

## **Mentoring of new Assistant Professors in the Department of Philosophy**

1. *Who should be mentored:* New Assistant Professors both on the tenure track and the professional track should be assigned mentors.
2. *Mentoring structure.* The mentorship of new Assistant Professors in the Department of Philosophy will be conducted by a cluster of mentors. New faculty will be assigned 2 or 3 mentors. At least 2 mentors should be assigned from the Department of Philosophy; 1 or more may be assigned from another department. A faculty mentor from outside the Department is strongly recommended if an external mentor could offer support, for instance in terms of subject expertise and/or networking connections, that may not be available within the department. This may be especially important for new faculty from underrepresented groups in the discipline.
3. *Appointment of mentors.* The cluster of mentors will be chosen by the Department Head in consultation with the new faculty member.
4. *Coordination of mentors.* The cluster of mentors may mentor individually or collaboratively, as the case warrants.
5. *Setting expectations.* The new faculty member will meet initially with each mentor to draw up a mentoring plan. The mentoring plan will include the aims of each mentoring relation; a template with possible mentoring activities and goals will be provided. Each mentoring plan may be different and keyed to the varied roles the mentors will have with respect to the new faculty member—research, networking, teaching, progress toward promotion and tenure, work-life balance, serving as a gateway to college or university resources.
6. *Frequency of meeting.* Each mentor is expected to meet with the new faculty member at least one time per semester, although more frequent conversations are desirable. Mentors will report the number of meetings that they have had with each of their mentees on their Faculty Annual Review reports.
7. *Oversight.* The Department Head will confirm each semester that mentors are meeting with the new faculty member, and ensure that all mentoring aims are being met by the mentors collectively.
8. *Faculty service.* Mentoring Assistant Professors should be recognized as departmental service on Faculty Annual Review reports.
9. *Process for changing mentors.* The Assistant Professor, or a mentor, may request such a change at any time. At the end of each academic year, the Department Head will consult with the cluster of mentors as well as with the Assistant Professor to evaluate whether the mentoring relationships should be continued or if new mentors should be assigned.

## Mentoring agreement plan

<b>Managing Mentoring</b>	<b>Agreement</b>
Main mode of communication outside in-person meetings (phone, text, e-mail etc)	
Frequency of meetings	
<b>Possible Mentoring activities</b>	
Guidance and support through the promotion/tenure process (eg. constructing plan, advising on cv and 3-page statement, advising on publication venues)	
Guidance and support in teaching (eg constructing syllabi, talking through teaching problems, peer teaching observations)	
Discussion of career management (eg short and long term career goals, what professional responsibilities to accept when)	
Assistance with grant funding and other applications (eg recommendation of fellowships, reading grant proposals)	
Support in writing and publishing (eg reading draft papers, discussing referee reports, assistance with selecting journal publication venues)	
Support in managing work-life balance (eg taking time away from work, managing family commitments)	
Helping to develop professional networks at TAMU (eg invitations to meetings, shared lunches, suggesting talks)	
Guidance and support in developing mentoring skills (eg discussing mentoring of graduate student advisees)	
Helping to develop professional subject-related networks outside TAMU (eg making introductions at conferences, inviting speakers)	
Being available to talk through professional problems or difficulties with colleagues	