

CALS DIVERSITY COMMITTEE DOCUMENT ¹

Mentoring Guidelines for New Assistant Professors

- Intention: To provide guidance and support for new entry level faculty in regard to the following:
 - the context in which they work,
 - peer and college expectations for reappointment and tenure, and
 - the ways in which they may have a successful and satisfying career in the department, the college and the university.

Mentoring is recognized as both informal and formal, but a formal meeting of the mentoring committee and the candidate is required once a semester during the probationary period.

- Committee: After six months employment, each new Assistant Professor, in consultation with the department Chair, will develop a mentoring committee, consisting minimally of two tenured, senior faculty. The department Chair is not a member of the mentoring committee. While the new faculty member and the Chair propose a committee, membership is based on the mutual agreement of all parties. One faculty member should come from the home department and one from outside. Mentors may review grant proposals and other products, visit classes and research spaces, and advise on the preparation of reappointment and tenure review materials.
- Related aspects: The Senior Associate Dean will meet with the new professor and the Chair of the department to discuss the tenure and promotion process and the research agenda. The Chair of the department will write an annual evaluation of the professor's performance.

¹ There is some variation in how the guidelines are put into practice in the College. For example, not all departments include a mentor from outside the home department—some use two faculty from within the home department. Some departments specifically arrange the mentoring committee (with the candidate's input, of course) to include individuals who are particularly strong in the effort areas for which the candidate is responsible—i.e., for a research-teaching position, the mentors would include one very strong researcher and one very strong teacher. For research-extension positions, one mentor would have particular expertise in extension and is there to help with questions regarding navigating that side of the professional world and being successful with those responsibilities. All mentors are concerned with the total development of each candidate.