

Physics Department Guidelines for Mentoring Assistant Professors

Every incoming junior faculty member will be assigned a dedicated faculty member whose research interests are best aligned with the junior faculty member. The faculty mentor may also assemble a mentoring team comprised of faculty from other departments, if this is deemed useful. Faculty mentors and junior faculty are expected to have meetings on a regular basis each semester along with at least one joint meeting with the Chair per semester.

Broad Mentoring Goals:

- Giving the junior faculty member an accurate assessment of what they need to accomplish to advance to tenure.
- Assisting the junior faculty in balancing the spectrum of demands on their time.
- Coaching them in the process of applying for extramural funding in support of their research.

Department Chair:

The Department Chair, in consultation with the Executive Committee, will appoint a mentor as soon as possible after the hire, based on overlap in research expertise and teaching interests. The faculty mentor will introduce the junior faculty to departmental procedures, help answer any questions the junior faculty member may have and help to determine an optimal sequence of initial courses based on discussions with the junior faculty.

In addition to assigning a faculty mentor, the Chair will meet regularly and separately with the junior faculty member and the mentor to assess the effectiveness of the mentoring relationship and take action if deemed necessary. The Chair will also organize review sessions that provide constructive feedback to the junior faculty member for their grant proposal submissions.

Faculty Mentor:

The mentor and junior faculty member should make plans for scholarship, teaching and service. Together, they should develop a year-by-year timeline that ensures that the candidate has adequate time and resources to develop their research program. Mentors are expected to meet with mentees 2-3 times a semester during the first year, and then an agreed upon time for subsequent semesters, with a minimum of one meeting a semester.

The mentor should be available to participate in discussing:

- a research trajectory and possible venues for submitting publications
- research-related funding requests
- cross-departmental collaborations with faculty and centers
- a sequence of courses that balances new and repeated courses and meets college expectations for range
- development of syllabi, expected types of assignments, grading systems, etc.
- possible changes in one's teaching style or syllabi based on course evaluations and reflection on one's teaching experiences
- possible "in-class observations" to provide feedback on teaching effectiveness or style, if desired by the junior faculty member
- possible service opportunities inside and outside the department

- the fourth year review personal statement and CV
- provide support around “big-picture” thinking like
 - how to balance teaching, service, research and other commitments
 - how to set up and manage a research group
 - how to make choices about service requests and other responsibilities

After the Assistant Professor undergoes their fourth year review, the mentor, who should be familiar with the candidate’s file, as well as the recommendations of the DPC, Chair, CPC, Dean and Provost, will meet with the candidate to examine at these documents with a view to planning what needs to be done to strengthen the case for tenure in terms of scholarship, teaching and service. They should meet with the Chair at least once to confirm the direction they are taking and to clarify any ambiguities among the reports.

Effective faculty mentors, as judged by the departmental chair in consultation with the junior faculty member, will be recognized during AFR reviews.