the promotion and tenure process. Potential options include the New Faculty Orientation program or a breakfast session at the annual faculty retreat, held in January each year.
 - The school will implement procedures to ensure that all new faculty members receive their department's guidelines for appointment, promotion and tenure upon arrival at UC Denver.

Public Affairs

The school provided the following update to the 2007 report:

- **Recording dates, times, and general subjects of mentoring sessions:** Following meetings of the tenure-track faculty members with their Professional Development Committees, all parties now agree in writing that the meetings were held and describe the outcomes of the coaching processes.
- **Provision of training to mentors:** The school considered offering some formal training for mentors, but then decided that there is no need for it at this time. The senior faculty members have extensive experience in mentoring, and their counsel is valued by the junior faculty members. If the campus were to organize mentor training, the school would encourage their faculty to attend.
- **Provision of mentoring opportunities for non-tenure-track faculty members:** The school is working on developing formal mentoring opportunities for two new non-tenure-track faculty members (both of whom are Research Associates in the school's centers).

The school also provided the following answers to the four specific questions:

1. **Provision of primary unit criteria and procedures to job candidates or new hires:** When new faculty members arrive on campus, the associate dean provides them with the school's *Policies and Practices Regarding Faculty Evaluation*, which includes information about merit review, comprehensive review, tenure review, and post-tenure review.
2. **Training for department chairs/heads of primary units:** The school does not have departments. The dean, associate dean, and RTP chair (whose appointment lasts for three years and is renewable upon re-election by the faculty) share responsibility for administering the faculty evaluation and mentoring programs. The written document, *Policies and Practices Regarding Faculty Evaluation*, is updated periodically and is currently undergoing revisions to include additional information about mentoring and post-tenure review; it provides sufficient information so that formal training does not seem warranted.
3. **Sample dossiers:** The school does not at present maintain sample dossiers for new faculty members to inspect. In part, this reflects the fact that the school is small and has considerable diversity among the faculty with respect to areas of specialized expertise—so that it would be difficult to identify dossiers that are sufficiently “representative” to serve as models or templates. The faculty are encouraged to contact the CFD to review sample dossiers.
4. **External mentors:** The faculty have not had difficulty identifying appropriate mentors. Most faculty members seek advice and counsel from more than one mentor, and often these are colleagues with whom they have formed relationships through their education, co-authorships, or professional organizations.

Public Health

Since the Colorado School of Public Health (CSPH) was recently established (July 1, 2008), it did not contribute information for the 2007 report. The school's responses to the questions posed for the 2007 report are as follows:

- **Provision of primary unit criteria and procedures to job candidates or new hires:** It is the responsibility of the chair to thoroughly inform the candidate about the criteria for faculty promotion and appointment at the time of the initial appointment. If there are additional factors and/or qualifications which that particular department considers important for promotion, that information must be communicated to the faculty member both verbally and in writing. At the time of a faculty member's initial appointment, the department provides copies of, or electronic access to, the current *By-laws, Policies and Procedures of the School*, the university's *Faculty Handbook*, and the university's *Standards, Processes, and Procedures* document. Each faculty member must be afforded ample opportunity to discuss these documents with the chair and other officials of the school and the university. At the time of an initial appointment, and at the time of reappointment, promotion or change in tenure status that has been approved by the president and the Regents, the chair (with approval of the chancellor and the dean or designee) provides each faculty member with a statement containing the nature and terms of his/her appointment, including the amount of salary, the type, duration, and conditions of the appointment.

In addition, the *By-laws* contain a Promotion Criteria Matrix, which provides examples of various levels of accomplishments in the areas of teaching, research, public health practice/clinical activity, scholarship, and service.

- **Annual training and information sessions on the tenure process:** Since the school just became official this past July 1, there have not been any training and information sessions yet. The chair of each department thoroughly informs candidates and new hires about the tenure process. Further training and information sessions will be a topic of discussion for the school in the near future.
- **Training for department chairs/heads of primary units:** Since the school just became official this past July 1, no formal training process has yet been implemented. The dean meets regularly with chairs to discuss faculty mentoring and promotion and to coordinate practices across departments. A more formal process will be explored in the future.
- **Sample dossiers:** Comprehensive sample dossiers are available in the school's Human Resources Office and are available to faculty at any time.
- **Mentoring:** Each new faculty member at the rank of assistant professor, regardless of track/series, is assigned a mentor at the time of initial appointment. This person (or combination of persons) is responsible for providing input to the faculty member about academic and career development. The mentor(s) are senior faculty members who are not responsible for the evaluation of the progress of the faculty member, if at all possible. The mentor(s) are expected to consult on a regular basis with the chair (division, section head), together with the faculty member, about progress toward promotion.

While the department has a responsibility to provide these mentoring opportunities, faculty members have a responsibility for proactively seeking mentoring assistance. Faculty members who believe they are not getting adequate mentoring are responsible for bringing their situation to the attention of the chair. If they are not satisfied with the mentoring opportunities the chair provides, they should then bring this concern to the attention of the dean.

- **Do tenured faculty members who participate in mentoring programs receive credit for their activities in the annual merit evaluation process?** The annual faculty evaluation form completed by each faculty member includes a place to record mentoring and faculty development activities. Once recorded, these are discussed with the chair as part of the annual evaluation, and credit for mentoring is given—although no formal “accounting” system is used.
- **External mentors:** In a discussion with the junior faculty member, the chair and the faculty member are encouraged to discuss appropriate mentors. In cases where an appropriate mentor is located outside the school or university, arrangements are encouraged and formally included in the plan for mentoring of the faculty member. In such cases, a co-mentor from within the school also will be assigned to the faculty member.
- **Documentation of formal mentoring:** Mentors are encouraged to track meetings and recommendations and to discuss them regularly with the faculty mentee and the chair. A formal report from the mentor is included in the mid-course evaluation of the mentee. These are not collected centrally at this time.
- **Advising on progress toward tenure:** Faculty members may request feedback on their progress toward promotion or tenure at any time. Faculty members are encouraged to discuss their progress at their annual review with the chair.

Additionally, approximately three to four years following the hiring of a new assistant professor, the Department Advisory Committee (DAC) will request materials from the faculty member in order to conduct a review of the progress toward promotion to associate professor. It is not expected that external letters of evaluation will be obtained for this review, but they may be requested if deemed necessary by the faculty member, DAC, mentor, or chair. This review will

be shared with the faculty member, the mentor, and the chair. The individual faculty member, mentor, or chair may request this review at an earlier time, based on experience and progress toward promotion. An Associate Dean for Faculty Affairs is being hired who will coordinate this process.

- **Provision of faculty mentoring opportunities for long-serving non-tenure-track faculty members:** Faculty members in non-tenure-track positions at the assistant professor level and above complete annual evaluation forms. They engage in evaluative discussions with their chairs, and are assigned mentors in the same fashion as tenure-eligible faculty members.
- **Areas in need of further development:** The hiring of an Associate Dean for Faculty Affairs is in process. This position will be responsible for reviewing and coordinating faculty development, mentoring, and evaluation processes. More formal activities will be developed to support faculty development over the next two to three years; these will include seminars, consultations, development workshops, and so on.

Summary

The schools, colleges, libraries, and the Center for Faculty Development (CFD) at UC Denver were asked to update the information in the *2007 Annual Report on Mentoring and Faculty Development* and/or respond to four specific questions. Some units responded by answering the original questions posed for the 2007 report, or provided briefer updates; some units answered the four specific questions; and other units provided a combination of types of responses. Highlights are summarized below:

- *Updates:*
 - **New mentoring programs:** A number of schools and colleges—including Architecture and Planning, Arts and Media, Dental Medicine, Health Sciences Library, Liberal Arts and Sciences, Pharmacy, and Public Health—reported that they are developing mentoring programs.
 - **Existing mentoring programs:** The mentoring program offered by the CFD on the downtown campus continues to grow; this year, 60% of the eligible tenure-track faculty members are participating in the program. Other existing programs—such as those in the schools of Medicine and in Education and Human Development—are thriving and expanding services and resources. In Medicine, for example, a new Career Trajectories for Women and Minorities Committee was created to meet needs identified last year for more support for female and minority faculty members.
 - **Faculty “counting” mentoring in annual merit evaluations:** Some units (e.g., Architecture and Planning, Health Sciences Library, Pharmacy, Public Health) mentioned that they are developing ways for faculty to include mentoring in the materials they prepare for annual merit reviews.
 - **Mentoring opportunities for non-tenure-track faculty members:** Mentoring opportunities for non-tenure-track faculty members continue to be explored; this was mentioned explicitly by the CFD, Public Affairs, and Public Health.
 - **Documentation of formal mentoring:** Several units (e.g., Pharmacy, Arts and Media) described new efforts to document mentoring activities.

- *Responses to Four Specific Questions:* These questions were selected for this year's report because they were not addressed directly in the 2007 report, and/or they represent areas identified last year as needing improvement or strengthening.
 1. *Describe the ways in which the primary unit criteria for tenure and promotion are distributed to job candidates or new hires. Describe the ways in which the University's procedures for comprehensive review, tenure and promotion are distributed to job candidates or new hires.*
 - All schools, colleges, and libraries reported on ways that procedural information and criteria are distributed to newly-hired faculty. Commonly-used approaches are providing and discussing the information at new faculty orientations, and including the information with letters of offer.
 - It appears that not all applicants for faculty positions are routinely receiving the criteria and procedural information (although it is provided if requested).
 2. *Describe the training that department chairs/heads of primary units receive on your campus, and/or plans to develop and implement such training.*
 - Most units that responded to this question reported on training that occurs within the school/college/library, or wrote about plans to develop training. In Nursing, for example, educational forums are held each semester for faculty and administrators to review criteria, procedures, timelines, and deadlines; in Medicine, a two-day workshop is held for new chairs and program leaders in August; in Public Health, a formal training process is being developed. Some other units rely on campus-level activities, such as meetings of the Academic Leadership Council on the downtown campus.
 3. *Describe the availability of sample dossiers (for reappointment, tenure and promotion) for new hires.*
 - This question (not asked for the 2007 report) yielded positive answers from the 11 units that responded to the question. Sample dossiers are available in many deans' offices, department offices, or other central locations, as well as in the CFD. In some units (Medicine, Health Sciences Library), guidelines and examples are available electronically.
 4. *Regarding mentoring – if an appropriate mentor cannot be located on campus, is there a process for seeking an external mentor, either from another campus or from outside the university?*
 - There do not appear to be difficulties in identifying suitable mentors within the schools, colleges, and libraries—so seeking external mentors is not very common. In addition to within-unit mentors, many of the units on the downtown campus refer pre-tenure faculty members to the CFD's Tenure-Track Faculty Mentoring Program.
 - The units that specifically mentioned external mentors (Business, Nursing, Pharmacy, Public Health) are very amenable to assisting in the identification of appropriate mentors at other universities or through referrals from colleagues in professional organizations.

Overall, UC Denver is making good progress toward full implementation of the university's APS on *Mentoring and Faculty Development*. Areas that continue to need strengthening include training of chairs/primary unit heads and training of mentors, and ensuring that mentors are able to "count" their

mentoring in annual merit evaluations. UC Denver also will work during this year's budget process on identifying funds for the post-tenure faculty development grants required by 2010.