

2. Include a single-page list in each file of criteria for that area and what evidence to collect.
 - B. Keep track of what junior faculty are doing so you can guide their efforts
 1. Regular formal or informal conversations about tenure can be a good way to do this.
 2. Informal conversations might be over coffee with the junior faculty once a semester.
 - C. Provide annual written feedback on their progress toward tenure
 - D. Find ways to support the development of junior faculty
 1. You have to take initiative, because they often won't know what to ask about.
 2. Examples:
 - a. Schedule them to teach a graduate class that facilitates research they're doing.
 - b. Help them find funding (perhaps from the dean) to send them to a teaching development conference they might not have known about.
 - E. Offer candidates the opportunity to provide timely responses to any evidence in their file that they feel is inaccurate or misleading (this should be used sparingly).
- IV. Help candidates develop strongest possible file.
- A. Consider assigning a senior faculty to help them prepare their file.
 - B. Have department or candidate provide relevant contextualizing info in P&T file—keep this brief, but provide enough to help reviewers (internal or external) understand and interpret the evidence.

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Mentoring Faculty Colleagues¹

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Department chairs often come from—and return to—faculty ranks. That temporary status shift complicates interactions with colleagues, even (or especially?) given communication scholars' rich understandings of the process. Knowing how to collegially and productively manage key interpersonal aspects of leading an academic unit can simplify a chair's unusual supervisory role for everyone involved.

I. Key Needs

- A. The Andrew W. Mellon Foundation's Faculty Career Enhancement (FCE) program names as key issues requiring faculty mentoring, time, and space:

¹ Harvested from Stanford's "Tomorrow's Professor" Listserv: <http://cgi.stanford.edu/~dept-ctl/tomprof/postings.php#>

1. The need for faculty professional and personal balance.
 2. The need for intellectual and social community. And
 3. The need for experimentation, risk-taking, and innovation.
- B. Meet one-on-one with faculty, framing conversation around perceptions, strengths, and priorities:
1. What is your perception of our department?
 2. What strengths do you bring to what we are about and the students we are here to serve?
 3. What are your priorities for the next year?
 4. What departmental priorities are most important for our advancement and academic excellence?
- C. General Rules to convey to mentees:
1. Know your strengths, interests, and values—know yourself.
 2. Understand what the department hired you to do, and deliver it. Keep current on expectations as they evolve over time.
 3. Further Your Institutional and Departmental Missions in meaningful ways.
 4. Never Lie.
 5. Respect Everyone’s work, time, and efforts:
 - a. Be collegial in all your working relationships.
 - b. Avoid creating antagonistic relationships.
 - c. Don’t focus on demonstrating your own brilliance.
 6. Pick Your Battles.
 7. Own Your Mistakes.
 8. Because we live in such a small world, it really is important not to burn bridges, no matter how tempted you might be.
 9. Craft Your Role with Intention:
 - a. Think about how you would like to be perceived and then behave in ways that promote your intended image.
 - b. Craft the story now so you’ll be proud to tell it later.
 10. Remember that a sense of humor goes a long way (and is sorely lacking in so many staid, self-important academics!).
- II. Be attuned to impacts of a mentee’s sex, race, ethnicity, or cultural background.
- A. Mentors coming from a dominant culture must transcend their fears or biases about other races and ethnicities.
 - B. Mentors need to find ways to understand and empathize with mentees’ life situations.
 - C. Mentors need to find ways to talk openly about those things.
- III. Teacher Preparation Matters (pun intended)
- A. Mentoring can greatly enhance the process of making tacit knowledge explicit.
 - B. Through the mentoring process individuals are allowed to interrogate their practice, reflect and then reappraise the values, theories and aspirations attached to their individual theories of learning and teaching.
 1. A successful faculty mentoring program should revolve around classroom teaching.

2. Give junior colleagues in-class observation not solely for promotion and tenure but also to give feedback on the development of classroom teaching skills.
- IV. An effective curriculum for mentoring new faculty members should include four components:
 - A. Review of educational theory.
 - B. Development and mastery of a diversity of teaching techniques.
 - C. Collegial networking and the reciprocal process of testing theory.
 - D. Examination of teaching practices.
 - V. Mentees ultimately must make their own way; mentors must be prepared to face thorny issues and to understand their efforts may not pay off quickly or perhaps ever.
 - A. Mentees learn most through observing, doing, commenting, and questioning, rather than simply listening.
 - B. Mentoring is also seen as a powerful tool for professional development and learning for the mentor.
 - C. Know what parameters to keep with mentees so they don't become dependent on / addicted to you.
 - D. It is seen as a means for encouraging systematic critical reflection. It is also a powerful tool to help mentors articulate the skills and knowledge they may have which are frequently tacit. Making explicit what one does and thus allowing someone else to learn from that knowledge is a powerful tool to have: mentoring facilitates the learning of such tools.
 - E. Always remember that faculty are peers and not subordinates, and treat them accordingly. The vast majority are hardworking, cooperative, and collegial, though much supervisory energy gets spent on those who aren't.

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