

## Tenure Mentor Annual Checklist

- Establish goals and plan schedule for the mentorship for the year.
  - Schedule at least one check-in per semester.
  - Use Mentor/Mentee Ground Rules and Mentee Self-Assessment forms during first year.
  - Decide on one important thing you want to guide them to learn or do better at this year.
  
- Familiarize yourself with the mentee's profile, especially if you are not familiar with their field.
  - Ask for, read, and suggest edits for CV.
  - Ask for, read, and suggest edits for research, teaching, service, and/or advising statement.
  - Conduct a peer teaching observation of them.
  - Read one of their publications, attend one of their performances, art exhibitions, lectures.
  - Understand their promotion timeline. When is their 3<sup>rd</sup> year review? When is up-or-out tenure review? When do they want to go up for promotion?
  
- Meet with mentee at least once a semester.
  - Discussion topics should be focused on what you interpret their needs to be.
  - Socializing is part of this, so this does not need to be formal.
  
- Advocate for and/or clarify during the faculty annual review or third year review process.
  - If on the EC or other appropriate space, speak up when questions arise about your mentee.
  - After EC meeting, talk to mentee about what happened during it, if appropriate.
  
- Teach them more about the history and culture of their department.
  - Tell them some of the stories or histories of some of the previous department faculty.
  - Explain some of the major events that happened in the department before they got here.
  - Share histories of prior faculty members in their area or a related area.
  - Talk about the degree programs and curriculum and interconnections.
  - Talk about similar things at the college or university level.
  - Answer questions they have about why things work the way they do.
  - Explain what informal social events happen (like art openings, performances, etc.)
  
- Introduce them to at least one person you think they should meet, e.g.:
  - Faculty with related research interests or potential collaborators.
  - Faculty at similar points of career who could be peer interlocutors.
  - Faculty at other institutions who you know that they should.