Developing a Climate for Continuous Development
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Overview
Overarching goal to focus on the continuous professional development all faculty and staff. We began with a mentoring program for Associate Professors (AP's).

We conducted a needs analysis of AP's and got a strong response (N = 28; 62%). 54% responded positively regarding their confidence in being promoted in the next 5 years, but 46% were either neutral or negative. AP's were also neutral to slightly positive when asked whether they received regular encouragement about promotion and career-related guidance. The survey suggested that 71% would like clarification of criteria to full professor and would like to review successful dossiers. 64% wanted guidance developing a plan for promotion and felt that a mentor would be helpful in this process. To a lesser degree, they felt that receiving feedback from the Unit and Departmental P&T Committee and their Chair/Dean would be beneficial.

Some of our specific goals were to:
• Increase the number of AP’s who have an active plan for promotion
• Increase amount of feedback given to AP’s
• Increase AP’s confidence regarding promotion
• Increase faculty perceptions of School’s commitment to their development
• Establish 7 mentor-mentee pairs
• Establish other developmental programming for SOS faculty and staff

Outcomes

Mentoring Program
• Invited all 45 AP’s to apply
• Completed interest applications
• 16 mentored pairs
• All 7 departments represented
• 4 structured meetings across the year
• Final goal was to develop an individual developmental plan

Intended Outcomes
• Conducted needs surveys with lecturers and staff
• Conducted focus groups with lecturers and staff
• Mentoring group met with Gail Williamson to discuss promotion issues
• Mentoring facilitator sent out readings, reminders to meet, and offers to assist
• Chairs must offer a mentor to all faculty during annual review meetings

Unanticipated Outcomes
• Clarification of P&T guidelines in departments
• Development of criteria for areas other than research in some departments
• Quarterly staff training
• Lecturer program (in development)
• Staff onboarding process (in development)
• Writing group developed

Lessons Learned
The various surveys and focus groups highlighted a genuine need and desire by all faculty and staff to have access to professional development opportunities. Overwhelming interest in the mentoring program by AP’s and senior faculty.

Strengths
• Cross department pairs
• Engaged faculty
• Broadened network
• Learned about other disciplines/cultures in the school
• Learned about commonalities across fields
• Appreciated the program symbolized
• Helped focus activities and behaviors
• Learned more about how the school works

Suggestions
• More structured meetings
• Mentor training
• Focus on areas beyond P&T
• Criteria for success of program
• Secondary mentor from home department
• Create electronic listserv
• Mentors would have liked more guides/structures
• Separate meetings for mentors and mentees
• Create community of practice
• Start mentoring earlier in career
• Get more input from Unit Committee
• More interaction between the groups – less one-on-one
• Generate pairings from an informal/social gathering