

## Departmental/Program Mentoring Plans

All departments/programs with tenure-track faculty members, renewable lecturers, or renewable laboratory instructors are to have mentoring plans, which include the following minimum requirements.

1. Early in the fall semester, the department chair assigns at least one senior colleague mentor for each junior faculty member.
2. The mentor schedules at least one meeting per semester with the mentee. These meetings are separate from the annual meeting with the chair, required by the *Policy* for tenure-track faculty.
3. The mentor sends the meeting dates to the provost's office.

Included here are the most recent versions of mentoring plans submitted to the Office of the Provost/Dean of the Faculty to date. Please contact Hayley Spizz ([hspizz@smith.edu](mailto:hspizz@smith.edu) or x3005) with questions.



Please access the bookmarks icon to find hyperlinks to plans for individual departments/programs.

Department of Africana Studies  
Smith College  
Mentoring Policy  
Adopted May 2017

Mentoring junior faculty should supplement and complement the department's annual evaluation of assistant professors but it should not take the place of these regular evaluations. The purpose of annual evaluations is for the department to review the assistant professor's teaching, research and service and to provide feedback as to whether the individual is meeting the expectations of the department and the college to fulfill the requirements for tenure. Mentoring, on the other hand is a less formal, more flexible and more dynamic relationship that enables senior faculty to introduce their junior colleagues to the culture of the department, the college, the 5-College community and the profession. Oftentimes, the issues and questions that arise for a junior colleague are unaddressed in the functioning of the department and/or college. A young scholar's ability to navigate this professional terrain can become more manageable with support provided through informal conversations between mentor and mentee. This policy is meant to serve as a guide for senior faculty in the department, but we don't mean for any of the recommendations outlined to be read as mandatory or proscriptive. Ideally, mentoring should allow all involved individuals to develop and learn from each other through ongoing conversations about professional goals and strategies. Because teaching and research are the most important categories upon which tenure decisions are based at Smith College, these are the areas that the department should be most attentive to when mentoring junior faculty.

Because of the small size of our department, it is not always practical to designate specific individuals as mentor/mentee pairings. In that regard, the department chair should encourage senior colleagues to share their particular strengths with the assistant professor. The department chair should also designate one senior colleague as a mentor, and that mentor will meet at least once per semester with the junior colleague. (At this meeting, the junior colleague can be encouraged to identify which mentoring discussion topics are of greatest interest; see the college list/document.) It is worth saying that because the department chair takes charge of the annual evaluation each year, thereby acting in an official, supervisory capacity, other tenured faculty should not assume that the chair will assume the lead mentorship role.

Recognizing that conversations about pedagogy and curricular concerns would be mutually beneficial to all department members, we will set aside time during at least one department meeting each semester to discuss challenges in the classroom, teaching strategies, curricular innovations, etc. In addition, in their first semester at Smith new faculty should meet with the chair to review their syllabi in order to ensure that readings, course expectations, grading, etc. are in line with the culture of the college. New faculty should also be invited to class meetings of their senior colleagues that first semester. Exposure to different teaching styles, learning aides,

and classroom dynamics can help new faculty to understand the expectations their colleagues and students will have of the instructor's performance in the classroom.

In regards to scholarship, the department's tenured faculty should lend support at all stages. Tenured faculty who have recently gone through the process of moving through the peer-reviewed journal process, or from acquiring a book contract to publishing the manuscript, might help guide the assistant professor through these steps. Conversations about the publishing industry and particular presses can help junior faculty to identify the journals and presses that would prove most suitable for and receptive to their work. Senior faculty should also offer support during the writing and revision processes of proposals and manuscripts.

While assistant professors should be responsible for defining their intellectual goals and professional plans, and should also be encouraged to bring problems, concerns and questions to their mentors for advice or support, mentors are responsible for initiating a meeting with the assistant professor at least once a semester. The responsibility of the mentor to seek out the mentee is far greater than the reverse because it takes time and feelings of comfort for a pre-tenure faculty member to initiate conversation about something they need help with. Tenured faculty's ability to provide feedback on a range of questions, from the most basic to the more complicated – questions, such as the necessity of attending particular meetings, the usefulness of delivering a co-curricular lecture for a student group, or the wisdom of pursuing publication with a particular journal or press – can only be enhanced if senior faculty are diligent about initiating and maintaining contact with untenured colleagues.

The mentoring relationship should allow departmental colleagues to connect with each other; as well as enable senior members to connect the assistant professor with other relevant members of the Smith or 5-College faculty. Given AFR's interdisciplinary nature, we should work to help new and junior colleagues to develop meaningful relationships with other faculty working in the junior faculty member's discipline at Smith or Five Colleges (to the extent they desire).

AMS Mentoring Plan  
(Approved November 2011)

In addition to the annual meetings with the Director and a senior faculty member and the class visits and discussion of those that are part of the regular reappointment and promotion processes, faculty in the American Studies program will mentor junior colleagues as follows:

1. For each year of the probationary period, one senior member of the AMS Executive Committee will serve as mentor to the junior colleague. The mentor will meet at least once per semester with the junior colleague. These meetings will be informal and non-evaluative, focused on making legible the intellectual and social norms of the program. The untenured colleague will have a different mentor from the Executive Committee during each year of the probationary period.
2. The American Studies Executive Committee will devote part of at least one of its meetings each semester to discussion of publishing and teaching in the field. These discussions will be aimed at sharing information and experience. The conversations will be of use to all, but will be explicitly constructed in terms of “mutual mentoring,” as opportunities for experienced faculty members to provide advice on the basis of their experience and for the untenured colleague to acquaint faculty with new directions in the field.

## **Anthropology Mentoring Plan** **Approved November 7, 2017**

### Guiding Principles

Departmental mentoring introduces tenure-track faculty to the culture of the department, college, Five College community, and profession. Because no one succeeds alone, departmental mentors support junior colleagues in building their network of mentors and accessing College resources in order to help them grow as scholars, teachers, and colleagues. Finally, departmental mentoring supplements and complements evaluative processes mandated by the *Policy of Appointment, Reappointment, Promotion, and Tenure*.

We recognize that mentoring does and should happen informally, and all faculty are encouraged to seek advice, feedback, and diverse perspectives from senior colleagues across the community. This is an organic process that is at the heart of an academic community such as Smith. What is listed below as a formal departmental mentoring plan represents a series of formal guidelines to bring our own department into line with best practices adopted by chairs and directors. The goal is to provide transparency, clarity, consistency, and equity to junior faculty members. In addition, formalization removes the burden of request from tenure-track faculty members, who may not feel empowered to initiate conversations with senior colleagues about areas of concern. Nevertheless, we should like to stress that this formal procedure should in no way constrain tenure-track faculty's right and ability to seek mentorship through any and all informal channels that make sense for them.

### Roles

Departmental mentors support their mentees through regular meetings regarding strategies for prioritizing and performing scholarship, teaching, and service. Mentors address questions and concerns, and assist mentees in building connections and accessing resources. Both the mentor and mentee have a responsibility for ensuring productive conversations happen.

### Practices

Departments and mentors are expected to meet the following minimum requirements:

1. Early in the fall semester, the department chair, in consultation with each untenured faculty member, assigns at least one senior colleague mentor for each tenure-track member. Mentorship will be rotating, with a new mentor being assigned each year. If the candidate considers it desirable, a partner mentor can be assigned from an academic unit in which the candidate has formal responsibilities, or that may otherwise contribute to determination of a candidate's reappointment and tenure.
2. The mentor schedules at least one meeting per semester with the mentee. These meetings are separate from the annual meeting with the chair, required by the *Policy*. The contents of the meeting are determined by the needs of the untenured faculty member, but should at least touch on research, teaching and service.
3. The mentor sends the meeting dates to the Provost's office and provides a letter to the mentee summarizing their sense of the primary points that emerged during the meeting.

Departments and mentors are encouraged to supplement these minimum requirements with additional practices such as scheduling more frequent mentoring meetings; rotating mentors during the course of the probationary period; partnering with other departments; organizing class visits for the primary purpose of improving teaching rather than evaluation; devoting time

during departmental meetings to discuss teaching and research challenges and strategies; and holding departmental colloquia where department members can share research. There are many different ways to mentor well, and all mentoring is improvable. If the mentoring relationship is not satisfactory for either party, the individual should reach out to the department chair and/or the associate dean of the faculty and dean for academic development for resolution.

*Department of Art  
Mentoring Guidelines*

*Approved 3 May 2017*

These guidelines, excerpted from the Art Department Governance Guidelines, explain our mentoring practices.

Review Committee

Every fall semester, in conjunction with a Department-wide meeting, the Chair will appoint two tenured members of the Department to serve on the Art Review Committee (ARC). Tenured members of the Department are expected to rotate through this role, with members normally drawn from both wings (art history, studio). Normally, every fall, the tenure-track faculty of the Department will discuss our guidelines for mentoring and class visits.

Over the course of the academic year, the ARC will help tenure-track faculty set goals for teaching, research, and service; the ARC will also produce written feedback on teaching, based on a class visit. As mentors, the ARC will also be available to discuss opportunities that support teaching and research (these discussions will vary from faculty member to faculty member, but may include funding opportunities, programs sponsored by the Sherrerd Center or Jacobson Center, projects led by colleagues in programs or departments elsewhere at Smith or in the Five Colleges). Discussion of such opportunities may take place at any point in the year, and may be quite informal (e.g., although in keeping with College guidelines, at least one meeting is expected or required).

## **Biochemistry Program** **Mentoring Program for Pre-tenure Faculty**

The purpose of the Biochemistry Program's Mentoring Program for Pre-tenure Faculty is to provide opportunities for exchanges between tenured and pre-tenure members of the Program Committee that are not solely structured around evaluation procedures.

- 1) On an annual basis and in consultation with every pre-tenure faculty member on the BCH Committee, a senior faculty mentor will be assigned by the Director of the Program. If both parties are willing and able, the same mentor can be assigned for the following year for a maximum of three years' service.
- 2) The mentor and mentee must meet once each semester to discuss issues related to teaching, scholarship, and service. The mentee and mentor may find it helpful to visit each other's classes in order to have a more substantive conversation on pedagogy. In addition, the mentee may request to have their mentor join the annual meeting with the Program Director to discuss progress toward reappointment, tenure, and promotion. The mentor will send the meeting dates to the Provost's office.
- 3) The pre-tenure faculty member should be at liberty to discuss in confidence all matters pertaining to teaching, research and service with the mentor. Matters related to these issues can be brought to the attention of the senior members of the BCH committee only upon the agreement of pre-tenure faculty member.
- 4) If the mentoring relationship is not satisfactory for the mentee, the individual should reach out to the Director and/or the Associate Dean of the Faculty and Dean for Academic Development for resolution.

Approved by the Biochemistry Committee on 5/30/17 for adoption 7/1/17.



## **Department of Biological Sciences Mentoring Plan for Junior Faculty Effective July 1, 2022**

The purpose of the Department of Biological Sciences' Mentoring Program for Junior Faculty (i.e. tenure-track faculty and laboratory instructors in renewable positions) is to provide opportunities for exchanges between tenured and junior members of the department that are not solely structured around evaluation procedures. The Mentoring Committee is intended as a resource that provides junior colleagues with support, constructive feedback, and clear guidance on addressing relevant issues during their probationary period.

The guidelines detailed below outline the procedures agreed upon by the Department of Biological Sciences.

1. Early in the fall semester, and in consultation with each junior faculty member in the department, the Chair, in consultation with senior faculty, will assign a mentoring committee composed of three tenured faculty members (the mentoring committee for laboratory instructors may include senior laboratory instructors). The committee will include one individual whose scholarship relates to that of the junior faculty member, and that individual (the "continuing mentor") will in principle serve in that capacity throughout the entire period leading up to tenure or promotion, including during any sabbaticals/leaves. At the time of reappointment, the junior faculty member can, in consultation with the Chair, exercise the option to have another faculty member serve as the "continuing mentor" from reappointment through the end of the period leading up to tenure or promotion. The remaining members of the mentoring committee will be replaced every year, ideally providing eligible voting member an opportunity to serve for a least a year on the mentoring committee prior to the tenure or promotion review.
2. The continuing mentor and mentee will meet once each semester to discuss issues related to teaching, scholarship, and service. The entire mentoring committee must meet as a group with the mentee at least once a year. These meetings are explicitly not evaluative, and are intended to support the mentee and address emerging issues. As a result, the junior faculty member should be at liberty to discuss in confidence all matters pertaining to teaching, research and service with the mentoring committee. Issues emerging from these conversations between the mentee and the mentoring committee can only be brought to the attention of the other senior members of the department with the permission of the junior faculty member.
3. The members of the mentoring committee will, in collaboration with the faculty member, agree on a schedule of class visits at the beginning of the semester. Members of the mentoring committee should arrange to visit a class taught by the faculty member at least once during the year, and ideally every semester. Members of the mentoring committee should seek to visit classes taught in different formats (large lecture, seminar, etc.) so as to provide a perspective on the faculty member's teaching in a variety of settings.
4. The continuing mentor will communicate the dates of these meetings to the Provost's office.
5. If the mentoring relationship is not functioning as expected or is not proving useful to the junior faculty member, the mentee may reach out to the Chair and/or to the Associate Dean of the Faculty and Dean for Academic Development for resolution. Similarly, if a conflict arises that requires a member of the mentoring committee to withdraw, the Chair, in consultation with the mentee, may appoint a replacement.

6. Issues and procedures pertaining to mentoring and evaluation will appear as an agenda item in a department meeting on an annual basis, thus providing junior faculty members an opportunity to address the mentoring program and to participate in an open discussion of departmental expectations for reappointment, tenure and promotion.

## **Responsibilities of the Mentoring Committee and Junior Faculty Member**

### Responsibilities of the Mentoring Committee

1. Ensuring regular meetings occur each semester. The continuing member of the mentoring committee should send reminders to the mentoring committee to attend classes/meet with the mentee by mid-semester.
2. Mentors should respond to invitations to attend class promptly (preferably not all at end of semester).
3. The continuing member of the mentoring committee will initiate the scheduling of a group meeting with the mentee and other members of the mentoring committee.

### Responsibilities of Junior Faculty Member

1. Mentees should help ensure that regular meetings occur each semester. The mentee can and should initiate meetings with individual mentors or the mentoring committee as a whole.
2. The mentee should remind members of the department of opportunities to learn more about their research and teaching through talks on campus (e.g. Sigma Xi, Life Sciences Colloquium, Teaching Arts luncheon, Liberal Arts luncheon, student lunchbags).
3. The mentee is advised to keep their own records of the dates of class visits and mentoring meetings and the issues discussed at those meetings. This practice can be helpful for grounding future meetings in prior discussions and it provides the mentee with documentation of their progress toward tenure or promotion.
4. The mentee should be proactive in cultivating a network of mentors from both within and outside of the department, one which encompasses multiple dimensions of gender, race/ethnicity, and academic ranking.

## **Mentoring Related to Teaching**

### Responsibilities of Mentoring Committee

1. Members of the mentoring committee should make a best effort to observe the candidate in a classroom setting. If schedules allow, attend class visits both semesters so the mentor can provide feedback on all courses that may vary in size, format, and the junior faculty member's area of expertise.
2. The mentoring committee should try to coordinate attendance at 2 common lectures for a given course, thus ensuring continuity and minimizing disruption to the class.
3. The member of the mentoring committee should invite the mentee to observe her/his class to create a collaborative atmosphere towards teaching. Similarly, we envision that the conversations between mentee and mentors will be two-way exchanges of observations, best practices and pedagogical innovations.

### Responsibilities of Junior Faculty Member

1. The mentee should send an email to the mentoring group with class times that are best for visiting.

2. The mentee can and should initiate the follow up meeting with the mentoring committee members.

## **Mentoring Related to Service**

### Responsibilities of Mentoring Committee

1. The mentoring committee should provide advice on service within the department and College committees, particularly those that ask for/draw upon the mentee's expertise.
2. The mentoring committee should help provide guidance in setting limits on service in a variety of capacities.
3. In the group meeting of the mentoring group with the mentee, the committee should ensure that service is part of discussion.

### Responsibilities of Junior Faculty Member

1. The mentee should seek advice from the committee about solicitations for service.

## **Mentoring Related to Research**

### Responsibilities of Mentoring Committee

1. The mentoring committee should provide advice and support to the mentee concerning their research objectives and timetable.
2. The mentoring committee should assist their mentee in dealing with obstacles affecting their research, including space and facility issues. In addition, the mentoring committee should serve as a resource for the mentee on matters associated with internal and external funding, and should offer to assist the candidate as they apply for grants and fellowships to support their research.
3. The committee should provide thoughtful feedback on the faculty member's research productivity. The emphasis here should be on the depth and quality of the research output, and on the extent to which this output accurately reflects the research trajectory and accomplishments of the faculty member. The mentoring committee should also keep in mind the many venues and formats that reflect scholarly productivity, and encourage the mentee to keep close track and to accurately chronicle their scholarly activities in their faculty record sheet, in their reappointment and tenure, or promotion, dossiers.

### Responsibilities of Junior Faculty Member

1. The mentee should use the mentoring committee as a sounding board and as a resource from the very outset. Their expertise and experience are likely to be useful in the preparation of talks and manuscripts, in the writing of grant proposals, and in the short and long-range planning of research objectives. Take advantage of their expertise by seeking out their feedback.

## **Chemistry Department Mentoring Plan**

### **May 2021**

All new faculty in the department will be mentored according to this plan; this includes not only tenure-track assistant professors, but also visiting faculty who are appointed for 1 year or more and new lab instructors. Colleagues in all these categories are referred to below generally as “new faculty.” While mentoring in a department such as ours is often an ongoing, informal activity—and we want to encourage these informal interactions among all department members—the following are the minimum official mentoring activities that will be carried out for all new faculty.

- Each year a new faculty member will meet with their department mentor each semester, for a total of at least two meetings. These meetings should be informal (probably over lunch or coffee), and they are completely separate from the annual meeting process that is coupled to evaluation. These meetings serve as a chance for the new faculty member to ask questions and for the mentor to better understand ways they and/or other members of the department might help the new faculty member in their role in the department and at the College.
- The mentor will be a tenured faculty member; if there are not enough tenured members of the department, the mentor can be chosen from a different department. For lab instructors, the mentor may be a lab instructor with at least 3 years’ experience at Smith.
- For the first year, the Chair will select the mentor, normally based on shared interests in teaching/research. At the end of the first year, the new faculty member can select a new mentor if they wish. In fact, it might be advisable to vary mentors during the probationary period, to make sure the new faculty member has the opportunity to get to know multiple members of the department.
- For tenure-track faculty, this formal mentoring will occur throughout the probationary period, ending when the outside reviewer list is due to the College for their tenure review. For visiting faculty, this mentoring will continue throughout the appointment or for 5 years, whichever comes first. For new lab instructors, this mentoring will continue for 3 years.
- We wish to emphasize that the Chemistry Department fully expects mentoring to occur outside these formal guidelines. Faculty beyond the probationary period may (and should) seek out mentoring from colleagues, and new faculty should feel welcome to ask for advice and guidance from faculty other than their assigned mentor. We also encourage new faculty to engage in peer mentoring of each other when possible, since cohorts of new faculty can provide each other with critical support and a unique perspective.

Mentoring Untenured Faculty  
Department of Classical Languages and Literatures

1. A junior faculty member should feel free to consult any senior faculty member for advice and support, but s/he should also be made aware that in such a small department, the roles of mentor and evaluator cannot be kept distinct; the entire department will necessarily be involved in both aspects. Early in the fall semester, the department chair will assign at least one senior colleague mentor for each tenure-track member. The mentor will schedule at least one meeting per semester with the mentee (these meetings are separate from the annual meeting with the chair) and the mentor will inform the provost's office of the meeting dates. The mentor is responsible for advising the junior faculty member on how to balance teaching, scholarship, and service. The mentor should address the mentee's questions and concerns, as well as assist him/her in building connections and accessing resources. Both the mentor and mentee have a responsibility for ensuring that productive conversations happen.
2. A junior faculty member will be visited annually by each department member on a mutually convenient date to be arranged by the two parties. It is the chair's responsibility to ensure that the class visit schedule is both comprehensive and reasonable. A class report will be drawn up after each visit, discussed by the two parties and signed and dated by them, and kept in the departmental files. The junior member will have the right to compose a response to the report, which will also be kept in the departmental files. The junior member should also feel free to visit the senior members' classes on a date that is mutually convenient.
3. A junior faculty member will provide samples of his/ her scholarly work in progress to the chair upon request, as well as recording his/her actual publications in the annual Faculty Record Sheet. S/he should also feel free to consult any senior faculty member either in the department or in the Five Colleges for advice on grant opportunities and applications, publication strategies, and other activities related to scholarship.
4. In the early years of a junior faculty member's appointment the chair is responsible for identifying opportunities for service, both within the department and outside it, that are rewarding without being unduly onerous. The chair is also responsible for advising the junior faculty member throughout the probationary period on how to balance teaching, scholarship, and service.
5. Every year (normally in early summer) the junior faculty member will draw up a progress report consisting of a précis of the past year's accomplishments, a current *curriculum vitae*, a draft of the faculty record sheet, and any additional materials (for example, syllabi) that the junior member deems appropriate. The chair will then hold a conversation (usually in late summer) with the junior faculty member that centers on this progress report but also includes other matters deemed pertinent by either party. The chair will send a letter to the junior faculty member summarizing the conversation, and keep a copy in the departmental files.

*Approved by the Department of Classical Languages and Literatures, May 14, 2012;  
amended June 30, 2017 (Scott Bradbury)*

*Adopted on, May 17, 2021*

# Computer Science Department Guidelines for the Mentoring of Untenured Faculty

The goal of the CS departmental mentoring plan is to promote the success of each untenured (“junior”) faculty member. The mentoring program in CS is formalized as pairings between tenured (“senior”) members of the department (mentors) and junior members (mentees).

## Mentor’s Role

The mentor’s role is to offer guidance to the junior faculty so as to promote their success under the terms of their appointment at Smith. For tenure-track faculty, this includes guidance on teaching, professional development, and how to prepare for a successful tenure case. For non-tenure-track faculty, this means guidance on teaching and relevant professional development. Mentoring meetings and activities should remain distinct from evaluation sessions and other departmental business.

The department recognizes that the process of evaluation is different from the process of mentoring junior tenure track faculty. At the same time, mentees should recognize that mentors selected from within the department may participate in subsequent decisions related to their tenure and promotion, and advice from the mentor represents their personal opinion and not that of the department as a whole.

## Logistical Details

At the beginning of a junior faculty’s employment the department chair meets with each junior faculty and reviews the Computer Science Department Guidelines for the Mentoring of Untenured Faculty. In consultation with the junior faculty, the chair recommends possible mentors for selection by the junior faculty. The recommended mentors may either be from within or from outside the department and should be selected for their willingness and ability to help the junior faculty succeed at Smith. New mentors may be chosen in subsequent years of the mentoring period, so that the junior faculty receives the benefit of a variety of viewpoints.

Mentors should meet with their mentees on a mutually agreeable schedule (e.g., once per month), and at minimum once per semester. An early meeting should identify areas where the mentee would like support or input from the mentor. Possible types of support include:

- Discussions about research strategies and resources with particular attention on how they pertain to Smith. For example topics may include the money book, various student support systems (SURF, CFCD, Stride, etc), and conducting research with undergraduates.
- Introduction to others at Smith who may be in a position to assist the junior faculty, including Sherrerd teaching fellows, members of the board of counselors, etc.
- Identification of resources for teaching pedagogy.
- Feedback on pedagogy, including the possibility of class visits, reviews of syllabi, and/or student evaluations, all at the option and request of the mentee.
- Advice on time management and whether to take on various service responsibilities.
- For more ideas, refer to the [Best Practices document](#) which will be updated ongoing bases; see department Google drive

Normally, chosen mentors will serve for one year, at which point the chair will make new recommendations for possible mentors, in consultation with the junior faculty. These recommendations may or may not include the mentors from previous years. Junior faculty will be assigned a mentor for the first three years of appointment in the case of non-tenure-track faculty, and until the year before the tenure review in the case of tenure-track faculty.

**Guidelines for Mentoring Junior Faculty**  
**Department of Dance**  
**March 4, 2022**

Departmental mentoring introduces junior faculty, including the Musician in Dance, to the culture of the department, college, Five College community, and profession in order to help them grow as scholars, teachers, and colleagues. Departmental mentoring supplements and complements evaluative processes mandated by the *Policy of Appointment, Reappointment, Promotion, and Tenure*. For the mentee, mentoring is a supplemental support mechanism, not an employment requirement.

Departmental mentors support their mentees through meetings regarding strategies for prioritizing and performing scholarship, teaching, and service. Mentors address questions and concerns, and assist mentees in building connections and accessing resources.

The mentoring process provides a casual space for frank exchanges between junior and tenured faculty, and should inasmuch as possible be distinguished from the evaluative process.

1. Early in the fall semester, the department chair assigns one senior colleague (other than the chair) to mentor each junior faculty member.
2. The mentor schedules one meeting per semester with the mentee. These meetings are separate from the annual meeting with the chair, required by the *Policy*.
3. The junior faculty member should be encouraged to discuss frankly matters pertaining to teaching, research and service with the mentor.
4. This mentoring plan does not preclude other, more informal exchanges between the junior and other senior faculty, which the department strongly encourages.



**Department of East Asian Languages & Cultures**  
**Departmental Mentoring Plan**  
**September 26, 2022**

Guiding Principles

Departmental mentoring introduces tenure-track faculty and renewable lecturers and laboratory instructors to the culture of the department, college, Five College community, and profession. Because no one succeeds alone, departmental mentors support junior colleagues in building their network of mentors and accessing college resources in order to help them grow as scholars, teachers, and colleagues. Finally, departmental mentoring supplements and complements evaluative processes mandated by the *Policy of Appointment, Reappointment, Promotion, and Tenure*.

While mentoring does and should happen informally, a formal departmental mentoring plan provides transparency, clarity, consistency, and equity. In addition, formalization removes the burden of request from junior faculty members, who may not feel empowered to initiate conversations with senior colleagues about areas of concern.

Mentoring is a supplemental support mechanism for faculty, part of an array of faculty development opportunities at Smith, and is not an employment requirement.

Roles

Departmental mentors support their mentees through regular meetings regarding strategies for prioritizing and performing scholarship, teaching, and service. Mentors address questions and concerns, and assist mentees in building connections and accessing resources. Both the mentor and mentee have a responsibility for ensuring productive conversations happen.

Practices

Departments and mentors are expected to meet the following minimum requirements:

1. Early in the fall semester, the department chair assigns at least one senior colleague mentor for each junior faculty member.
2. The mentor schedules at least one meeting per semester with the mentee. These meetings are separate from the annual meeting with the chair, required by the *Policy* for tenure-track faculty.
3. The mentor sends the meeting dates to the provost's office.

Departments and mentors are encouraged to supplement these minimum requirements with additional practices such as scheduling more frequent mentoring meetings, rotating mentors, partnering with other departments, organizing class visits for the primary purpose of improving teaching rather than evaluation, devoting time during departmental meetings to discuss teaching and research challenges and strategies, and holding departmental colloquia where department members can share research. There are many different ways to mentor well, and all mentoring is improvable.

If the mentoring relationship is not satisfactory for either party, the individual should reach out to the department chair and/or the associate dean of the faculty and dean for academic development for resolution.

Department of Economics  
Smith College

**Departmental Mentoring Program for Untenured, Tenure-Track Faculty**  
**Approved May 15, 2017**

The goals of this mentoring plan are to inform the mentee about the criteria used by the department and the college to evaluate faculty members, to provide a wide range of feedback from the department to the untenured colleague during the probationary period, and to create a climate in which the new faculty member can grow as a teacher, a scholar and a member of the Smith community.<sup>1</sup>

The mentoring position for each mentee will rotate annually through senior members of the department. The chair will assign to each junior faculty member a mentor from among the tenured members of the department. In a given year, each junior faculty member will have a distinct mentor (e.g., no tenured faculty member will serve as a mentor to multiple junior faculty in a given year). The mentoring process will continue throughout the probationary period until the tenure decision.

For feedback on teaching, the mentor will endeavor to visit at least one class during the first semester of the mentoring year and meet periodically with the faculty member to provide informal feedback. The instructor should also be encouraged to observe classes of the mentor. The mentee should submit to the mentor and to the chair, for feedback, a teaching portfolio for each course taught during the mentoring year. This portfolio might contain such items as a syllabus, copies of exams, and descriptions of paper assignments. The mentee should be reminded of the resources offered by the Sherrerd Center for Teaching and Learning, the Provost's Office, and of other appropriate resources.

For feedback on research, the mentee should be encouraged to invite the tenured members of the department to any local presentations of their research (including department seminars, five college seminars or Liberal Arts Lunches). He or she should also feel free to ask for feedback on working papers.

The current year mentor shall meet each semester with the mentee to review progress in teaching, scholarship and service. The mentor shall maintain confidentiality of all mentor-mentee discussions. At the time of reappointment and tenure, only the formal components of the dossier should enter the evaluation process. Current and/or former mentors can serve on the visitation committee and their input on teaching should be confined to what they observe on the formal class visits.

The junior colleague shall also meet once a year with the chair to conduct a review of the colleague's progress in teaching, scholarship and service. The junior colleague may elect to invite another departmental colleague to this meeting. Prior to the meeting, the mentee

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<sup>1</sup> These goals were laid out in the 2002 Report and Recommendations of the *ad hoc* Committee on the Status of Untenured Faculty at Smith College, *Strengthening Our Intellectual Community*.

is encouraged to write a brief annual statement of teaching, research and service. The purpose of this meeting is to give the junior colleague feedback on positive aspects of their performance and suggestions for improvements. At that meeting, the junior colleague may suggest additional feedback that would be helpful in the future years.

Both the mentor and the chair are expected to send the meeting dates with the junior colleague to the provost's office.

## Mentoring Plan

### Department of Education and Child Study

New faculty need support and mentoring in a variety of areas, including but not limited to, professional development, emotional support, institutional sponsorship, and access to networks. In addition, the mentoring relationship must focus on both short-term issues that may be more relevant in the first few years (e.g., what are the rules for take home exams? How do I submit receipts?) as well as long term issues (e.g., how do I put forth my research agenda at a liberal arts college? How do I achieve tenure?) Our mentoring plan considers the complexity of mentoring needs while accounting for a number of factors that set us apart from other Departments at Smith. First, we are a small department, with six full-time faculty members. Second, because of the interdisciplinary nature of our field, no two faculty overlap extensively in terms of their research or even their methodologies. These two factors present challenges for us in terms of mentoring new hires. However, we want to acknowledge that a good mentoring plan is not one that connects a faculty with one mentor, but offers new faculty to engage with several members of the department and other faculty members at the college in ways that maximize expertise and efficiency. We have designed our mentoring program below to address the needs of new faculty in manageable and meaningful ways.

- I. Mentorship planning.** An initial meeting with the chair to discuss mentorship will be held when the new faculty member arrives at Smith. Subsequently, the chair, at the annual meeting with all pre-tenure department faculty (required by the *Policy of Appointment, Reappointment, Promotion and Tenure*), will include; along with scholarship, teaching, and service, a review of the year's mentoring experience and set goals for the next year's mentorship. The following are suggestions for topics and questions to pursue at these meetings:
  - a.** Discuss research interests and methodologies. Are human subjects involved? In what areas of research (e.g., funding, applying for grants, IRB) would you like support?
  - b.** Discuss kinds of teaching (lecture, seminar, coordinating with the campus school or other community organizations). What aspects of teaching do you think you would like support in (e.g., course design, workload, assessment)?
  - c.** Discuss service and the kinds of service that might align with teaching and research interests.
  - d.** Discuss other areas that a department mentor could help you. Please refer to Appendix A, Mentoring Meeting Discussion Topics and Resources (suggested by the Provost's Office).
  
- II. Mentorship practices.**
  - a.** The department chair will assign a senior colleague as mentor for a new junior faculty member. The department chair will share with the mentor the goals and ideas that emerged from the initial meeting with the new faculty

- member. The new mentor will serve for a period of one academic year.
- b. A beginning of (each) semester meeting between mentor and new faculty member will create a semester mentoring plan that includes meetings and their dates. The mentor and mentee will meet at least once more each semester and will collaborate in setting an agenda for the semester's meeting(s).
  - c. *The mentor will send the proposed meeting dates to the Provost's Office.*
  - d. Each year a new senior colleague will be assigned as the official mentor. This will allow the new faculty member to get to know and work with all the senior members of the department. At the same time, the junior faculty member will be encouraged to talk to any and all members of the department.
  - e. If tenure-track faculty members are concerned that they are not receiving appropriate departmental mentoring support, they should meet with the department chair and/or the Associate Dean of the Faculty and Dean for Academic Development.

**III. Mentorship opportunities.** We recognize that the mentorship of any new faculty member will be specific to that individual. The activities undertaken as part of mentorship will often be shaped in an emergent fashion. We believe the following practices are likely to be helpful to all new faculty who should consider opting for including these mentoring practices.

- a. **Teaching.** Efforts to support teaching within the department can take a number of forms. These options are available to new faculty should they want them.
  - i. *Teaching Partnership.* Once a semester, a mentor will sit in on a class selected by the new faculty member. The new faculty member will be invited to sit in on the mentor's class. These observations may be open-ended or may have a particular question or focus. After each observation, the partners will meet and reflect on the class and address any particular questions or topics.
  - ii. *Teaching Logistics.* The mentor will be the new faculty member's "go-to" person for any teaching logistical questions. The mentor will try to anticipate details or important information related to teaching and share these with the new faculty member.
  - iii. *Department meetings.* If requested by any faculty member, time will be allotted in department meetings to speak about classes and teaching in an open-ended and non-evaluative way.
  - iv. *Co-teaching.* If appropriate and possible within the department's staffing requirements, options for new faculty to co-teach a course with a senior colleague will be encouraged.

- b. Scholarship.** *Smith Scholarship Connections.* The department will consider who else at the College shares interests with the new faculty member and will arrange for timely introductions.

**IV. Utilizing existing resources outside of our department.** We encourage all new faculty, and certainly those in our Department to utilize College resources.

- a.** *New Faculty Boot-camp sponsored by the National Center for Faculty Diversity.* This nationally based group creates online support networks based on affinities. Experience suggests that enrollment would be most useful in a faculty member's second year, when he or she can begin to think strategically about issues of teaching, scholarship and service and creating a work-life balance. We encourage College Hall to fund any faculty member who expresses interest in joining this organization. Enrollment is around \$3,000. So far, the College has been willing to underwrite this useful support system. We also suggest that the faculty use the center's faculty workshops, which range from course creation, to work-life balance, to grant writing.
- b.** *The Sherrerd Center for Learning and Teaching.* The Sherrerd Center is an excellent resource for new teachers. New faculty will be encouraged to attend Teaching Arts Luncheon presentations, investigate opportunities afforded by various teaching circles, and look into other offerings of the center.
- c.** *The Jacobson Center for Writing, Teaching, and Learning.* New faculty will be strongly encouraged to take advantage of the mid-semester evaluations of teaching sponsored by the Jacobson Center early in their career at Smith.

Approved by department on May 12, 2017.

Picker Engineering Program  
Mentoring Guidelines  
April 11, 2012

These guidelines describe our expectations for faculty mentoring in the Picker Engineering Program. The recommendations outlined herein are not mandatory, but represent the best practices to which we aspire.

**Purpose and Goals of Mentoring in the Picker Engineering Program.** Mentoring is a supportive, flexible and dynamic relationship in which senior faculty (Professors, Associate Professors, and Senior Lecturers) introduce their junior colleagues (Assistant Professors, Visiting Assistant Professors, and Lecturers), to the culture of the Picker Engineering Program, the College, the Five College community and the profession. The goal of this introduction is to connect new faculty with resources that can assist them in realizing their own career goals and to become the best teacher, scholar, and colleague they can be at Smith. Oftentimes, there are critical issues and questions that arise for a junior colleague that are unaddressed in the formal functioning of the Program and/or the College. A scholar's ability to navigate this professional terrain can become more manageable with support provided through informal conversations between mentor and mentee.

*Focus.* Because teaching and research are the primary responsibilities for junior faculty at Smith College, these are the areas to which the Program will be most attentive when mentoring junior colleagues. Issues related to service (departmental, College, and professional) shall not be neglected, however. Given Engineering's particularly interdisciplinary incarnation at Smith, senior colleagues will work to help new colleagues to develop meaningful relationships with other faculty working in the junior colleague's discipline at Smith, at the Five Colleges, and at other institutions (to the extent the junior colleague desires).

*A Collaborative Process.* Ideally, mentoring should allow all involved individuals to develop and learn from each other through ongoing conversations about professional goals and strategies. Thus, the mentoring relationship should allow colleagues to connect with each other, as well as enable senior faculty members to connect the mentee with other colleagues at Smith and other institutions.

*Mentoring, not Evaluation.* Mentoring junior colleagues should supplement and complement the Program's annual evaluation of junior faculty, but it should neither replace these regular evaluations nor replicate the kinds of evaluation and feedback present in that process. The purpose of annual evaluations is for the Program to supervise the junior colleague's teaching, research, and service, and to provide feedback as to whether the individual is meeting the expectations of the Program and the College to fulfill the requirements of their position with a view toward career advancement. **Mentoring is neither supervisory nor evaluative.**

**Assignment of Mentors.** At the time of appointment, a mentor for the faculty member's first year will be selected based on mutual interest, to ensure that one senior faculty member meets at least once a semester with the new faculty member. If the mentee prefers, a colleague in a field close to the junior faculty member's interests may be selected from senior faculty outside the Program, although we acknowledge that a member of the

College's Board of Counselors will also be assigned to provide extra-departmental mentoring. The existence of extra-departmental mentors should not absolve the engineering program from its responsibility to adequately guide and support its junior members. Additional senior faculty should voluntarily step into the mentoring role that they might best fill. The Program Director will work with senior faculty to ensure that individuals share their particular strengths with the mentee. Because the Director takes charge of the annual evaluation each year, thereby acting in an official, supervisory capacity, other senior faculty should not assume that the Director will assume the lead mentorship role. The Director will review the mentoring process with mentees periodically, and the mentee can request a new mentor in consultation with the Director.

**Teaching.** Recognizing that conversations about pedagogy and curricular concerns would be mutually beneficial to all faculty members, we will set aside time during at least one meeting each year to discuss challenges in the classroom, teaching strategies, curricular innovations, etc. In addition, in their first semester at Smith new faculty will meet with the Director to review their syllabi in order to ensure that readings, course expectations, grading, etc. are in line with the culture of the College. New faculty will also be invited to class meetings of their senior colleagues during their first year. Exposure to different teaching styles, learning aides, and classroom dynamics can help new faculty to understand the expectations their colleagues and students will have of the instructor's performance in the classroom.

**Research.** The Program's senior faculty will lend support to junior faculty at all stages of their research, sharing experiences in areas such as setting up labs, pursuing funding, building a scholarly reputation, adapting research programs for success working with undergraduate research assistants, and moving through the peer reviewed publication process. While mentors are not likely to be working in the same field as the mentee, senior faculty can also offer (but not impose) support in reviewing work in progress, including discussion of research design or preliminary findings, practice talks, posters, and paper drafts. The intent is to assist the faculty member in improving their work to meet their own career goals as they have defined them, not to redirect their research. These mentoring processes allow faculty to familiarize themselves with their colleague's work while demonstrating collegial support for their development as scholars.

**Responsibilities of Mentors and Mentees.** While junior colleagues are responsible for defining their intellectual goals and professional plans, and are encouraged to bring problems, concerns and questions to their mentors for advice or support, mentors are responsible for initiating a meeting with the junior colleague at least once a semester. The responsibility of the mentor to seek out the mentee is far greater than the reverse because it takes time and a sense of comfort for a junior faculty member to initiate conversation about a concern or request for help. Senior faculty's ability to provide feedback on a range of questions, from the most basic to the more complicated –such as the necessity of attending particular meetings, the usefulness of delivering a co-curricular lecture for a student group, or the wisdom of pursuing publication with a particular journal– can only be enhanced if they are diligent about initiating and maintaining contact with junior colleagues. It is not appropriate for a mentor to turn a junior colleague's vulnerability shared in that process into a negative evaluation in annual review or tenure processes.



## English Department Mentoring Plan

The Department of English has devised the following plan to mentor its junior members. These practices will supplement the meetings, class visits, and class-visit reports that are part of the regular reappointment and promotion processes. In addition, we value spontaneous and even mutual mentoring relationships for which we cannot plan. We expect that junior and senior colleagues alike will remain open to such improvisatory mentoring. The goals of formal and informal mentoring are to welcome new colleagues into the culture of the Department, help them succeed as teachers and scholars, familiarize them with the governance of the College, and enable both junior and senior colleagues to learn from one another. Finally, we recognize that some new colleagues are members of other academic units. In such cases, the chairs of all units will coordinate so as not to overburden new colleagues with too many mentoring appointments; hence, the frequency of the following practices would be adjusted, though the collegial spirit remains the same.

### *Annual Meeting with the Chair and Another Senior Colleague*

Once a year, we will ask the untenured faculty member to choose another senior colleague whom the chair will invite to attend a mentoring meeting. We think that, as the probationary period unfolds, this will widen the circle of senior members familiar with the development of the junior colleague's work as a scholar and teacher, and it will enrich the array of perspectives and advice our junior colleague might encounter at these meetings. The chair will write an account of this meeting, to be shared with both the junior colleague and the invited senior department member.

### *Rotating Mentors*

For each year of the probationary period, a different senior member of the department will be designated by the chair with the junior colleague's consultation to serve as a mentor. We conceive of this role less as 'expert adviser' than as 'conversation partner,' and we imagine that teaching might be the particular focus of these conversations—from which we think that both participants might learn a good deal. While class visits might well be conducted or exchanged between these two faculty members—but only should the junior member desire it—the mentor normally will not be one of the junior colleague's official visitors during that year. The mentor schedules at least one meeting per semester with the mentee.

### *Informal Class Visits and Conversations about Teaching*

During a new colleague's first two years, the Class Visits committee chair will arrange for him or her to visit various senior colleagues' classes. These are occasions not only to learn about the variety of teaching modalities in the Department but also to discuss syllabus and assignment design. Visits to ENG199: Methods in Literary Study would be particularly appropriate for most new colleagues.

*Assistance in Identifying Scholarly Interlocutors*

It will be the responsibility of the chair to assist the junior faculty member in finding colleagues who will be well-informed readers of his or her work in progress. While these might be members of the Smith faculty, it will be the particular responsibility of the chair to contact the other Five College English chairs to introduce our new colleague and to inquire about members of their faculties who might share our colleague's scholarly interests. The chair should be especially alert to chances to link our new colleague with scholars also in the earlier phases of their careers.

[approved on 3/8/17; revised on 6/26/17]

## Environmental Science and Policy

### MENTORING DOCUMENT -- Approved - April 14, 2021

In addition to the annual meetings with the Chair and a senior faculty member and the class visits and discussion of those that are part of the regular reappointment and promotion processes, faculty in the Environmental Science and Policy Program will mentor junior colleagues as follows:

1. For each year of the probationary period, one senior member of the ES&P Program Committee will serve as mentor to the junior colleague. The mentor and the junior colleague will meet at least once per semester and these meetings will be informal, and non-evaluative. Each year the Program Chair will appoint a senior colleague as mentor to the junior faculty member in consultation with the junior member.
2. At least two members of the personnel review committee for the junior faculty (appointed at the beginning of the junior faculty member's employment) will meet with the TT faculty member once a year to discuss scholarship and pedagogy. The conversations will be explicitly constructed in terms of "mutual mentoring," as opportunities for experienced faculty members to provide advice on the basis of their experience and for the untenured colleague to acquaint faculty with new directions in the junior faculty member's field. This meeting could be held in conjunction with the annual review or separately.
3. The Environmental Science and Policy Program Committee will devote part of at least one of its regular meetings each year to discussing teaching and scholarship in our field; this might include sharing syllabi, discussion of new research, etc., and will be aimed at sharing information and experience.

**Department of Exercise & Sport Studies**  
**Departmental Mentoring Plan**  
**Effective July 1, 2022**

Guiding Principles

As a department with a small number of faculty that sponsors an undergraduate minor, performance course program in addition to a graduate program, each faculty member is valued for their crucial role in the department. All faculty members have interactions with undergraduate and graduate students and are therefore important representatives of ESS. Our goal is to support our junior faculty in their work as well as provide an inclusive environment to faculty as they strive to reach their diverse professional visions.

Departmental mentoring introduces junior faculty to the culture of the department, college, Five College community, and profession. Because no one succeeds alone, departmental mentors support junior colleagues in building their network of mentors and accessing college resources in order to help them grow as scholars, teachers, and colleagues. Finally, departmental mentoring supplements and complements evaluative processes mandated by the [\*Policy of Appointment, Reappointment, Promotion, and Tenure\*](#).

While mentoring does and should happen informally, a formal departmental mentoring plan provides transparency, clarity, consistency, and equity. In addition, formalization removes the burden of request from junior faculty members, who may not feel empowered to initiate conversations with senior colleagues about areas of concern.

Mentoring is a supplemental support mechanism for faculty, part of an array of faculty development opportunities at Smith, and is not an employment requirement.

Roles

Departmental mentors support their mentees through regular meetings regarding strategies for prioritizing and performing scholarship, teaching, and service. Mentors address questions and concerns, and assist mentees in building connections and accessing resources. Both the mentor and mentee have a responsibility for ensuring productive conversations happen.

Practices

Departments and mentors are expected to meet the following minimum requirements:

1. Early in the fall semester, the department chair assigns at least one senior colleague mentor for each junior faculty member who is in a tenure track or renewable non-tenure track position.
2. The mentor meets with the mentee at least twice per semester, although the frequency of meetings can be greater at the request of the mentee. These meetings are separate from the annual meeting with the chair, required by the *Policy* for tenure-track faculty. During these meetings, mentors and mentees discuss topics such as:
  - Preparing syllabi, lectures, lesson plans, and assignments
  - Resources for development of teaching at the college (Sherrerd Center, Teaching Circles, Teaching Arts Lunches, Teaching Mentors)
  - Promotion
  - Tenure

- Interpreting course feedback data
- Classroom challenges
- Professional development
- Supporting students
- Resolving conflicts
- Service
- Expanding your network
- Building an independent research program
- Supporting laboratory personnel

3. The mentor sends the meeting dates to the provost's office.

Additional practices such as scheduling more frequent mentoring meetings, rotating mentors, partnering with other departments, organizing class visits for the primary purpose of improving teaching rather than evaluation, devoting time during departmental meetings to discuss teaching and research challenges and strategies may be employed. There are many different ways to mentor well, and all mentoring is improvable.

Additional Mentoring Resources can be found on the [Faculty Mentoring](#) section of the Provost's Website. The department chair makes sure faculty know about these resources and are connected. They include:

1. New Faculty Orientation
2. Board of Counselors
3. Non-Tenure-Track mentoring [Team](#)

If the mentoring relationship is not satisfactory for either party, the individual should reach out to the department chair and/or the associate dean of the faculty and dean for academic development for resolution.

## **Film and Media Studies Mentoring Plan** **Revisions approved 9 March 2021**

### Guiding Principles

Departmental mentoring introduces tenure-track faculty to the culture of the department, college, Five College community, and profession. Because no one succeeds alone, departmental mentors support junior colleagues in building their network of mentors and accessing college resources in order to help them grow as scholars, teachers, and colleagues. Finally, departmental mentoring supplements and complements evaluative processes mandated by the *Policy of Appointment, Reappointment, Promotion, and Tenure*.

While mentoring does and should happen informally, a formal departmental mentoring plan provides transparency, clarity, consistency, and equity. In addition, formalization removes the burden of request from tenure-track faculty members, who may not feel empowered to initiate conversations with senior colleagues about areas of concern.

Mentoring is a supplemental support mechanism for faculty, part of an array of faculty development opportunities at Smith, and is not an employment requirement.

### Roles

Departmental mentors support their mentees through regular meetings regarding strategies for prioritizing and performing scholarship, teaching, and service. Mentors address questions and concerns, and assist mentees in building connections and accessing resources. Both the mentor and mentee have a responsibility for ensuring productive conversations happen.

### Mentoring vs. Evaluation

At the points of reappointment, tenure and promotion, mentoring can bleed inappropriately into evaluation. Because it is likely that mentors of untenured faculty will also be on their personnel committees, any faculty member with an FMS mentor who also sits on their personnel committee, will, in the years of reappointment, tenure, and promotion, have a clearly designated alternative senior faculty member who has no voting obligations on the case (e.g., inside or outside FMS depending) who will serve as a mentor for the faculty in question.

### Practices

Departments and mentors are expected to meet the following minimum requirements:

1. Early in the fall semester, the department chair assigns at least one senior colleague mentor for each tenure-track member.
2. The mentor schedules at least one meeting per semester with the mentee. These meetings are separate from the annual meeting with the chair, required by the *Policy*.
3. The mentor sends the meeting dates to the provost's office.

Departments and mentors are encouraged to supplement these minimum requirements with additional practices such as scheduling more frequent mentoring meetings, rotating mentors during the course of the probationary period, partnering with other departments, organizing class visits for the primary purpose of improving teaching rather than evaluation, devoting time during departmental meetings to discuss teaching and research challenges and strategies, and holding departmental colloquia where

department members can share research. There are many different ways to mentor well, and all mentoring is improvable.

If the mentoring relationship is not satisfactory for either party, the individual should reach out to the department chair and/or the associate dean of the faculty and dean for academic development for resolution.

# **Mentoring Plan**

## **Department of French Studies**

### **Preamble:**

The relationship between a mentor and his or her mentee is based on mutual trust and respect. While mentoring is taken very seriously at Smith and in the Department of French Studies, it should never become burdensome. Some junior faculty members like to receive a good deal of mentoring, while others prefer a lighter touch. Both ways are fine and equally successful. What follows is a series of guidelines meant to help the new faculty member know what to expect from his or her relationship with the mentor.

### **The mentor's responsibility is to:**

- Integrate the new faculty member into the life of the Department and the College.
- Remind him or her of the many resources and services available on campus for teaching and research development (i.e. the Sherrerd Center for Teaching & Learning, the "Connections Fund," the "Money Book," etc.).
- Reiterate the criteria used by the Department and the College to evaluate faculty performance as they appear in the College's "Policy for Reappointment, Tenure and Promotion."
- Provide feedback and help interpret advice offered by the Department.
- Encourage the new faculty member to grow as a teacher, scholar and member of the College community.
- Meet informally with the new faculty member at least once a semester to discuss teaching, research, and service to the Department and the College. More meetings may be scheduled at the request of the faculty member or the mentor. At these meetings, the untenured faculty member and the mentor are encouraged to address all issues of interest and concern. Accessibility, transparency and regular interaction are key to good mentoring. Mentor and mentee should consult the "Mentoring Meeting Discussion Topics" appended to this document.
- Send the meeting dates to the provost's office as recommended in the proposed Smith College Departmental Mentoring Plan.

### **Description of the Mentoring Plan:**

- Each untenured faculty member will normally be assigned a different mentor from the Department each year until tenure review (rotating plan).
- The role of the mentor is to facilitate the untenured faculty member's development in all three areas of evaluation (i.e. teaching, scholarship, and service) and ensure s/he understands the College's and the Department's expectations regarding these areas.
- When serving as mentor, the tenured faculty member will not be asked to officially evaluate the untenured faculty member's classes. Interactions between the untenured faculty member and the mentor will be deemed confidential and will not be part of any official record, unless exceptional circumstances warrant otherwise, in which case the mentor will inform the mentee of his or her intention to communicate with the Chair.



- While interactions between the untenured faculty member and the mentor will necessarily vary depending on personal preferences and/or specific situations, the untenured faculty member is strongly encouraged to take advantage of the mentor's experience and familiarity with departmental expectations. For instance, the untenured faculty member and the mentor are encouraged to organize informal (reciprocal) class visits, review syllabi and grading practices together, and discuss issues related to course content or pedagogy. The untenured faculty member may also seek the mentor's advice on how to interpret student evaluations; how to adequately balance teaching, scholarship, and service; what constitutes a solid record of scholarship at a particular point in the faculty member's career; what constitutes service at the Departmental and College level; what to include in the Faculty Record Sheet; and any other issues, big or small, deemed relevant at the time.
- The new faculty member has the option to ask his or her mentor to send him or her reminders of all events and initiatives that would require his or her participation or input. The faculty member has the option to skip this arrangement after the first semester.
- The mentor may assist the untenured faculty member in preparing his or her annual meeting with the Chair. The mentor may at the invitation of the mentee attend the annual meeting with the Chair, although not in an evaluative role.
- If an untenured faculty member feels that s/he is not receiving appropriate mentoring support, s/he may request a meeting with the Department Chair. If the faculty member still feels inadequately supported, s/he may request a meeting with the Associate Dean of the Faculty and Dean for Academic Development.

Approved by the Department of French Studies on May 16, 2017

## Mentoring Meeting Discussion Topics

The following are suggested topics for possible discussion during mentoring meetings over a period of time.

### General

- Building a network of mentors
- Building an intellectual community
- Connecting to Five College colleagues and resources
- Developing strategies for maintaining balance, managing time, and saying “no”
- Weighing varied advice from colleagues
- Tenure review timing—the pros and cons of accelerating and decelerating
- Curriculum Vitae and Faculty Record Sheet
- Timing of sabbatical leaves and writing sabbatical reports
- Field-specific professional development opportunities
- Campus resources for supporting students
- Navigating Smith’s institutional culture
- Making appropriate requests of administrative assistants
- Guidance on resolving conflicts
- Settling into the Northampton area

### Teaching

- Preparing syllabi, lectures, lesson plans, and assignments, including seeking samples and resources from colleagues who have previously taught courses
- Interpreting course feedback data
- Classroom challenges
- Requesting coverage during travel and guidelines for cancelling classes
- Special studies—departmental practices and expectations
- Major/minor and liberal arts advising
- Hiring graders and tutors
- Appropriate relations and communications with students—mentors should help model proper boundaries

### Scholarship

- Establishing a research program—identifying current and future projects, balance between publishing articles and book, determining amount of research/experimental work needed prior to writing article
- [The Moneybook](#) and internal funding opportunities, including timing of Picker fellowship
- Field-specific grant opportunities, funding agencies, and grant-writing
- Deciding how many conferences to attend
- Finding collaborators
- Research with students—choosing an appropriate number of students to work with and managing student requests, managing student work, setting-up experienced students as mentors for newer students
- Setting-up and maintaining a lab
- Publishing a book manuscript or series of articles—revision process and publishing industry
- Joining writing support groups and finding readers

### Service

- Choosing paths through service opportunities
- Strategies for departmental service—identifying opportunities with appropriate time-commitments for tenure-track faculty
- Pros and cons of service beyond the department pre-tenure

### College Resources

- [Jacobson Center for Writing Teaching and Learning](#): resources and services to improve students' teaching and learning, as well as writing workshop and classroom consultation for faculty
- [The Sherrerd Center for Teaching and Learning](#): teaching development opportunities, resources, and mentoring for new faculty and continuing faculty
- [Spinelli Center for Quantitative Learning](#): tutoring, workshops, and class study sessions for students doing quantitative work
- [Class Deans Office](#)
- [The Office of the Registrar](#): responsible for course registration, classroom scheduling, transcripts, transfer credit, certification of enrollments, issuing diplomas and producing the schedule of classes
- Junior Faculty in Science and Engineering: a peer group that meets regularly to discuss concerns, provide support, and help junior STEM faculty navigate Smith culture
- [National Center for Faculty Development & Diversity](#): Smith has institutional membership and finances junior faculty's participation in NCFDD Faculty Success Program

### Discipline-Specific Resources

Departments are encouraged to create and maintain lists of external resources to discuss regularly.

### Recommended Reading

- "[Teaching Trap](#)" by Kerry Ann Rockquemore
- *The Black Academic's Guide to Winning Tenure--Without Losing Your Soul* by Kerry Ann Rockquemore
- *Advice for New Faculty Members* by Robert Boice
- [Good Practice in Tenure Evaluation: Advice for Tenured Faculty, Department Chairs, and Academic Administrators](#). A Joint Project of The American Council on Education, The American Association of University Professors, and United Educators Insurance Risk Retention Group

## Department of Geosciences Pre-tenure Faculty Mentoring Plan

Revised July 2020, approved by the GEO faculty July 22, 2020

- Each pre-tenure Geosciences faculty member should normally have a different mentoring committee each year comprising two tenured colleagues, with staggered rotation such that one committee member serves two consecutive terms. Membership on the mentoring committee is reviewed and confirmed early in the fall semester by the department chair. Members of the committee should consult with other tenured faculty to ensure the pre-tenure colleague receives consistent and appropriate advice.
- The mentoring committee should advise the pre-tenure faculty member on these and other topics included in the [Mentoring Meeting Discussion Topics](https://www.smith.edu/deanoffaculty/employment_RTP.php) provided by the Provost's Office ([https://www.smith.edu/deanoffaculty/employment\\_RTP.php](https://www.smith.edu/deanoffaculty/employment_RTP.php)) and listed under discipline specific resources below:
  - developing and incorporating effective methods of teaching;
  - establishing a productive research program, including advising of research students;
  - balancing service with scholarship and teaching;
  - preparation of *curriculum vitae*, Faculty Record Sheet, personal statement, and other documents required for the College's annual review and for submission to the Committee on Tenure and Promotion.

### Discipline-Specific Resources:

- [Preparing for an Academic Career in the Geosciences](http://serc.carleton.edu/NAGTWorkshops/careerprep/index.html)  
(<http://serc.carleton.edu/NAGTWorkshops/careerprep/index.html>)
- [Early Career Geoscience Faculty: Teaching, Research, and Managing Your Career](http://serc.carleton.edu/NAGTWorkshops/earlycareer/index.html)  
(<http://serc.carleton.edu/NAGTWorkshops/earlycareer/index.html>)
- [Career Development](http://serc.carleton.edu/NAGTWorkshops/careerdev/index.html) (<http://serc.carleton.edu/NAGTWorkshops/careerdev/index.html>)
- The mentoring committee schedules at least one meeting per semester with the mentee to discuss the pre-tenure member's research and teaching activities (including course assessments), review documents (such as CV and personal research and teaching statements) and/or other agenda items that are of interest to the mentee. The mentoring committee sends the meeting dates to the provost's office. Other tenured faculty are welcome to attend these meetings, which are separate from the annual required meeting with the chair.
- At the invitation of the pre-tenure member, the Board of Counselors mentor is welcome to attend departmental mentoring meetings as an observer.

Department of German Studies  
Smith College

**Departmental Mentoring Program for Untenured, Tenure-Track Faculty**  
**Approved December 6, 2017**

The goals of this mentoring plan are to inform the mentee about the criteria used by the department and the college to evaluate faculty members, to provide a wide range of feedback from the department to the untenured colleague during the probationary period, and to create a climate in which the new faculty member can grow as a teacher, a scholar and a member of the Smith community.<sup>1</sup>

The chair will assign to each junior faculty member a mentor from among the tenured members of the department. The mentoring position for each mentee will rotate annually or biannually through senior members of the department. In a given year, each junior faculty member will have a distinct mentor (e.g., no tenured faculty member will serve as a mentor to multiple junior faculty in a given year). The mentoring process will continue throughout the probationary period until the tenure decision.

For feedback on teaching, the mentor will endeavor to visit at least one class during the first semester of the mentoring year and meet periodically with the faculty member to provide informal feedback. The instructor should also be encouraged to observe classes of the mentor. The mentee should submit to the mentor and to the chair, for feedback, a teaching portfolio for each course taught during the mentoring year. This portfolio might contain such items as a syllabus, copies of exams, and descriptions of paper assignments. The mentee should be reminded of the resources offered by the Sherrerd Center for Teaching and Learning, the Provost's Office, and of other appropriate resources.

For feedback on research, the mentee should be encouraged to invite the tenured members of the department to any local presentations of their research (including department seminars, five college seminars or Liberal Arts Lunches). He or she should also feel free to ask for feedback on working papers.

The current year mentor shall meet each semester with the mentee to review progress in teaching, scholarship and service. The mentor shall maintain confidentiality of all mentor-mentee discussions. At the time of reappointment and tenure, only the formal components of the dossier should enter the evaluation process. Current and/or former mentors can serve on the class visitation committee but their input on teaching should be confined to what they observe on the formal class visits.

As called for in the *Policy of Appointment, Reappointment, Promotion and Tenure*, the junior colleague shall also meet once a year with the chair to conduct a review of the junior colleague's progress in teaching, scholarship and service. The junior colleague may elect to invite another departmental colleague to this meeting. Prior to the meeting,

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<sup>1</sup> These goals were laid out in the 2002 Report and Recommendations of the *ad hoc* Committee on the Status of Untenured Faculty at Smith College, *Strengthening Our Intellectual Community*.

the mentee is encouraged to write a brief annual statement of teaching, research and service. The purpose of this meeting is to give the junior colleague feedback on positive aspects of their performance and suggestions for improvements. The purpose of the annual statement is to provide a basis for the discussion and to prepare the junior colleague for the writing of the Statement of Teaching, Research and Service that is required at the times of reappointment and tenure. At the annual meeting, the junior colleague may suggest additional feedback that would be helpful in future years.

The chair will send the date of the annual meeting with the junior colleague to the Provost's office. The substance of the annual meeting shall remain confidential among the tenured members of the department. The junior colleague, however, is not bound by that confidentiality.

## **Government Departmental Mentoring Plan**

Approved September 20, 2017

### Guiding Principles

Departmental mentoring introduces tenure-track faculty to the culture of the department, college, Five College community, and profession. Because no one succeeds alone, departmental mentors support junior colleagues in building their network of mentors and accessing college resources in order to help them grow as scholars, teachers, and colleagues. Finally, departmental mentoring supplements and complements evaluative processes mandated by the *Policy of Appointment, Reappointment, Promotion, and Tenure*.

While mentoring does and should happen informally, a formal departmental mentoring plan provides transparency, clarity, consistency, and equity. In addition, formalization removes the burden of request from tenure-track faculty members, who may not feel empowered to initiate conversations with senior colleagues about areas of concern.

Mentoring is a supplemental support mechanism for faculty, part of an array of faculty development opportunities at Smith, and is not an employment requirement.

### Roles

Departmental mentors support their mentees through regular meetings regarding strategies for prioritizing and performing scholarship, teaching, and service. Mentors address questions and concerns, and assist mentees in building connections and accessing resources. Both the mentor and mentee have a responsibility for ensuring productive conversations happen.

### Practices

Departments and mentors are expected to meet the following minimum requirements:

1. Early in the fall semester, the department chair assigns at least one senior colleague mentor for each tenure-track member.
2. The mentor schedules at least one meeting per semester with the mentee. These meetings are separate from the annual meeting with the chair, required by the *Policy*.
3. The mentor sends the meeting dates to the provost's office.

Departments and mentors are encouraged to supplement these minimum requirements with additional practices such as scheduling more frequent mentoring meetings, rotating mentors during the course of the probationary period, partnering with other departments, organizing class visits for the primary purpose of improving teaching rather than evaluation, devoting time during departmental meetings to discuss teaching and research challenges and strategies, and holding departmental colloquia where department members can share research. There are many different ways to mentor well, and all mentoring is improvable.

If the mentoring relationship is not satisfactory for either party, the individual should reach out to the department chair and/or the associate dean of the faculty and dean for academic development for resolution.

Guidelines for Mentoring Tenure-Track Faculty  
Department of History, Smith College  
May 14, 2018

It has been our experience that mentoring relationships can emerge organically between colleagues who have substantive interests in common and the mutual desire to share ideas and experiences. We encourage a tenured faculty member with research interests that connect with a new colleague to reach out to that person. To facilitate this, the chair will endeavor to consult with the tenure-track colleague as well as members of the department, to assign each new faculty member at least one mentor. The pre-tenure tenure-track colleague and her/his History colleague mentor(s) will meet at least once each semester during the former's probationary period up to the start of the tenure review year. We also encourage tenure-track faculty members to raise questions and seek help and guidance from any faculty member, in addition to the departmental mentor/s. We understand the purpose of mentorship as an opportunity for tenured members to draw on their experiences as scholars and teachers at Smith in a manner that can benefit the new member of the department. Evaluation occurs at the time of reappointment and also at the time of tenure. With that in mind, mentorship is intended to assist and support during the pre-tenure period. Both tenured and untenured members can benefit from these efforts since at the time of evaluation the context that the tenured members may bring to the dossier will be both wider and deeper.

An important goal of mentoring is to offer tenure-track colleagues consistent advice on how to prepare the strongest possible case for reappointment, tenure and promotion. Of the three areas of professional development, scholarship and teaching should be regarded as equal in importance, as specified by the *Policy on Appointment, Reappointment, Tenure and Promotion*. While service to the department and college is important, it cannot substitute for excellence in both scholarship and teaching. Over the years, tenure-track faculty members are expected to contribute increasingly to service, and this can be discussed with mentors to make sure the untenured colleague is satisfying this expectation without undue burden. In terms of scholarship, the history department expects that the tenure dossier will include a scholarly book, published with a reputable press. A completed book manuscript that is in press with a reputable publisher or a completed book manuscript plus book contract with readers' reports from a reputable publisher are normally considered sufficient as well.

Some examples of guidance that mentors may provide, at the request of the tenure-track faculty member, include designing syllabi, assignments and other handouts; approaches to evaluating and mentoring students; and possibilities for participating in the intellectual life of the department, the campus, the five colleges, and the field as a whole. The Sherrerd Center for Teaching and Learning can also help with teaching-related advice and workshops. Likewise, the Provost's Office can offer assistance concerning the preparation of curriculum vitae, faculty record sheets, grant applications, applications for sabbatical and leave, reappointment and tenure dossiers, how to slow down or speed up the tenure clock, and any other related issues that arise. With regards to scholarship, mentors can offer advice on the appropriate balance between attending conferences,



producing articles, and publishing a book manuscript; they may also be able to offer advice regarding the timing and securing of funding, the book proposal, contacting editors, and other issues related to publishing.

With regards to class visits, two tenured members of the department will visit the tenure-track faculty member's classroom in the first year and all tenured members will visit during reappointment and tenure. They will make every effort to accommodate the tenure-track colleague's preferences regarding the timing of the visit. Tenure-track colleagues are welcome to request additional visits. We also invite tenure-track faculty to visit the classes of tenured colleagues, to observe different styles of teaching and to support an ongoing conversation concerning pedagogy between department members.

To advise tenure-track faculty members on their progress, the chair (and the mentor, ideally) will meet with the tenure-track colleague at the end of every academic year for an annual review, to discuss their progress in scholarship, teaching, and service, as required by the college. If the tenure-track colleague is a member of an interdepartmental program or Five College professor, they are welcome to notify the chair if they would like an additional person present at the meeting. To facilitate the conversation, the tenure-track colleague will endeavor to provide their mentor and the department chair with a short progress report (1-2 pp) consisting of an overview of the past year's accomplishments and goals for the coming year (*or a draft of the faculty record sheet*), plus a current curriculum vita. This report cannot be included as part of the formal record, as it is intended for mentoring purposes only. For more information see the History Department Personnel Procedures.

These guidelines are evolving. All members of the History Department are welcome to suggest changes at any time so we can refine and strengthen our mentoring process.

## **ITALIAN STUDIES Department's Procedures** **Effective July 1, 2021**

The procedures below reflect the Department of ITALIAN STUDIES's commitment to gather information and provide feedback to faculty members in ways that are collegial, constructive, and substantive. These procedures supplement the requirements outlined in the *Policy of Appointment, Reappointment, Promotion, and Tenure*.

In its evaluation of teaching, the Department of ITALIAN STUDIES will consider evidence as described in II.B.1 of the *Policy*, including classroom visits. The purpose of classroom visits are: (1) to assist and support members of the ITALIAN STUDIES Department in developing their skills as teachers, and (2) to give the ITALIAN STUDIES Department objective and reliable firsthand information about the teaching of its members to be used in reappointment, tenure, and promotion decisions, as required by the *Policy*. Members of the ITALIAN STUDIES Department are encouraged to consult the Sherrerd Center for Teaching & Learning website (<https://www.smith.edu/about-smith/sherrerd-center/resources>) for best practices on the formative and summative assessment of teaching.

In its evaluation of teaching for the reappointment of non-tenure-track faculty, the Department of ITALIAN STUDIES will conduct at least one class visit following the procedures outlined below. Due to the small size of the Department, the Department of ITALIAN STUDIES might also appoint as visitors members of other Departments whose expertise matches the expertise of the candidate. For all faculty (tenured, tenure-track, and non-tenure-track), by mutual agreement between the instructor and the department, a class visit may be scheduled at any time during the contract period.

### Classroom Visitation Procedures

1. Each class visit should include at least two, and no more than three, visitors.
2. Before the class visit, the teacher will share a copy of their syllabus and inform the visitors of the objectives for the class.
3. The timing and number of visits are mutually agreed upon between the visitors and teacher in advance.
4. Participation in class by visitors is strongly discouraged.
5. Following the class visit (normally within two weeks), each visitor will prepare a report on the class visit, and then the visitor should meet with the teacher to discuss the report. The teacher may respond in writing to the report.
6. The report, and any responses, will be filed in the Department of ITALIAN STUDIES's files and may be summarized in letters concerning reappointment, tenure, and promotion.
7. At the time of review for reappointment to assistant professor, the chair will, in consultation with the voting members, appoint a class-visitation committee that includes a subset of the voting members (e.g. two or three).
8. At the time of review for promotion to full professor, the chair will, in consultation with the voting members, appoint a class-visitation committee that includes a subset of the voting members (e.g. two or three).
9. At the time of review for reappointment to senior lecturer, the chair will, in consultation with the voting members and the senior lecturer, appoint a class-visitation committee that includes a subset of the voting members (e.g. two or three).

Latin American and Latino/a Studies Program  
Mentoring Plan  
Approved by LALS Program Steering Committee, October 17, 2017  
To go into effect, 1 July 2018

This document outlines LALS Program practices for mentoring tenure-track faculty.

Every fall semester, in conjunction with a Program-wide meeting, the Chair will appoint one tenured member of the Program Committee to serve as the Program Faculty Mentor (PFM). Tenured members of the Program Committee are expected to rotate through this role. Normally, every fall, the tenure-track faculty of the Program Committee will discuss our guidelines for mentoring and class visits.

Over the course of the academic year, the PFM will help tenure-track faculty set goals for teaching, research, and service; the PFM will also produce written feedback on teaching, based on a class visit. As mentor, the PFM will also be available to discuss opportunities that support teaching and research (these discussions will vary from faculty member to faculty member, but may include funding opportunities, programs sponsored by the Sherrerd Center or Jacobson Center, projects led by colleagues in programs or departments elsewhere at Smith or in the Five Colleges), and facilitate opportunities to meet colleagues in cognate departments at Smith and the Five Colleges. Discussion of such opportunities may take place at any point in the year, and may be quite informal (e.g., although in keeping with College mentoring guidelines, at least one meeting is expected per semester).

## **Landscape Studies mentoring plan**

28 April 2017

For each year of the probationary period for tenure-track colleagues, one tenured colleague and the director of the LSS steering group will serve as mentors to the junior colleague. Tenured colleague mentors will have staggered terms of 2 years. Mentors will meet at least once per semester with the junior colleague. These meetings will be informal and non-evaluative. The mentor will join the program director and the junior colleague for the year-end meeting, at which mentors and candidate will discuss as many of the topics recommended in the Mentoring Meeting Discussion Topics as is feasible and appropriate.

One tenured member and the director will serve as mentors for each non tenure-track colleague. Exception: When there is a guest co-teacher in a LSS studio, the studio instructor will serve as mentor when appropriate. Normally, the program director or another colleague may also serve as a second mentor for a guest studio instructor.

When appropriate, the steering group may devote part of a meeting to discussion of publishing and teaching in related fields. These discussions will be opportunities for colleagues to exchange ideas, suggestions, and advice for junior colleagues; and for the junior colleagues and others to present new directions in the field. One of these meetings may be in the form of the provost's symposium.

### **Class visits**

Colleagues eligible to vote will visit classes in pairs. After the first year, there will be at least one visit a semester. Every voting colleague must visit a class within 3 semesters of a vote for reappointment, tenure, or promotion.

Colleagues will write a report about the visit, together or singly, and will meet to talk with the candidate after he/she has had time to read the report(s). Any substantive suggestions or comments should be added to the report before sending to our files.

**Middle East Studies  
Program Mentoring Plan  
Approved August 18, 2020**

Guiding Principles

Mentoring introduces tenure-track faculty to the cultures, norms, and practices of the program, the College, the Five College community, and the profession. Because no one succeeds alone, mentoring supports junior colleagues in building their networks of mentors and accessing college resources to help them grow as scholars, teachers, and colleagues. Finally, mentoring supplements and complements evaluative processes mandated by the *Policy of Appointment, Reappointment, Promotion, and Tenure*.

While mentoring does and should happen informally, a formal departmental mentoring plan provides transparency, clarity, consistency, and equity. In addition, formalization removes the burden of request from tenure-track faculty members, who may not feel empowered to initiate conversations with senior colleagues about areas of concern.

Mentoring is a supplemental support mechanism for faculty, part of an array of faculty development opportunities at Smith. It is not an employment requirement.

Mentoring Roles

Mentors support their mentees through regular meetings regarding strategies for prioritizing and performing research, teaching, and service. Mentors address questions and concerns and assist mentees in building connections and accessing resources. Both the mentor and mentee have a responsibility for ensuring productive conversations happen.

Mentoring Practices

For each year of the probationary period, a different senior member of the MES program will be designated by the chair, in consultation with the junior colleague, to serve as a mentor. Senior members may be designated as mentor more than once during the course of a probationary period. We conceive of this role less as expert advisor than as “conversation partner.” The topics of these conversations will be driven by the mentee’s needs and interests. We imagine that they will be wide-ranging, and will address content relating to teaching and pedagogy, research, navigating Smith campus, and strategies for professional development.

To ensure that at least one such conversation happens each semester, the mentor will schedule a minimum of one meeting per semester with the mentee. The dates of these meetings are forwarded in advance to the office of the Provost. In addition to regular meetings, tenure track faculty may invite mentors to visit their classes and provide feedback to assist them in improving their teaching. Such visits will be supplemental to and

separate from those conducted formally by members of the personnel committee and are not for purposes of evaluation.

In their first semester at Smith new faculty should also meet with the chair of the program to review their syllabi to ensure that readings, course expectations, grading, etc. are in line with the culture of the college. The mentor may join this meeting at the request of the junior colleague.

In addition, given MES' interdisciplinary nature, the mentor and senior colleagues should help junior colleagues to develop meaningful relationships with other faculty working in their discipline at Smith or the Five Colleges (to the extent they desire). This may include assisting junior faculty to arrange visits to senior colleagues' classes.

Further, MES encourages tenure track faculty in the program to utilize College and external resources beyond those offered by the program, including but not limited to:

1. New Faculty Boot Camp sponsored by the National Center for Faculty Diversity. This nationally based group creates online support networks based on affinities. Experience suggests that enrollment would be most useful in a faculty member's second year, when he or she can begin to think strategically about issues of teaching, scholarship and service, and creating a work-life balance. We also suggest that faculty use the Center's workshops, which range from course creation, to work-life balance, to grant writing.
2. The Sherrerd Center for Learning and Teaching. The Sherrerd Center is an excellent resource for new teachers. New faculty will be encouraged to attend Teaching Arts Luncheon presentations, investigate opportunities afforded by various teaching circles, and explore other offerings of the center.
3. The Jacobson Center for Writing, Teaching, and Learning. New faculty are strongly encouraged to take advantage of the mid-semester evaluations of teaching sponsored by the Jacobson Center early in their career at Smith.

The program and designated mentors may supplement these requirements with additional practices such as scheduling more frequent mentoring meetings, partnering with other programs and departments to support the professional development of junior colleagues, devoting time during departmental meetings for discussion of teaching and research challenges and strategies, and convening departmental colloquia where program members can share research. There are many different ways to mentor well, and all mentoring is improvable.

If the mentoring relationship is not satisfactory for either party, the individual should reach out to the program chair and/or the associate dean of the faculty and dean for academic development for resolution.

## **Department of Mathematical Sciences Guidelines for Mentoring Junior Faculty**

Approved 2/27/2023

In the Department of Mathematical Sciences, mentoring applies to both pre-tenure faculty and to core lecturers, called “junior faculty” in the rest of this document. The mentoring process provides a safe space for exchanges between junior and tenured faculty, and should inasmuch as possible be distinguished from the evaluative process.

- Early in the fall semester, the chair assigns one senior colleague mentor to each junior faculty member, in consultation with the junior faculty. The mentorship of the junior faculty normally rotates yearly among senior faculty.
- The mentor and mentee must meet at least once each semester to discuss issues related to teaching, scholarship, and service. The mentee and mentor may find it helpful to visit each other’s classes in order to have a more substantive conversation on pedagogy. The mentor will send the meeting dates to the Provost’s office.
- The junior faculty member should be encouraged to discuss frankly matters pertaining to teaching, research and service with the mentor.
- This mentoring plan does not preclude other, more informal exchanges between the junior and other senior faculty, which the department strongly encourages.

## Music Department Mentoring Plan (October 2022)

The Department of Music sees the mentoring process as means of informing new members of College and departmental procedures and traditions in ways that are unofficial and unceremonious and, it is hoped, beneficial. Every tenure-track junior member of the faculty, core lecturer, and renewable laboratory instructor will be assigned a mentor from among the senior faculty for each year. In the case of a new hire, the mentor will be assigned as soon as the offer of the position has been accepted. The assignment will be made by the Chair, with the consent of the mentor. Mentors will meet with their junior colleague once a semester, and additionally as either or both parties may request, to informally discuss matters having to do with teaching, scholarship, performance, departmental service, and the road to reappointment and tenure or promotion. The mentor will also convey the meeting dates to the Provost's office. Notes made of the meetings of the mentor and the junior faculty member will not become part of the junior faculty member's departmental file.

If the mentoring relationship is not satisfactory for either party, the individual should reach out to the department chair and/or the associate dean of the faculty and dean for academic development for resolution.



Neuroscience Program Mentoring Program for Pre-tenure and Non-tenure Track Faculty  
Effective October 15, 2022

The purpose of the Neuroscience Program's Mentoring Program is to provide opportunities for exchanges between tenured and pre-tenure/non-tenured members of the Program Committee that are not solely structured around evaluation procedures. All pre-tenure faculty members and non-tenure track faculty members with a renewable appointment in Neuroscience will be mentored according to this plan.

- 1) On an annual basis and in consultation with every pre-tenure and non-tenure track faculty member on the NSC Committee, a senior faculty mentor will be assigned by the Director of the Program. If both parties are willing and able, the same mentor can be assigned for the following year for a maximum of three years' service.
- 2) The mentor and mentee must meet once each semester to discuss issues related to teaching, scholarship, and service. The mentee and mentor may find it helpful to visit each other's classes in order to have a more substantive conversation on pedagogy. In addition, the mentee may request to have their mentor join the annual meeting with the Program Director to discuss progress toward reappointment, tenure, and promotion. The mentor will send the meeting dates to the Provost's office.
- 3) The pre-tenure/non-tenure track faculty member should be at liberty to discuss in confidence all matters pertaining to teaching, research and service with the mentor. Matters related to these issues can be brought to the attention of the senior members of the NSC committee upon the agreement of the mentee and the mentor.
- 4) If the mentoring relationship is not satisfactory for either party, the individual should reach out to the director and/or the associate dean of the faculty and dean for academic development for resolution.

## **Philosophy Departmental Mentoring Plan** **Effective July 1, 2023**

### **Guiding Principles**

Departmental mentoring helps junior faculty members, specifically, assistant professors and core lecturers, to succeed as teachers, scholars, and colleagues in the department and at the college. Because no one succeeds alone, departmental mentors support junior colleagues in building their network of mentors and accessing college resources in order to help them grow as scholars, teachers, and colleagues. And because the needs of each faculty member are different, the topics and issues that might be addressed in the context of a mentoring relationship will vary, and it will depend on the needs and interests of the faculty member being mentored. Finally, departmental mentoring supplements and complements evaluative processes mandated by the *Policy of Appointment, Reappointment, Promotion and Tenure*.

While mentoring does and should happen informally, a formal departmental mentoring plan provides transparency, clarity, consistency, and equity. In addition, formalization removes the burden of request from junior faculty members, who may not feel empowered to initiate conversations with senior colleagues about areas of concern. Mentoring is a supplemental support mechanism for faculty, part of an array of faculty development opportunities at Smith, and is not an employment requirement.

### **Procedures**

Departments and mentors are expected to meet the following minimum requirements:

1. Early in the fall semester, the department chair assigns at least one senior colleague mentor for each tenure-track member and core lecturer.
2. The mentor schedules at least one meeting per semester with the mentee. These meetings are separate from the annual meeting with the chair, required by the *Policy* for tenure-track faculty members.
3. The mentor sends the meeting dates to the provost's office.

At the meetings, departmental mentors support their mentees through regular meetings regarding strategies for prioritizing and engaging in scholarship, teaching, and service. Mentors typically provide advice regarding how to balance these activities, how to teach effectively, how to advance a research program, and how to become a productive citizen of the department and the college. They also assist mentees in building connections and accessing resources. Both the mentor and mentee have a responsibility for ensuring productive conversations happen.

The mentor and mentee may, if they so desire, supplement these requirements with additional practices, including, but not limited to, such things as scheduling more frequent mentoring meetings, bringing in additional mentors, introduction to or facilitation of collaboration with colleagues in other departments or on other campuses, organizing class visits for the primary purpose of improving teaching rather than evaluation, or organizing discussions of work in progress.

The department as a whole will provide mentoring by setting aside time each semester—either in the context of department meetings or in special-purpose gatherings—to discuss pedagogy.

If the mentoring relationship is not satisfactory for either party, the individual should reach out to the department chair and/or the associate dean of the faculty and dean for academic development for resolution.

Approved: June 2017

## Physics Department Mentoring Plan

### Mentors' Role

Departmental mentors support their mentees through regular meetings regarding strategies for prioritizing and performing scholarship, teaching, and service. Mentors address questions and concerns, and assist mentees in building connections and accessing resources.

### Practices

1. Early in the fall semester, the department chair will assign at least one senior colleague mentor for each tenure-track member.
2. The mentor will schedule meetings with a frequency agreed on by the mentor and mentee, but at least one meeting per semester. These meetings are separate from the annual meeting with the chair, required by the *Policy*.
3. The mentor will send the meeting dates to the provost's office.

The mentor is encouraged, but not required, to supplement these minimum requirements with additional practices such as availability for impromptu meeting or organizing class visits for the primary purpose of improving teaching rather than evaluation.

The department will devote departmental meeting time to discuss teaching and research challenges and strategies. If there are particular topics a mentee would like discussed they can bring them to the department chair to schedule in the meeting or can ask their mentor to do so.

Suggested topics for discussion are included in the Mentoring Meeting Discussion Topics, provided by the provost's office ([https://www.smith.edu/deanoffaculty/employment RTP.php](https://www.smith.edu/deanoffaculty/employment_RTP.php)). Following are additional resources particularly relevant to physics:

- [The Moneybook](#) and internal funding opportunities, including timing of Picker fellowship and internal funding through the Paganelli fund
- Grant Funding Sources
  - NSF
  - Research Foundation
  - DOE
- Societies
  - APS
  - AAPT
  - Sigma Xi
- NSF Teaching Workshop for new Faculty

## **Psychology Mentoring Plan** **Effective July 1, 2021**

### Guiding Principles

Departmental mentoring introduces tenure-track faculty to the culture of the department, college, Five College community, and profession. Because no one succeeds alone, departmental mentors support junior colleagues in building their network of mentors and accessing college resources in order to help them grow as scholars, teachers, and colleagues. Finally, departmental mentoring supplements and complements evaluative processes mandated by the Policy of Appointment, Reappointment, Promotion, and Tenure.

While mentoring does and should happen informally, a formal departmental mentoring plan provides transparency, clarity, consistency, and equity. In addition, formalization removes the burden of request from tenure-track faculty members, who may not feel empowered to initiate conversations with senior colleagues about areas of concern.

Mentoring is a supplemental support mechanism for faculty, part of an array of faculty development opportunities at Smith, and is not an employment requirement.

### Roles

Departmental mentors support their mentees through regular meetings regarding strategies for prioritizing and performing scholarship, teaching, and service. Mentors address questions and concerns, and assist mentees in building connections and accessing resources. Both the mentor and mentee have a responsibility for ensuring productive conversations happen.

### Practices

Departments and mentors are expected to meet the following minimum requirements:

1. Early in the fall semester, the department chair assigns at least one senior colleague mentor for each tenure-track member. This assignment is normally rotated once per semester.
2. The mentor schedules at least one meeting per semester with the mentee. These meetings are separate from the annual meeting with the chair, required by the Policy.
3. The mentor sends the meeting dates to the provost's office.

Departments and mentors are encouraged to supplement these minimum requirements with additional practices such as scheduling more frequent mentoring meetings, rotating mentors during the course of the probationary period, partnering with other departments, organizing class visits for the primary purpose of improving teaching rather than evaluation, devoting time during departmental meetings to discuss teaching and research challenges and strategies, and holding departmental colloquia where department members can share research. There are many different ways to mentor well, and all mentoring is improvable.

If the mentoring relationship is not satisfactory for either party, the individual should reach out to the department chair and/or the associate dean of the faculty and dean for academic development for resolution.

**Religion Department**  
**Mentoring of Tenure-Track Faculty**  
**Effective December 6, 2017**

Guiding Principles

Departmental mentoring introduces tenure-track faculty to the culture of the department, college, Five College community, and profession. Because no one succeeds alone, departmental mentors support junior colleagues in building their network of mentors and accessing college resources in order to help them grow as scholars, teachers, and colleagues. Finally, departmental mentoring supplements and complements evaluative processes mandated by the *Policy of Appointment, Reappointment, Promotion, and Tenure*.

Departmental mentors support their mentees through regular meetings regarding strategies for prioritizing and performing scholarship, teaching, and service. Mentors address questions and concerns, and assist mentees in building connections and accessing resources. Both the mentor and mentee have a responsibility for ensuring productive conversations happen.

*Mentoring is a supplemental support mechanism for faculty, part of an array of faculty development opportunities at Smith, and is not an employment requirement.*

Guidelines

1. Early in the fall semester, the Chair of the Department assigns at least one tenured colleague mentor for each tenure-track member.
2. The mentor's main functions include aiding the junior faculty member in navigating Smith's institutional culture; addressing questions about classroom challenges; fielding questions regarding syllabi and assignments; discussing approaches to mentoring students; preparing faculty record sheets; and helping to identify paths for appropriate college service opportunities.
3. The mentor schedules at least one meeting per semester with the mentee. The mentor notifies the Chair of the Department and the Provost's office of these meeting dates. Records of these meetings will not be kept.
4. The mentee may request members of the Department to visit a class for the primary purpose of consulting about pedagogical methods rather than evaluation.
5. Regular Department meetings will devote time to discuss any questions that the junior faculty may have regarding any aspect of teaching, research, and service.

**Russian, East European and Eurasian Studies Program**  
**Mentoring of Tenure-Track Faculty**  
**Effective July 1, 2017**

Guiding Principles

Departmental mentoring introduces tenure-track faculty to the culture of the department, college, Five College community, and profession. Because no one succeeds alone, departmental mentors support junior colleagues in building their network of mentors and accessing college resources in order to help them grow as scholars, teachers, and colleagues. Finally, departmental mentoring supplements and complements evaluative processes mandated by the *Policy of Appointment, Reappointment, Promotion, and Tenure*.

Departmental mentors support their mentees through regular meetings regarding strategies for prioritizing and performing scholarship, teaching, and service. Mentors address questions and concerns, and assist mentees in building connections and accessing resources. Both the mentor and mentee have a responsibility for ensuring productive conversations happen.

*Mentoring is a supplemental support mechanism for faculty, part of an array of faculty development opportunities at Smith, and is not an employment requirement.*

Guidelines

1. Early in the fall semester, the Program director assigns at least one tenured colleague mentor for each tenure-track member.
2. The mentor's main functions include aiding the junior faculty member in navigating Smith's institutional culture; addressing questions about classroom challenges; fielding questions regarding syllabi and assignments; discussing approaches to mentoring students; preparing faculty record sheets; and helping to identify paths for appropriate college service opportunities.
3. The mentor schedules at least one meeting per semester with the mentee. The mentor notifies the Program director and the Provost's office of these meeting dates. Records of these meetings will not be kept.
4. The mentee may request members of the Program to visit a class for the primary purpose of consulting about pedagogical methods rather than evaluation.
5. Regular Program meetings will devote time to discuss any questions that the junior faculty may have regarding any aspect of teaching, research, and service.

## **Statistical and Data Sciences Mentoring Plan**

Effective July 1, 2017

### Guiding Principles

Departmental mentoring introduces tenure-track faculty to the culture of the department, college, Five College community, and profession. Because no one succeeds alone, departmental mentors support junior colleagues in building their network of mentors and accessing college resources in order to help them grow as scholars, teachers, and colleagues. Finally, departmental mentoring supplements and complements evaluative processes mandated by the *Policy of Appointment, Reappointment, Promotion, and Tenure*.

While mentoring does and should happen informally, a formal departmental mentoring plan provides transparency, clarity, consistency, and equity. In addition, formalization removes the burden of request from tenure-track faculty members, who may not feel empowered to initiate conversations with senior colleagues about areas of concern.

Mentoring is a supplemental support mechanism for faculty, part of an array of faculty development opportunities at Smith, and is not an employment requirement.

### Roles

Departmental mentors support their mentees through regular meetings regarding strategies for prioritizing and performing scholarship, teaching, and service. Mentors address questions and concerns, and assist mentees in building connections and accessing resources. Both the mentor and mentee have a responsibility for ensuring productive conversations happen.

### Practices

Departments and mentors are expected to meet the following minimum requirements:

1. Early in the fall semester, the department chair assigns at least one senior colleague mentor for each tenure-track member.
2. The mentor attends at least one class taught by the mentee during the academic year.
3. The mentor schedules at least one meeting per semester with the mentee. These meetings are separate from the annual meeting with the chair, required by the *Policy*.
4. The mentor sends the class-visit and meeting dates to the provost's office.

Departments and mentors are encouraged to supplement these minimum requirements with additional practices such as scheduling more frequent mentoring meetings, rotating mentors during the course of the probationary period, partnering with other departments, organizing class visits for the primary purpose of improving teaching rather than evaluation, devoting time during departmental meetings to discuss teaching and research challenges and strategies, and holding departmental colloquia where department members can share research. There are many different ways to mentor well, and all mentoring is improvable.

If the mentoring relationship is not satisfactory for either party, the individual should reach out to the department chair and/or the associate dean of the faculty and dean for academic development for resolution.



**Department of Sociology – Mentoring Plan**  
**May 2017**

- This mentoring plan does not seek to replace our evaluation plan, which entails regular meetings with untenured faculty members to discuss research agendas, teaching and service.
- The department chair will appoint a faculty mentor for each junior faculty early in the academic year.
- The mentor will meet with the junior faculty member once per semester, separate from the annual meeting with the chair.
- The mentor sends the meeting dates to the Provost's office.
- The Sociology Department views mentoring as an ongoing process for all department members.
- The main focus of our mentoring process is our ongoing faculty development program. We meet between two and four times a year to discuss specific teaching-related issues. This may include discussions on strategies and lesson plans for Introduction to Sociology; how we organize our seminars; community-based learning; etc.
- We encourage class visits by all members of the department and untenured faculty members may visit courses of those with tenure.

## SPP Junior Faculty Mentoring Model (October 2022)

In the Department of Spanish and Portuguese mentoring applies to both pre-tenure faculty and to core lecturers, called “junior faculty” in the rest of this document.

The mentoring process provides a safe space for exchanges between junior and tenured faculty, and as much as possible should be distinguished from the evaluative process. The mentoring process is guided by principles of reciprocity between colleagues, commitment to pedagogical development and innovation, and respect for academic freedom.

The mentor and mentee must meet at least once each semester to discuss issues related to teaching, as well as scholarship and service when appropriate. The mentor should consult with and accommodate the junior faculty member’s schedule when setting meeting dates. The mentor will send the meeting dates to the Provost’s office.

The mentorship of the junior faculty normally rotates yearly among tenured faculty. Early in the fall semester, the department chair assigns **one tenured faculty member to serve as** mentor to each junior faculty member, in consultation with the junior faculty.

The junior faculty member should be encouraged to discuss matters pertaining to teaching, as well as scholarship and service when appropriate, with the mentor:

- In order to have more substantive conversations on pedagogy and teaching, and to cultivate reciprocity among colleagues, the mentee and mentor may find it helpful to visit each other’s classes, exchange syllabi or assignments from each other’s courses.
- As the mentor’s role is not evaluative, the junior faculty member should be encouraged to discuss frankly practical issues related to pedagogy as well as ideas for experimentation, innovation or revision of pedagogical models.
- The junior faculty member is likewise encouraged to discuss frankly matters of research and scholarship, enjoying the same benefits of academic freedom as the tenured faculty member.

This mentoring plan does not preclude other, more informal exchanges between the junior and other senior faculty, which the department strongly encourages.

Study of Women and Gender  
Smith College  
Mentoring Policy  
March 2013

Mentoring untenured faculty members should supplement and complement SWG's annual evaluation of assistant professors with full or joint appointments in the Program, but it should not take the place of these regular evaluations. The purpose of annual evaluations is for the Program to supervise the assistant professor's teaching, research and service and to provide feedback regarding whether the individual is meeting the expectations of the Program and the college to fulfill the requirements for tenure. Because the Program Chair is responsible for annual evaluations and thereby acts in an official, supervisory capacity, the Chair will not take on the role of mentor. However, the Chair will meet with new faculty members in their first semester at Smith to review their syllabi in order to ensure that readings, course expectations, grading, etc. are in line with the culture of the college.

Mentoring, on the other hand, is a less formal, more flexible and dynamic relationship that enables senior faculty members to introduce their untenured colleagues to the culture of the Program, the college, the 5-College community and the profession. Oftentimes, relevant issues and questions that arise for an untenured colleague remain unaddressed in the business of the Program and/or the college. Navigating this professional terrain can become more manageable with support provided through informal conversations between mentor and mentee. This policy is meant to serve as a guide for senior faculty members in the Program, but none of the recommendations outlined are mandatory or proscriptive. Ideally, mentoring should allow all involved individuals to develop and learn from each other through ongoing conversations about professional goals and strategies. Because teaching and research are the most important categories upon which tenure decisions are based at Smith College, these are the areas that the Program should be most attentive to when mentoring untenured members. Recognizing this emphasis, mentees may wish to consult with their mentor before agreeing to committee work and/or service before tenure.

In an effort to allow for maximum opportunities to build relationships in the program, mentors will rotate annually. At the beginning of each year, both the outgoing and incoming mentors meet with the untenured member for a discussion. In this conversation, the mentee is encouraged to identify his/her needs for the upcoming year. This conversation is also an opportunity to review what has been useful thus far. The Program chair should work with senior faculty to ensure that each mentor shares their particular strengths with the assistant professor.

New faculty members and their mentors are encouraged to focus primarily on teaching in the first year, with increasing attention to publishing in the following years. In keeping with this intention, new faculty members should also be invited to class meetings of their senior colleagues that first semester. Exposure to different

teaching styles, learning aides, and classroom dynamics can help new faculty understand the expectations their colleagues and students will have of the instructor's performance in the classroom. The feminist classroom and its students present particular needs and demands which the mentor will work to identify and explore with the mentee. Such topics include but are not limited to managing identity politics in the classroom, and the rigors of working with students on material that can be especially challenging for them to manage personally. All members of the Program are encouraged and expected to participate in pedagogy workshops focused on the particular challenges and strategies for teaching courses in the SWG Program.

With regard to scholarship, the Program's tenured faculty members should lend support at all stages. Tenured faculty members who have recently published in peer reviewed journals, or who can support the assistant professor with the process of publishing a manuscript, might help guide the assistant professor through these steps. Conversations about the publishing industry and particular presses can help untenured faculty members to identify journals and presses that would prove most suitable for and receptive to their work. Senior faculty members should also lend support during the writing and revision processes of a manuscript proposal.

While assistant professors should be responsible for defining their intellectual goals and professional plans, and should also be encouraged to bring problems, concerns and questions to their mentors for advice or support, mentors are responsible for initiating a meeting with the assistant professor at least once a semester. The mentor's accountability in this area is far greater than the reverse because it takes time and comfort as the result of concrete experiences for a pre-tenure faculty member to initiate conversation about something they need help with. Tenured faculty members' ability to provide feedback on a range of questions-- from the most basic to the more complicated questions, such as the necessity of attending particular meetings, the usefulness of delivering a co-curricular lecture for a student group, or the wisdom of pursuing publication with a particular journal or press -- can only be enhanced if they are diligent about initiating and maintaining contact with untenured colleagues.

The mentoring relationship should allow colleagues to connect with each other, as well as enable senior Program members to connect the assistant professor with other relevant members of the Smith or 5-College faculty. Given SWG's interdisciplinary nature, we should work to help new and untenured colleagues to develop meaningful relationships with other faculty members working in the untenured faculty member's discipline at Smith or Five Colleges.

Finally, while the Program chair will ensure that a mentor is assigned to core SWG untenured faculty member, the chair will offer affiliated faculty members the option of being assigned a mentor from SWG with the understanding that they may turn down this offer without penalty.

Theatre Department Mentoring Plan  
Approved May 10, 2017

We are a relatively small department with 7 full time and one half time members. Our mentoring practices remain informal, with senior members committed to mentoring junior members through accessibility, transparency and regular interaction: both scheduled meetings and unscheduled and informal conversations address teaching, scholarship, service and departmental matters.

We also maintain a second, more formal level of mentoring. At least two senior colleagues will be assigned by the Chair, normally in the fall semester, to mentor a single junior colleague, from the beginning of his/her appointment. These appointed mentors (one of whom may be the Chair) will remain collegial, but will have meetings with the junior member, normally one time per semester, to discuss pertinent issues, including candid discussion of teaching practices, scholarship, and general adjustment to life at the college, with an intent to help them grow in these areas. The chair will send dates of such meetings to the Provost's office. The junior faculty will be encouraged to address all issues of interest and concern. We consider this mentorship to be part of the general responsibility of senior faculty to nurture and support junior members.

Finally, we have explicit guidelines regarding class visits, and the Chair meets annually with untenured colleagues to discuss teaching, service and scholarship.