

Priority Mentoring Areas

According to the focus group participants and pre-tenured survey respondents (from research gathered in spring 2006 and 2007 at UMass Amherst), there are numerous challenges to professional success and personal well-being, the majority of which fall into five key categories that closely parallel the challenges identified in the literature of faculty development at large. These challenges have been designated as “Priority Mentoring Areas.”

Below each priority please write several things that you can do as a mentor to assist your mentee in this priority area.

Getting to Know the Institution: Understanding the academic culture of departments, schools/colleges, and the institution; identifying resources to support research and teaching; and creating a trusted network of junior and senior colleagues.

Things I can do to assist:

Excelling at Teaching and Research: Finding support for research such as developing a research/writing plan, identifying sources of internal and external funding, soliciting feedback on manuscripts and grant proposals; and finding support for teaching such as developing new courses, pedagogical methods, technologies, and interdisciplinary curricula.

Things I can do to assist:

Understanding Tenure and Evaluation: Better understanding the specific steps of the tenure process, learning more about the criteria for evaluating research and teaching performance, finding support in developing the tenure dossier, soliciting feedback on the quality and quantity of work through the annual faculty review.

Things I can do to assist:

Developing Supportive Professional Networks: Establishing substantive, career-enhancing relationships with faculty who share similar interests, challenges, and/or opportunities. These faculty may be from other UMass Amherst departments and schools/colleges, and/or from other institutions. Networks designed to support under-represented faculty, female faculty, full-time lecturers, mid-career and senior faculty, and faculty interested in future leadership roles are particularly encouraged.

Things I can do to assist:

Creating Work-Life Balance: Prioritizing/balancing teaching, research, and service; finding support for goal setting; developing time management skills; attending to quality of life issues such as dual careers, childcare, and affordable housing.

Things I can do to assist: