

Some Suggested Questions to Discuss

This is a list of questions common to many Assistant Professors. You may consider discussing these topics in your advising meetings.

Promotion & Tenure	
	What are the formal and informal criteria for promotion and tenure?
	What or who can clarify these criteria?
	What would you have wanted to know when you began the tenure process?
	How does one build a tenure file?
	Who sits on the tenure committee and how are they selected?
	How should I prepare for merit review?
	What can I negotiate when I get an outside offer?
	How should I prepare for the third year review?
	Is my job description matching the work I do?
	Are my research, teaching, service and grants of an appropriate level?
	Who should I meet in the institution, in the discipline and even worldwide?
Research	
	Am I publishing enough?
	How can I increase my visibility in the field?
	What conferences should I attend?
	Are there people that I should collaborate with?
	How do you get on professional association panels?
	What are the journals to publish in? Have any colleagues published there?
Teaching	
	What classes do I need to teach?
	How do I get a good teaching schedule?
	How to I get to teach important classes?
	How do I deal with sticky situations or problems with students?
	Do I have enough graduate students?
	How are teaching evaluations handled and weighted?
Service	
	What are the important committees to serve on?
	How can I get nominated to be on them?
	Are there committees to avoid?
	How is this work documented?
Department or Research Unit Culture	
	What are the appropriate ways to raise different kinds of concerns or issues and with whom?
	How do people find out about and get nominated for awards and prizes?
	What organizations are important to join?

Adapted from "Giving and Getting Career Advice: A Guide for Junior and Senior Faculty" NSF ADVANCE at the University of Michigan

<http://advance.umich.edu/resources/toolkit.pdf>

Best Practices for Mentoring Success

Research has found many benefits for faculty mentees, mentors, and the institution. With the benefits of receiving mentoring potentially enormous (Trower 2012), faculty mentoring is too valuable to be left to chance.

Benefits for Mentees

- Increased productivity, including more publications, more NSF or NIH grants, and an increased likelihood of publishing in a top-tier journal (Blau et al. 2010; Carr et al. 2003)
- Enhanced tenure and promotion prospects (Johnson 2007; Kosoko-Lasaki et al. 2006; Stanley & Lincoln 2005)
- Increased sense of support for their research (Carr et al. 2003)
- Heightened teaching effectiveness (Luna & Cullen 1995)
- Higher career satisfaction (Carr et al. 2003)
- Lower feelings of isolation (Carr et al. 2003; Christman 2003; National Academy of Sciences 1997)
- Greater sense of fit – especially for women and faculty of color – which has shown to be critical to job satisfaction and retention (Trower 2012)

Benefits for Mentors

- Personal satisfaction (Johnson-Bailey & Cervero 2004)
- Sense of contribution and accomplishment (Fogg 2003)
- Revitalized interest in their work (Murray 2001)
- Exposed to fresh ideas and new perspectives (Johnson- Bailey & Cervero 2004; Murray 2001; Zellers et al. 2008)

Benefits for the Department & Institution

- Increased organizational devotion (Trower 2012)
- Increased retention (Kosoko-Lasaki et al. 2006)
- Accrued benefits to individual mentees and mentors (Johnson 2007)

Research Highlight (Blau et al. 2010)

Female faculty in economics who applied to be in a mentoring program were randomly assigned to participate in the program (treatment group) or not (control group). After five years, those in the treatment group had on average:

- 3 additional publications
- 4 more NSF or NIH grants
- A 25% increased likelihood of having a top-tier publication