



FACULTY MENTORING GUIDE

Purpose:

This mentoring guide is intended to be a useful way of helping new faculty members adjust to their new environment.

Goals:

- Familiarization with the campus and surrounding environment, including the College's shared governance.
- Networking – introduction to colleagues
- Compliments on achievements
- Constructive criticism and encouragement
- Helping to sort out priorities such as budgeting time, balancing teaching and service
- Developing visibility and prominence within the profession
- Achieving career advancement

Benefits for the mentor:

- Satisfaction in assisting in the development of a colleague
- Ideas for and feedback about the mentor's own teaching/scholarship
- Retention of excellent faculty colleagues
- Enhancement of department quality

Benefits for the new faculty member:

- Quicker acclimation to the job
- Improved teaching
- Improved research skills and productivity
- Better informed choices regarding service activities
- Increased social contact

Common Practices:

- Limit formal advising for the first year – not assigned students
- Limit any teaching of overloads for the first year
- Limit any formal service for the first year
- Participate in frequent informal discussions with the department chair and other department members
- Encourage the initiation of research during the first year
- Informal, mostly collegial, department meetings

- Regular discussion on tenure and the promotion process
- Scheduling of teaching evaluations during the first semester

Recommended Activities:

- Exchange, review and discuss each other's vitae
- Get to know each other informally, e.g. having coffee, sharing a meal, going to a local museum together
- Take a tour of campus together
- Introduce the new faculty member to the faculty and staff in their department
- Exchange and discuss each other's syllabi and other course materials
- Introduce the new faculty member to colleagues with similar research and/or teaching interests
- Discuss promotion and tenure expectations and procedures
- Go to Faculty Senate together
- Visit each other's classroom and discuss teaching techniques and other issues
- Share your own experiences
- Share and discuss annual appointment letters
- Encourage participation in regional and national meetings and professional associations.

Common Questions:

- What social activities offered by the discipline, department, and college would help me meet faculty members with similar research or teaching interests?
- What's the structure of faculty governance on this campus?
- How does one establish an appropriate balance between teaching, research and committee work?
- What committees should one be on and how much committee work should one expect?
- Can I say "no" when asked to serve on a committee, and if I can, how do I do so gracefully?
- What criteria are used for teaching excellence, how is teaching evaluated?
- What resources are available for teaching enhancement?
- How does the merit and promotion process work? Who is involved?
- What resources, monetary and non-monetary, are available to assist with research?

Resources for Faculty Mentoring:

Center for Research on Learning and Teaching: <http://www.crlt.umich.edu/faculty/facment>

Top Ten Things New Faculty Members Would Like to Hear from Colleagues:

<http://academicladder.com/top-ten-things-new-faculty-members-would-like-to-hear-from-colleagues>

How to Be A Great Mentor: <https://www.insidehighered.com/advice/2013/08/12/essay-how-be-good-faculty-mentor-junior-professors>

Mentoring and Minority Faculty Members: <https://www.insidehighered.com/advice/2011/11/14/essay-mentoring-and-minority-faculty-members>