Chemistry/Biochemistry TTF Mentorship Program

Department of Chemistry and Biochemistry, University of Colorado at Colorado Springs
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Purpose

Through the establishment of a formal mentorship program, the University of Colorado at Colorado Springs (UCCS) Department of Chemistry and Biochemistry (The Department) outlines practices to provide its junior tenure track faculty (TTF, rank of Assistant Professor) with guidance and feedback between the time of hire and the tenure application process. The Department recognizes that many aspects of the transition into a career in academia can be difficult to navigate without guidance from individuals who have experienced the transition firsthand. The goal of the program outlined herein is to promote the transfer of nuanced knowledge from more-senior TTF or tenured faculty (the "**mentor**") to junior TTF (the "**mentee**") to aid in their strategic planning of teaching, research, and service ventures. In addition to specifying mentorship activities and roles, this program uses periodic written feedback, from mentor to mentee, to document mentorship activities—see *Appendix C: Mentorship Meeting Form (Tenure Track Faculty)*. Such documentation is suited for inclusion within dossiers submitted to accompany reviews at initial reappointment, comprehensive, and tenure stages. The mentorship program outlined herein is independent of the annual review process, through which the Department Chair provides advising on career progression to all faculty.

Overview

The mentorship program is organized into two phases. The first "**Transition and Establishment**" phase provides new faculty members with access to human (faculty) resources as they navigate their transition to and first semester at UCCS. Each newly appointed TTF member will be assigned a *temporary* mentor to facilitate guidance during this phase. Second, the "**Professional Progression**" phase spans the mentee's second semester through the submission of their dossier for promotion to Associate Professor—typically completed in the fall semester of their seventh year. Mentees will select (with approval of the Departmental Chair and the proposed mentor) a long-term mentor with whom they feel comfortable discussing and planning professional development activities.

The Mentorship Program includes a series of meetings intended to either disseminate information or provide advice and/or feedback to the mentee. The mentee is encouraged to utilize their mentor as a source of information related to all aspects of professional development whenever such advice is needed. Additionally, mentees are encouraged to seek informal and formal professional development advice from as many sources (departmental, within UCCS, off-campus, etc.) as they deem useful to guide their growth and development as faculty members. Ultimately, it is the responsibility of the mentee to develop teaching, research, and service portfolios detailing the quality and quantity of professional activity needed to warrant tenure and/or promotion.

If mentees believe they do not have adequate access to mentoring, they are responsible for bringing their situation to the attention of the primary unit chair, and if necessary, the offices of the dean and provost.

Summary of Scheduled Communications (total number of scheduled meetings indicated)

	Pre-Arrival	Year 1				Year 2			Year 3		Year 4	Year 5	Year 6	
		Fa	WB	Sp	Su	Fa	WB	Su	WB	Su	Su	Su	WB	Su
Phase 1	1	2												
Phase 2				1	1	1	1	1	1	1	1	1	1	1

"Fa" = Fall Semester // "WB" = Winter Break // "Sp" = Spring Semester // "Su" = Summer

Phase 1: Transition and Establishment

ACADEMIC YEAR ONE

Within two weeks of signing a Letter of Offer
> The temporary mentor (assigned by the Department Chair) will contact the newly hired TTF member by phone to offer congratulations and introduce themselves as a mentor. The mentor will provide a digital welcome packet (see *Appendix A: Contents of New Hire Welcome Packet*) with information intended to guide the transition to life as a TTF member of The Department.
> Documentation of Communication: None

MEETING 1.1 - During week prior to the beginning of the Fall Semester
> Mentor-scheduled 1-on-1 meeting with mentee, suggested discussion topics include (not limited to):
> - Preparedness for teaching
>   - Syllabus, class schedule, office hours
>   - Lecture notes, PowerPoint slides, classroom technologies
>   - Assessment plan, availability of standardized exams
> - Need for advice/assistance outside of teaching and research activities
> - The reappointment, promotion to tenure (RPT) process and organizational strategies for dossier assembly
> - The annual evaluation processes
> - Establishment of a strategy for first-semester research progress, balancing time between:
>   - Lab setup
>   - Student training (discussion of UCCS student-researcher efficiency)
>   - Collection of preliminary data, establishment of collaborations
>   - Conference attendance, availability of departmental funds supporting such
>   - Proposal preparation
>   - Manuscript submission
> - Strategy for allocation of startup funds
> - Internal funding awareness (CRCW, URA, Deans Summer Stipends)
> - The role of the UCCS Office of the Dean of Students (when appropriate to contact)
> - Creating a respectful classroom and research environment that honors diversity and inclusion
> - Strategic integration of service activities
> - Work-life balance
> Documentation of Meeting: None

MEETING 1.2 - Approximately midway through Fall Semester (following completion of mid-semester teaching evaluations by the mentee)
> Mentor-scheduled 1-on-1 meeting with mentee, suggested discussion topics include (not limited to):
> - Results of mid-semester teaching evaluations
> - Strategies for teaching improvement
> - Scheduling of mentor teaching peer-observation of mentee (*see Appendix B: Sample Teaching Peer-Observation Form)*, mentors recommendation of potential peers to observe
> - Progress in establishing a research program
> - Defining research related goals
> - Choice of long-term mentor
> Documentation of Meeting: Mentoring Meeting Form submitted to Department Chair

Phase 2: Professional Progression

ACADEMIC YEAR ONE

MEETING 1.3 - During week prior to the beginning of the Spring semester
Mentor-scheduled 1-on-1 meeting with mentee, suggested discussion topics include (not limited to):
- Interpretation and use of FCQ results from previous semester
- Preparedness for teaching
    - Syllabus and class schedule
    - Lecture notes and/or PowerPoint slides
    - Assessment plan
- Teaching related goals for the semester
- Teaching and general curricular plan for following fall
- Research progress and research related goals for the semester
    - Effective strategies for recruiting and mentoring students
    - Strategies for diversifying and/or focusing research projects
- Potential for inclusion of Chemical Education or Biochemical Education research (in addition to Chemical or Biochemical research) within research portfolio
- Initial research related plans/goals for following summer
- Strategy for allocation of startup funds, spending blackout period prior to fiscal year end
- Anticipated mentorship needs of the mentee

Documentation of Meeting: Completion of Mentoring Meeting Form

MEETING 1.4 - Approximately midway through Spring Semester (following completion of mid-semester teaching evaluations by the mentee)
Mentee-scheduled 1-on-1 meeting with mentor, suggested discussion topics include (not limited to):
- Results of mid-semester teaching evaluations
- Strategies for teaching improvement
- Scheduling of mentor teaching peer-observation of mentee
- Mentors recommendation of potential peers to observe
- Upcoming completion of annual evaluation

Documentation of Meeting: Completion of Mentoring Meeting Form

MEETING 1.5 - Late May/early June (post UCCS semester#2)
Mentee-scheduled 1-on-1 meeting with mentor, suggested discussion topics include (not limited to):
- Takeaways from first full year of teaching
- Course planning and teaching related goals for the following year
- Integration within departmental peer-observation of teaching program
- Research progress and goals for the summer, balancing between and strategies for:
    - time spent in lab: student training vs. independent research
    - establishing collaborations (on campus, CU System, etc.)
    - proposal preparation
    - manuscript submission
- Allocation of startup funds
- Assembling primary committee and dossier preparation for initial reappointment
- Work-life balance

Documentation of Meeting: Completion of Mentoring Meeting Form

ACADEMIC YEAR TWO

MEETING 2.1 - During week prior to the beginning of the Fall Semester
Mentee-scheduled 1-on-1 meeting with mentee, suggested discussion topics include (not limited to):
- General preparedness for teaching
  - Using assessment results from previous terms to guide changes in iterative offerings
- Maintaining research momentum during the semester while teaching at full load
Documentation of Meeting: Completion of Mentoring Meeting Form

MEETING 2.2 - Sometime during Winter Break
Mentee-scheduled 1-on-1 meeting with mentor, suggested discussion topics include (not limited to):
- Balancing teaching and research activities during the semester while teaching a full load
- Research progress and research related goals for the spring semester:
  - diversifying and/or focusing research to meet research-product goals
  - balance between data collection, manuscript submission, proposal preparation
- Allocation of startup funds, plans to spend down account
- Strategic implementation of service activities
Documentation of Meeting: Completion of Mentoring Meeting Form

MEETING 2.3 - Late May/early June
Mentee-scheduled 1-on-1 meeting with mentor, suggested discussion topics include (not limited to):
- Curricular planning and other teaching-related goals
- Research progress and research related goals for upcoming summer
- Goals and strategies for integration of service activities
- Work-life balance
Documentation of Meeting: Completion of Mentoring Meeting Form

ACADEMIC YEAR THREE

MEETING 3.1 - Sometime during Winter Break
Mentee-scheduled 1-on-1 meeting with mentor, suggested discussion topics include (not limited to):
- Research progress and research related goals for the spring semester:
  - diversifying and/or focusing research to meet research-product goals
  - balance between data collection, manuscript submission, proposal preparation
- Integration of service activities
Documentation of Meeting: Completion of Mentoring Meeting Form

MEETING 3.2 - Late May/early June
Mentee-scheduled 1-on-1 meeting with mentor, suggested discussion topics include (not limited to):
- Course planning and teaching related goals for the following year
- Upcoming application for comprehensive review, dossier preparation strategies, identification of outside letter writers
- Research progress and research related goals for the summer, upcoming year
- Goals and strategies for service related activities
- Strategies for establishing oneself as a leader within department and on campus
- Work-life balance
Documentation of Meeting: Completion of Mentoring Meeting Form

ACADEMIC YEARS FOUR, FIVE, AND SIX

MEETING 4.1 - ACADEMIC YEAR 4, late May/early June
Mentee-scheduled 1-on-1 meeting with mentor, suggested discussion topics include (not limited to):
- Teaching related goals for the following year
- Research progress and research related goals for following year
- Service related goals for the following year
- Establishment within departmental, college, campus leadership roles
- Work-life balance

Documentation of Meeting: Completion of Mentoring Meeting Form

MEETING 5.1 - ACADEMIC YEAR 5, late May/early June
Mentee-scheduled 1-on-1 meeting with mentor, suggested discussion topics include (not limited to):
- Teaching related goals for the following year
- Research progress and research related goals for following year
- Service related goals for the following year
- Establishment within departmental, college, campus leadership roles
- Work-life balance
- Anticipated mentorship needs of the mentee

Documentation of Meeting: Completion of Mentoring Meeting Form

MEETING 6.1 - ACADEMIC YEAR 6, Winter Break
Mentee-scheduled 1-on-1 meeting with mentor, suggested discussion topics include (not limited to):
- Upcoming application for promotion to tenure

Documentation of Meeting: Completion of Mentoring Meeting Form

MEETING 6.2 - ACADEMIC YEAR 6, late May/early June
Mentee-scheduled 1-on-1 meeting with mentor, suggested discussion topics include (not limited to):
- Upcoming application for promotion to tenure, strategies for dossier preparation, identification of outside letter writers

Documentation of Meeting: Completion of Mentoring Meeting Form

MEETING CANCELATION
In the event that a meeting is cancelled or otherwise does not occur, it is the responsibility of mentee to reschedule that meeting at the soonest possible convenience of both the mentor and mentee. In the event that the mentor and/or mentee is unavailable to hold a prescribed meeting for a prolonged period, it is the responsibility of the mentee to coordinate with the Department Chair to schedule an ad-hoc mentorship meeting with the Department Chair serving as mentor, and/or develop an alternative mentorship plan to ensure proper mentorship.

DEPARTURE OF MENTOR
In the event that the mentor leaves UCCS, it is the responsibility of the mentee to coordinate with the Department Chair to develop a new mentorship plan and/or identify a new mentor.

Appendix A: Contents of New Hire Welcome Packet

Contents

- List of required actions prior to campus arrival (HR, textbook adoption, IT setup, etc.)
- Departmental Mentorship Program for Tenure-Track Faculty
- UCCS Campus Policy 200-017, "Mentoring of Faculty"
- List of UCCS Mentoring Opportunities
- Copy of departmental Reappointment, Promotion, Tenure (RPT) criteria
- Copy of or reference to campus policy on diversity and inclusion
- List of helpful articles and books related to establishing a career in academia (see Appendix D)
- List of frequently asked questions and frequently encountered issues (outside of teaching, research, and service) relating to the transitional period, including
    - Relocation reimbursement instructions and contact information
    - Ordering office supplies (spending technology budget), contact information
    - Benefits FAQs and common issues, contact information
    - Faculty resource center, contact information
    - When a first-paycheck is issued
    - Setting up IT accounts, contact information, timeline for access to campus resources
    - Campus parking passes
    - How a 9-month contract works, norms for summertime and winter break activity
    - Finding housing in the Colorado Springs area
    - Work-life balance
- Teaching related items
    - List of courses (and times) scheduled to be taught during first semester. Contact information of any co-instructors (if appropriate)
    - How the system of permission numbers, add/drop forms works
    - List of department members and what courses they are slated to teach
    - Textbook adoption deadline
    - Sample syllabus, slides, exams, assessment forms, standardized exams, etc.
    - Departmental curriculum course list
    - Departmental degree plans
    - Use of Canvas and other available classroom technologies
    - Use of assessment strategies
    - Writing learning objectives, action verbs
    - Norms for office hours
    - Peer observation of teaching (departmental program)
- Research related items
    - UCCS Environmental Health and Safety, contact information
    - Departmental equipment list, reference of campus websites listing available equipment
    - Reference of core facilities on Boulder and Anschutz Medical Campuses
    - Contact information for ordering research equipment, supplies
    - Offering to promote openings in research lab
    - Contact information of campus OSP (if submitting grants before arrival on campus)
    - Administration of departmental graduate teaching assistantships
    - List and dates of internal research funding opportunities
    - List and dates of local research presentation (poster session, etc.) opportunities
- Service related items
    - Encouraged to exclusively focus on teaching and research ventures prior to arrival

Appendix B: Sample Teaching Peer-Observation Form

Lesson Observation

Instructor: _____   Course: _____

Date: _____   Lesson: _____

Observation of occurrences of teaching behaviors in 15-minute time intervals:

Behavior	Explain	Model/ Expectations	Reinforce	Question	Wait time	Manage
00-15						
15-30						
30-45						
45-60						
60-75						

Communication	Board work

Content	Pedagogy

Management	Other

Appendix C: Mentorship Meeting Form

Note: *it is the responsibility of the mentor to complete this form in a timely manner following each meeting specified within the Departmental Mentorship Program. Copies of completed forms (digital or hard copy) should be retained by the mentor and sent to the Department Chair (for annual report of departmental mentorship activity) and the mentee (for inclusion within dossier).*

Mentee: _____ **Mentor:** _____

Meeting (circle one): 1.2 1.3 1.4 1.5 2.1 2.2 2.3 3.1 3.2 4.1 5.1 6.1 6.2

Date (meeting):_____ **Date (submission of form):**_____

MEETING NOTES (feel free to use more than one page if necessary)

Summary of discussion relating to teaching:

Summary of discussion relating to research:

Summary of discussion relating to service:

Additional notes relating to mentee progress toward tenure/promotion:

Appendix D: List of Helpful Articles and Books Related to Establishing a Career in Academia

"A Year in the Life of a New Professor" (must copy link into browser)
cen.acs.org/sections/year-in-the-life-of-a-new-professor.html

"Making the Right Moves"
hhmi.org/developing-scientists/making-right-moves

"Notes for a New Faculty Member"
chronicle.com/article/Notes-for-a-New-Faculty-Member/237610

"At the Helm: Leading Your Laboratory", Barker, Second Edition

Document: "The Ten Commandments of Tenure at UCCS"