

Mentoring Junior Faculty
Department of Asian Studies
3-part structure with accountability and recognition features for mentors

1. Chair's role
2. Faculty mentor's role
3. Mentoring network role

Department Chair

- a. Description of Role
 - 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 the jfm about resources and ways to advance their interests; to discuss teaching assignments and courses the jfm may want to develop. The meetings can also be used to choose faculty mentors inside or outside the department if this is appropriate to the JFM's scholarly and/or career interests.
- b. Means of Accountability and Recognition
 - 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.

Faculty Mentor

- a. Description of Role
 - Chair's meetings with jfm include identifying possible department or 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.
 - In the second year, the jfm chooses two tenured faculty members (one from the core faculty and one from the affiliated faculty list) as mentor(s) in collaboration with the department chair. The areas of focus for each of the two mentors will be defined. The mentors 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 mentors 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

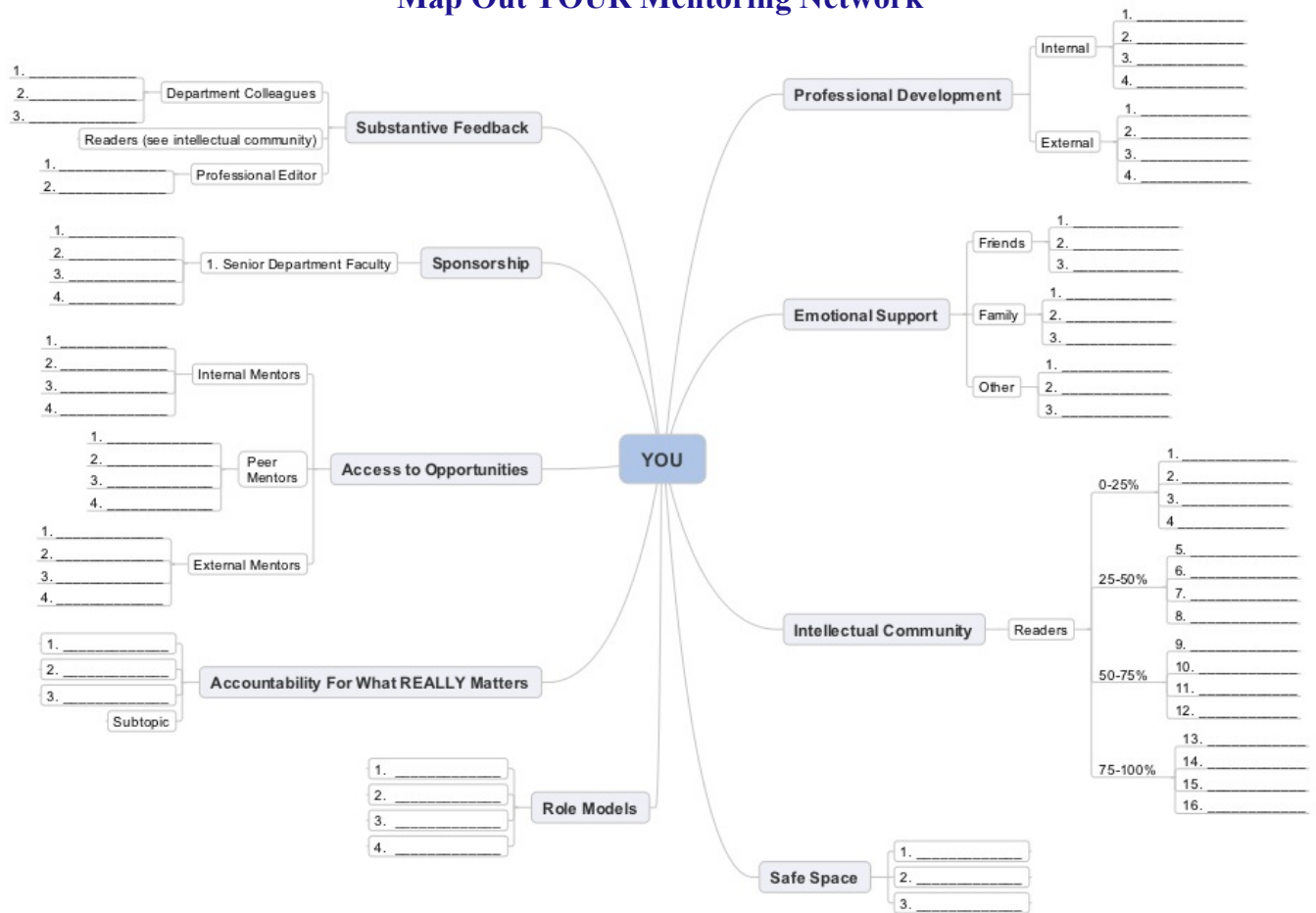
- Faculty mentors keep a log with dates and times of appointments with mentees. The log is a public document. They also keep meeting notes, including future plans and action items that can be updated. This is a confidential document. The log will allow mentors to concretely report mentoring service on AFRs and promotion statements while preserving confidentiality.

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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