

Faculty Policy Council
Mentoring Policy for Tenure Track and Non-Tenure Track Faculty
Initially Approved November 13, 2006; Effective Fall 2007
Revised and Approved January 23, 2017; Effective Fall 2017

Purpose: University of Florida policy stipulates that colleges “shall establish a mentoring program for faculty in the tenure probationary period.” The College of Education faculty is committed to the career growth and professional development of its junior members, both tenure track and non-tenure accruing faculty, and will provide the support necessary to ensure the implementation of the mentoring program.

Selecting a mentor: All new, full-time junior faculty (henceforth "mentee") will meet with the school director within the first month of employment to discuss mentorship and identify possible mentors. Prior to selecting a mentor, the school director and mentee should discuss possible purposes and goals of mentorship considering time commitments, availability, professional needs, and scholarly goals so that an appropriate mentor/mentee match can be made. The school director will contact nominated individuals and determine their willingness to serve as mentors. Based on the school director’s discussions with the nominees, the school director and mentee will select the mentor. The mentor will serve in this role for a period of not less than one year, unless circumstances necessitate a briefer time frame. By the end of the year, the school director will meet with the mentee and mentor, together or separately, to discuss the helpfulness of mentoring and determine whether the current arrangement will continue or a new mentor will be chosen. An untenured faculty member will have access to a mentor until that mentee is tenured. A non-tenure track junior faculty member will have access to a mentor for six years, or until that mentee receives the first promotion, whichever comes first.

Mentoring roles: The nature and extent of mentorship are based on the individual needs of the mentee. Although it is expected that mentoring tasks will vary, they include consultation on issues related to scholarship, teaching, and service (as relevant to the mentee's assignment). The mentor and mentee will collaborate to determine which kinds of assistance will be most beneficial to the mentee. During the first full semester of the mentee's employment and then to be re-visited in subsequent years, the mentor and mentee will establish a written mentoring plan that they deem appropriate given their particular circumstances and needs, including alignment with expectations for tenure and promotion. The mentoring plan is submitted to the school director and should include the professional goals of the mentee, potential mentoring activities, and a projected schedule of at least quarterly meetings between the mentor and mentee.

Accountability: Each school director is responsible for implementing the mentoring policy. No later than the end of the first full semester of the mentee's employment, the school director shall submit and update, as needed a report to the Dean that lists all eligible mentees and their assigned mentor(s). The report should include an initial mentoring plan. At the end of each spring semester a brief end-of-year report will be submitted to the Dean verifying that mentoring activities occurred during the year for all those that qualify and indicating

whether the current arrangement will continue or provide details regarding changes. The end-of-the-year report will be discussed with the Dean.