FACULTY OF APPLIED SCIENCE  
Faculty Mentorship Guidelines

Background
A strong culture of mentorship within academic units enhances the working climate for everyone, maximizes the potential of individual faculty members, especially at early and transitional career stages, and ultimately optimizes the collective performance of the whole.

Faculty have the right to expect mentorship from and within their academic units such that they have access to the knowledge and resources requisite to success within the complex environments of academic life. It is an expectation of the university that all faculty participate in mentorship processes as a component of service to their department/School.

Heads and Directors hold direct accountability through a range of procedural requirements for the provision of guidance and advice to faculty across the career cycle. They also hold leadership responsibility in ensuring that their departments and Schools develop and enact effective faculty mentorship practices.

There is no universally accepted best practice approach for faculty mentorship. However, research has shown that in the absence of systematic approaches and transparent policies, faculty in certain equity groups may receive less mentoring than do their colleagues. For this reason, APSC has articulated a basic set of minimum expectations upon which individual academic units are encouraged to develop their own strategically tailored policies.

Expectations for Faculty Mentorship

New Faculty Orientation
- Mentorship must begin at the time of appointment (or earlier) and include a coherent orientation plan that addresses:
  - advice on first contacts (essential resources and information for initial transition into the role), with contact information and role description for key staff, resource persons, and the services they can provide.
  - overview of expected faculty role expectations (teaching, service, and scholarly activity/educational leadership) with contact information for persons best positioned to answer questions/provide support.
  - orientation to faculty governance and administration (who holds various faculty leadership positions and what role they will play in supporting orientation).
  - orientation to departmental/faculty information sites, key policy and procedure documents.
  - Advice on learning/understanding the organizational culture of the academic unit.

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1 Office of the Provost and VP Academic’s office for Faculty Equity and Diversity Initiatives’ Faculty Mentoring Guide [http://vpacademic.ubc.ca/files/2012/07/mentor_guide.pdf](http://vpacademic.ubc.ca/files/2012/07/mentor_guide.pdf)
First Year Orientation and Ongoing Mentorship

- Ensure access to UBC New Faculty orientation opportunities (VP Research, library etc.)
- Bimonthly meetings with Head/Director for first 4-6 months
- Formalized opportunities to obtain understanding of:
  - UBC CV and teaching dossiers
  - ARPT processes
  - Organization of workload (teaching and service) assignments
  - Research/scholarly program development (including funding support)
- Assigned or designated mentor or mentorship plan
  - Some academic units may prefer to designate a single senior faculty to the mentorship of each new faculty member
  - Other units may prefer to identify categories of mentorship required by each new faculty and share responsibility among several faculty.

Assigned/Designated Mentors

Pros:
- Mutual understanding of expectations for the relationship
- Clarity in accountability

Cons:
- Mentorship skills/interests not equally distributed across faculty; suboptimal assignment can lead to absence/deficiency of effective mentorship
- Assignment of mentorship absolves others in the department of assuming mentoring role
- Many new faculty require mentorship on multiple aspects, and may be best served by a collection of mentors

Mentorship Plan

- Head/Director and new faculty member identify key areas for mentorship initially and annually
- Faculty member may ask for assistance in identifying/assigning specific mentorship opportunities or seek them independently
- Head/Director assesses effectiveness on a regular basis:
  - Who is mentoring you, and on what aspect of your role?
  - How is that working?
  - Are there any aspects of your role for which you are encountering a gap in mentorship?
- Assignment of mentorship responsibilities is always an option where there are gaps.
Ongoing Mentorship Across the Career Trajectory

Career Progress
The university provides for formalized mentorship by Heads throughout all stages of the reappointment, tenure and promotion processes according to a clearly delineated sequence set out in the Agreement on Conditions of Appointment for Faculty.²

Although comprehensive mentorship support is typically a priority focus in the pre-tenure years, augmented mentorship approaches may also be required in the years leading to periodic review for promotion.

Teaching Review
Heads/Directors are expected to monitor results of student evaluation of teaching and to take steps to ensure that the quality of teaching in their academic unit meets with the university’s expectations on an ongoing basis. Where average scores on teaching effectiveness for a particular faculty member fall below a designated level (determined by each academic unit), Heads/Directors are expected to consult with the faculty member to determine an appropriate management plan, which may involve such aspects as:

- initiating formative and/or summative peer review,
- arranging for additional mentorship,
- facilitating continuing education/professional development around teaching, and/or
- making appropriate modifications in the teaching and/or service assignment.³

Ongoing Annual Internal Review
All faculty are required to submit an updated CV annually.⁴ This is typically requested at the end of March, in alignment with the Merit and Salary Performance Adjustment procedures,⁵ however, an updated CV is required even if consideration for Merit/PSA is declined.

Heads/Directors are responsible for monitoring CVs and meeting with faculty on a regular basis to confirm that all faculty members continue to fulfill the core functions associated with their designated rank category, and to ensure accountability for differential distribution of assigned duties in a transparent and equitable manner. Faculty members are expected to make themselves available for such meetings upon request.

² http://www.hr.ubc.ca/faculty-relations/collective-agreements/appointment-faculty/#5
⁵ http://www.hr.ubc.ca/faculty-relations/compensation/faculty-salary-increases/merit-and-performance-salary-adjustment/
Planning Toward Retirement

In that mandatory retirement has been eliminated at UBC, faculty members may also wish to receive support and mentorship with respect to the later stages of their career. Heads and Directors are encouraged to inform faculty members as they approach the age of eligibility (i.e. 60 years) about the options currently available under the collective agreement for transitioning into retirement, and to engage with interested faculty members in this kind of planning. Phased-in, part-time and reduced scope appointments are possible options where criteria are met. Phased-in and part-time appointments are at the election of the faculty member; reduced scope appointments are at the sole discretion of the Dean upon the recommendation of the Head (both of whom may take into account the overall resources and interests of the unit).

Although some adjustments in the distribution of workload may occur as provided for in the Letter of Understanding on Retirement Options, the University’s expectation is that all faculty members, regardless of their stage of career, will remain active, productive contributors across the full scope of duties and responsibilities associated with their respective appointments for the duration of their employment with the University (ref collective agreement Part 1, Art 19.03).

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6 http://www.hr.ubc.ca/faculty-relations/retirement/mandatory-retirement-moratorium-faqs-faculty/