COAS departments are expected to develop and implement mentoring policies that address all three areas of endeavor: teaching, research, and service. It is strongly recommended that these policies be in writing.

**Role of the chair**

From OAA 05-1 (The Authority and Responsibilities of the Department Chair) and from OAA 04-3 (Guidelines for Reappointment):

“Our chair has primary responsibility for explaining the department’s expectations to pre-tenure faculty and for ensuring that the faculty receive appropriate mentoring assistance. The chair and mentors must make clear to faculty the level of performance/productivity needed to document excellence in teaching, research/creative endeavor, and service.”

COAS chairs are expected to provide mentoring to all their untenured faculty in all three areas of endeavor to the degree possible for the particular chair and faculty member, and/or to ensure that others are available to do so.

Chairs are also responsible for recognizing and rewarding the service of mentors in annual performance evaluations and increment recommendations, and monitoring the effectiveness of mentoring relationships for the person being mentored.

**Mentors**

Where possible, untenured faculty should receive mentoring in all three areas from tenured departmental faculty in addition to the chair (in very small departments, this may not be possible). Some departments prefer mentoring committees, or different mentors for teaching and service, and some prefer a single mentor. Any of these models may work well. Departments may wish to find external mentors from other departments, especially for teaching. The department chair should facilitate making these connections for the junior faculty member, and monitor their effectiveness.

It serves the untenured faculty member if the mentor or mentors, internal and external, remain with them throughout the probationary period, but both the untenured faculty member and the mentor should have the opportunity to end the arrangement during the probationary period if it is not satisfactory to either.
Role of the Person Being Mentored

1. To be an active participant in the mentoring process, to seek out assistance when needed, to be willing to listen to advice, but to recognize that one is ultimately responsible for one’s own success.
2. To recognize if one is having difficulties in teaching, scholarship, or service and to take steps to improve.
3. To acquire an understanding of the requirements for promotion and tenure.
4. To be willing to reflect on whether the mentoring relationship is effective for both parties, and if not, to seek to improve it if possible, or to terminate it otherwise.

Role and Typical Activities of the Mentor

These are intended to provide general guidelines about reasonable or possible activities; mentors are not necessarily expected to perform all of them.

General

1. To understand the department, college, university, and disciplinary requirements for promotion and tenure, and to communicate them to the junior faculty member.
2. To be willing and available to answer questions about the department, college, and university, and to refer the junior colleague to other resources, if needed.
3. To assist the faculty member in learning about the departmental and university culture.
4. To provide feedback on documentation needed for reappointment, third-year review, and ultimately the promotion and tenure dossier.
5. To be able to respect differences between oneself and the junior faculty member in the areas of teaching, research, and service, and to recognize that there are many ways to teach effectively, to do one’s scholarship well, and to serve the university, community, and profession.
6. To be willing to reflect on whether the mentoring relationship is effective for both parties, and if not, to seek to improve it if possible, or to terminate it otherwise.

Teaching

1. To provide information about teaching, improving teaching, and documenting teaching for reappointment, promotion, and tenure.
2. To make class visits (or view online classes) on a somewhat regular basis, and to provide oral and/or written reports of those visits to the untenured faculty member for formative (improvement) purposes. It is helpful to junior faculty if these reports are rich in detail with specific examples from the observation as to how the faculty member might improve, but also if they are provided in a supportive manner to encourage open discussion about improving teaching and student learning.
3. Depending on department practices, to prepare regular written reports to the department for purposes of reappointment, third-year review, and promotion and tenure.¹
4. To be willing to review and provide feedback on class materials such as syllabi, exams, handouts and the like, especially when such review is requested by the junior faculty member.
5. To be willing to engage in informal discussions about teaching and improving teaching.
6. To be willing to provide referrals to appropriate campus resources in support of teaching (e.g., CELT, IT Services), and thus to be familiar with such resources.
7. To be willing to take advantage of campus resources (e.g., workshops through CELT, FACET, and the like) to improve one’s skill as a mentor.

Research, Scholarship, and/or Creative Endeavor

1. To provide general advice about expectations for scholarship for promotion and tenure.
2. To provide advice about how to organize one’s time to be able to be productive in scholarship.
3. To be available for discussions that facilitate the junior faculty member’s progression in scholarship, such as how to develop a research plan, how to find resources to facilitate scholarship, how to make connections in the scholarly community, and how to find outlets for scholarly publication and grants, and the like.
4. To be willing to provide feedback on grant proposals and manuscripts, even if that feedback is only about grammar and clarity of writing.
5. Ideally, mentors will have some familiarity with the junior faculty member’s general area of scholarship, and will thus be able to provide constructive feedback about the work. However, because many departments in the college have faculty members whose areas of scholarship don’t overlap, this might not always be possible.
6. In disciplines in which collaborative scholarship is typical, to encourage the junior faculty member to seek out opportunities for collaboration with others, including, if appropriate, with the mentor him or herself. However, in such cases, mentors should assist junior faculty in understanding the importance of developing an independent program of scholarship for promotion and tenure.

Service

1. To provide general advice about expectations for service for promotion and tenure.
2. To provide advice about how to choose meaningful and reasonable service activities for an untenured faculty member.

¹ Some departments seek to separate the roles of summative and formative review. Whether mentors can combine these roles well depends greatly on the individuals involved, and especially on the department culture.