Advice on Mentoring of New Faculty

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General Guidelines
A mentor (or two) should be assigned to each new faculty member. Selection of the mentor is usually made by the Department Chair or Program Director, but the mentee is encouraged to provide input. The mentor may be changed over time. Mentoring meetings should occur at least once per semester, but often more frequently (e.g., weekly or monthly) on an informal basis to address questions and issues. Mentoring is typically most intensive during the first year but should continue longer – even to the tenure review for tenure-track faculty.

Role of the Mentee
Each faculty member has ultimate responsibility for his or her career and the quality of research, teaching and service performance. Thus, the mentee should take the primary initiative in asking for advice and feedback from the mentor.

Role of the Mentor
The mentor should serve as a role model, provide guidance and counsel, monitor progress, assist with networking, introduce opportunities to the mentee, and advocate for the mentee with other faculty and the administration. Informal feedback on performance should also be offered. In addition to addressing research, teaching, and service (see details below), broader issues such as time management, navigating administrative systems and personnel, and career planning should be included.

Research
- Discuss ideas for research projects
- Suggest possible funding sources
- Introduce mentee to funding officers and program directors
- Assist with proposal mechanics such as budget and vita preparation
- Read and provide suggestions on proposal drafts
- Recommend top journals for papers, and introduce mentee to the journal editors
- Preview and provide suggestions on manuscripts prior to their submission
- Suggest key conferences to attend
- Introduce mentee to leaders in his or her field

Teaching
- Review syllabus prior to each course taught by the mentee for the first time, or when major changes are made
- Attend a class period taught by the mentee at least once per semester, or more often if there are issues for which feedback is needed
• Write a summary of observations for each class attended, in a form suitable to provide constructive feedback to the mentee and an evaluation for the Department Chair or Program Director

• Suggest that the mentee attend a few class periods taught by the mentor or other top instructors

• Go over a mid-course survey and the semester-end Faculty Course Questionnaire comments, to help the mentee identify areas and suggestions for improvements

• Help the mentee with suggestions on organizing and leading his or her research group of students, including issues such as individual meetings, group meetings, expectations for written and oral reports, and student motivation and training

Service

• Identify departmental service assignments that are most beneficial to new faculty (e.g., graduate recruiting committee, guest seminar organizer) and advocate for the mentee on these assignments

• Identify key program committees of professional societies and introduce mentee to the leaders so that he or she can co-chair sessions and participate in conference program planning

• Identify key proposal review committees and introduce the mentee to the appropriate program officers

• Show the mentee how to review papers and proposals effectively and efficiently

• Encourage the mentee to develop leadership skills and to take on leadership roles that will benefit his or her career and the department or program (e.g., co-directing graduate training grants and research centers, serving on national conference program committees)