

CANR Mentoring Needs & Themes

Presented to AULs on March 18, 2025

Revised on March 19, 2025

To be presented to CAC on April 11, 2025

'Mentoring can enhance success but does not guarantee it'

'Mentoring is an investment into the long-term culture of CANR and the respective units'

'Process and practices are both important for successful implementation'

'Without any changes to workload guidelines, successful mentoring for all is unattainable'

Foreword:

Per the [MSU Faculty Handbook's Faculty Mentoring Policy](#), "Each college shall implement a formal mentoring program by August 16, 2011. As a part of the college program, colleges may also require that each department or school develop its own unit level mentoring program" (Appendix A).

Per the recent landscape analysis completed in December 2024, all CANR units have a process in place for mentoring (Appendix B), while faculty member reports through CANR FEA interviews show high variability in perception of how mentoring is practiced within and across units, pointing to potential gaps in implementation. In alignment with the Office of the Provost's call to review, assess, and improve mentoring practices and processes as needed within colleges and units, this document is developed.

The themes and recommendations in this document are not meant to be prescriptive, instead they leave units responsible for implementation. These recommendations are developed based on:

- best practices in the literature,
- CANR FEA cohort interviews of newly hired and recently went through RPT faculty between 2022 and 2024, and
- lessons learned and challenges in units over time as discussed with leaders during the CANR Retreat on January 2, 2025.

Bylaws, Policies, and Guidelines

Per MSU's Faculty Mentoring policy as outlined in MSU Faculty Handbook¹:

"Each college shall implement a formal mentoring program by August 16, 2011. As a part of the college program, colleges may also require that each department or school develop its own unit level mentoring program....."

Initially, at minimum, colleges are expected to provide a mentoring program for pre-tenure, tenure system faculty, and build upon the program as capacity allows. This might include, for example, the addition of associate professors, HP faculty, or fixed term faculty for whom there is a long-term commitment....."

- **CANR CAC** to:
 - Address mentoring in CANR bylaws. Suggested language for CANR bylaws is "CANR shall implement a formal mentoring program through its units."
 - Revise CANR mentoring policy as needed (Appendix B). This report provides lessons learned and guidance for such changes. Examples of college level expectations, policies and programs at MSU² can also help guide this effort.
- **(CANR / Units)** In college and unit bylaws, mentoring guidelines should be broad enough to accommodate changes in practices and processes over time and as the unit and faculty needs evolve.
- **CANR** needs to fulfill needs and requirements per its policy relating to:
 - A central repository of policy, guidelines, and resources,
 - Training and workshops for faculty,
 - Touch base points with faculty,
 - Guidance to units as needed, and
 - Periodic assessment.
- **Units** to fill out the CANR Unit Mentorship Policy datasheet by Spring 2025 to facilitate periodic assessment. Final version of the complete document should be attached to this report.
- **Units** to consider assessing, revising, or re-developing their mentoring programs.³

¹ https://hr.msu.edu/policies-procedures/faculty-academic-staff/faculty-handbook/mentoring_policy.html

² <https://ofasd.msu.edu/mentoring/mentoring-resources-for-unit-administrators/>

³ <https://ofasd.msu.edu/wp-content/uploads/2018/07/Checklist-for-Developing-a-Mentoring-Plan-Phase-1.pdf>

- While some CANR units have established processes for mentoring that work for them, others report challenges and lessons learned over time due to faculty and unit leader turnover, unit dynamics, and imbalances between senior and junior faculty cohorts, etc.
- For those units that are looking to revise their processes, Luz, C.C. (Ed.) (2011) is an excellent MSU resource.⁴
- See Appendix C for Department of Plant, Soil and Microbial Sciences example.

Addressing Workload Issues and Recognizing Mentoring

Mentoring should be recognized and given time and resources for senior faculty to be incentivized.

- **(CANR/CAC) Service** should become a part of all faculty member appointments across CANR.
- **CANR & Units** may consider recognition programs⁵ to help establish a supportive culture of mentoring; and recognize and incentivize exemplary efforts.
- **Units** to consider:
 - Implementing equity-minded faculty workloads framework that address transparency, clarity, credit, norms, context, and accountability⁶ conditions,
 - Addressing *faculty mentoring* and *faculty review* roles/tasks as a part of the service appointment within this framework, and
 - Addressing mentoring excellence, at minimum, in annual reviews. See service examples and templates in O’meare et al. (2022, p.32, 33).

Mentoring Processes and Practices

Formal and/or informal mentoring, as well as access to peer cohorts are all important and might be preferred based on the needs and career stages of faculty members. Therefore, mentoring should be individualized to respond to specific faculty needs. Meanwhile, limitations exist in units lacking the critical mass of senior faculty.

⁴ <https://ofasd.msu.edu/mentoring/>

⁵ Adapted from Michigan State University Human Resources (2011). Informal Rewards. East Lansing, MI: Michigan State University.

> See via Incentives and Recognition in Mentoring Resources for Unit Administrators: <https://ofasd.msu.edu/mentoring/mentoring-resources-for-unit-administrators/>

⁶ O’meara, K., Culpepper, D., Misra, J., Jaeger, A. (2022). “Equity-minded Faculty Workloads: What We Can And Should Do Now.” American Council on Education. Report. 68 Pages. Accessed on 3.12.2025 via: <https://www.acenet.edu/Documents/Equity-Minded-Faculty-Workloads.pdf>

Acknowledging these boundary conditions, **units** to:

- Consider formal mentoring across all faculty categories (tenure system, fixed-term, and academic specialists).
- Prioritize junior tenure-track faculty mentoring.
- Consider separating support and evaluation functions (i.e., mentor versus faculty review groups) and focus on support role for mentors.
- Consider setting goals for their mentoring programs⁷.
- Establish a culture that prioritizes faculty support and well-being, and flexibility embedded in mentoring committees to be able to switch mentors as mentee needs evolve through various career stages.

For mentoring assignments, **units** should consider:

- Two to four mentors of higher rank (may include time-in-service) in mentoring committees, where the following can be represented:
 - Demographic relevance to the mentee (international, women, people of color etc.)
 - Assignment (research, teaching, extension, etc.) relevance
 - Relevant institutional knowledge (internal and external landscape and familiarity with CANR RPT processes) representing recent know-how (e.g., went through the process in no more than 5-10 years).
 - Expertise in areas of need (grants, networking, teaching, etc.)
 - Personal clicks (i.e., faculty preferences need to be considered)
- Cohort support through university programs⁸ and crowdsourcing at CANR⁹ for fixed-term and post-tenure faculty and academic specialists,

⁷ <https://ofasd.msu.edu/wp-content/uploads/2018/07/Checklist-for-Developing-a-Mentoring-Plan-Phase-2.pdf>

⁸ Leadership and Professional Development Programs that can help provide informal mentoring:

- <https://ofasd.msu.edu/professional-development-opportunities-for-governances-final-2/>
- Thriving Series (includes examples of promotion documents): <https://ofasd.msu.edu/academic-career-paths/#thrive>
- NCFDD Faculty Success Program: <https://ofasd.msu.edu/academic-career-paths/ncfdd-opportunities/>
- Tending the Path Forward after Full Professor - Peer Networking of Those Identifying as Women Professors. Through invitation to individuals; distributed via MSU FASA Listserve; ask CANR FEA or FASA representative if interested.
- See Appendix D for a comprehensive list of resources

⁹ Lists of existing cohorts:

- CANR Peer Program: <https://www.canr.msu.edu/facultystaff/hr/canr-peer-program>
- AgBioResearch Administrative Fellows Program. Announced on an annual basis via an RFA and distributed through CANR Listserve.

- in all units for a supportive culture through informal mentoring, and
- especially in units where mentor critical mass is a limitation.
- Consider informal peer support cohorts for junior faculty to establish new connections in the area (especially if they are new in the Greater Lansing area).

Key Areas for Implementation Success

Accountability is needed for implementation of successful mentoring.

- **Unit leaders** to consider:
 - Initiating the mentoring committee discussion with new hires.
 - Establishing a mentoring committee within the first nine months of hire and/or before the first annual review of the faculty member, whichever comes first.
 - Implementing a check-in to annual evaluation process for the effectiveness and fit of the mentoring committee for the mentee, as well as reporting of challenges.
 - Periodic assessment of the unit practices¹⁰ and review of best practices.¹¹

CANR to consider the following:

- CANR leadership to:
 - make the point on the importance of establishing mentoring committees for new hires during the new faculty orientation, and
 - revisit the topic of mentoring during CANR Demystifying RPT workshops.
- FEA Fall interviews can be the first platform of one-on-one interactions with the new hires to externally prompt and guide them about establishing their mentoring committees and working with their unit leaders towards this goal. The FEA can also provide them the best practices for committee make-up as presented above, a checklist of questions to help guide discussions with mentors, and any additional resources that can be of use. Repository of such resources on the CANR website would help with the sustainability of these efforts.
- CANR leadership can bring up mentoring as a second, in-person, touch point with the new hires during their first year of hire; possibly early in Spring semester in cohort/ small group meetings, to ensure they are on track with committee establishment and necessary resources.

¹⁰ <https://ofasd.msu.edu/wp-content/uploads/2018/07/Checklist-for-Developing-a-Mentoring-Plan-Phase-3.pdf>

¹¹ <https://ofasd.msu.edu/mentoring/mentoring-resources-for-unit-administrators/>

People do not know what they do not know.

- **Units** to consider sharing resources and best practices with mentors and mentees such as:
 - A checklist for mentors and mentees for potential questions to help facilitate meaningful discussions (See example in Appendix E),
 - Characteristics of constructive feedback¹², and
 - Best practices for mentors and mentees¹³.
- **CANR** to consider updating Faculty & Staff section of the CANR website to bring attention to mentoring, provide guidance to units, committees, and mentors/mentees, and share resources.
 - **MSU FASA** to consider trainings/ workshops for faculty (i.e., both mentors and mentees) to help establish and sustain a supportive community culture through successful mentoring.

Culture Change

If a culture of being invested in each other's success is not created, we then are more likely to turn into a group of individuals co-existing while trying to compete and survive. We are likely to score success along the way, but are we to sustain being nexus points of innovation status for top talent in the long run?

Shifting the culture of Mentoring into Sponsorship¹⁴ is the next step of consideration in this pursuit of continuous improvement. Sponsorship is the case when a mentor becomes an advocate, and the mentee becomes a protegee. Sponsors write nomination letters for awards, engage in network building for their mentees, and help them gain visibility in the university and larger academia. Sponsors can actively take part in grant writing and/or become coaches in teaching and training students. This type of elevated, individualized, and involved mentoring takes significant time and effort; thus, is mostly undertaken on a voluntary basis.

- To help catalyze such efforts, a list of award programs available to CANR faculty should be listed under Faculty & Staff Resources section of the **CANR** website.
- **Units** to consider:
 - Award program committees to elevate their faculty by recognizing their exemplary efforts and improve their unit's profile through external awards and fellowships, and

¹² https://ofasd.msu.edu/wp-content/uploads/2017/08/Characteristics_of_Constructive_Feedback.pdf

¹³ <https://ofasd.msu.edu/mentoring/best-practices-for-mentors-and-mentees-in-academic-settings/>

¹⁴ <https://hbr.org/2021/10/whats-the-difference-between-a-mentor-and-a-sponsor>

- Inspire mentors to evolve their mentoring practices into sponsorship.
- **MSU FASA** to consider this next level in mentoring if and when faculty mentoring trainings become available.

References:

Luz, C.C. (Ed.) (2011). **Faculty mentoring toolkit: A resource for faculty, mentors and administrators at Michigan State University** (NSF ADVANCE Grant #0811205). East Lansing, MI: Michigan State University. Accessed on 3.12.2025 via <https://jmc.msu.edu/internal/download/mentoring-toolkit.pdf>

O'meara, K., Culpepper, D., Misra, J., Jaeger, A. (2022). "Equity-minded Faculty Workloads: What We Can and Should Do Now." American Council on Education. Report. 68 Pages. Accessed on 3.12.2025 via: <https://www.acenet.edu/Documents/Equity-Minded-Faculty-Workloads.pdf>

Appendix A – MSU Faculty Mentoring Policy

Faculty Handbook

Faculty Mentoring Policy

Last updated: 3/1/2011

IV. ACADEMIC HUMAN RESOURCES POLICIES

This policy was issued by the Office of the Provost on March 1, 2011 (to be effective Fall semester 2011); it reflects advice by the Faculty Council and the University Committee on Faculty Affairs

Policy

Each college shall implement a formal mentoring program by August 16, 2011. As a part of the college program, colleges may also require that each department or school develop its own unit level mentoring program. Effective mentoring is important to enhancing academic excellence and building a progressively stronger faculty composed of members who meet continuously higher standards and are competitive nationally and internationally.

Mentoring programs will help the University achieve its goals for a high-quality faculty, diversity, inclusive excellence, and a respectful, positive work environment in which all members of the University community can thrive. While the responsibility for career development and success is ultimately that of the individual faculty member, opportunity, mentoring and the degree of environmental support that is available can affect success.

There are many forms of mentoring programs and no single model will meet the needs of all units or individuals. Each college (and/or unit) should develop a program that is most relevant to its needs based upon evidence based best practices. The practices and procedures in colleges may vary; however, all college mentoring programs must incorporate, at a minimum, the principles included below.

Principles

1. For faculty members with joint appointments, there should be one mentoring plan for the faculty member, coordinated among the units, with leadership from the faculty member's lead unit.

2. Faculty members need different kinds of mentoring at different stages of their career. Initially, at minimum, colleges are expected to provide a mentoring program for pre-tenure,

tenure system faculty, and build upon the program as capacity allows. This might include, for example, the addition of associate professors, HP faculty, or fixed term faculty for whom there is a long-term commitment.

3. Colleges, units and mentors should demonstrate sensitivity to potentially different challenges faced by diverse faculty including women, persons of color, and other facets of identity.

4. Conflicts of interest should be minimized, confidentiality protected, and all faculty members provided an environment in which they can address concerns without fear of retribution.

5. A faculty member may choose not to have a mentor.

6. Mentoring policies should be clearly communicated to all faculty members, and efforts must be made to ensure that there is clarity of both expectations and roles for all parties.

7. Mentoring excellence will be considered in the annual review of faculty.

8. Formative evaluation shall be incorporated into the design of the mentoring program to maximize benefit to each individual being mentored.

9. Colleges shall assess the effectiveness of their mentoring program on a cycle not to exceed five years

Appendix B - CANR Faculty Mentoring Policy - 2011

FINAL

July 22, 2011

<p style="text-align: center;">Faculty Mentoring Policy College of Agriculture and Natural Resources (CANR)</p>

Introduction

CANR is committed to the professional development and successful advancement of its faculty members. Toward that end, steps need to be taken to ensure that faculty reviews are conducted annually at the unit level (to include written assessments given to faculty members) and that faculty members are informed about the measures and indicators that will be used to evaluate their performance.

In addition, the College believes that effective faculty mentoring is an important component that contributes to successful professional development. Effective mentoring involves activities undertaken at the university, college, and unit levels. University policy requires that all colleges have a formal and substantive mentoring program for pre-tenure, tenure-stream faculty.

Department/School Obligations

CANR recognizes the central role that academic units play in enabling faculty development and it also respects the variation in disciplines-professions and missions across academic units in the College. With those points in mind, academic units will play the primary role in establishing formal and substantive mentoring for pre-tenure, tenure stream faculty members; and this mentoring will continue through the time of advancement to the rank of professor. Mentoring will also be available to fixed-term faculty members who hold the ranks of assistant professor and associate professor; and academic specialists who are appointed in the Continuing System, but who have not as yet earned Continuing Status.

The goals of department/school mentoring may vary by academic unit, but at a minimum should:

- Support faculty excellence across the mission by helping faculty establish and sustain a leading research program; effective teaching and engagement of undergraduate and graduate students; and an effective and high-impact extension, outreach, and engagement program.
- Encourage faculty involvement in professional activities, nationally and internationally.
- Help faculty strengthen their institutional and disciplinary-professional leadership skills.

The mentoring approach may vary among academic units, but must include the following elements:

1. There will be a written document incorporated into the unit bylaws and actively implemented, which identifies and communicates policies, goals, and expectations for mentor(s) and those being mentored.
 - a. There will be a description of the process to select mentors and a mechanism allowing for changes in assignment of mentors as appropriate for the junior faculty member's needs, and an alternative provision for faculty members to choose not to have mentors. One or more senior faculty members (not including the academic unit administrator) should be assigned as mentors. Selection of mentors is not limited to the academic home of the junior faculty member.
 - b. For faculty members with joint appointments, there will be a single mentoring plan coordinated across units—with leadership provided by the lead unit.
 - c. There will be a description of expected mentoring activities with elements addressing research, teaching, extension and outreach, engagement, and leadership development.
 - d. There will be clarity regarding the roles of mentor(s) and the faculty member being mentored; expectations for confidentiality; the role of mentor(s), if any, in the annual evaluation and RPT process; and who (including the mentee) does/does not see written mentoring reports, if such reports are prepared.
 - e. There will be a description of how mentoring activities will be reported and evaluated as a portion of an individual's service to the unit.
2. There will be support and leadership from the chair/director in integrating mentoring into departmental activities. Recognition of mentoring as a formal component of faculty service to the department and college should be incorporated into annual faculty evaluations for individuals who serve as mentors.
3. There will be sensitivity in the academic units and mentors to potentially different challenges faced by diverse faculty.

College Obligations

Support for mentoring CANR faculty members will be provided under the leadership and direction of the CANR Director of Faculty Development (DFD), who will also be responsible for the development and regular review of the policy. The DFD will also have responsibility for ensuring that all faculty members are informed about faculty development programs in CANR and at MSU. This support will include:

1. Provision of sources of information/link to available university resources concerning good mentoring practices and information about CANR unit policies;
2. Organization of workshops and faculty development programs (either by the College or in conjunction with the university, through such units as the Office of Faculty and Organizational Development);
3. Assistance for units (through the respective chair's or director's office) to create and maintain a central repository for information about mentoring policies; and

4. Provision of information to prepare new faculty (e.g., resources, expectations) as part of annual college orientation;

The DFD will also serve as a confidential source available to all CANR faculty members—to serve as a resource (by identifying appropriate individuals with relevant expertise for advice/consultation for professional development) and/or by discussing sensitive issues with CANR faculty members at the faculty members' invitation.

Review and Evaluation

The effectiveness of the college and unit mentoring programs will be assessed at an interval not to exceed 5 years.

Appendix C – PSM Guide to Mentoring

Guide to Best Practices for Mentoring at Department of Plant, Soil and Microbial Sciences

Mentoring Committee Purpose. Faculty peer mentoring committees are intended to promote the successful professional development of faculty at the ranks of Assistant Professor, Associate Professor, and Academic Specialist. The mentoring committee is formed and functions according to the Department's current By-Laws Section 3.7.5 and Appendix E. The primary purpose of the mentoring committee is to help the mentee grow and succeed in their career at Michigan State University. The mentoring committees should provide the faculty mentees a positive, supportive environment to enhance their career development as well as strategically prepare for the application of reappointment, promotion/tenure (or continuing appointment), and/or promotion in rank. The mentoring committees should provide the mentees with impartial, candid, and constructive guidance and feedback, including assessment of their progress and areas of strength and weakness at least once per year. Everyone in the mentoring process should be mindful of the power differentials that may exist and foster open-minded, transparent, equal, and respectful mentor-mentee interactions.

Mentoring Committee Composition. The peer mentoring committee should consist of at least three persons, jointly selected by the Department Chairperson and the faculty mentee. The mentoring committee members for Assistant Professors and Academic Specialists should hold a higher academic rank. The mentoring committee composition can be changed if the needs of the mentee evolve, the mentee or a mentor deems that there is no longer a good fit, or there are pertinent personnel changes, after consultation with the Department Chairperson. The changes in the mentoring committee (e.g., members and chair assignment) can occur anytime and could be beneficial after certain career milestones of the mentee (e.g., reappointment, award of tenure, and promotion in rank) and reassessing the mentoring committee.

Mentoring Committee Best Practices. The mentoring committee should provide faculty mentees a supporting environment to establish career foundations in research, teaching, extension/outreach, and service, in alignment with the mentee's appointment. The mentoring committee should help the mentee navigate the university system. Mentors should stay current with the process of reappointment, promotion/tenure (or continuing appointment), and/or promotion in rank and communicate clear and transparent information about expectations to the mentee or direct the mentee to the right sources for more information. Mentors and mentees are encouraged to attend the annual university-level and college-level workshops on reappointment, promotion/tenure (or continuing appointment), and/or promotion in rank. Mentees are encouraged to seek advice and support from the mentoring committee without fear of requesting help being perceived as weakness.

The mentors and faculty mentee should meet at least once per year during the Spring semester before the department's Spring meeting on reappointment, promotion/tenure (or continuing appointment), and/or promotion in rank (hereafter promotion meeting), or at any time with one or more mentors when particular advice is needed. In the event of the mentee is on leave (e.g., sabbatical, parental, and other types of extended leaves), there is flexibility in the committee meeting and reporting, after consultation with the Chairperson and the mentoring committee. Following the mentoring committee meeting, a

concise committee report should be prepared, clearly summarizing the effort of the mentee in job responsibilities, and visibility of effort (such as scholarly activities and output). The mentoring committee report should also summarize issues and challenges raised by the mentee, and other topics discussed. The mentee has the right of confidentiality for certain discussion, and at the request of the mentee the mentoring committee and individual mentors should keep such discussion confidential. The mentoring committees should provide the mentees non-biased and constructive assessment of their annual performance including areas of strength and areas requiring future improvement. For mentee candidates with upcoming promotion action, the mentoring committee should reach a recommendation for or against the promotion action. Mentee candidates considering early promotion must have the support of their mentor committee. Fixed-term faculty and Academic Specialists have no definitive timelines for promotion and should consider promotion following discussion and the support of their mentoring committees.

A positive, beneficial mentor-mentee relationship results from shared responsibility. Below are the best practices to share the responsibilities.

Faculty Mentee Best Practices and Responsibility. The faculty mentees should feel empowered to shape their own mentoring experience and are encouraged to follow the following best practices.

1. The faculty mentees have the right to form and change their mentoring committees.
2. The faculty mentees should schedule the annual mentoring meeting in a timely manner to ensure that all members can be available.
3. The faculty mentees hold primary responsibility for identifying specific questions and/or topics for the input from the mentoring committee and setting clear meeting agendas in consultation with the mentoring committee chair.
4. The faculty mentees should thoughtfully consider the guidance from the mentoring committee, while recognizing that the guidance is advisory and does not need to be acted upon if the mentees choose not to.
5. The faculty mentee should understand and adhere to the latest guidelines on reappointment, promotion/tenure (or continuing appointment), and/or promotion in rank by working with the department support personnel.
6. The faculty mentee should communicate any perceived problems with the mentoring environment to the mentoring committee chair and/or the department Chairperson as soon as possible.
7. The faculty mentees are encouraged to find other informal mentors to gain diverse perspectives.

Mentoring Committee Best Practices and Responsibility. The mentoring committee is an important participant in the process of reappointment, promotion/tenure (or continuing appointment), and/or promotion in rank. The following best practices are recommended for the tenure-system faculty. The practice for the promotion of the fix-term faculty and academic specialist on the flexible timeline should be decided through discussion among the candidate, the mentoring committee, and the Chairperson.

1. The mentoring committee chair should strive to create and maintain an atmosphere of mutual respect, equal participation, and open communication in all meetings. A goal of mentoring is genuine engagement about progress and priorities. So all participants must be encouraged to express viewpoints that are valued and heard.

2. Each member of the mentoring committee should make every effort to be present for the annual mentoring committee meeting.
3. When a mentee applies for promotion, the mentoring committee should provide consultation to the faculty candidate throughout the promotion process on the reflective essay and Form D.
4. When a mentee applies for promotion, the mentoring committee chair should provide consultation, guidance, and feedback to the faculty candidate in order to provide the Chairperson materials for External Reviewers (CV, reflective essay, and 5 examples of scholarly work) on or before June 1.
5. When a mentee applies for promotion, the mentoring committee chair, together with the candidate for promotion, should provide 10 potential external reviewers (5 from the mentoring committee and 5 from the faculty candidate) to the Chairperson on or before June 1. The potential external reviewers should have no conflict of interest with the candidate, as typically defined in professional setting.
6. When a mentee applies for promotion, the mentoring committee chair should present the faculty candidate at the Fall promotion action meeting or find a designee from the mentoring committee to present if the mentor committee chair is absent.
7. When a mentee applies for promotion, the mentoring committee chair should provide the mentoring committee report following the Fall promotion action meeting to the Department Chairperson with the recommendation of the mentoring committee. The mentoring committee chair should also provide the Department Chairperson a written summary that evaluates the candidate in each of their areas of responsibility supporting the recommendation of the mentoring committee.

This document is meant to be a living document and in this spirit it should be reviewed and updated at least every 5 years.

Resources

1. PSM Bylaws for Academic Governance.
<https://www.canr.msu.edu/psm/PSM%20Bylaws%20for%20Academic%20Governance%202022.pdf>
2. MSU Faculty Handbook:
<https://hr.msu.edu/policies-procedures/faculty-academic-staff/faculty-handbook/index.html>
3. Office of Faculty and Academic Staff Development Mentoring webpage:
<https://ofasd.msu.edu/mentoring/>
4. The ADVANCE: Advancing Diversity Through Alignment of Policies and Practices webpage:
<https://provost.msu.edu/priorities-and-initiatives/advance>

Appendix D – MSU Leadership Professional Development Opportunities

Leadership Professional Development Opportunities

<https://ofasd.msu.edu/events/>

Initiative	Objective	Open to:	Frequency	2030 Pillar
Leadership Institutes	(Re)Introduce topics facilitated by key senior leaders e.g.: budgeting, hiring, evaluating faculty/staff, building leadership teams	Academic Leaders; expected of chairs in first 2 years	About once a month	1, 2, 6
Critical Friends Peer Mentoring	Focuses on developing a community of peers, by providing a venue to give and receive effective feedback and promote group problem solving.	Dept Chairs, School Directors, Center Directors and Asc Deans from Non-Dept organized colleges	6 sessions across the academic year	1, 2
Creating and Sustaining Respectful Work Environment Series	Intended for leaders from across the University to work together to improve the current climate and culture in their units and across the greater campus community.	Executive Mgmt, Academic leaders and staff supervisors level 12-17	4-part series	1, 2, 6
Conversation with Academic Leaders	These sessions provide the President and Provost the opportunity to speak with current leaders to promote ongoing communication and to discuss current issues, challenges, and opportunities.	Executive Mgmt, Academic leaders and staff supervisors level 15-17	1-2 per semester	1, 2, 6
Deans Leadership Series	Series of sessions for new deans to learn about the institution, their role as dean, and build community with colleagues	Required for New Deans (including interim) Other deans and Vice Provosts are also invited to attend	10 sessions across the academic year	1, 2, 6
Women Chairs	Informal gatherings to allow for discussion, peer mentoring, and problem-solving.	women chairs, school directors, asc deans from non-dept. organized colleges, and directors of academic programs similar to departments/schools.	Monthly	1, 2, 6
Exploring Academic Leadership Lunch Breaks	Sessions explore the variety of skills and experiences that comprise academic leadership roles.	All Faculty and Academic Staff	4-6 sessions across the academic year	1, 2, 6
Academic Leadership Fellows Program	Mentored fellowship to increase institutional knowledge, shadow senior mentors, critical conversations, develop project on specific timely issue facing MSU, and reflective practice. Networking.	All Faculty and Academic Staff	Monthly	1, 2
Big Ten Academic Alliance Academic Leadership Program (ALP) Fellowship	Meetings w/ senior leaders; discuss leadership issues & career paths; 3 BTAA off-campus seminars. Leadership development, university issues, & reflective practice. Networking.	All Faculty and Academic Staff	Monthly plus 3, 3-day sessions	1, 2, 6
"Thrive" Academic Sessions	Understand university expectations, how to represent work annually and in promotion, representing	All academic leaders, and all Faculty and Academic Staff	Academic specialists 10/2/24;	1, 2

	DEI/outreach/innovation; address questions		tenure track 10/30/24; additional dates on OFASD website	
Big Ten Academic Alliance Department Executive Officer Program (DEO)	virtual meetings with other DEOs from across the BTAA learning structured approaches to problem solving; one off-campus seminar with senior leaders, personal and unit development plans; networking	Department chairs within first 3 years	4 virtual meetings and one joint meeting at BTAA; all in the fall	1, 2

Additional 2024-2025 activities:

- [MI-ACE Women's Network and Women of Color Collaborative](#)– open to all; June 2025 conference at MSU
- Internal University Awards Committees and committee education**
- Working with ASAC/Advising PD group on Supervisor Training for Evaluations**

Appendix E – Sample Mentor-Mentee Checklist

Provided by MSU FRIB FEA Dr. via Dr. Artemisia Spyrou

FRIB Faculty Mentor-Mentee checklist

Mentee name:

Mentor name:

Mentee title:

Date of mentor-mentee meeting:

Meetings (check what was discussed)

During the first year of a new faculty, it is recommended that the mentor-mentee meetings take place on a regular basis, once per month. The meetings can take place less frequently after the first year, per mutual agreement between mentor and mentee.

Mentor and mentee meeting expectations:

- Meeting frequency during the next year
- Meeting setting (lunch, coffee, regular meeting, other)
- Who will schedule the meetings (mentor or mentee)
- Discuss expectations for informal meetings/discussions

Research discussion (check what was discussed)

- Is the mentee receiving the support they need to be successful? If not, what can be improved?
- Is the mentee publishing research results? If not what can be improved? How can the mentor help?
- Is the mentee making connections to the community? If not, how can the mentor help?
- Does the mentee have invited talks at conferences/seminars/colloquia? If not, how can the mentor help?
- Discuss lab structure (for new faculty).
- Discuss and introduce mentee to key FRIB personnel (purchasing, finance, engineering, HR, ADs, Marsha Carolan, ...)
- Meetings with lab visitors/seminar speakers
- Refereeing opportunities
- For experimentalists, discuss proposal submissions at FRIB and/or other labs
- Discuss possible collaborations with other faculty at FRIB and in the scientific community

Teaching discussion (check what was discussed)

- Mentee's teaching assignment (past, current, future)
- Teaching strategies
- Discuss student feedback – what can be improved?
- Time management strategies
- Future teaching requests
- Potential teaching release requests

Student/postdoc discussion (check what was discussed)

- Students (undergraduate and graduate) and postdocs that the mentee is currently supervising
- What is the ideal number of people in group
- Strategies for effective mentoring of students/postdocs
- How to address issues that come up
- Creating a supportive and inclusive group culture
- Writing recommendation letters

Funding discussion (check what was discussed)

- Mentee's current funding situation
 - If new to grant process, discuss:
 - allowable expenses
 - indirect costs
 - grant evaluation process
 - timeline
 - budget
 - timeline of proposal/funding announcements
 - Grants that mentee has already applied for
 - Plans for new grant submission
 - Discuss dates and make plan for mentor (and other faculty) to review grant proposal draft
 - How to manage budget
-

Reappointment/promotion discussion (check what was discussed)

- Time of next reappointment/promotion
- What needs to be included in the package?
- Discuss possible letter writers. If more are needed, discuss strategies to make mentee more well-known in the community

Service discussion (check what was discussed)

- Mentee's current committee assignments at FRIB
- Mentee's current committee assignments at academic department
- Mentee's current committee assignments within the university
- Mentee's contributions in the community (conference committees, refereeing, APS committees, ...)
- Discuss if mentee is doing too much or too little

Outreach and DEI discussion (check what was discussed)

- Mentee's current outreach efforts
- If mentee not familiar, discuss FRIB's outreach efforts and how mentee can be involved if interested
- Discuss possible new projects if interested
- Discuss FRIB's diversity and inclusion efforts
- Identify issues/gaps and discuss possible solutions
- How can the mentee get involved or educated?