

Department of Foreign Languages and Literatures Faculty Mentoring Guidelines

The Department of Foreign Languages and Literatures at Auburn University is committed to the career development of all faculty members within the department. Faculty mentorship is one way to support the advancement of a successful career. Mentoring takes many forms and originates from a variety of sources. In the Department of Foreign Languages and Literatures, new faculty members are encouraged to seek a faculty mentor from among the tenured faculty within the same language area if available. The following guide offers suggestions and recommendations intended to help junior faculty develop relationships with senior faculty who can provide mentorship and career advice.

Faculty mentoring is considered departmental service.

Faculty Mentees will assume the responsibility of approaching their chosen Mentor to formalize the mentoring relationship. Mentees should inform the FLL Chair of whom their mentor will be.

The mentoring process may occur through a number of different interactions and relationships. One-on-one mentoring is a way for a senior faculty member to give specific feedback and direction to a new member of the department. Junior faculty members will likely rely on the department chair and program directors to aid in the transition into their new position at a new institution. Junior faculty should also consider developing relationships with other senior faculty members that have similar scholarly interests to their own. Mentoring can also occur in a group setting with several senior faculty and a junior faculty member.

Mentors and mentees should plan to have a formal (documented) meeting at least twice per academic year so that the mentee's immediate concerns and questions as well as short-term goals can be addressed at an initial meeting (perhaps in the fall semester) and then verified in the spring semester.

After each meeting, the mentor will complete and sign the Mentor Information Form, which will then be submitted to the mentee. Once the mentee has signed it, a copy should be submitted to the department chair and the original returned to the faculty mentor.

On the Mentoring Form to be submitted by the senior faculty mentor about their mentee, mentors should address the mentee's progress in the following areas, keeping in mind university and departmental standards and requirements for promotion and tenure:

Teaching: designing courses, co-teaching courses, class observations (at least three Peer Evaluations must be turned in with the candidate's P&T dossier; preferably one from each of the three years prior to P & T candidacy)

Research: book-length articles, journal articles (publication statistics must be provided at the time the P&T dossier is submitted), international conferences, regional conferences, local conferences

Service: committee work at the department, college and university level

Outreach: (as applicable)

Suggestions for Mentors

- Acquaint mentee with department/institutional culture, policy, and practices.
- Acquaint mentee with expectations for performance in research, teaching, and service.
- Take the initiative in contacting the mentee to set up at least two meetings per academic year.
- Help the mentee develop a professional contact network.
- Share information about professional opportunities internal and external to the university (funding sources, potential collaborators, publication outlets).
- Advise the mentee about establishing a research focus and serve as a sounding board for research ideas.
- Discuss effective instructional techniques.
- Provide guidance for documenting scholarly activities and professional achievements.
- Assist mentee with identifying long-term research goals and short-term objectives.

Suggestions for Mentees

- Seek out senior faculty members as mentors to address specific needs.
- Meet with faculty mentor at least twice each academic year.
- Inform yourself of the P & T policy of the university and department
- Listen with an open mind to advice and constructive feedback given by the mentor.
- Be willing to voice and explain concerns to your faculty mentor.
- Keep mentor informed of teaching and research progress, achievements, difficulties, and concerns.
- Avail oneself of opportunities for professional growth in teaching, research, and service.

MENTORING INFORMATION FORM

To be completed by the faculty mentor:

Name of Mentee: _____

Name of Mentor: _____

Date of meeting/s with Mentor: _____

Briefly, please comment on the Mentee's progress in the following areas:

Teaching:

Research:

Service:

Outreach (if applicable):

Describe the overall progress of the Mentee:

Regarding the previous categories, please specify the Mentee's short-term and long-term goals below:

Recommendations to the Mentee: *

Signature of Mentor: _____ Date: _____

Signature of Mentee: _____ Date: _____

* It is ultimately the responsibility of the Faculty Mentee to fulfill all of the requirements towards tenure and promotion, which are defined in the Auburn University Faculty Handbook and the Bylaws & Guidelines of the Department of Foreign Languages and Literatures.