

SFE Mentoring for Pre- and Post- Tenure Faculty

Pre-Tenure Faculty

We have a five-point approach to mentoring: 1) Onboarding; 2) School mentor; 3) Mentor Map; 4) Writing Groups; 5) Professional Development.

- The Associate Dean will work with incoming faculty to onboard them. This should start happening as soon as an offer has been made and accepted. This process will consist of a document outlining the many parts of working at UMB and processes for acquisition of benefits, computers, IDs, an office, travel reimbursements, grant proposal development, etc. It will continue with frequent check-ins to make sure there are no problems with University systems and processes, and if there are, to help quickly resolve them.
- The Dean's Office will work with each pre-tenured faculty member to pick a SFE mentor. The SFE mentor will be the point person for additional support through the onboarding process, a sounding board for issues or concerns that pre-tenure faculty members may have, and guidance for preparing for tenure. The expectation is that the SFE mentor will meet with the pre-tenure faculty member at least once per semester, but more frequent communication is encouraged.
- The Dean's Office will work with each pre-tenure faculty to develop a Mentor Map that goes beyond the SFE mentor to lay out the many kinds of mentors for different issues or support needed. The Associate Dean will meet with each pre-tenure faculty member to review and update the Mentor Map yearly. We base this on the National Center for Faculty Development and Diversity's webinar on making a Mentor Map. <https://www.ncfdd.org/ncfddmentormap>.
- The Dean's Office will organize opportunities for writing groups for faculty each year. At the moment two approaches are offered: A Writing Feedback Tool (e.g. Louise Dunlap)¹ and/or a Tarot Card process (e.g. XYX Lab)². We expect writing samples and skills will be

¹ One is the Feedback Tool by Louise Dunlap which is based on a group of 3 or 4 members who each bring 2 pages of double-spaced writing and after the author and one other member of the group have read them out loud, each of the listeners answer the following questions 1) What are the words and phrases that stuck out? 2) What is the main message? 3) How did you experience the writing (I understood X or Y or I wondered about Z or W)? 4) What is a metaphor for the writing?

² The second is the Tarot Card process. A set of tarot cards with meanings and questions about your writing are provided (Developed by the XYX Lab at Monash University in Australia). Each person in a small group picks three cards and reflects on their writing based on the questions on each of the cards they picked.

specifically focused on preparing tenure packages. These opportunities can be a one-time event or can be monthly, bi-monthly as desired by participants.

- Each year the Dean's Office will develop two to four professional development opportunities for all faculty. They may range from how to support and refer students that may be having mental health issues, chances to create affinity groups for new or expanded research projects, classroom management skills development, DEI work (decolonize syllabi, how to make SFE space welcoming, team building etc.). There may also be external professional development opportunities offered by NFCDD or other organizations.

Post-Tenure Faculty

For midcareer/senior faculty we have similar approach as for pre-tenure (all faculty are welcome and encouraged to participate in all the activities mentioned above as desired, including being assigned a mentor). We also want to have opportunities for post-tenure and even post promotion to full to explore the different paths forward. Since pre-tenure can be singularly focused on getting tenure, post tenure can be a time to reflect on what is next. What are the leadership opportunities? What are the possibilities of changing research trajectories? How can work become meaningful in different ways? What changes do you want to make in how, where, and when you work? How can we better balance work and life. How should/can we prepare for retirement and what kind if any post-retirement work do we want to continue? To answer these questions, we will offer one or two annual workshops to discuss and plan together.

Accountability

We need to hold ourselves accountable for mentoring. However, we do not feel it is necessary to document with dates and times of mentor meetings. Each mentor and mentee should develop their own process. In some instances, it might be a once-a-semester meeting to keep track of progress and adjust a potential publishing spread sheet. In other cases, it might be an open text process where mentor and mentee keep in touch via text and/or phone with each other to discuss issues or questions as they arise. For others it might be a formal meeting once a year with an agenda and specific goals to review for each year's work plan. The Associate Dean will check in each semester with the mentor and mentee to confirm that the mentoring is happening and that both parties are happy with the flow and process.

University Supports

We encourage all pre-tenure faculty to attend the Junior Faculty Research Seminar, the CTI Teaching Junior Faculty Seminar, and the NCFDD Boot Camp. We encourage post-tenure faculty

to attend the mid-career faculty seminar. The Writing Center also has different opportunities for writing support.

Links for resources

The Writing Center: <https://www.umb.edu/writingcenter/services-for-faculty/faculty-writing-groups/>

National Center for Faculty Development and Diversity <https://www.ncfdd.org>

Undoing the Silence: 6 tools for social change writing <https://undoingsilence.org/book.html>