

Faculty Policy Council Approved Mentoring Policy
for Tenure Track and Non-Tenure Track Faculty
Approved November 13, 2006
Effective Fall 2007

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 professional development of its junior members and will provide the support necessary to ensure the success of the mentoring program.

Selecting a mentor: New, untenured faculty will meet with the department chair within the first month of employment to discuss the mentorship and identify possible mentors. Prior to selecting a mentor, the department chair and junior faculty member 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 chair will contact nominated individuals and determine their willingness to serve as mentors. Based on the department chair’s discussions with the nominees, the chair and the junior faculty member 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. At the end of the year, or possibly sooner, the chair 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 faculty member is tenured. A non-tenure track junior faculty member will have access to a mentor for six years, or until that faculty member receives the first promotion, whichever comes first.

Mentoring roles: The nature and extent of mentorship are based on the individual needs of the mentored faculty member. Although it is expected that mentoring tasks will vary, they include consultation on issues related to scholarship, teaching, and service (as relevant to the individual’s assignment). The mentor and mentee will collaborate to determine which kinds of assistance will be most beneficial to the mentee. The mentor and mentee will establish a mentoring plan that they deem appropriate given their particular circumstances and needs. The mentoring plan should include the professional goals of the mentee, potential mentoring activities, and a projected schedule of at least quarterly meetings.