Center for Faculty Development
& Advancement

UNIVERSITY OF COLORADO **DENVER | ANSCHUTZ MEDICAL CAMPUS**

Tenure-Track Faculty Mentoring Resource Guide

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Introduction

The *Tenure-track Faculty Mentoring Resource Guide* is designed to provide a framework for mentoring pairs for mentees holding a tenure-track position. Faculty members new to the role of mentoring will find an array of developmentally designed topics to support and guide their mentee. Mentees will discover resources and tips to support their six-year journey towards tenure at CU Denver. Mentors and mentees may find that they come to this resource for ideas when they are a new to the program, but eventually start focusing on their own ideas and questions. Alternatively, they may turn to this guide once in a while for ideas or materials. Either way is fine; this is about supporting the mentee as he/she works through the first six years of their time as a faculty member at CU Denver.

Materials are organized within a series of meetings labeled as "Year 1" through "Year 6". Each "Year" offers content for four to seven mentor-mentee meetings across the Fall, Spring, and Summer terms. Pairs are encourage to pick and choose from the content and meet more or less frequently as individual needs dictate. Some tenure-track faculty may decide that they wish to study these materials on their own, without a mentor. In that case, the outlines for discussions can be used as material to guide the faculty member's investigations and to inspire conversations that they may want to have with experienced colleagues. For each meeting, discussion topics are provided to guide a conversation between mentor and mentee plus suggested assignments, extension activities, or readings. The suggested "assignments" are pragmatic, helping mentees to accomplish important tasks that may be unfamiliar to him or her, such as writing a research agenda.

All materials are designed to be used either in-person or virtually. While the Center for Faculty Development and Advancement (CFDA) suggests meeting in-person when possible to support relationship building, you can easily have the conversations and share the assignments by phone, email, or other virtual platforms (e.g. Skype, Zoom).

The *Tenure-track Faculty Resource Guide* is offered to

- Help new faculty understand CU Denver's community and culture
- Guide new tenure-track faculty toward tenure
- Work to develop excellent skills in teaching and learning
- Foster awareness of the value of diversity in education, as well as the challenges that faculty and students from diverse backgrounds and with diverse needs face
- Bring awareness to the nuances and culture of academia
- Build bonds between mentor, mentee, and the CU Denver community

Fall Meeting 1 (Year 1): Getting to know each other

For an initial meeting, meet casually -- perhaps at a coffee shop or a favorite lunch spot. Learn a little bit about each other, personally and professionally. Mentees will probably have many burning questions about working at CU Denver. Make sure to allow time to discuss whatever is on your mentee's mind.

Prior to the Meeting

Exchange CVs. Both should be prepared to discuss your each other's professional experience, education, and scholarly activities.

Mentors: If you'd like additional ideas for discussion topics and activities to use early in your mentoring relationship, check out the University of Massachusetts Amherst Office of Faculty Development's [Mutual Mentoring Guide]. While UMass takes a different approach to mentoring (basically pairing early-career peers to support each other), much of the information in this packet can be useful to CU Denver's participants as well. Pages 5-6 of the packet provide excellent discussion questions on life as a faculty member. Pages 8-9 suggest activities that pairs may want to do together.

Discussion

- Share a few personal things about yourselves. Where are you from? Do you have family in the area? What do you enjoy? Are you new to Denver?
- Discuss each other's professional experience and education.
- Discuss your mentee's scholarly work.
- Determine how often you will meet and which one of you will initiate meetings. Will you schedule them in advance, or wait until a need arises?
- Agree upon how you will communicate about work-related or scholarly questions between meetings.
- What additional questions or concerns do you have about beginning your life as a faculty member at CU Denver?

Assignments

- Mentees should get familiar with resources on the [LynxCentral Campus Resources] page. Plan to get together and chat about these resources and to have the discussion outlined on that page.
- Ask your mentee to bring information on his or her department's expectations for service commitments to the next meeting. This may be in the form of a written policy or information from a knowledgeable colleague.

Fall Meeting 2 (Year1): Campus resources and service

Prior to meeting

Remind your mentee to gather information on departmental service commitments.

Discussion Topics

Campus Resources

- Mentors might share some scenarios in which you've referred students to campus resources in your past work. What were the situations like? How did you discuss the resource with the student?
- Collaboratively discuss and brainstorm ways services offered by the Student and Community Counseling Center can be maximized. Consider: Have either of you referred students to counseling in the past? How did you go about making the referral?
- What are some faculty resources that each of you will commit to using?

Managing Service Commitments

- What did you find out about your department's service expectations?
- Discuss the various ways that service commitments will be used in annual evaluations and tenure.
- What are your department's expectations for different kinds of service: to your department, to your university, and to the profession?
- What service commitments have you taken on already? What do you foresee?
- Discuss how faculty may feel overloaded with service at all stages of their career.
- Discuss strategies for identifying meaningful service opportunities.
- Discuss strategies for balancing opportunities at all levels.
- Talk about your own strategies for selecting and managing service commitments.

Assignment

- Mentees should review *Strategies for Success[1]* and generate a list of questions or points of needed clarification before meeting again.

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[1] The 2020 edition of *Strategies for Success* is available online at:
https://www1.ucdenver.edu/docs/librariesprovider113/default-document-library/tenure-promotion/strategies-for-success-booklet-2020-final.pdf?sfvrsn=782baeb9_2

Fall Meeting 2 (Year 1): Strategies for Success

Discussion

- What questions do you have about *Strategies for Success* ? Do you feel that you understand the tenure and promotion process?
- Discuss what you're doing to build up each of the three areas of tenure-related evaluation: research, teaching, and service.
- How will you be evaluated within your department for the coming year? How does this fit in with the tenure and promotion process? (These are separate process and can be confusing to mentees). Discuss how to find out more about the annual evaluation process within your department.

Assignments

- Ask your mentee to obtain a copy of his or her department's tenure documents and share them with you. Prepare to discuss questions and important points at the next meeting.
- Ask your mentee to format his or her CV using *Strategies for Success*'s template. Share and critique this prior to (or at) the next meeting.

Also

- Discuss the varied professional development opportunities offered through CU Denver's Schools and Colleges as well as the Center for Faculty Development and Advancement. These are helpful and efficient ways to learn about many aspects of faculty life. If you haven't done so already, get your calendars out and schedule a couple events for the upcoming semester.

Spring Meeting 1 (Year 1): Planning scholarly work

Follow-Up from Prior Meeting

Comment on formatting of CV if you haven't done this already.

Discussion

- Have you undergone your annual evaluation this year? If so, how it went?
- Now that you've reflected on your first semester as a CU Denver faculty member, what do you want to do differently to improve your evaluation next year? What are a few practical steps that you can take (for example, seeking a [Center for Excellence in Teaching and Learning](#) (CETL) consultation regarding student engagement to address student FCQ comments)?
- Early spring semester is a sensible time to start planning your research activities for the year. Here are some aspects to discuss: 1) Do you know how much you're expected to publish (or present) each year? Does your department prefer certain formats, or certain publications? 2) Where do researchers find inspiration for research topics? 3) How can you find co-authors/partners for your research?
- Discuss how research themes can be pursued through multiple projects. This will be very important when comprehensive review and tenure roll around. It can be tempting to take any and all opportunities for research, publication, and presentation, however it's crucial to start creating cohesiveness early on.

Assignment

- Craft a research agenda-- a document that 1) states the major themes of your research, 2) discusses the research you have done on these topics in the past year, and 3) outlines your plans for researching/publishing/exhibiting these topics in the coming year. It is a helpful tool for encouraging ourselves to maintain focus in our topics of research. See page 4 of *Strategies for Success* for advice.
- Ask whether your department requires a research agenda, and if so, whether it prefers a certain format. If your department does not have a format, try this: Section A: State three or four major themes for your research. Section B: List research, publications, and presentations you have done in the past year that pursue these themes. Write a short paragraph explaining how each piece relates to the themes. Section C: List and discuss research, publications, exhibitions, and/or presentations you plan to pursue in the coming year, and how they relate to the themes.

Spring Meeting 2 (Year 1): Teaching excellence & positive impressions

Follow-Up from Prior Meeting

Discuss your research agenda, if you haven't already.

Discussion on Excellent Teaching

- How is your teaching going? What challenges do you have? What has improved?
- What are some ways that you can learn more about teaching strategies and styles? Some options are: 1) CETL workshops, 2) workshops and sessions at professional conferences, 3) books and articles on teaching, 4) having a teaching observation and working with the feedback you receive. Remember, these professional development efforts should be articulated in your dossiers at comprehensive review and tenure time.

Discussion on Making Positive Impressions

- Take on one or two service positions that genuinely help your department. Don't overload yourself; ask your dean or your colleagues how you your time and talents can be maximized.
- "Take one for the team," but also take good opportunities for yourself. Help your colleagues see that you respect both them and yourself. For example, if there's a course that others are reluctant to teach, offer to teach it, AND advocate for yourself by articulating a rationale for teaching a course that you really want as well.
- Participate in national professional organizations and/or major conferences. This demonstrates that you fulfill a meaningful role in your field.
- Make yourself visible. Don't be the person that no one in the department ever sees.
- Reach out to administrators and colleagues ensuring that they know your name and a few things that you're working on.
- Speak respectfully about colleagues. If you have a disagreement with someone, discuss it together. If you really must blow off steam, do it privately with a trusting friend or colleague.
- What are other tips that both of you have learned about professionalism?

Assignment

- Plan to discuss workplace "environments." Topics might include: how to help improve your department's environment, and how to handle difficult environments. Both mentor and mentee should come up with several things that are good about their departments' environments, as well as several things that could be improved upon.

Spring Meeting 3 (year 1): Workplace environments

Discussion

- Discuss your departments' environments. What is going well and what can be improved on? How have you been contributing to the positive and managing other aspects?
- Who do you report to? Do you get along well with him or her? Do you feel that you can be fairly open about your thoughts, or do you filter heavily when the two of you meet?
- Do you have friends in your department?
- When there are things that bother you at work, how do you decide who you'll discuss them with? What issues would you decide to bring up in a departmental meeting? In a private meeting with your chair or supervisor? With friends in your department? With friends or confidantes outside your department?
- Discuss the importance of having a few trusted friends in other departments. They will understand many of the challenges you encounter, yet they are on the outside. Make sure that you discuss confidentiality and agree on whether what you say to them can or cannot be re-shared.
- How do you speak up for yourself when you feel that you aren't being treated fairly in your department? Can you share an example, as well as how you handled it?
- How can you deal with things that make you frustrated at work without building or perpetuating negativity?

For Next Time

- The CFDA will host an end-of-year mentee/mentor celebration. Send the CFDA any suggestions for topics.

Summer Meeting (Year 1): Celebrate

Meet somewhere fun. Have lunch or a beverage at a new place in LoDo. Hear some music, or see a sports event together. Go for a walk across the city or take a hike in the foothills.

Discussion

- What has gone well for you this year?
- What do you hope to improve during the next academic year? Do you have plans to improve it?
- What are your plans for the summer, both on the personal and professional fronts?

Fall Meeting 1 (Year 2): Strengthen your teaching

- What are you teaching this fall? Have you taught these courses or topics before?
- What do you feel confident with in your teaching? Where could you get some help on the areas that need work? (Note: The library has an extensive collection of books on college teaching. You can browse for titles online or stop by the "LB2331" section of the library.)
- What kinds of creative things do you do in your teaching? Consider searching online for blogs about creative teaching in your discipline (sign up for alerts or newsletters about new posts), or follow Twitter accounts by faculty members whose teaching you respect.
- Schedule a teaching consultation and observation with the CETL. With a year of student FCQ data, conduct a theme analysis with a focus on improved practice. Reflect on the varied aspects of your teaching (e.g. student engagement, critical thinking, questions skills, feedback skills, assessment, pacing, cooperative learning, active learning and teaching, etc.) and prioritize areas of focus for improved practice.
- How familiar are you with the "Scholarship of Teaching and Learning" (SoTL)? In the university setting, SoTL refers to literature that discusses evidence-based practices for excellent teaching in the college classroom. The CETL has an excellent collection of books on SoTL topics. Stop by 320 LSC to browse and borrow. The Auraria Library subscribes to full-text journals that are focused on SoTL. You can also search the education database ERIC SoTL articles.
- Now that you've been here for a while, what do you think of CU Denver's campus culture? How are you feeling with respect to the culture?

Assignments

- Watch video presentations on microaggressions: New York Times; Harvard University: http://www.nytimes.com/video/us/100000002769668/microaggressions-comments-that-sting.html   OR   Dr. Derald Wing Sue, Columbia University: https://www.youtube.com/watch?v=BJL2P0JsAS4 At your next meeting, plan to discuss what you've learned & your concerns about microaggressions in the workplace.
- Read Dr. Chavella T. Pittman's article "Racial Microaggressions: The Narratives of African American Faculty at a Predominantly White Institution." OR read through Sigg and Obear's webinar "Microaggressions: Strategies to Improve Your Campus Climate and Community."
- Stop by the CETL and check out a book on SoTL. Alternatively, find several articles, websites, or blogs on SoTL applied to your discipline.
- Consider setting up an RSS feed reader. You can use it to receive notifications about articles of interest in journals, blogs, and other online information sources.

Fall Meeting 2 (Year 2) Microaggressions in higher education

Follow-Up from Last Meeting

Did you find any materials on SoTL that inspired you?

Discussion

For this meeting, we watched two videos about microaggressions. What were your gut reactions to the videos? Why do you think we're discussing microaggressions?

- Have you attended any EDI trainings through the Center for Identity & Inclusion or other campus groups? If so, what did you think about them?
- Identify an example of a microaggressions that you've observed in your work. How have you handled them? Do you think you handled them well?
- How do microaggressions affect the lives of faculty members of color? Does what you've seen align with what you read in Dr. Chavella T. Pittman's article?

Collaborative Activity

Discuss the following scenarios. How could you intervene to make a difference in the situation? (From training materials by Sigg & Obear):

1) You have noticed that most students do not interact with a student who is using a wheelchair like they do to other peers.
2) You observe a student asking a person you think might be multiracial or biracial, "What are you?"
3) You notice international students getting talked over or ignored in discussions.
4) A professor talks louder and more slowly when addressing a student from Korea.
5) You hear some students making fun of a peer who is "overweight".
6) You notice when your small group meets to work on a class project, the men only talk to men; whites only talk to whites; and overlook and don't engage other members.
7) During a discussion about an end of the fall semester celebration, several staff are pushing the idea of a Secret Santa party to celebrate Christmas. You notice a few people look down or seem restless.
8) You hear a student asking someone who they think is Asian, "Where are you from? And where did you learn to speak English so well?"
9) Someone is writing, "That's so gay!!" on the bulletin board.
10) After class you notice a male student standing very close to a female student. As she backs away, the male student moves closer.
11) Derald Wing Sue (2014) discusses additional microaggressions, as well as the messages that they convey to faculty of color:
https://academicaffairs.ucsc.edu/events/documents/Microaggressions_Examples_Arial_2014_11_12.pdf

Assignment

Consider steps you will take to increase understandings of microaggressions in your department, classes, or in other areas of your work.

Fall Meeting 3 (Year 2): Funding opportunities & strategic planning

Follow-Up from Last Meeting

As an educator and leader, what steps you will take to increase understandings of microaggressions in your department, classes, or in other areas of your work?

Discussion

Grants:

- Grants can become important to you as you delve deeper into areas of research and need money to support it. Even if your field of study does not tend to use grants as a major source of income, make yourself aware of grant opportunities that are available. Search through the university's grants database, SPIN, a few times each year.
- CU Denver's Office of Research Development and Education (ORDE) provides excellent workshops and provides support for internal and external funding. Schedule a meeting now for personalized support with seeking external funding.
- Colleagues and professional organizations may make you aware of specific grants that are available in your field. You can identify grants on your own by using the SPIN database. SPIN can be used on campus, or at home if you are logged in through the university's VPN client. You can explore SPIN on your own, but attending ORDE training helps very much.

Internal Funding

- The Office of Research Services (ORS) has discretionary funding to encourage and support creative activities on the Downtown Campus.
- Your department or college may have "internal funding" available for specific projects as well. Find a comprehensive list of internal funding available in your college or chat with a colleague who is highly productive with research, your department chair or dean, and/or the chair of a group for tenure-track faculty in your department to ensure you are aware of all possible funding opportunities.
- The Center for Faculty sponsors yearly teaching enhancement grants to support NTT faculty. Check out the CFDA website for specific call for proposals.

The Pipeline

- Highly successful scholars in all fields talk about their individual research efforts in terms of "the pipeline." Having a pipeline means that you have multiple projects going on at various stages. Think about it: If you wait until after your first article is published (or even just submitted) to start your second project, you'll go a very long time between producing them.

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- The pipeline is a little different for everyone, depending on their topics of research, creative work, their field, and the formats in which they prefer to share information. Good organization plays a major role, both in terms of planning overlapping timelines and simply in terms of keeping your calendar up to date. Many researchers have a preferred structure that they use over and over, but that lends some flexibility. For example, they may decide to start planning a second project as soon as they have completed gathering data on the first project. Or they may make a habit of preparing a presentation every time they work on a paper, even if they are still searching for venues to publish and present.

Assignments

- If you're ready for a fund search, contact ORDE to set up a personalized fund search. Simply email Lynette Michael (lynette.michael@ucdenver.edu) or Naomi Nishi (naomi.nishi@ucdenver.edu) to set up an initial fund search meeting.
- Attend an ORDE seminar.
- Ask a colleague with a strong scholarly record about how he or she organizes the pipeline.
- Craft a calendar that plans steps for two or more pipeline projects in the coming year.
- If you do not regularly read *The Chronicle of Higher Education* consider setting email alerts for topics of interest to you, such as columns on teaching technologies or editorials from faculty around the world.
- Do you understand the human subject approval process? Wondering who to contact if you have questions about your rights as a researcher? What type of initial review is appropriate for your research? Learn more about resources, requirements, and supports offered through the Colorado Multiple Institutional Review Board (COMIRB).

Spring Meeting 1 (Year 2): Plan ahead

Today we're going to do some planning related to all three major sections of your work: teaching, research, and service. We are going to start having conversations that point toward comprehensive review, which will happen in about a year and a half.

Discussion

Teaching:

- How is your teaching going? What are you teaching this semester?
- Do you use Canvas much in your class? Have you attended any CU Online trainings?
- As a reflective practitioner, consider ways to secure multiple means of teaching evaluation. Plan now for a consultation and observation through the CETL or within your department.

Research:

- What did you publish or present in the past year? Discuss the quality of the venues or outlet. Are they regarded highly in your discipline? How do you know?
- What's expected in terms of research for your department during comprehensive review? Are you familiar with the tenure documents? How does your productivity match up?
- Now is a good time to make plans to fill in gaps before comprehensive review. You still have time, but you need to get moving. Think about what would most help you succeed in terms of your department's requirements and norms. Start planning a few projects that will make your record stronger. For example, you may feel that you need one or two more peer-reviewed papers, or a few presentations. Perhaps you have published several articles already, but you believe that the quality of the publications needs to be higher.
- Now is a good time to update your research agenda. Look through it to see whether you have stuck to your research themes. Provide citations for the scholarly work you have done in the past year, along with notes on how they further your research topics. Write some details on the projects you have planned for the coming year.

Service:

- While this is a smaller part of your comp review evaluation, it's important that you demonstrate meaningful service to your department and/or the university, as well as to regional/national/international professional groups.
- What are you working on for service right now? Are you overwhelmed, a little short on service, or just right?

- If you're short on service, seek out something meaningful in your department or at the university, and volunteer to hold a position with a professional organization.
- If you're overloaded, make sure you know when your department holds elections for service positions. You can try to pass along some of your commitments at this time. However, you should do your best to serve the full term of any position.

Assignments:

- At the next meeting, we're going to discuss "difficult conversations" that we sometimes have to have in the workplace. Come up with several examples of workplace discussions that have been difficult for you. (For example, talking with a student who is disputing a grade; telling your supervisor that you don't agree with your annual evaluation score.)
- Watch several videos from Dalhousie University's Difficult Conversations Project. Choose two or three that we can re-watch and discuss together at your next meeting.
- Before this semester's final meeting, request a teaching consultation and observation through the CETL.

Spring Meeting 2 (Year 2): Challenging conversations

Discussion & Activity

- Which of the videos from Dalhousie University's Difficult Conversations Project did you choose? Are they the ones that portray the conversations that would be most difficult for you?
- Watch several videos together.
- For each video: What did you like about the conversation? What did you disagree with? How would you have handled this differently if you had to lead the conversation? How would you have reacted if you were the person being confronted?
- Discuss a few difficult conversations that each of you've had in the workplace. How did you approach the discussion? Did it go the way you'd hoped? What would you do differently? Did you learn anything from the videos that would have helped?
- If you'd like to learn a LOT more about having difficult conversations, ask your supervisor or your human resources staff about enrolling in university's Crucial Conversations training. If you'd like to preview the course, or to look for ideas in the course's reading materials, you can read the Crucial Conversations manual through the library's site.

Assignments

- Evaluate what you need to do in terms of research and publication or presentation before comprehensive review. Think through potential timelines carefully. Make plans to start on a few projects.
- Think about whether you need to alter your service commitments during the coming year. Find the date for departmental service elections. If you're looking for new regional/national/international opportunities, investigate these and find out when you can apply.

Spring Meeting 3 (Year 2): Comprehensive review dossiers

Plan to meet at the CFDA office. Request permission to look through the Dossier Library. (Note: During Academic Year 2020-21, access to the Dossier Library will most likely be online. Please visit the CFDA's Dossier Support page to see the Dossier Library's current status and to request online viewing.)

Discussion/Activity

- Look through several dossiers. Identify several differences. Note the types of evidence that are used in each of the three sections.
- Look briefly at the statements, but plan to gather sample statements later & read these in depth.
- Discuss external reviewers. Typically you will need to provide names of four to six tenured faculty members who will understand your work thoroughly. Check with your chair or dean on the departmental requirements, procedures, timeline for this process. Your chair or dean will select names from the list you provide, and will provide several more as well.
- External reviewers receive an abridged copy of your dossier. They read it and write a letter assessing your work. This review is an important part of the process, so give careful consideration to your recommendations for reviewers. External reviewer feedback is used to inform subsequent reviews, yet those letters are confidential and candidates will not receive a copy.

Assignments

- Ask a few colleagues to share their dossier statements with you. Read those carefully and ask questions.

Fall Meeting 1 (Year 3): Measuring impact & citation management

Discussion

Preparing for Comprehensive Review

- Our focus this AY year will be on dossier preparation for next summer.
- Ask colleagues in your department for feedback and advice. Ask a member of the CFDA to review a draft of your dossier.
- Revisit *Strategies for Success*. It contains essential information on dossier preparation.

Measuring Journal Quality

- When you write the Research & Creative Activities statement for your dossier, you will want to provide evidence that you are publishing in excellent journals. The Auraria Library subscribes to a database called Journal Citation Reports (JCR) that does just that. Go into JCR. For each journal that you have published in, search for that journal by title. When you find your journal, jot down the data you want from the Key Indicators table. (A suggested list is: Journal Impact Factor, 5-Year Impact Factor, Eigenfactor Score, and Article Impact Score.) You may want to include a chart with this data for all of the journals you've published in in your Research & Creative Activities Statement.
- Question: Why doesn't JCR list a journal that I publish in? JCR requires that journals have certain scores in the Key Indicator list to be included in the database. If your journal did not meet all of those required scores the last time it was evaluated, then it was not included in JCR. Also, JCR only covers journals in the sciences and social sciences. This is broadly defined, hence plenty of journals fall through the cracks.
- Question: What should I say about journals that weren't listed in my Research & Creative Activities statement? Start by visiting the journal's website. See what kind of impressive, positive information it provides. Collect some data and narrative information there. Does your journal have a large readership? Did it win an award from a professional association? Note that in your Research & Creative Activities statement. Focus on names, numbers, and other evidence. If you still can't find much helpful information, be ready to make your case for the journal. Is it popular reading among colleagues? Is it read by other professionals who may not be publishing (and thus citing)?

Keeping Track of Your Citations
- Sharing the numbers of citations you receive is a very important piece of supporting your reputation as a scholar. If you haven't been keeping track of your citations yet, now is the time to start, and it's easy to find citations retroactively. Set up a "My Citations" account through Google Scholar. This account will track other people's citations of your work. It provides citations for articles citing your work, and links to those articles (if available). You can sign up to receive an email whenever someone cites your work. The My Citations account also shows you your "h-index," a popular AltMetric. H-index is an interesting game of numbers. It refers to the number of articles

you've published that have that number (or more) citations. If your h-index is 15, you have published 15 articles that have 15 or more citations.

- If you perform research in the sciences or social sciences, you should double-check the number of citations to your work by visiting the library's database called Web of Science. (Don't worry -- the number of citations you find can only go up. Web of Science won't negate anything you found in Google Scholar.) When you enter Web of Science, you'll see a menu labeled "Basic Search." Change this to the menu option labeled "Cited Reference Search." Enter your name in the box and click Search. You may also want to experiment with its other search options, such as entering titles of your articles. Faculty members often find that Web of Science finds a few citations that Google Scholar had missed.

AltMetrics

- AltMetrics are numbers that informally measure other people's interest in your publications. For example, many modern scholars like to mention the number of times that their latest article was mentioned on Facebook or Twitter. While this data doesn't carry the scholarly weight of a citation in a peer-reviewed source, it can help persuade your reviewers that a range of readers have interest in your work.
- Note that AltMetrics always function at the "article level." This mean that all altmetrics are calculated article by article. Technically, there are no altmetrics for a particular journal or an individual author. There are numerous online tools for tracking AltMetrics. The free "Bookmarklet" at AltMetric.com measures AltMetrics for articles that you pull up on your screen (although it does not work with all publishers or platforms). AltMetrics.org offers numerous free tools for tracking your altmetrics.
- Scholarly Communications Librarian Jeffrey Beall's favorite offering from the page is ImpactStory. ImpactStory is free for one month and then requires a fee.

Assignments
- Make a "My Citations" account at Google Scholar. Make sure that all of your articles appear (and that all the articles that appear are yours). The "Help" section tells you what to do if some of your articles are missing, or if other people's articles appear.
- If you're interested in AltMetrics, choose one of the tools above and start tracking them.
- Request a research consultation with an Auraria librarian. They will go over this information with you & answer additional questions that you've come up with.

Fall Meeting 2 (Year 3): Drafting dossier statements

This is one meeting that may work best virtually, sharing drafts of statements by email. Or you may decide that you'd prefer to meet and read them together.

Prior to the Meeting

- Mentee, please collect several complete sets of dossier statements and read them thoroughly. Ideally, at least two should come from colleagues in your department or request some from the CFDA.
- If the two of you will be meeting virtually, make sure that both of you have copies before the meeting.
- Mentee, make notes on questions about the statements you have read, or about striking differences between statements that different individuals have written.
- If you have time, begin outlining statements & bring those outlines to the meeting.

Discussion

- What questions do you have about the statements in general? Do you understand the purpose and the scope of each (Summary, Teaching, Research & Creative Activities, and Service)?
- What differences did you see among different people's statements?
- Have you started outlining or drafting your statements? If so, let's talk about them.
- How do your drafts reflect the recommendations provided in *Strategies for Success*?

Assignments

- Mentee, do your best to write drafts of each statement before the next meeting. Share them with your mentor.
- After your mentor has critiqued your statements, ask colleagues to read them and provide feedback.
- Request dossier submission timeline, external reviewer and instructions information from your department.

Spring Meeting 1 (Year 3): Draft comprehensive review dossier

Mentors, you may want to base meeting times on mentees' completion of dossier tasks this semester rather than scheduling them far in advance.

Prior to the Meeting

- Work on your dossier early so that you can get lots of feedback. You may feel like you're working way too far in advance -- but you'll appreciate having extra feedback and time as the deadlines loom.
- Draft all four of your statements and send them to your mentor. Find at least two people in your department who are willing to read them and share feedback.
- Meet after the mentor has had a few days to read and comment.

Discussion

- Go over statements together. Discuss in detail.
- Consider the selection of artifacts that support that compliment your statements.

Assignments

- Set dates by which the mentee will send the mentor updated drafts.
- Compile your dossier. Make sure you are clear on how many copies you need, including the external reviewer binders -- it may surprise you. Make sure you also know whether you need to provide pdf copies. Find out your department's requirements for materials used. Each School/College requires a certain color of binder. Some departments also have requirements on color-coding, dividers, and other organizational elements.
- Find out the process for amending your dossier if you have additional publications or other accomplishments after you submit it.
- Begin putting together a draft version of your binder----- organize it, and reorganize it.
- Start by putting in all the documents that are required, such as the statements and your CV. Get the main dividers in place.
- Give serious consideration to evidence you want to use to convey the work you do. Remember, "Don't make a reviewer look for it." Ensure easy access and readability of all materials.

Spring Meeting 2 (Year 3): Critique dossier artifacts

Prior to the Meeting

- Mentee and mentor should have finished discussing dossier statements. The statements should be in their final forms now.
- Mentee should have completed a full draft of the dossier.

Discussion

- Flip through the dossier quickly. Mentor, what are your impressions of organization and visual appeal?
- Make sure that the required papers are in there: your CV, the checklist, your department's requirements, & the four statements.
- Move to the Research & Creative Activities section. Are all of your publications, exhibits, shows, presentations, and other scholarly accomplishments represented? Are materials presented professionally and easy to locate? Remember---don't make a reviewer look for it.
- Move to the Service section. Is it brief? Are major contributions supported with succinct evidence?
- Move to the Teaching section. How does the overall organization appear? Is the section easy to navigate? Are required documents there? How did you represent everything that happens in class besides reviews? Have you included multiple means of evaluation? Have you represented your course's online materials here?
- Have you started working on your External Reviewer materials? Do you know what to do with them, and when?
- Discuss the different levels of review. When can you expect to receive feedback, by whom?

Assignments

- Request a CFDA review of your dossiers, allowing plenty of time to make updates.

Fall Meeting 1 (Year 4): Professional and personal balance

Discussion

Over the past three years, you've doubtless learned a lot about life as a faculty member. You have also probably experimented with different ways of teaching, and of fulfilling your responsibilities for research and service. This midpoint is also a good time to think about professional development opportunities that would help you grow. Is there a conference you've always wanted to attend -- perhaps one that's slightly outside your usual range of study and expertise? Are you interested in taking a course?

Now that you're halfway to tenure, and you've submitted your comprehensive review dossier, it's a good time to ask yourself some important questions: How do I want to fulfill my responsibilities, based on what I have tried? What do I want to experiment with in the three years before tenure? Let's break our discussion down into discrete areas of your work and your life.

Research & Creative Works

- Tenure-track faculty members often wonder how their research should change after they go through comprehensive review. There aren't any distinct changes that should happen, however, you should have solidified several themes for your research. These should appear in your work every year. You should also be aiming to publish, perform and/or show your work in high-quality publications and venues.
- Are you sticking to your research and creative themes? How would you rate your ability to demonstrate a sustained focus? What is the quality of your selected presentation/exhibit/publication outlets?

Teaching

- What are some ways that your teaching has improved?
- What would you like to experiment with in your teaching? Do you want to try more active learning class activities now? Do you want to try teaching an online or a hybrid course? Are you interested in incorporating high impact practices in your classes? Do you have certain challenges, such as group assignments, that you want to work on?
- With experience behind you, set one or two goals for moving your teaching forward this semester. Choose goals that you can work on in concrete ways. Perhaps you will ask your chair about the possibility for teaching online. Maybe you will organize a get-together where you and your colleagues share group assignments that work.

Service

- How is your regional, national, or international service going? Is it active but not stressful (a happy medium)? Do you feel that it's meaningful? Have you had an opportunity to take a leadership role yet? Do you feel a sense of passion for that work?

- Given that we all have different preferences for service, discuss what you would like to give to the community: Would you like to help new professionals in your field? Would you like to contribute in a leadership capacity? Do you want to use your talents to help people in need? Understanding what you're looking for is the first step in finding meaningful service. Taking time to search for opportunities that meet your desires is the next step.

Life

- How is your work-life balance going? Are there changes you could make to improve the balance? What are you doing to relax while managing the demands of the job?

Assignments

- Set at least one goal for improvement based on what we just discussed. Make plans to work through some of the goals you came up with. Break down steps and put them in your calendar.
- Spend some time thinking about how you've evolved. Let yourself celebrate all strengths you've developed, and all the wonderful ways you've used them.

Spring Meeting 1 (Year 4): Advancing research skills

Discussion

Let's talk about how to deepen your research skills and use your experience to help others.

Deepening Your Skills

- Are you in a writing circle? Writing circles meet regularly to give each other feedback on their research and scholarly writing. If you would like to join one, ask the CFDA to help you contact one. (The CFDA administers a writing circle some semesters; it's also aware of others across campus.) If you'd like to start your own, read advice from Dr. Chris M. Golde at the University of Wisconsin-Madison.
- Raise the demands for quality on your work. Aim to publish in a top-tier journal. Stretch yourself by publishing, exhibiting, or presenting in formats you haven't tried before (such as writing your first book chapter or proposing a preconference workshop).
- Consider using some secondary data analysis. This means that you will perform research using data that other scholars have already gathered. Imagine all the fascinating data that's out there -- and you don't have to gather it! The Auraria Library subscribes to ICPSR, one of the premier databases of available datasets. This is a great place to find materials and inspiration. Meet with Office of Institutional Research & Effectiveness (OIRE) staff to maximize data collection information.
- Network with colleagues. Think about all the interesting, talented professionals you know in your field -- or in other fields. Think of a few topics for research that interest you. Try contacting scholars that you know from professional organizations, from graduate school, or by reputation, and ask about interest in a collaborative effort.
- Ask a colleague who is farther along in his or her career to work on a research and writing project with you. Ask for mentoring in exchange for you performing much of the writing and data analysis. You will both learn from this collaborative venture.
- Think you know all of the resources available for your research? Think again. The library constantly purchases new databases and other resources for faculty. Make an appointment with the research librarian to make sure that you're up to date.

Benefiting Others

- Offer to guide a new faculty member through a research, writing or creative project. Both of you will learn (and get a publication or presentation).
- Mentor students in your department. Offer to coauthor a paper with them. Students appreciate such guidance and the opportunity to build their resumes.

Assignments

Select one of the ideas that best fits your interest and needs and proceed with a plan.

Fall Meeting 1 (Year 5): Attending to comprehensive review feedback

Prior to Meeting

- Mentee, prepare to bring the committee letters you received regarding the dossier over the summer. Bringing the entire dossier or at least binder #1.
- Look through the feedback given in the letters. Compile a listing of: a) the positives, b) the negatives, c) anything you disagree with, d) anything you don't understand; and e) recommendations.

Discussion

- What was the overall consensus on your comprehensive review?
- Review all feedback you received: recommendations, positives, negatives, anything you disagree with, and anything you're confused about.
- Mentor, verify with your mentee: Did you share all of the suggestions that all of the committees gave you? It's fine if there are any that you prefer to keep private. However, when you go up for tenure, you will need to list all of that feedback and explain how you have responded to it in your work since comprehensive review.

Assignments

- Give yourself ample time to reflect on the feedback you received from your comprehensive review ---don't drive yourself crazy, but develop a realistic and responsive plan of action.
- Ask other trusted colleagues for opinions on any feedback that you question. Also ask them for ideas on how you can respond to all of the feedback you received in your future work.

Fall Meeting 2 (Year 5): Push for demonstration of scholarly work

Discussion

- You've probably heard that "Research & Creative Activities" is the most important factor in achieving tenure and promotion. Plan on this now.
- If you think about the timeline of publishing an article or producing creative work for a referred show, you'll realize that right now is just about the latest that you can start a project with hopes of producing that product by the time you submit your dossier.
- What major research, writing or creative projects do you have in your pipeline? Have you thought about a timeline for getting them finished?
- Note manuscripts that have been accepted for publication by a journal (but have not come out yet) are worth "full credit" during the tenure process. Articles that you have submitted, or that are actively under review, are not "worth" as much, but they show that you are active. If work is accepted for publication while your dossier is under review, you can notify your committees that this change has occurred.
- If you feel that you're short of publications, here are a few ideas for consideration: a) Do you have any articles that you started writing and then set aside? b) Do you have extra data or other findings left over from a recent project? If so, is it cohesive and thorough enough to write another article? c) Can you think of an area of research that would benefit from a strong, extensive literature review? d) Critically review "Calls for manuscripts" that include special topics that align with your work.
- You still have time to prepare one or more conference presentations. Review "Calls for presentations" through your professional organizations and strategically align a detailed presentation proposal (full paper) with a call for special topics in a professional outlet.
- Is there an interesting conference coming up in Denver in the next year? Perhaps it's a conference that you've never attended, but that has always intrigued you. Submit a presentation proposal! Presenting at a local conference is cheaper, easier logistically, and less stressful that presenting in another city.

Assignments

- Identify at least two ideas for projects to work on during the year. If they are already under way and in the pipeline, all the better.
- Strategically map out timelines for these projects. Plug goals, meetings, and research time into your calendar.

Spring Meeting 1 (Year 5): Research agendas & sabbaticals

Prior to the Meeting

Prepare a research agenda, just like every year.

Discussion

- What's on your research agenda this year? What did you accomplish last year? Are your sustained and focused? Where does focus need to be given?
- Let's start talking about sabbaticals. It seems like they are very far in the future. However, if you plan to apply for one, you will need to submit a request in March of the year before your sabbatical would start. This means that many people have to submit their request over a year in advance. Your department chair may ask to see your packet beforehand, so plan accordingly.
- What is a sabbatical? It's a time to take on research projects of your own. During sabbatical, you do not need to teach, perform service, or even come to campus. While your time is unstructured, you need to use that time to complete the projects that you have proposed.
- Many faculty choose to work abroad (or in another location in the US) for part or all of their sabbatical. Consider applying for a Fulbright grant, obtaining a fellowship position at a government or research agency, or simply making plans to spend time at a site where you can research and write on your own. Some are able to find "exchange" positions, where they can work at another site for a few weeks. Look into options with a focus on timelines. It will be frustrating to learning of lapsed deadlines.
- What if you have children, or can't go abroad for other reasons? Think of some exciting and different scholarly projects that you can take on. Consider attending a conference or taking a short research excursion in another place. Enjoy the flexibility of taking your work to a new level.

Assignments

- Read through the Policies on Sabbatical Leave.

Spring Meeting 2 (Year 5): Leadership roles & opportunities

Follow-Up from Prior Meeting

- Share any exciting opportunities for sabbaticals.
- What questions do you have about sabbaticals, now that you've been investigating?

Discussion

- Now that you're four and a half years (or more!) into your career, you're probably taking on some important roles in your department and in your field. What kinds of roles are you starting to take on? Are people starting to regard you differently?
- Have you participated in any leadership training? What is leadership, anyway? How is it different from management? Leaders think ahead, create, change, and follow through. They do the very best they can at every project that's on their plate.
- Leadership manifests in different fields, and among different people. Try watching some TED Talks on leadership in areas that interest you.
- Think about some opportunities you have to develop your leadership. You may want to participate in a leadership institute. If you're interested, inquire at the CFDA, or search within your professional organizations. Your professional organizations may have opportunities tailored to the work you do (and a great place to meet people).
- Learning to negotiate well is an important part of leadership The Auraria Library has a number of excellent books on negotiation. Drop by, pick one up, and skim it.

Assignments

- Think about whether you're ready for and interested in leadership training. If so, investigate and pursue! View an array of leadership videos. If you feel ready, choose a skill you've learned and apply it to a situation in your life. - https://www.leadershipinfocus.net/introduction http://leanin.org/education#expert-talks
- Think of one or two situations in your life where you are a leader, or where you have the potential to become a leader. Plan a few steps you can take to use these opportunities to hone your leadership skills.

Fall Meeting 1 (Year 6): **Tenure and promotion dossier**

Note to Mentees:

This may be the most important year in your progression toward tenure. You will notice that much of the material in this section repeats what was covered in year 3 (preparing to submit a dossier for comprehensive review). You will likely have much stronger an idea of what you need to do this year compared to three years ago.

Discussion

- A year from now, you'll submit your dossier for tenure and promotion and that will be our focus. This will be very much like the year you spent preparing for comprehensive review.
- Revisit the recommendations that were provided to you in your Comprehensive Review. What are you strategically doing to address those recommendations? What supports do you need to make specific things happen?
- Is it time for another teaching consultation or observation? Would you like the CETL to be involved in a focus group with one of your classes?
- Ask your colleagues in your department for feedback and advice. Have a member of the CFDA's staff look through a draft dossier and give you feedback.
- Revisit both your Comprehensive Review dossier and *Strategies for Success*.

Assignments

- Make sure you know when the earliest steps are due, such as submitting names of external reviewers.
- Ask your department for updated instructions on when and how to submit your dossier, and how many copies of each binder you must prepare. Some of this information may be different from comprehensive review.
- Think about whether you have any opportunities to prepare for additional publications, grant submissions, or presentations in the coming year. You may not have time for an article to be published before you submit your dossier, but having additional manuscripts or grant submission under review will help display your focused and sustained efforts.
- Ensure that you contact the CETL now to schedule a teaching consultation or observation. Remember, as good as your teaching is now, you can always make it even better.

Fall Meeting 2 (Year 6): Preparing dossier statements

This is one meeting that may work best virtually, sharing drafts of statements by email.

Prior to the Meeting

- Mentee, make notes on questions about the statements your submitted in your comprehensive. Consider, feedback and recommendations from that review. Generate a listing of how your work has deepened since that review.
- If you have time, begin outlining statements & bring those outlines to the meeting.

Discussion

- How are you addressing the recommendations provided in your comprehensive review feedback?
- Do you show the value of your work? Do you come across as being assertive? Now is the time to explain the importance of your work. Remember, there is a difference between explaining and making excuses. You want to provide a strong, clear, concise, professional explanation for your teaching, service work and research/creative work.

Assignments

- Write drafts of each statement before the next meeting adhering to the guidelines provided in *Strategies for Success*.
- When you have full drafts of your statements, ask colleagues to read them & provide feedback.
- Request the dossier submission timeline and instructions from your department.

Spring Meeting 1 (Year 6): **More dossier preparation**

Mentors, you may want to base meeting times on mentees' completion of dossier tasks this semester rather than scheduling them far in advance.

Prior to the Meeting

- Work on your dossier early so that you can get lots of feedback.
- Draft all four of your statements based on recommendations and feedback from your comprehensive review.

Discussion

- Review and provide detailed feedback to all statements.
- Identify exemplary artifacts to support all statements.
- Ensure you have a plan for cohesively and concisely reporting on all student feedback including the multiple means of evaluation collected across the years. Access help from the CETL to ensure you have conducted, reported on, and responded to a theme analysis of student feedback.
- Make sure that you have responded to all the suggestions provided in your comprehensive review letters. Explain in your statements how you have used each suggestion in your work since that time.

Assignments

- Your next task is to put together your dossier. Make sure you are clear on how many copies you need, including the external reviewer binders. Find out your department's requirements for materials used.
- Find out the process for amending your dossier if you have additional publications or other accomplishments after you submit it.
- Begin putting together a draft version of your binder. Let yourself write on it, organize it, and reorganize it.
- Start by putting in all the documents that are required, such as the statements and your CV. Get the main dividers in place.

Spring Meeting 2 (Year 6): **Critique your dossier**

Prior to the Meeting

Mentee should have completed a full draft of the dossier.

Discussion

- Flip through the dossier quickly. What are your impressions of professional presentation?
- Make sure that the required papers are in there: your CV, the checklist, your department's requirements, & the four statements.
- Move to the Research & Creative Activities section. Are all of your publications, presentations, and other scholarly accomplishments represented? Are they easy to locate?
- Move to the Service section. Is it succinct? Are major contributions supported with strong evidence?
- Move to the Teaching section. How does the organization look? Is the section easy to navigate? Are required documents there? How did you represent everything that happens in class besides reviews? Have you represented your course's online materials here? Is there creative evidence of student responses?
- Have you started working on your External Reviewer binders? Do you know what to do with them, and when?

Assignments

- Make plans to have someone at the CFDA look through your dossiers, leaving plenty of time to make updates.
- Let your mentor know if you need feedback on more drafts, or if you have questions.

Summer Meeting (Year 6): Celebrate

This is time to celebrate the journey that the two of you have been on. Stop and appreciate the remarkable experience that you have shared.

Decide what your relationship will be like after this point. Will you serve as an informal mentor for your mentee? Will you just be friends? Is there a collaborative project that you might want to explore?

Mentoring Resources

Books and Chapters

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- Zachary, L. A. & Fischler, L.A. (2009). *The Mentee's Guide: Making Mentoring Work for You.* San Francisco: Jossey-Bass. ISBN: 978-0470343586. AVAILABLE: CFDA Library.
- Zachary, L. A. (2011). The Mentor's Guide: Facilitating Effective Learning Relationships. 2nd ed. San Francisco: Jossey-Bass. ISBN: 978-0470907726. AVAILABLE: CFDA Library (print), Auraria Library (ebook).

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- Heewon, C., Longman, K. A. & Franco, M. A. (2014). "Leadership Development Through Mentoring In Higher Education: A Collaborative Autoethnography Of Leaders Of Color." *Mentoring & Tutoring: Partnership In Learning* 22.4, 373-389.
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- **Research Investigators**
  - Muschallik, J. & Pull, K. (2016). "Mentoring in Higher Education: Does it Enhance Mentees' Research Productivity?" *Education Economics* 24.2, 210-14.
  - Collaborative Institutional Training Initiative (CITI): https://www.citiprogram.org/
  - An excellent online training (with completion certifications) for a variety of research topics, including Human & Animal Subjects, Biosafety, Conflict of Interest, Export Compliance, and Responsible Conduct of Research (RCR). These certifications work for CU Denver and sponsor requirements.
  - Grantspace, Proposal Writing: http://grantspace.org/skills/proposal-writing
  - A free service of the non-profit Foundation Center, articles, tutorials and tips on proposal writing and budgeting.
  - CU Denver Evaluation Center: http://www.the-evaluation-center.org/
  - Program evaluation services, from general feedback to full blown evaluation plans (consult is free, can be hired as fee-for-service).
  - Rejection and Its Discontents: http://www.chronicle.com/article/RejectionIts-Discontents/139403/?cid=at&utm_source=at&utm_medium=en
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- Buller, J. L. & Cipriano, R. E. (2015). *A Toolkit for Department Chairs.* Rowman & Littlefield.

Faculty Mentoring Programs Review
- Cornell University reviewed faculty mentoring programs at institutions across the United States. To read a detailed summary of its findings, read [Exemplary Junior Faculty Mentoring Programs](#).