

Mentoring New Faculty
Department of Counseling and School Psychology
College of Education and Human Development, University of Massachusetts Boston

I. Introduction

Mentoring implies a supportive relationship designed to guide the successful integration of new members into an organization and to enhance the subsequent ability of those members to add value to the organization. Mentorship is a collaborative learning process that draws upon the knowledge of a variety of faculty who can provide guidance (senior faculty, near peers, and peers may all function as mentors) to new faculty entering the field. The relationship is reciprocal and supportive, requiring active committed engagement on the part of both mentor and mentee. It is dependent upon the willingness of those acting as mentors to invest time for guidance on an ongoing basis. It also requires the commitment of those needing guidance to actively identify specific developmental goals and to invest time and energy to achieve them.

Mentoring should help junior faculty successfully acquire the key competencies within the institution and beyond needed to develop a productive career. The traditional, hierarchical, dyadic mentoring relationships may be enriched by an additional network of individuals providing very specific guidance in areas of professional development that may not be addressed within a single dyadic relationship. Mentoring relationships should evolve over time and may focus on one or several elements required for career success depending upon the career stage of the mentee, the career goals to be met, the level of guidance required, and the nature of the input from mentors. Thus, they may be enduring, long-term relationships that evolve over time into collegial rather than mentoring relationships, or they may be more transient relationships focused on specific areas of guidance at key career points.

Adapted from “[Guide to Best Practices in Faculty Mentoring](#)” from Columbia University

The following mentoring plan is intended for use within the Department of Counseling and School Psychology (CSP) within the College of Education and Human Development. The description herein outlines the roles and documentation necessary for the Department Chair, Faculty Mentor and Department Personnel Committee to support a New Faculty Member within the first six years of employment in CSP. This plan is intended for both tenure-track and non-tenure track full time faculty.

II. Roles and Responsibilities

A. Department Chair

a. Description of Role

- The Chair meets with each new (for the first 6 years) and/or tenure-track faculty member (NFM) once an academic year, preferably at the beginning in the fall.

- The Chair helps NFM to clarify what their goals are (research, teaching, service) for that academic year. This gives the Chair an opportunity to guide the NFM about resources and ways to advance their interests; to discuss teaching assignments and courses the NFM may 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
- The Chair logs in date and time of appointment. 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.

B. Faculty Mentor

a. Description of Role

- Chair's meetings with NFM 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.
- NFM can request a formal faculty mentor(s) during their first two years (or each year of their tenure-track appointment). This is a person to welcome a NFM and support them re: teaching, campus logistics and questions, etc. The Department Chair, in consultation with the DPC, appoints a mentor. NFM should formally endorse this mentoring relationship and report to the Department Chair.
- The mentor(s) and NFM should have a mentoring plan/agenda to discuss tenure and promotion expectations based on available documents and recent examples (while respecting confidentiality). They should sketch plans for teaching, research, and service up through the 4th year review (or next tenure/promotion review). They should meet at least two times a year to assess progress, address concerns, prepare for annual and major reviews, and generally serve as 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, e.g., grants and fellowships
 - Cross-departmental collaborations with faculty and centers
 - Possible service opportunities in department, college, university, professional and community 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.

C. DPC Mentor

- a. Description of Role
 - The Department Personnel Committee (DPC) will organize meetings with NFM following the AFR process in the fall. Meeting agendas may be developed collaboratively based on what mentors perceive as needs and what NFM faculty request. Examples of possible topics are:
 - Department expectations on scholarship and teaching
 - 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
- b. Means of Accountability and Recognition
 - DPC accountability can be provided via end of the year committee reports to the Chair. Each committee member as well as the committee and department chair would have data for reporting on AFRs and promotional reviews.

III. Resources

A. University of Massachusetts Boston Resources

- a. New Faculty Guide
https://www.umb.edu/editor_uploads/images/ofd/Guide_for_New_FacultySEPT2018.pdf
- b. Office for Faculty Development
<https://www.umb.edu/ofd>
- c. Center for Innovative Teaching
<https://www.umb.edu/cit>
- d. Organization of Major Personnel Action Files
[https://www.umb.edu/editor_uploads/images/ofd/OrgofMajorPersonnelActionFiles_9-26.19_\(1\).pdf](https://www.umb.edu/editor_uploads/images/ofd/OrgofMajorPersonnelActionFiles_9-26.19_(1).pdf)

B. National Center for Faculty Development & Diversity (UMB is a member of this organization, which provides mentoring tools to “thrive in academia.”) <https://www.facultydiversity.org/>

C. Suggests Readings on Mentoring

- a. Chronicle of Higher Ed, “Starting Fresh” (primer for new faculty)
<http://chronicle.com/article/Starting-Fresh/45870>

- b. Inside Higher Ed, “Mentoring Manifesto”
<http://www.insidehighered.com/advice/2013/08/12/essay-how-be-good-faculty-mentor-juniorprofessors> <http://www.insidehighered.com/users/kerry-ann-rockquemore>