

UD ADVANCE Formal Mentoring for Faculty: Mentor-Mentee Suggested Topics*, Years 1-7

Year 1

Meeting 1: Early Summer (or by phone)

Check on mentee's plan to recruit grad students, lab space—renovations and readiness, equipment orders.

Meeting 2: Before First Semester

Check that mentee's teaching load and TAs are reasonable. Share sample class syllabi, evaluation mechanisms, teaching resources, university policies related to students. Suggest resources to streamline mentee's teaching preparations.

Meeting 3: First week of classes

Lightly review UD, College, and Departmental P&T guidelines, Faculty Handbook, AAUP Collective Bargaining Agreement, Family-Friendly Policies, highlighting: research semester, timing reviews, when to file for research semester.

Review research proposal submissions; Research Office role; funding sources.

Meeting 4: Mid-Semester

Review processes of yearly evaluation, peer evaluation and P&T (focusing on: research, papers, funding, external letters and the necessity to keep records).

Check on teaching and research activities

Meeting 5: End of First Semester

Revisit topics from first four meetings.

Discuss balance of research, service, teaching, and life.

Discuss developing a professional network.

Discuss mentee's long-term research/funding plan; draft a five-year research plan for next meeting.

Suggest other mentors, as necessary and appropriate.

Meeting 6: Middle of Second Semester

Review first-year (Chair's) evaluation; did Chair point out deficiencies or proficiencies you hadn't noticed? Are there issues? (Is the teaching load still appropriate and on track? Is research on track? Is the service load reasonable?)

Review five-year plan.

Review deadlines for applying for research leave.

Year 2

Meeting 1: Before Start of First Semester

Review timetable to apply for research sabbatical.

Did the mentee meet objectives for the summer?

Review deadlines for grants and graduating students.

Have papers been submitted, have reviews been received, and is the mentee dealing with comments in a professional, timely manner? Put comments into perspective.

Review deadlines for grants and graduating students.

Review mentee's dossier for the two-year review.

Check that mentee has grad students and is actively mentoring and engaging them in research presentations

Meeting 2: Mid-Semester

Is mentee attending national meetings and making external contacts?

Mentor: suggest appropriate faculty to advise mentee on research proposals.

Meeting 3: Beginning of Second Semester

Update mentee's five-year research plan, focusing on the first four years and on longer-term projects.

Review mentee's teaching load, evaluations; mentee's service—does it highlight mentee? Is it onerous or nonexistent?

Meeting 4: Middle of Second Semester

Review two-year review. What steps must the mentee take to move forward?

Review five-year research plan. What does mentee want to look like to an outside evaluator in three years?



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Year 3

Review teaching load and discuss teaching.

Consider opportunities for mentor or another individual to nominate mentee for specific awards.

Reevaluate mentee's research progress and paper output, and especially what is "the story" (identify unifying themes).

Check that mentee updates CV and maintains a file of supporting documents.

Mentee writes up and reviews with mentor a revised five-year research plan.

Revisit P&T guidelines.

Develop tentative list of external reviewers.

Years 4 & 5

Update dossier for four-year review.

Mentee writes up and reviews with mentor a revised five-year research plan with focus on next two years.

After four-year review: discuss perceived weaknesses in dossier and how to correct them.

Update list of external evaluators.

Thought exercise for the mentee: How would colleagues describe your work? How would an external evaluator describe your contributions? Are these comments fair? What do you need to change? (see full checklist for details on this thought exercise.)

Years 6, 7 (after promotion):

The mentor's role remains crucial, keeping the mentee focused on keeping up the momentum and driving towards the next promotion.

Review funding opportunities for tenured mentee

Review awards, honors, etc. that mentee might pursue

Resources

- www.udel.edu/provost
- resources.engr.udel.edu/faculty/mentoring/
- www.udel.edu/advance/

*Note: Different faculty have different workloads, disciplinary practices, etc. Not all topics will apply to all faculty. Departments should modify this template checklist as needed.