Best Practices for Mentoring Early-Career Faculty*
School of Veterinary Medicine
University of Wisconsin–Madison

Task Force on Faculty Mentoring
Karen Moriello
Linda Schuler
Lesley Smith
Rebecca Stepien
Chad Vezina
Karen Young, Chair

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*This document may be applicable to Clinical Instructors and Lecturers.
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INTRODUCTION

Definition and Purpose of Mentoring

Mentoring is a professional relationship that is collaborative and is invested in the professional productivity and vitality of an early-career faculty member. Mentoring progresses intentionally through phases in the academic life of an assistant professor (tenure or clinical track) with the goal of enhancing productivity, job satisfaction, and positive connections with academic colleagues and the institution. Although informal mentoring is an important component of academic life, this document focuses on best practices for formal structured mentoring in the context of a mentoring committee. In formulating a strategic plan for successful career development, mentoring committees support socialization of assistant professors into academic veterinary medicine so they can understand the institution’s values and culture, manage their own careers, and establish a stimulating network of colleagues that contribute to professional satisfaction and career vitality.

Effective mentoring benefits both assistant professors and mentors. Early-career faculty acquire competencies that are essential to their academic success, including productivity in research, effectiveness in teaching, inclusion within the culture of the SVM, job satisfaction, and promotion. Mentors find the process rewarding and are recognized for their contributions; in some instances, a mentor’s own career may be rejuvenated based on interactions with the mentoring committee. In recommending these best practices for formal mentoring, the School of Veterinary Medicine (SVM) is committed to the success and well-being of the faculty.

Responsibilities of the Early-Career Faculty Member

Assistant professors are responsible for their career development and should seek and carefully consider the information, advice, and support provided by their departments, mentoring committees, and colleagues. Important aspects include understanding expectations in applicable areas, such as research, teaching, clinical service, academic and professional service, outreach, and leadership; identifying resources available in these areas; gaining familiarity with the faculty annual activity summary and relevant promotional guidelines; and working effectively with the department chair and the mentoring committee to progress through the phases of the probationary period. Assistant professors play a role in selecting members of the mentoring committee, working with the Mentoring Committee Coordinator to convene the meetings with the committee, preparing materials for review and discussion, and alerting the committee to concerns and problems. Assistant professors should keep track of their timeline: date of appointment, date to begin assembling the promotional document, and the dates the document is due to official mentors or ad hoc mentors, the departmental executive committee, and the promotional committee. Together with their mentoring committee, assistant professors should establish a roadmap with milestones to achieve in the early (1-2 years), mid (3-4 years), and late (5-6 years) phases of the probationary appointment. The goal is a well-informed and supported assistant professor who assumes responsibility for their academic career leading to successful promotion to associate professor.
Responsibilities of Mentors

Mentors are close advisors and guides who help assistant professors become integrated into the local and campus academic community; clarify expectations in all areas of the appointment; explain important documents, such as the New Faculty Orientation and Best Practices for Mentoring Early-Career Faculty documents, the faculty annual activity summary, and the relevant promotional guidelines; act as resources or suggest resources for research (e.g., grant-writing workshops, review of proposals and manuscripts, and statistical analysis) and teaching (e.g., pedagogical and assessment methods, teaching with technology, and peer support of teaching); protect assistant professors from distracting activities and harmful interactions; offer advice on time management; encourage developing relationships with ad hoc mentors; and help assistant professors establish connections with colleagues across the campus. Members of the mentoring committee should establish trust with the assistant professor and thus maintain appropriate professional confidentiality. Mentors should guide assistant professors in establishing a roadmap with milestones to achieve in the early (1-2 years), mid (3-4 years), and late (5-6 years) phases of the probationary appointment. Mentors should not assume that individuals who previously held another position in the SVM (e.g., as a trainee or instructor) are familiar with the culture, expectations, and processes for faculty. It is essential that mentors be familiar with and understand current promotional guidelines. Effective mentors provide constructive feedback, with realistic assessment of strengths and areas for improvement.

Interaction of the Mentoring Committee and the Department (Chair)

Although the mentoring committee will discuss expectations for all areas of the assistant professor’s appointment and review important documents and processes, the committee assumes that the department chair has met with the assistant professor upon arrival to review expectations, describe the purpose and process of mentoring, orient the assistant professor to the department and the SVM, describe how faculty are evaluated, and review the promotional process. In addition, the department chair will appoint members of the mentoring committee after discussion with the new faculty member, appoint the committee chair, and attend the first mentoring committee meeting to provide a timeline that includes the effective date of appointment and date that the promotional document is due to various constituencies. The department chair may also suggest that the new faculty member identify a ‘resource colleague’ (outside the mentoring committee) to provide impartial support. After each meeting of the mentoring committee, the committee chair will send a mentoring committee summary report as an email attachment to the department chair. Department chairs have agreed to acknowledge receipt of the summary and to read it, noting any discrepancies in advice given by the department and the mentoring committee. The mentoring committee also assumes that the department chair will meet annually with assistant professors to review and provide feedback on their faculty annual activity summary and mentoring committee summary reports. If discrepancies exist in feedback or advice, the department chair and the mentoring committee should meet to resolve them.

Value of the Mentoring Committee

The value of the mentoring committee to the department is generally seen as providing effective guidance to early-career faculty with regard to promotion. Assistant professors, however, have
more expansive views and expectations of the mentoring committees, with an effective committee providing the following benefits:

• Advice about administrative processes and “culture” within the SVM and university
• Advice about promotion: documents, processes
• Advice about grantsmanship (writing grants, opportunities, etc.)
• Suggestions for research collaborations and introductions when appropriate
• Suggestions for journals in which to publish studies
• Advice on speaking or writing opportunities: which to seek and accept and which to avoid
• Advice about professional service opportunities
• Protection from excessive demands for service on committees, task forces, etc.
• Advocacy on behalf of the early-career faculty member within the department when appropriate
• Emotional support and, conversely, honest criticism/suggestions when appropriate
• Advice regarding work-life balance (when solicited)

Mentorship of early-career faculty is not limited to “official” mentoring committee members; assistant professors should be encouraged to seek advice from various colleagues within their spheres of interest.

**Annual Forum on Mentoring, Promotional Guidelines and Processes, and Resources**

New faculty members are barraged with information upon arrival, so it is little wonder that not all of it is taken in! Faculty often need to hear, read, and discuss information related to promotion and mentoring in a variety of venues: it is not enough to provide the promotional guidelines once. Thus, an annual informational and interactive forum should be established to discuss best practices in mentoring and the promotional guidelines with attendance by department chairs, the chair of the Dean’s Advisory Committee on Promotions and Appointments, current (or recent) members of the Divisional Tenure Committee, assistant professors, faculty serving on mentoring committees, and any other interested faculty or associate deans. Other areas that might be included are new faculty orientation and the purpose and implementation of supportive peer review of teaching. In addition, workshops for assistant professors and mentors could be organized and information disseminated about campus seminars related to mentoring and professional development.
BEST PRACTICES IN MENTORING EARLY-CAREER FACULTY

To establish best practices for formal mentoring of assistant professors, the Task Force for Faculty Mentoring conducted group interviews of all assistant professors (clinical and tenure track) and recently promoted associate professors (clinical and tenure track) during the 2013-2014 academic year. The Task Force then interviewed groups of mentors. Discussion focused on the following topic areas: 1) selection of mentoring committee members, 2) the first meetings, 3) expectations, 4) frequency of and preparation for meetings, 5) value of mentors, 6) advice and its consistency, 7) areas of appointment, 8) resources for career development and for mentoring, and 9) preparation of the promotional document. Next the Task Force met with the chairs of the 4 academic departments to discuss: 1) orientation of assistant professors to the SVM culture and introduction to documents and processes important to their successful advancement, 2) selection of mentoring committee members and interaction of the committees with the department chairs, and 3) establishment of an annual forum on mentoring and the promotional guidelines and processes. Finally, the Task Force consulted various excellent resources on effective mentoring of faculty. For the purpose of this document, assistant professor refers to individuals on the tenure or the clinical track. Redundancies will be found among sections and checklists, as some items are relevant to multiple aspects of mentoring.

1. Selection of Mentoring Committee Members

Within the first 3 months of the new faculty member’s appointment, the mentoring committee should be established and an initial ‘meet and greet’ meeting should occur. Selection of mentoring committee members should be the result of discussions between the department chair and the assistant professor, with additional input from departmental colleagues or other informal or previous mentors. The department chair should not be a member of the committee, but should attend the first meeting of the mentoring committee and may attend other meetings of the committee as needed. The department chair should appoint the chair of the mentoring committee from within the assistant professor’s department. The committee chair is responsible for leading the meetings (until the assistant professor assumes this responsibility) and for preparing minutes of each meeting.

Best Practices

- The optimal number of mentoring committee members is 4 (3-5), not including the assistant professor; having more members makes convening the full committee more difficult. The committee chair and at least one other member of the committee should be from the assistant professor’s department.
- Members may be from any department within the SVM or represent related areas of expertise from elsewhere throughout the university. The following criteria may be considered when selecting members:
  - Interest in contributing to the mentoring process
  - Availability (time and distance) for planned meetings
  - Familiarity with relevant promotional guidelines and processes
  - Skill set of mentor, e.g., expertise in grant writing or other areas of expertise pertinent to the needs of the assistant professor
  - Relevant research, clinical, and teaching interests
  - Personal characteristics, e.g., personality, approach, life experiences
Promotional track (clinical track, tenure track, or a mixture)

- Members of the committee will participate throughout the probationary period, but may be excused by the department chair if they are unable to attend meetings consistently, are ineffective, or are unable to participate for other reasons.
- The assistant professor may request changes in the composition of the mentoring committee in collaboration with and approval of the department chair.

2. First Meetings: 1) Meet and Greet; 2) Plan for Career Development

Whether new faculty are former UW trainees or clinical instructors or are new to UW–Madison, a series of 2 meetings within the first 6 months of their arrival will serve to introduce them to the expectations of their new position and facilitate the ability of the mentoring committee to help them achieve promotion and their career goals. For these meetings, as well as subsequent meetings, the chair of the mentoring committee or designate should take notes during the meeting, permitting the assistant professor to engage in dialogue with committee members; the committee chair will send a draft of the mentoring committee summary report to all members and the assistant professor before finalizing the report and sending it to the department chair.

Best Practices

Meeting 1 (within 3 months of arrival): Meet and Greet

- The mentoring committee chair, with assistance from the Mentoring Committee Coordinator, will organize the first meeting (date, time, place).
- The assistant professor will send a curriculum vitae to committee members in advance of the meeting.
- The assistant professor, the full mentoring committee, and the department chair will attend the first meeting.
- The assistant professor will introduce himself/herself, providing information about background and clinical/teaching/research interests, so that the mentoring committee can begin to advise about potential resources. Likewise, mentors will provide relevant information about themselves to the assistant professor.
- The chair of mentoring committee will distribute the New Faculty Orientation and Best Practices for Mentoring Early-Career Faculty documents, faculty annual activity summary form, and relevant promotional guidelines (unless the department chair has already provided these documents) to the assistant professor for discussion at the next meeting.
- Date and time of the next meeting will be set at the end of this first meeting.

Meeting 2 (within 6 months of arrival): Strategy for Career Development

- The assistant professor will bring the letter of appointment with percent distribution of effort and date of appointment to the meeting. A tentative timeline will be established to include: date of appointment as an Assistant or Clinical Assistant Professor; date to begin assembling the promotional document; date by which the draft document should be reviewed by members of the mentoring committee or ad hoc faculty who will provide advice; date document is due to the department chair; timeline to date of review by the Divisional Tenure Committee or the Dean’s Advisory Committee on Promotions and Appointments. This is a
good time to also review conditions under which the probationary period might be extended
(e.g., responsibilities related to childbirth, adoption, elder care, medical leave, etc.).

• Responsibilities and expectations (which ones are measurable/quantifiable; which are not?)
will be reviewed and resources, including potential collaborators, to support responsibilities
will be identified.

• The New Faculty Orientation and Best Practices for Mentoring Early-Career Faculty
documents, the relevant promotional guidelines, and the faculty annual activity summary
form and processes will be reviewed with the assistant professor. Terms, such as academic
clinical practice, areas of excellence and significant achievement, and arms-length
evaluators, will be defined and extensions of the probationary period (e.g., for
responsibilities related to childbirth, adoption, elder care, medical leave) discussed if
relevant. A sample faculty annual activity summary will be provided within the first year.
Sample promotional documents should be provided by year 3 (or earlier if requested by the
assistant professor).

• A teaching committee or group of peers to support and evaluate teaching will be discussed at
this second meeting and will be finalized soon thereafter. The process of peer support and
evaluation of teaching (occurs annually, includes classroom/laboratory/clinical teaching) will
be described.

• At end of this meeting (and subsequent meetings), the timing (e.g., 3 or 6 months after this
meeting) and expectations for the next meeting should be set and conveyed to the Mentoring
Committee Coordinator, who will schedule subsequent meetings.

3. Expectations for the Mentoring Committee

When mentors agree to serve on a formal mentoring committee, they are committing to a serious
professional and collaborative relationship with the assistant professor to support growth in the
areas of appointment, development of collegial relationships, and socialization into the cultures
of the SVM and the UW campus.

Best Practices

• Confidentiality of information shared during mentoring committee meetings should be
maintained, unless otherwise indicated by the assistant professor.

• Within reason, members should be available for meetings when given ample time in advance
for scheduling. If a committee member cannot attend a meeting, the member should make an
effort to meet with the assistant professor in person at a time close to the scheduled meeting.
All members, even those not able to attend the meeting, should review the summary report of
the meeting to ensure that the assistant professor is receiving consistent advice from various
members of the mentoring committee.

• Committee members should review the time commitments of the assistant professor
(teaching, research, clinical service, academic service, outreach, leadership, other) and help
the faculty member identify activities most crucial for professional development and
promotion. For example, this may involve advising the assistant professor to decline certain
invitations or making recommendations to the department chair to limit certain assignments
(e.g., additional lecture/laboratory teaching or committee work).

• When needed, mentors should suggest potential research collaborators and provide advice or
guidance on funding sources, grant-writing workshops, and examples of successful grants, if
relevant. Offer to help with informal grant reviews in advance of submission to the funding source. Help strategize for success in grant writing and offer to help with grant revisions. Suggest to the assistant professor that one or more members of the mentoring committee review drafts of manuscripts intended for submission to peer-reviewed journals prior to first submission and provide guidance on appropriate journals.

- Mentors will advise on teaching responsibilities and intervene with the department chair/course coordinator as needed. Ensure that the assistant professor is receiving constructive feedback on teaching from the teaching committee or peer reviewers.
- Mentors should review the assistant professor’s faculty annual activity summary prior to submission to department, preferably in late fall. Help the assistant professor to highlight successes for the year, and review the subsequent departmental feedback with the assistant professor.
- The chair of the mentoring committee will distribute a draft of the mentoring committee summary report after every meeting to committee members and the assistant professor. Once the revised report is agreed upon, the committee chair will send the finalized report to the department chair and the Mentoring Committee Coordinator as an email attachment. The report should end with a summary of areas of strength and areas where improvement is needed (see Appendix C) and the timeframe for the next meetings, which will be scheduled by the Coordinator. The department chair should acknowledge receipt of the report and review it, notifying the committee and the assistant professor about any discrepancies in advice between the committee and the department chair.
- Mentoring committee summary reports for the relevant year should be attached to the faculty annual activity summary for review by the department.

4. Frequency of/Preparation for Meetings

Frequent meetings in the early years (3 the first year, 2 mid years, annually thereafter if progress is satisfactory) will facilitate communication and development of a strategy for promotion. As noted below, the assistant professor should provide the members of the mentoring committee with documents pertinent to the meeting with time, the assistant professor will assume increasing responsibility for running the meetings (see Appendix C for the types of information to provide). In addition, the mentoring committee should review the assistant professor’s draft faculty annual activity summary, either formally or informally. The assistant professor should plan a meeting shortly after receiving departmental feedback on the faculty annual activity summary.

Best Practices

- The mentoring committee will meet 3 times during the first year of appointment. Use the first meeting as a ‘meet and greet’ opportunity to exchange background information, the second meeting to discuss goals, plans, resources and strategies, and the third meeting (to occur 6 months after the second) to continue formulating strategy and monitoring progress. Ensure that the relevant promotional guidelines are reviewed during the second or third meeting in year one.
- Anticipate meeting every 6 months in the first 3 years and then annually – if progress is satisfactory – until promotion. More or less frequent meetings may be needed based upon the individual’s progress or timing of promotion. For example, individuals with well-established research programs may require a formal meeting only once a year. More frequent
meetings, e.g., every 4 months, may be needed if the individual needs more guidance on completing projects/goals.

- With the possible exception of the first ‘meet and greet’ meeting, the assistant professor is responsible for scheduling meetings with the assistance of the Mentoring Committee Coordinator, but may need a reminder from the Coordinator.
- The assistant professor is responsible for collecting and distributing materials for review well in advance of the meeting to provide adequate time for review by the mentors. Minimally, materials should include an updated curriculum vitae and minutes from the last meeting. Depending upon the timing of the meeting, other materials may include a draft of the faculty annual activity summary, the finalized activity summary with departmental feedback, or other pertinent materials (see Appendix C for the types of information to provide). **It is strongly recommended that the assistant professor prepare a promotional document and provide it to the mentoring committee before the end of year 2. The assistant professor will continue to build this document in subsequent years leading to its final preparation during the late phase of the probationary period.**
- Mentors are responsible for reviewing the materials and providing specific and detailed feedback on areas of strengths and areas that need improvement/more progress.
- The committee chair will conduct the meetings initially; assistant professors are expected to assume this responsibility eventually.

5. **Advice and Its Consistency**

Although optimal support for the assistant professor is achieved by input from many experienced mentors, it is critical to ensure that any real or perceived conflicting advice is identified and resolved as soon as possible.

**Best Practices**

- The department chair will attend the first meeting of the mentoring committee.
- The department chair will meet in person annually with the assistant professor, ideally after the annual departmental faculty reviews have been completed.
- The mentoring committee will examine the annual departmental review and feedback. If there are differences or conflicts between the department and the mentoring committee or among committee members in the feedback given to the assistant professor, these differences should be resolved at the next scheduled mentoring committee meeting or sooner if needed.
- The mentoring committee will document advice from each meeting in a finalized mentoring committee summary report (reviewed by all committee members and the assistant professor), which will be sent as an email attachment to the department chair. If the department chair identifies potential issues that may have a negative impact on promotion, the department chair should meet with the assistant professor and the mentoring committee chair or the full mentoring committee to resolve discrepant advice or other issues. If the department chair and the mentoring committee are not aware of conflicting advice that is being communicated to the assistant professor, the assistant professor must communicate the need to meet with both the committee and the department chair in a joint meeting.
- If the assistant professor does not follow through on advice, then the committee should meet again in 3 months – this will typically be organized by the mentoring committee chair. If 2 meetings occur with no follow-through, the mentoring committee chair should alert the
department chair and arrange a meeting with the assistant professor to discuss reasons for lack of progress and options.

6. Areas of Appointment

The areas of appointment within the SVM include teaching, research, outreach, clinical service, academic service, and leadership. Areas of appointment will differ among faculty and academic departments and between tracks. The first goal of the mentoring committee with respect to areas of appointment is to ensure that the assistant professor understands clearly what each area of appointment means for both day-to-day operations and promotion. In addition, it may be necessary, either formally or informally, to help assistant professors balance competing responsibilities among these areas of appointment. For faculty not previously associated with veterinary medicine, the mentoring committee can help them understand the SVM mission and culture. The second goal of the committee is to ensure that the terms ‘primary area (area of excellence)’ and ‘secondary area (area of significant achievement)’ are understood. For clinical track faculty, it is vital that the mentoring committee ensure a clear understanding of ‘academic clinical practice’ and how excellence is measured and documented for this area. For faculty members in both tracks the concept of peer review and arms-length review should be addressed early in the program so assistant professors can identify people in their fields who can serve as arms-length peer reviewers during the promotional process. As teaching is an important component of the SVM mission, a third goal is for the mentoring committee to ensure that the assistant professor has an active teaching committee or peer reviewers. It is important to help assistant professors identify resources (e.g., informal mentors) within and outside of the SVM. Although there is a great deal of information in the New Faculty Orientation document, it is unlikely that assistant professors will remember the contents when they are needed. This resource is for all faculty members; the mentoring committee can likely direct questions about specific needs (e.g., statistical consulting) back to this document.

Best Practices

Mentors should:

• Ensure that the assistant professor understands each area of appointment (teaching, research, outreach, clinical service, academic service, leadership) with respect to promotion (tenure track vs clinical track). For example, relative to an individual’s appointment and promotional track, ‘outreach’ will be described and defined differently for a tenure-track faculty member in production medicine whose major appointment is in ‘outreach’ vs a small animal internal medicine clinician with a secondary area in teaching. For the former, the expectation is creation of a sustainable program with high impact and for the latter, dissemination of information via book chapters and continuing education seminars.

• Ensure that the assistant professor understands the areas of appointment both from a day-to-day perspective (clinical service) and for promotion (which factors constitute achievement within specific areas and how achievement is documented and quantified).

• Ensure that the assistant professor understand the definitions of key words in the promotional guidelines, specifically ‘primary (excellence) vs secondary (significant achievement) area’ and ‘academic clinical practice’.

• Explain what is meant by ‘peer review’ with respect to publications, teaching, and promotion (i.e., ‘arms-length’). Provide guidance from experience on developing a strategy to identify
potential peer reviewers and how to maintain ‘arms-length’ distance.

• Be familiar with the contents of the New Faculty Orientation document, be sure the assistant professor has the document, and make every effort at meetings to direct him/her to useful information in the document as needed.

• Assume all new faculty members are equally unaware of resources, protocols, operating procedures, etc. New faculty members who have been associated with the UW or SVM in another appointment often do not receive as detailed or thorough an orientation compared with individuals new to the UW/SVM system.

• Address day-to-day issues that affect productivity as soon as is reasonable. This may be done in a formal or informal mentoring environment. Examples include offering suggestions to clinical faculty on how to manage time on and off clinical service or asking new faculty if resources on lecture or course development are needed.

• Help the assistant professor identify a niche and revisit this area at each meeting. This is especially important for clinical-track faculty. All assistant professors may benefit from developing a roadmap to promotion with a checklist of milestones similar to what is used for career development grants (see sample Roadmap to Promotion in Appendix D).

• Address each area of appointment at each meeting of the mentoring committee, even if there is formal (e.g., Teaching Committee) or informal (e.g., clinician scientist doing collaborative research with an NIH-funded PI) mentoring occurring outside the mentoring committee. Review the assistant professor’s progress as a whole and provide specific feedback on progress made (or not made) in each area.

• Ask the assistant professor directly: what obstacles are keeping you from completing certain goals? What are you doing to advance your professional development in your primary and secondary areas?

• Work with the department chair to ensure an appropriate level of committee assignments.

7. Resources: Career and Mentoring

Resources are needed for both assistant professors and mentors. Assistant professors comment frequently that in the first few years of their appointment they are disengaged from campus resources and are uncertain about what questions to even ask. Centralization of resources and improved communication between mentors and assistant professors should alleviate this problem. Mentors are sometimes uncertain about their roles as they serve on mentoring committees or act as ad hoc mentors for assistant professors.

Best Practices

• Mentors should ensure that assistant professors have received and reviewed the New Faculty Orientation and Best Practices for Mentoring Early-Career Faculty documents.

• Mentoring committee members should orient assistant professors to campus research resources. Topics to consider include:
  o Relevant academic/research departments
  o Graduate programs
  o Seminar series
  o Grand rounds (UW Veterinary Care, UW Hospital and Clinics, Meriter, St. Mary’s)
  o UW Institute for Clinical and Translational Research (ICTR)
  o Teaching resources (Delta program and others)
- DoIT workshops
- Graduate School New Faculty Guide (http://grad.wisc.edu/newfacultyres)
- UW Experts Guide (http://experts.news.wisc.edu/)

- The Dean’s Office should consider establishing a centralized hub of resources for assistant professors that is accessible on the SVM Intranet. The site could include sections for research, teaching, clinical development, and grant opportunities. Once created, it can be maintained/updated by assistant professors as new resources materialize (a wiki resource).
- The Dean’s Office should consider establishing a similar centralized hub for mentors. It can include resources for mentor training as well as checklist documents for mentoring meetings, new faculty orientation, and promotional guidelines.
- Establish an annual informational and interactive forum to discuss best practices in mentoring and the promotional guidelines with attendance by department chairs, the chair of the Dean’s Advisory Committee on Promotions and Appointments, current (or recent) members of the Divisional Tenure Committee, assistant professors, faculty serving on mentoring committees, and any other interested faculty or Associate Deans.
- The mentoring committee (mentors and the assistant professor) is strongly advised to formulate a career development program or ‘Roadmap to Promotion.’ At the end of the first year or early in the second year, the mentoring committee can construct a checklist of milestones for the early (years 1 and 2), mid (years 3 and 4), and late (years 5 and 6) phases of the probationary period. Goals are expected to be individualized to the assistant professor’s areas of excellence and significant achievement (see Appendix D for an example roadmap).

8. Preparation of the Promotional Document

Successful promotion of an assistant professor to associate professor is an obvious measure of academic success and is a major goal of effective mentoring. An excellent promotional document details the assistant professor’s accomplishments, is clear, and meets the requirements of the institution. Thus, while being productive in their areas of appointment, assistant professors should work with their mentoring committees to keep track of timelines and to organize their accomplishments and activities in a way that leads to a strong and well-formatted promotional document.

Best Practices

- The mentoring committee and assistant professor will establish an estimated timeline for promotion at the second meeting of the mentoring committee to include: date of appointment as an Assistant or Clinical Assistant Professor; date to begin assembling the document; date by which draft document should be reviewed by members of the mentoring committee or ad hoc mentors; date document is due to the department chair; and date of decision by the Divisional Tenure Committee or the Dean’s Advisory Committee on Promotions and Appointments. This is a good time to also review conditions under which the probationary period might be extended (e.g., responsibilities related to childbirth, adoption, elder care, medical leave, etc.).
- Within the first year of the assistant professor’s appointment, it is helpful to review the promotional document template and to define terms that may be unfamiliar (e.g., areas of excellence and significant achievement, academic clinical practice, arms-length peer
evaluator) and required supporting evidence.

- An annual forum on mentoring, promotional guidelines and processes, and resources that is intended for both assistant professors and formal mentors will be held to review the promotional guidelines for both the Clinical and Tenure Tracks. It is suggested that the current chair of the Dean’s Advisory Committee on Promotions and Appointments and current or recent SVM members of the Divisional Tenure Committee be present at this forum. **Assistant Professors are strongly encouraged to attend these forums several times prior to preparation of their final promotional document.** Mentors should also attend these forums in order to stay abreast of current prevailing attitudes of the respective promotional advisory committees.

- The mentoring committee should ensure that the assistant professor has current exemplary models of promotional documents for the relevant track and areas of promotion; a committee member should review these sample documents with the assistant professor to provide context. Permission to share these documents should be obtained from the department chair and the faculty member described in the document. Examples of successful promotional documents for tenure track faculty can also be viewed at the Office of the Secretary of the Faculty, 133 Bascom Hall.

- **It is strongly recommended that the assistant professor prepare a promotional document and provide it to the mentoring committee before the end of year 2. The assistant professor will continue to build this document in subsequent years leading to its final preparation during the late phase of the probationary period.** The faculty annual activity summary should mimic, to the extent possible, the promotional document. For Clinical Assistant Professors, the checklist at the end of the promotional guidelines may serve as a useful template for the faculty annual activity summary.

- The mentoring committee should help the assistant professor identify arms-length peer evaluators who will be asked to provide letters of support for the promotional document. An in-depth discussion of the definition of an arms-length referee, how to identify such referees, and how to maintain an arms-length relationship should occur early in the assistant professor’s appointment.

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**CLINICAL INSTRUCTORS AND LECTURERS**

Clinical Instructors and Lecturers make major contributions to our instructional, clinical, and research programs as well as to committees and task forces within the SVM, on the UW campus, and in professional organizations. Areas of appointment are varied; for example, some positions are focused on instructional activities and others involve both clinical and instructional activities. Some individuals in these positions strive to develop within the position; others aim to seek faculty positions or other employment opportunities. Regardless of the long-term career goals, these individuals may benefit from mentoring. For some, a more formal structure such as the one described in this document may be beneficial. Clearly, some parts of this process are not relevant, e.g., preparation of a promotional document. Nevertheless, Department Chairs and Instructors/Lecturers could assemble a small committee of 3 mentors to meet periodically to guide the individual towards future goals. The Instructor/Lecturer and the Mentoring Committee together can select the parts of the structure suggested in this document that are germane and helpful, and checklists and roadmaps, if used, can be tailored to the individual’s career goals.
RESOURCES


Best Practices for Mentors and Mentees in Academic Settings, Michigan State University (or copy and paste this link: http://www.adapp-advance.msu.edu/Faculty-Mentoring-Toolkit-Resources%20for%20Mentors%20and%20Mentees%20for%20Assistant%20Professors%20on%20the%20Tenure%20Track%20or%20Clinical%20Track#threeone)

APPENDICES

A. Checklist for Assistant Professors (Clinical and Tenure Tracks)
B. Checklist for Mentors and Department Chairs
C. Mentoring Committee Summary Report Templates (separate templates for clinical track and tenure track faculty)
D. Example Roadmap of Career Development with Milestones for the Early (Years 1-2), Mid (Years 3-4), and Late (Years 5-6) Phases of the Probationary Period
APPENDIX A

CHECKLIST FOR ASSISTANT PROFESSORS (Clinical and Tenure Tracks)

Some individuals find checklists helpful. The items below provide guidance during the first year and throughout the probationary period. Assistant professors may tailor the checklist to items relevant to their areas of appointment, areas of excellence and significant achievement, and degree of structure needed to support successful career development.

The First Year

☐ Meet with the department chair within first month of appointment to discuss composition of the mentoring committee.
☐ Establish your mentoring committee within 3 months of appointment.
☐ Distribute your curriculum vitae to mentoring committee members in advance of the first meeting.
☐ Attend first meeting (‘meet and greet’) of the mentoring committee within 3 months of arrival; if not already in your possession, ensure you obtain relevant documents (New Faculty Orientation and Best Practices for Mentoring Early-Career Faculty documents, faculty annual activity summary form, and relevant promotional guidelines).
☐ Attend second meeting of the mentoring committee within 6 months of arrival to begin discussing a strategic plan for successful career development. Bring your letter of appointment with percent distribution of effort and date of appointment and establish an estimated promotional timeline (date of appointment, date to begin assembling promotional document, date for review by mentoring committee or 1-2 members, date due to department); review conditions under which the probationary period might be extended (e.g., responsibilities related to childbirth, adoption, elder care, medical leave, etc.).
☐ Review the New Faculty Orientation and Best Practices for Mentoring Early-Career Faculty documents with the mentoring committee.
☐ Discuss each area of your appointment, i.e., teaching, research, clinical practice, academic service, outreach, etc., with your mentoring committee both in terms of day-to-day operation and promotion.
☐ Within the first year of appointment, review the relevant promotional guidelines with your mentoring committee; be certain you understand key terms related to areas of appointment and promotion, such as ‘primary (excellence) and secondary (significant achievement) areas’ and ‘academic clinical practice’, and the types of expected supporting evidence. Discuss with your committee whether you should format materials prepared for mentoring committee meetings to match the format of the promotional document.
☐ In conjunction with your mentoring committee, identify a teaching committee or group of peer reviewers and obtain peer input on your classroom, laboratory, and clinical (if relevant) teaching annually.

All Meetings of the Mentoring Committee

☐ With the assistance of the Mentoring Committee Coordinator, schedule a meeting of your mentoring committee every 6 months for years 1-3 (unless more frequent meetings are needed).
☐ With the assistance of the Mentoring Committee Coordinator, schedule a meeting of your mentoring committee annually after year 3 (unless more frequent meetings are needed).
☐ Prepare and circulate materials well in advance of the meeting (see Appendix C for the types
of information to provide). It is strongly recommended that you prepare a promotional document and provide it to the mentoring committee before the end of year 2. You will continue to build this document in subsequent years leading to its final preparation during the late phase of the probationary period.

☐ Review the estimated promotional timeline with the mentoring committee and update as needed.

☐ In conjunction with the mentoring committee, create a Roadmap to Promotion with milestones for the early, mid, and late phases of the probationary period (see example in Appendix C); review the milestones at each meeting.

☐ Review all areas of your appointment at each meeting.

☐ Obtain specific and detailed feedback from the mentoring committee on areas of strength and areas in which improvement or progress is needed. Identify specific obstacles in areas in which progress is not being made.

☐ Work with the mentoring committee to identify resources (SVM and campus) needed in areas of research, teaching, clinical practice, and outreach.

☐ Review your committee assignments (academic service) with the mentoring committee to ensure assignments are appropriate.

☐ After each meeting, review the mentoring committee summary report (template in Appendix C), sent to you by the committee chair, for accuracy and return edits to the committee chair.

Other Support

☐ Ask mentoring committee (or 1-2 members) to review grants and manuscripts prior to submission.

☐ Ask mentoring committee members to help you identify collaborators and funding sources for research.

☐ Review your faculty annual activity summary with the mentoring committee (or 1-2 members) prior to submission.

☐ Review the feedback from your department on your faculty annual activity summary with the mentoring committee.

☐ Alert your mentoring committee if you receive discrepant advice from the department chair and the mentoring committee and discuss a plan to resolve the discrepancies promptly.

☐ Attend the annual forum on mentoring, promotional guidelines and processes, and resources.

Promotional Document

☐ Obtain one or more examples of exemplary promotional documents (with appropriate permissions) for the relevant track and areas of promotion prior to preparation of your own document. Discuss with your committee when during the probationary period is the best time to obtain the sample documents and review them with a member of the mentoring committee. Again, it is strongly recommended that you prepare a promotional document and provide it to the mentoring committee before the end of year 2. You will continue to build this document in subsequent years leading to its final preparation during the late phase of the probationary period.

☐ Work with one or more members of the mentoring committee to assemble and review your final promotional document in advance of its submission to the department.

☐ Identify arms-length peer evaluators and provide their names, titles, and contact information and their relationship to you to the department chair.
CHECKLIST FOR MENTORS AND DEPARTMENT CHAIRS

Some individuals find checklists helpful. The items below provide guidance during the first year and throughout the probationary period. Mentors may tailor the checklist to items relevant to the assistant professor’s area of appointment, areas of excellence and significant achievement, and degree of structure needed to support successful career development.

The First Year

Department Chair:
☐ Meet with the assistant professor within the first month of appointment to discuss possible members of the mentoring committee in collaboration with the new faculty member.
☐ Appoint chair and other members of the mentoring committee within 3 months
☐ Provide relevant documents (New Faculty Orientation and Best Practices for Mentoring Early-Career Faculty documents, faculty annual activity summary form, and promotional guidelines) to the assistant professor.
☐ Attend the first meeting (‘meet and greet’) of the mentoring committee.

Mentoring Committee:
☐ Chair of the mentoring committee: with assistance from the Mentoring Committee Coordinator, organize time and place for the first ‘meet and greet’ meeting to occur within 3 months of arrival of the assistant professor.
☐ Attend first meeting (meet and greet) of the mentoring committee. Ensure that the assistant professor has relevant documents (New Faculty Orientation and Best Practices for Mentoring Early-Career Faculty documents, faculty annual activity summary form, and promotional guidelines). Set date for second meeting to occur within 6 months of arrival of the assistant professor and convey this information to the Mentoring Committee Coordinator.
☐ Attend second meeting of the mentoring committee and begin discussing a strategic plan for successful career development. Establish an estimated promotional timeline (date of appointment, date to begin assembling promotional document, date for review by mentoring committee or 1-2 members, date due to department); review conditions under which the probationary period might be extended (e.g., responsibilities related to childbirth, adoption, elder care, medical leave, etc.).
☐ Help assistant professors not previously associated with veterinary medicine understand the SVM mission and culture.
☐ Review the New Faculty Orientation and Best Practices for Mentoring Early-Career Faculty documents with the assistant professor.
☐ Discuss each area of the assistant professor’s appointment, i.e., teaching, research, clinical practice, academic service, outreach, etc., both in terms of day-to-day operation and promotion.
☐ Within the first year of appointment review the relevant promotional guidelines with the assistant professor; define key terms related to areas of appointment and promotion, such as ‘primary (excellence) and secondary (significant achievement) areas’ and ‘academic clinical practice’, and discuss types of expected supporting evidence. Discuss whether the assistant professor should format materials prepared for mentoring committee meetings to match the format of the promotional document.
Help the assistant professor identify a teaching committee or group of peer reviewers from whom to obtain annual input on classroom, laboratory, and clinical (if relevant) teaching.

All Meetings of the Mentoring Committee

Mentoring Committee:
It is expected that members of the mentoring committee will be available to meet with the assistant professor on a regular basis and will discuss and respect areas of confidentiality. Mentors will help the assistant professor protect time and provide advice on where to focus efforts.

- Attend meetings of the mentoring committee every 6 months for years 1-3 (unless more frequent meetings are needed); if the assistant professor is not scheduling meetings in a timely manner, the Mentoring Committee Coordinator will contact the committee chair.
- Attend meetings of the mentoring committee annually after year 3. If more frequent meetings are needed, the committee chair should inform the Mentoring Committee Coordinator. If the assistant professor is not scheduling meetings in a timely manner, the Mentoring Committee Coordinator will contact the committee chair.
- Specify the materials to be sent by the assistant professor in advance of the meeting (see Appendix C for the types of information to provide) and review the materials before the meeting. **It is strongly recommended that the assistant professor prepare a promotional document and provide it to the mentoring committee before the end of year 2. The assistant professor will continue to build this document in subsequent years leading to its final preparation during the late phase of the probationary period.**
- Review the estimated promotional timeline and update as needed.
- Help the assistant professor create a Roadmap to Promotion with milestones for the early, mid, and late phases of the probationary period (see example in Appendix D); review the milestones at each meeting.
- Review all areas of the assistant professor’s appointment at each meeting.
- Ensure the assistant professor is getting feedback on teaching from students and peers.
- Provide specific and detailed feedback to the assistant professor on areas of strength and areas in which improvement or progress is needed; ask assistant professor to identify specific obstacles in areas in which progress is not being made.
- Help the assistant professor identify resources (SVM and campus) needed in areas of research, teaching, clinical practice, and outreach.
- Review the assistant professor’s committee assignments (academic service) to ensure they are appropriate.
- Chair of the mentoring committee: After each meeting, prepare the mentoring committee summary report (template in Appendix C), distribute a draft to the assistant professor and other committee members, and send finalized meeting summary to the department chair and the Mentoring Committee Coordinator (who will schedule subsequent meetings) as an email attachment.

Department Chair:
- Acknowledge receipt of each mentoring committee summary report, review the report, and alert the mentoring committee about any discrepancies with departmental advice or feedback.
- Meet with the assistant professor annually to convey feedback on his/her annual activity.
Other Support

Mentoring Committee:
☐ Review the assistant professor’s grants and manuscripts prior to submission.
☐ Guide the assistant professor in identifying collaborators and funding sources for research.
☐ Review the assistant professor’s faculty annual activity summary prior to submission (full committee or 1-2 mentors).
☐ Review feedback from the department on the faculty annual activity summary with the assistant professor.
☐ Alert the department chair if advice from the department and the mentoring committee is discrepant and resolve the discrepancies promptly.
☐ Attend the annual forum on mentoring, promotional guidelines and processes, and resources.

Promotional Document

Mentoring Committee:
☐ Ensure that the assistant professor has one or more examples of exemplary promotional documents (with appropriate permissions) for the relevant track and areas of promotion prior to preparation of his/her document. Discuss with the assistant professor when during the probationary period is the best time to provide the sample documents and review the samples with the assistant professor (full committee or 1 or 2 members). **Again, it is strongly recommended that the assistant professor prepare a promotional document and provide it to the mentoring committee before the end of year 2. The assistant professor will continue to build this document in subsequent years leading to its final preparation during the late phase of the probationary period.**
☐ Provide assistance and advice to the assistant professor in assembling the promotional document and review it in advance of its submission to the department (full committee or 1 or 2 members).
☐ Provide advice to assistant professor on identifying arms-length peer evaluators (full committee or 1 or 2 members).
APPENDIX C1

MENTORING COMMITTEE SUMMARY REPORT TEMPLATE: CLINICAL TRACK

Below is the suggested format of the report to be generated by the chair of the mentoring committee after every formal meeting of the committee. Typically, the report will be 2-3 pages, will summarize information provided by the clinical assistant professor, and will record the content of the mentoring committee meeting. As Academic Clinical Practice and Teaching are the most common areas of excellence and significant achievement, respectively, the template below includes those sections. However, the sections of the report should be tailored to the clinical assistant professor’s areas of appointment and areas of excellence and significant achievement. For example, if outreach is the area of excellence or significant achievement, that section would be added to the report.

Name of Clinical Assistant Professor:
Mentoring committee members that attended meeting:
Date of meeting:
Track: Clinical

Area of excellence (if known):
Area of significant achievement (if known):

Official dates for promotion and timing of document preparation (include extensions if applicable):

Clinical Performance: Summarize current year’s progress:
• Weeks on clinical service
• Rounds conducted
• Number of students/interns/residents/guest trainees
• Review available evaluations (personal or service comments)
• Accomplishments
• Provide overall recommendations

Note: Some of this information may instead be included under teaching

Academic Clinical Practice (advancement of the clinical discipline): Summarize current year’s progress:
• Include individuals involved in research projects (e.g., interns, residents, fellows, veterinary medical students, etc.)
• If research projects have funding or applications for funding are pending or anticipated, list funding situation (current support, outcome of grant applications in the current year, grant proposals in progress)
• Summarize manuscripts accepted, submitted, or in preparation for publication
• Summarize abstracts, book chapters (related to advancement of clinical discipline), and other materials
• Summarize conferences attended, oral or poster presentations, invited speaking engagements – those related to advancement of the clinical discipline
• Accomplishments
• Provide overall recommendations
Teaching: Summarize current year’s progress:
• Include course name(s) and contact hour(s); may include list and frequency of rounds
• Include approach to teaching (philosophy, methods/techniques used to engage learners)
• Include synopsis of student evaluations (excellent, good, needs improvement)
• Include synopsis of peer evaluations
• Continuing education offerings and evaluations, if applicable
• Publications related to teaching, including book chapters (if not included under Academic Clinical Practice)
• Presentations related to teaching
• Accomplishments
• Provide overall recommendations (e.g., additional peer evaluations needed in the next year, increase/decrease contact hours, etc.)

Note: If the individual has a teaching committee that submits an annual report, that report can be appended to this summary and the information included in the report need not be repeated here.

Academic Service: Summarize current year’s academic citizenship:
• Department, School, and University committee work (name committees and hours spent)
• Professional Society/Organization committees (name committees or offices held and hours spent)
• Accomplishments
• Provide overall recommendations

If applicable, provide similar sections on Outreach, Leadership, or Research if these are primary or secondary areas. For example, if the clinical assistant professor has a research program separate from advancement of the clinical discipline, the following information should be included:

Research: Summarize current year’s progress:
• Include composition of research team/trainees (undergraduates, graduate students, post-docs, interns, residents, fellows, veterinary medical students, etc.)
• Include progress of trainees and awards/recognition if applicable
• Summarize manuscripts accepted, submitted, or in preparation for publication
• Summarize abstracts, book chapters (related to research area), and other materials
• Describe funding situation (current support, outcome of grant applications in the current year, grant proposals in progress)
• Accomplishments
• Provide overall recommendations

Summary of Strengths and Areas for Improvement:

Area(s) in which Department or Section can provide support:

Timeframe for next meeting of the mentoring committee:

The mentoring committee chair will send the draft document to the assistant professor and other mentoring committee members for comment and to verify accuracy (modify document if needed).

The mentoring committee chair will send the finalized document as an email attachment to the department chair and the Mentoring Committee Coordinator, who will schedule subsequent meetings.
APPENDIX C2

MENTORING COMMITTEE SUMMARY REPORT TEMPLATE: TENURE TRACK

Below is the suggested format of the report to be generated by the chair of the mentoring committee after every formal meeting of the committee. Typically, the report will be 2-3 pages, will summarize information provided by the assistant professor, and will record the content of the mentoring committee meeting. The sections below can be tailored to the assistant professor’s areas of appointment and areas of excellence and significant achievement. For example, if the assistant professor has no clinical activities, that section would be deleted. If outreach is the area of excellence or significant achievement, that section would be added to the report.

Name of Assistant Professor:
Mentoring committee members that attended meeting:
Date of meeting:
Track: Tenure

Area of excellence (if known):
Area of significant achievement (if known):

Official dates for promotion and timing of document preparation (include extensions if applicable):

Teaching: Summarize current year’s progress:
• Include course name(s) and contact hour(s)
• Include approach to teaching (philosophy, methods/techniques used to engage learners)
• Include synopsis of student evaluations (excellent, good, needs improvement)
• Include synopsis of peer evaluations
• Continuing education offerings and evaluations, if applicable
• Publications related to teaching, including book chapters
• Presentations related to teaching
• Accomplishments
• Provide overall recommendations (e.g., additional peer evaluations needed in the next year, increase/decrease contact hours, etc.)

Note: If the individual has a teaching committee that submits an annual report, that report can be appended to this summary and the information need not be repeated here.

Research: Summarize current year’s progress:
• Include composition of research team/trainees (undergraduates, graduate students, post-docs, interns, residents, fellows, veterinary medical students, etc.)
• Include progress of trainees and awards/recognition if applicable
• Summarize manuscripts accepted, submitted, or in preparation for publication
• Summarize abstracts, book chapters (related to research area), and other materials
• Describe funding situation (current support, outcome of grant applications in the current year, grant proposals in progress)
• Accomplishments
• Provide overall recommendations
Clinical Service and Clinical Teaching: Summarize current year’s progress:
• Weeks on clinical service
• Rounds conducted
• Number of students/interns/residents/guest trainees
• Review available evaluations (personal or service comments)
• Accomplishments
• Provide overall recommendations

Note: Clinical teaching activities may be included here or under the section above on teaching.

Academic Service: Summarize current year’s academic citizenship:
• Department, School, and University committee work (name committees and hours spent)
• Professional Society/Organization committees (name committees or offices held and hours spent)
• Accomplishments
• Provide overall recommendations

If applicable, provide similar sections on Outreach or Integrated Case.

Summary of Strengths and Areas for Improvement:

Area(s) in which Department or Section can provide support:

Timeframe for next meeting of the mentoring committee:

******

The mentoring committee chair will send the draft document to the assistant professor and other mentoring committee members for comment and to verify accuracy (modify document if needed).

The mentoring committee chair will send the finalized document as an email attachment to the department chair and the Mentoring Committee Coordinator, who will schedule subsequent meetings.
APPENDIX D

DOCUMENTS

(These are the guidelines for the Biological Sciences Division; for other Divisions [Physical Sciences, Social Sciences, Arts & Humanities], see http://www.secfac.wisc.edu/divcomm/)

Clinical Track Appointment and Promotion Guidelines:  See UW SVM Intranet

Orientation of New Faculty:  Temporarily found on UW SVM Intranet

Best Practices for Mentoring Early-Career Faculty:  See UW SVM Intranet

A Guide to Documenting and Evaluating Excellence in Outreach Scholarship:
https://www.secfac.wisc.edu/divcomm/Tenure_Resources/Outreach/WisconsinIdea.asp
APPENDIX E

EXAMPLE ROADMAPS OF CAREER DEVELOPMENT WITH MILESTONES FOR THE EARLY (YEARS 1-2), MID (YEARS 3-4), AND LATE (YEARS 5-6) PHASES OF THE PROBATIONARY PERIOD

The following two sample roadmaps, one for tenure-track and one for clinical-track faculty, are examples only. The first section lists milestones in the area of excellence (research and academic practice in the 2 examples provided). The second section is the area of significant achievement (teaching in both examples provided). Subsequent sections represent other areas of the assistant professor’s appointment (e.g., clinical performance, academic service, professional service, etc.). The final section lists milestones in career development.
**EXAMPLE ROADMAP TO PROMOTION/ASSISTANT PROFESSOR (tenure track)**

Checklist of Milestones* to be Achieved During Probationary Period

*Include areas relevant to your areas of appointment

<table>
<thead>
<tr>
<th>EARLY PHASE (Years 1 and 2)</th>
<th>MID PHASE (Years 3 and 4)</th>
<th>LATE PHASE (Years 5 and 6)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research Milestones</strong></td>
<td><strong>Research Milestones</strong></td>
<td><strong>Research Milestones</strong></td>
</tr>
<tr>
<td>Order supplies and hire lab manager, complete animal care and use protocol, complete 'Responsible conduct of Research for Biomedical Researchers' campus short course</td>
<td>Draft specific aims for a Federal or Foundation grant application</td>
<td>Collect key preliminary data for 2nd grant on Xxx</td>
</tr>
<tr>
<td>Attend NIH or other grant-writing workshop</td>
<td>Collect key preliminary data, based on advice from mentoring committee, for a Federal or Foundation grant application on Xxx</td>
<td>As the PI, submit a 2nd grant application on xxx; re-submit revision if necessary</td>
</tr>
<tr>
<td>Attend one lab meeting hosted by a mentoring committee member to gain insight into research approaches unique to that lab</td>
<td>As PI, submit R01 or Morris Animal Foundation or WINN Feline Foundation grant application on Xxx; re-submit revised grant if necessary</td>
<td>Present research results at annual Xxxx meeting</td>
</tr>
<tr>
<td>Collect key preliminary data, based on advice from mentoring committee, for a Federal or Foundation grant application on Xxx</td>
<td>Present research results at annual Xxxx meeting</td>
<td>Submit manuscripts 'Xxx xxx','Yyy yyy', 'Zzz zzz’ to journals Xxx, Yyy, Zzz</td>
</tr>
<tr>
<td>Present research results at annual Xxxx meeting</td>
<td>Submit manuscript 'Xxx xxx' to J Xxx</td>
<td>Identify invited speaking opportunities with assistance from mentoring committee</td>
</tr>
<tr>
<td>Submit manuscript 'Xxx xxx' to J Xxx</td>
<td>Develop a collaborative project with a complementary lab</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Teaching Milestones</th>
<th>Teaching Milestones</th>
<th>Teaching Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confirm teaching and committee assignments with department chair</td>
<td>Obtain peer evaluations and revise teaching approach as needed</td>
<td>Write and submit manuscript on results from case-based physiology teaching project</td>
</tr>
<tr>
<td>Prepare lectures/laboratories for teaching assignments</td>
<td>Review student evaluations and adjust course/clinical teaching as appropriate</td>
<td>Obtain final peer evaluations in teaching</td>
</tr>
<tr>
<td>Identify Teaching Committee or Group of Peer Reviewers</td>
<td>Incorporate team-based learning exercise in course x</td>
<td>Work with faculty member X to integrate content across courses x and y</td>
</tr>
<tr>
<td>Collect teaching evaluations for all lectures &amp; clinical teaching</td>
<td>Revise course notes to include.....</td>
<td>Develop integrative course on xxxx</td>
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<tr>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Academic Service Milestones</strong></th>
<th><strong>Academic Service Milestones</strong></th>
<th><strong>Academic Service Milestones</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Confirm committee assignments with dept chair</td>
<td>Attend committee meetings as scheduled</td>
<td>Attend committee meetings as scheduled</td>
</tr>
<tr>
<td>Attend committee meetings as scheduled</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Professional Service Milestones</strong></th>
<th><strong>Professional Service Milestones</strong></th>
<th><strong>Professional Service Milestones</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Join American Society for Microbiology</td>
<td>Review manuscripts for <em>Infection and Immunity</em></td>
<td>Serve on editorial board of <em>Infection and Immunity</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Career Development Milestones</strong></th>
<th><strong>Career Development Milestones</strong></th>
<th><strong>Career Development Milestones</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Read New Faculty Orientation and Best Practices for Mentoring Early-Career Faculty documents</td>
<td>Continue adding to promotional document template</td>
<td>Complete promotional document draft and send to mentoring committee members for review</td>
</tr>
<tr>
<td>Read promotional guidelines and create promotional document template to begin adding items</td>
<td>Meet twice with mentoring committee to discuss progress</td>
<td>Provide names, affiliations, and relationship of possible arms-length reviewers to dept chair</td>
</tr>
<tr>
<td>Meet 3 times with mentoring committee in first year (first meeting is a 'meet and greet' meeting) and 2 times in second year to discuss progress</td>
<td>Meet once with dept chair to discuss progress</td>
<td>Submit completed promotional document to department</td>
</tr>
<tr>
<td>Meet annually with dept chair to discuss progress</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**Academic Service Milestones**
- Confirm committee assignments with dept chair
- Attend committee meetings as scheduled

**Professional Service Milestones**
- Join American Society for Microbiology
- Review manuscripts for *Infection and Immunity*

**Career Development Milestones**
- Read New Faculty Orientation and Best Practices for Mentoring Early-Career Faculty documents
- Continue adding to promotional document template
- Meet twice with mentoring committee to discuss progress
- Meet once with dept chair to discuss progress
- Meet annually with dept chair to discuss progress
# EXAMPLE ROADMAP TO PROMOTION/CLINICAL ASSISTANT PROFESSOR

**Checklist of Milestones* to be Achieved During Probationary Period**

*Include areas relevant to your areas of appointment*

<table>
<thead>
<tr>
<th><strong>EARLY PHASE (Years 1 and 2)</strong></th>
<th><strong>MID PHASE (Years 3 and 4)</strong></th>
<th><strong>LATE PHASE (Years 5 and 6)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Clinical Practice Milestones</strong></td>
<td><strong>Academic Clinical Practice Milestones</strong></td>
<td><strong>Academic Clinical Practice Milestones</strong></td>
</tr>
<tr>
<td>Submit intramural grant, e.g., Companion Animal Grant, on Xxxx</td>
<td>Collect data on prospective study on xxxx</td>
<td>Present data at national/international meeting of ...,</td>
</tr>
<tr>
<td>Collect data for retrospective study on Xxxx</td>
<td>Submit Foundation grant</td>
<td>Complete book chapter on xxxx</td>
</tr>
<tr>
<td>Identify collaborator(s) in relevant areas in the SVM or on campus outside the SVM</td>
<td>Submit manuscript 'Xxx xxx' to J Xxx</td>
<td>Submit manuscript 'Xxx xxx' to J Xxx</td>
</tr>
<tr>
<td>Speak at local or regional continuing education committee program</td>
<td>Mentor resident/intern research project or manuscript</td>
<td>Speak at international continuing education or scientific meeting</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Teaching Milestones</strong></th>
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<th><strong>Teaching Milestones</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Confirm teaching and committee assignments with department chair</td>
<td>Obtain peer evaluations and revise teaching approach as needed</td>
<td>Write and submit manuscript on results from case-based physiology teaching project</td>
</tr>
<tr>
<td>Prepare lectures/laboratories for teaching assignments</td>
<td>Review student evaluations and adjust course/clinical teaching as appropriate</td>
<td>Obtain final peer evaluations in teaching</td>
</tr>
<tr>
<td>Create learning module for clinical rotations</td>
<td>Incorporate team-based learning exercise in course x</td>
<td>Work with faculty member X to integrate content across courses x and y</td>
</tr>
<tr>
<td>Identify Teaching Committee or Group of Peer Reviewers</td>
<td>Revise course notes to include.....</td>
<td>Develop integrative course on xxxx</td>
</tr>
<tr>
<td>Collect teaching evaluations for all lectures &amp; clinical teaching</td>
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<thead>
<tr>
<th><strong>Clinical Performance Milestones</strong></th>
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<tbody>
<tr>
<td>Confirm duty weeks and responsibilities in UWVC</td>
<td>Obtain feedback from colleagues about my interactions with animal patients and their owners, UWVC staff, and referring veterinarians</td>
<td>Write statement describing expertise in clinical discipline</td>
</tr>
<tr>
<td>Become familiar with UWVC policies and procedures</td>
<td>Document changes in clinical service that enhance the program</td>
<td>Provide names of evaluators of my clinical performance to dept chair to obtain letters</td>
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<tr>
<td><strong>Academic Service Milestones</strong></td>
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<tr>
<td>Confirm committee assignments with dept chair</td>
<td>Attend committee meetings as scheduled</td>
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<th><strong>Professional Service Milestones</strong></th>
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<tbody>
<tr>
<td>Join ASVCP Quality Assurance and Lab Standards Committee</td>
<td>Serve on editorial board of <em>Vet Radiol Ultrasound</em></td>
<td>Serve on ACVO certifying examination committee</td>
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<tr>
<td>Serve as ad hoc reviewer for <em>Veterinary Dermatology</em></td>
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<tbody>
<tr>
<td>Read New Faculty Orientation and Best Practices for Mentoring Early-Career Faculty documents</td>
<td>Continue adding to promotional document template</td>
<td>Complete promotional document draft and send to mentoring committee members for review</td>
</tr>
<tr>
<td>Read promotional guidelines and create promotional document template to begin adding items</td>
<td>Meet twice with mentoring committee to discuss progress</td>
<td>Provide names, affiliations, and relationship of possible arms-length reviewers to dept chair</td>
</tr>
<tr>
<td>Meet 3 times with mentoring committee in first year (first meeting is a 'meet and greet' meeting) and 2 times in second year to discuss progress</td>
<td>Meet once with dept chair to discuss progress</td>
<td>Submit completed promotional document to department</td>
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<tr>
<td>Meet annually with dept chair to discuss progress</td>
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