Department of English Mentoring Policy
Prepared by the Head's Advisory Committee, Spring 2019

Overview: Mentoring as Mutually Beneficial Service
The Department of English regards mentoring of new colleagues, regardless of rank, as an important component of faculty service. As such, mentoring has a designated place on the Annual Activity Report, and it will be considered, along with other forms of service, in annual reviews of faculty members and in departmental discussion of cases for promotion. Although the primary goal of mentoring is to provide encouragement and support that will help new colleagues to succeed, the Department recognizes that effective mentoring may include a variety of different activities. Depending on the mentee's program, rank, and responsibilities, the mentor's roles may include:

- taking the time to learn about the mentee's interests and concerns;
- explaining institutional culture and processes;
- introducing the mentee to faculty with similar interests;
- sharing teaching materials and information about campus resources;
- encouraging participation in conferences and professional organizations;
- offering suggestions for publication venues and professional development opportunities;
- volunteering to read drafts of scholarly work and promotion materials; and
- inviting collaboration in teaching and/or research.

The Department recognizes mentoring as a dynamic and collaborative relationship that offers mutually beneficial experiences and opportunities for both mentee and mentor.

Mentoring Program Structure and Guidelines
To help ensure a robust mentoring program, the Head, in consultation with the new hire and the program directors/coordinators, will oversee the initiation of the process for each new faculty member. The number of mentors assigned may vary depending on the program and the availability of senior staff. The First-Year Writing Program and Professional Writing Program, for example, have developed their own mentoring practices that do not rely solely on a one-to-one model. (See below for descriptions of those programs' policies.) In general, however, the mentor(s) should contact their assigned mentee before or shortly after s/he arrives on campus. Mentors should arrange to meet face-to-face with the mentee once or twice a semester for the first few years of employment or until the pair agree to reduce the frequency of such meetings. During these meetings, mentors should try to assess the needs of the mentee as well as the nature of their own roles as mentors. While some mentors, for example, may focus primarily on helping a new faculty member to get established and feel at home in the Department and in the University, others may focus on helping the mentee get work published, on developing or updating courses, or on improving their teaching. In any event, mentors should try to consider what kinds of mentoring activities are likely to prove most beneficial at a given moment. Whereas mentoring in the first year might focus on sharing teaching materials and/or helping a new faculty member understand institutional culture, mentoring in subsequent years might focus on helping a mentee to make or revise a strategic plan for meeting reappointment, promotion, or tenure requirements. Unless they are on leave, senior mentors should be available to sit in on annual reviews of mentees and to discuss their dossiers for reappointment, promotion, and tenure. Mentors who are going on leave should remind the Head to appoint a substitute to serve during their absence. Mentees shall have the right to request from the Head a change in their mentorship pairing(s) if they feel that the match is not a good fit. The Head shall also consult with the mentee about whether or not he/she would like his/her senior mentor present at each annual review.

Policies and Recommendations by Rank and Program

Tenure-Track Faculty (All programs)
For new hires on the tenure track, the Head and appropriate program director will ordinarily assign two mentors in consultation with the mentee. Whenever feasible, one of the mentors will be a senior colleague from within the mentee's sub-discipline, and the other mentor will be a junior colleague from another area. After the first year, in which attention is focused on settling in to departmental and university cultures, mentors should shift appropriate attention to activities unique to the tenure track. These might include development of long-term research plans; development of a robust teaching portfolio; applying for external funding (if appropriate); compilation of RPT dossier(s); discussions about mentoring graduate students; and advice about maintaining a reasonable balance of time and effort across all areas of responsibility.

Professional-Track Faculty in First-Year Writing Program
Faculty mentoring in First-Year Writing takes place across a number of different sites: professional development workshops, the personnel review process, a faculty share site on Moodle, and discussions with the Director. Faculty are invited to lead and attend eight program-specific teaching workshops a semester, with topics generated by the faculty. Our personnel review process foregrounds peer mentoring, as senior faculty observe and review newer faculty members' classes and assessment practices, culminating in a faculty review conducted by administrators and senior faculty. We also maintain a Moodle space for faculty to share assignments and ideas, and the Director holds faculty-only office hours to encourage and support face-to-face discussions.

Professional-Track Faculty in Professional Writing Program
Professional Writing mentoring begins with focused advice for new instructors. New full-time instructors who have not taught for the program are paired with experienced instructors willing to share materials and offer advice, if needed, for adapting to online or hybrid formats. Ongoing mentoring in Professional Writing continues with faculty meetings; 3-5 professional development workshops per semester organized by faculty; and access to an archive of shared syllabi and assignments. Our monthly newsletter updates faculty about workshops, teaching ideas, and program news. Finally, our observation and personnel reviews involve Senior Lecturers in evaluating newer faculty members, and incorporate one-on-one reflection and goal setting meetings with the Director.

Professional-Track Faculty in Literature, Film, Creative Writing, and Journalism Programs
Given the comparatively small numbers of PT faculty positions in these programs, the department recognizes that neither the one-to-one model with two mentors (as for TT faculty) nor the group-based model used by PWP and FYWP is entirely suitable for this cohort. The committee therefore recommends a hybrid model in which each new faculty member is assigned a senior colleague as primary mentor. The mentor can be either a tenured or tenure-track colleague, or a more senior PT colleague; appropriate matches will be determined by the program directors in consultation with the mentee. This relationship should be supplemented by the development of a group support network for PT faculty both within and across these four programs. The forms of support might include: communication forums (listserv and/or Moodle pages); occasional group meetings with the Head and/or program directors to discuss issues of concern; and support for informal relationship-building within the cohort. Disciplinary groups shall have the responsibility to include their PT members in social and networking activities, and in discussions regarding disciplinary group policies, course planning, etc.

Approved 12/3/2109