

Department of Sociology
Mentoring Program
(November 28, 2021)

- The department chair will meet with new faculty to discuss their mentoring preferences and needs, considering worthwhile and appropriate connections related to both teaching and scholarship, as well as sources of basic advice about departmental expectations and university procedures. This initial meeting will occur, if possible, before the start of the first semester and it will result in the formal assignment of one (or more) faculty mentors.
- All tenured faculty are expected to be available to contribute to mentoring junior faculty. The department chair will engage tenured faculty in a way that is equitable with respect to workload and consistent with junior faculty preferences.
- An assigned mentor should plan to help the new colleague identify good people to ask about issues/concerns/questions specific to them (e.g., day care, schools, spousal/partner employment, moving, neighborhoods/towns, etc.), as these emerge during the first and subsequent years.
- The assigned faculty mentor should invite new faculty out for coffee/lunch early on, to check in with them, see how things are going, offer assistance, etc.
- Both the chair and the assigned mentor(s) should also help new faculty make other useful connections – e.g., with other faculty in the department or university that may be helpful for certain things/advice or who may be valuable disciplinary/research connections.
- While the faculty mentor will serve different purposes for each junior faculty mentored and this relationship will be unique for everyone, they will be a key point person for the junior faculty. The mentor should check in with faculty periodically to make sure they're getting the supports they need.
- Reading grant proposals/articles (and/or helping them identify good readers) is one thing that would be valued by junior faculty
- Yearly meetings with the junior faculty member, his/her mentor, and the department chair. This will allow for a more meaningful and tailored discussion around the AFR and the junior faculty's progress towards tenure and will ensure that the mentor and chair are providing a clear and consistent message.
- The mentor should be an advocate for the junior faculty member and help them navigate things like saying no to requests (and when it's a good idea to do so), dealing with conflict, and other things that can be particularly challenging to do when new and/or untenured.
- The chair will review with each junior faculty member each spring their mentoring experience and consider helpful changes.
- Whenever possible, taking leaves and sabbaticals into account, faculty assigned to mentor junior faculty should serve as the chairperson of the mentee's 4th year review and tenure review committee.
- Mentoring will be reported/credited on AFRs and acknowledged in personnel reviews.

- The Department Chairperson will maintain an ongoing record of effective mentorship approaches/activities, paying particular attention to the input from the perspective of the mentee, and will share this record with faculty annually.
- (The NTT committee to decide how they want to think about mentoring – and their thoughts will be included here).