

# Faculty Mentoring Program

## TOPICS AND STRATEGIES FOR MENTORING CONVERSATIONS

What follows are suggestions. Mentors are not expected to be the expert or best source of information on these topics.

Rather, the mentor might ask, “**Whom would you approach to find out about...?**” or “**How do you go about finding the best ideas on ...?**” or “**What have you learned about...?**”



### Research and Publication

- Achieving a focus for research/writing rather than a scattershot approach
- Identifying possible research/writing projects and the sequence of tackling them
- Compiling a list of resources to support research, including grants, co-researchers, readers
- Setting realistic deadlines for writing/research projects
- Setting guidelines for reviewing progress on research endeavors
- Blocking time for research/writing; using time productively
- Conference attendance; setting and achieving goals of expanding professional contacts
- Developing a long-range research/writing plan (topic/questions, proposed studies, intended outcomes, dissemination audiences, potential funding sources, grant development, timeliness)
- Evaluating potential publication outlets in area of interest
- Discussing an article submitted for publication
- Discussing the process of writing a book

### Teaching

- Discussing personal/professional goals related to instruction and courses
- Containing the number of course preparations and wisely investing time in course modifications
- Drafting long-range plans for teaching
- Evaluating personal goals in relation to teaching

## **Service**

- Clarifying departmental expectations about service
- Gaining perspective on university committee service
- Integrating service with scholarly interests
- Making contacts in the community

## **Departmental, College, University Relations**

- Meeting faculty from other disciplines
- Developing networks in similar fields or related interests
- Discussing the socialization of new faculty members in one's department
- Using the mentor as a sounding board about the various roles the mentee is asked to take up as part of departmental citizenship
- Assessing the interpersonal climate with regard to issues of diversity (age, gender, race, sexual orientation)
- Managing sensitive interpersonal exchanges with colleagues
- Understanding changing perception of colleagues as one progresses toward tenure
- Developing an appropriate level of campus visibility

## **Time Management**

- Developing a realistic workload
- Getting rid of unproductive time investments
- Becoming comfortable saying "No" to requests that take time away from goals
- Prioritizing career goals and outside income opportunities
- Balancing family and career goals