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Note: The purpose of this draft is to provide department chairs with a general example of a junior faculty mentoring plan. It is intended to help chairs get started on a plan of their own that has structure, forms of accountability and service recognition for mentors. Different departments’ needs, sizes, traditions and missions will affect the content of each specific plan. To compose this draft, I have borrowed heavily (and I hope fairly) from the mentoring plans and materials supplied by the following people to whom I am most grateful: Rosanna DeMarco, Chair, Nursing; Anahid Kulwicki, Dean, College of Nursing and Health Sciences; Cheryl Nixon, Chair, English; Russell Schutt, Chair, Sociology; Jeffrey Keisler, Professor, Management Science and Information Systems.

Finally, it needs to be said that this general plan is based on principles and practices for effective mentoring that are not stated explicitly as they have been the topic of meetings prior to this. I hope to eventually gather department-specific mentoring plans into a handbook that would include foundational articles on mentoring as well. JG

Mentoring Junior Faculty
4-part structure with accountability and recognition features for mentors

1. Chair’s role
2. Faculty mentor’s role
3. Group mentoring role (departmental or cross-departmental)
4. Mentoring network role

Department Chair
a. Description of Role
   o The Chair meets with each junior faculty member (jfm) once a semester. At the Fall meeting, the Chair helps jfms to clarify what their goals are (research, teaching, service) for that academic year. This gives the Chair an opportunity to guide them about resources, ways to advance their interests but not over involve themselves (protecting their time or addressing balance), frame the advice they need and the style that makes sense and discuss teaching loads/assignments/areas they want to develop. The meetings can also be used to choose faculty mentors inside or outside the department (based on size of department.)

b. Means of Accountability and Recognition
   o The Chair logs in date and time of appointments. The log is a public document. The Chair keeps meeting notes, including future plans and action items that can be updated. This is not a public document. The log will allow the Chair to concretely report mentoring service on AFRs and promotion statements while preserving
confidentiality of meetings. *(A department should discuss and approve its plan for mentoring junior faculty, including recognition for all mentors. Once approved, the Chair should guide each new DPC to credit this service in its reviews.)*

**Faculty Mentor**

a. **Description of Role**

- Chair’s meetings with jfm include identifying possible department or (in the case of small departments) college mentors to support goals for research, teaching and service. Mentors outside the university that can help guide them and help with networking advice on research and teaching may also be considered.
- Some departments may choose to assign an orientation mentor for the first year: this is a person to welcome a jfm and support her/him re: teaching, campus logistics and questions, etc.)
- In the second year, the jfm chooses one or two tenured faculty members as mentor(s) in collaboration with the department chair. In the case of two mentors, the areas of focus for each will be defined. The mentor(s) and jfm should discuss tenure expectations based on available documents and recent examples (while respecting confidentiality.) They should sketch plans for teaching, research and service up to the 4th year review and then again up to the tenure review. They should meet at least three times a year to assess progress, address problems, prepare for major reviews and generally to be a trusted resource. The mentor should be available to participate in planning:
  - A research trajectory and possible venues for submitting publications
  - Research-related funding requests, eg. grants and fellowships
  - Cross-departmental collaborations with faculty and centers
  - Possible service opportunities in department, college, university and professional venues beyond the university
  - A sequence of courses that balances new and repeated courses and meets college expectations for range
  - Possible changes in one’s teaching style or syllabi based on course evaluations and reflection on one’s teaching experiences
  - Personal statement and CV for 4th year and tenure reviews

b. **Means of Accountability and Recognition**

- Faculty mentors keep a log with dates and times of appointments with mentees. The log is a public document. They also keep meeting notes, including future plans and action items that can be updated. This is a confidential document. The log will allow mentors to concretely report mentoring service on AFRs and promotion statements while preserving confidentiality. *(A department should discuss and approve its plan for mentoring junior faculty, including recognition for all mentors. Once approved, the Chair should guide each new DPC to credit this service in its reviews.)*
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- A department may choose to design a common mentoring log. This is a simple way to make basic mentoring expectations clear.

**Group Mentoring**

**a. Description of Role**

- In larger departments the Chair and faculty mentors may constitute a Department Mentoring Committee and organize meetings once a term for all junior faculty and their mentors. Meeting agendas may be developed collaboratively based on what mentors perceive as needs and what junior faculty request. Alternatively, a topical program may be organized in advance to prevent duplication with the paired mentoring meetings. Smaller departments might collaborate and do group mentoring together. Examples of possible topics are:
  - Teaching large lectures effectively
  - Advising undergraduate and graduate theses
  - Sustaining one’s research while teaching
  - Writing book proposals
  - Developing effective personal statements and CVs for major reviews

- Meetings of the cohort also provide opportunities for peer support and mentoring.

**b. Means of Accountability and Recognition**

- With the formation of a Department (or inter-departmental) Mentoring Committee, accountability can be provided via end of the year committee reports to the Chair. An ambitious committee could aggregate all the logs as well as the group mentoring activities to provide a picture of department support for junior faculty. Each committee member as well as the committee and department chair would have data for reporting on AFRs and promotional reviews.

**Junior Faculty Member’s Mentoring Network**

**a. Description of Role**

- A department mentoring plan is a necessary but not sufficient form of support. The jfm is first and foremost the agent of her/his own development. The chart below enables jfms to reflect on their goals and aspirations in the context of their
entire mentoring network of support: professional and personal, intellectual and emotional. Taking inventory can identify resources that may not have been considered and point out gaps for filling. It may be used for personal reference or shared with a mentor.

**Map Out YOUR Mentoring Network**

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