



Center for Faculty Development  
& Advancement

UNIVERSITY OF COLORADO DENVER | ANSCHUTZ MEDICAL CAMPUS

# **Instructional, Research, and Clinical (IRC) Faculty Mentoring Resource Guide**

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## Table of Contents

<b>Introduction</b> .....	<b>1</b>
<b>Meeting 1: Get to know each other</b> .....	<b>3</b>
<b>Meeting 2: Campus resources &amp; Service commitments</b> .....	<b>5</b>
<b>Meeting 3: Teaching excellence &amp; Positive impressions</b> .....	<b>6</b>
<b>Meeting 4: Workplace environments</b> .....	<b>7</b>
<b>Meeting 5: Enhanced teaching practices</b> .....	<b>8</b>
<b>Meeting 6: Microaggressions</b> .....	<b>9</b>
<b>Meeting 7: Funding opportunities &amp; Strategic planning</b> .....	<b>10</b>
<b>Meeting 8: Plan ahead</b> .....	<b>12</b>
<b>Meeting 9: Challenging conversations</b> .....	<b>14</b>
<b>Meeting 10: Striving for a professional and personal balance</b> .....	<b>15</b>
<b>Meeting 11: Leadership roles &amp; opportunities</b> .....	<b>17</b>
<b>Meeting 12: Clinical track dossier preparation</b> .....	<b>18</b>
<b>Mentoring readings and resources</b> .....	<b>Error! Bookmark not defined.</b>

## Introduction

Welcome, mentors and mentees. Thank you for participating in CU Denver's Center for Faculty Development and Advancement's (CFDA) mentoring program. The guidance that mentors provide to a new faculty member will go a long way toward shaping his or her success and comfort at this institution. We know that mentoring is a heartfelt and sometime time-consuming process, and we appreciate all that you give. *The IRC Faculty Mentoring Resource Guide* is designed to guide mentor-mentee pairs in which the mentee is not working toward tenure. Instructional, research, and clinical (IRC) faculty include those that teach one or several courses every semester, some who hold positions elsewhere plus teach a course at this institution, and some who hold full-time Clinical Teaching Track positions. Titles include "Instructor," "Senior Instructor," "Lecturer," "Scholar in Residence," "Artist in Residence," "Visiting Assistant Professor," and "Clinical Track Faculty". Individual faculty appointments specify expectations in the areas of teaching, service, and/or research. Their positions are non-tenure-track.

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 work, primarily in the teaching and service areas. 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 drop by once in a while for ideas or materials. Either way is fine; this is about supporting the mentee. The *IRC Resource Guide* is comprised of 12 meeting outlines. For each meeting, discussion topics are provided to guide a conversation plus suggested assignments and/or readings. Not all mentor/mentee pairs will use every meeting outline. The table below suggests meetings to use based on the mentee's status, yet individual interests and needs should dictate topic selections. Some faculty may decide that they wish to study these materials on their own, without a mentor. In that case, the outlines can be used to guide the faculty member's investigations and to foster conversations with experienced colleagues.

All materials are designed to be used either in-person or virtually. While the CFDA suggests meeting in-person as much as possible to support relationship building, you can easily have the conversations and share the assignments by telephone, email, or other virtual platforms (e.g. Skype, Zoom). Contact the [Center for Faculty Development and Advancement](#) any time you need assistance.

### Suggested Meeting Outlines

<b>NTT Mentee Status</b>	<b>Description</b>	<b>Suggested Meeting Outlines</b>	<b>Suggested Duration of Mentoring Relationship</b>
<b>New to teaching in higher education</b>	Faculty member is new to academia or has held a prior position for fewer than 5 years. No research related responsibilities.	Meetings 1-6	2 to 3 years
<b>Employed elsewhere; teaches on a limited basis at CU Denver</b>	<p>The mentee holds a full-time job at another organization. He or she teaches a single course per semester at CU Denver.</p> <p>“Visiting” faculty members, who hold a primary academic appointment at another institution, should begin with Meetings 1&amp;2, then proceed with their mentor based on their level of experience &amp; concerns. Mentorship of visiting faculty may last one or more years.</p>	Meetings 1-2. After this, assess mentee's concerns and interests. Mine ideas from meetings 3-11 to use in future meetings.	1-2 years
<b>Experienced</b>	Faculty member has held a prior position in academia for 5 or more years. No research-related responsibilities.	Meetings 1-2. Assess the mentee's experience and interest in topics covered in meetings 3-11. Select materials from those lessons as appropriate.	1 to 3 years

<b>Clinical Track</b>	Faculty member holds a CTT position, including some research responsibilities. Those working towards promotion to the CTT line will need to demonstrate “promise” in their research/scholarly activity.	Begin with meetings 1, Meetings 2 and 12. Continue with meetings 3-11 as appropriate. The year before the mentee applies for a promotion review, consult with mentee’s department for all required processes.	6 years or until the mentee applies for promotion
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## Meeting 1: Get to know each other

For your initial meeting, we suggest meeting casually somewhere -- perhaps at a coffee shop or a favorite lunch spot. Learn a little bit about each other, personally and professionally. The mentee will probably already have many burning questions about working at CU Denver. Make sure to allow time to discuss all of these questions.

### Prior to the Meeting

Exchange CVs. Be prepared to discuss your professional experience, education, and any scholarly activities you've done.

### Discussion

- Share a few personal things about yourselves. Where are you from originally? Do you have family in the area? What do you enjoy? Are you new to Denver?
- Discuss your professional experience and education.
- Discuss what each of you would like to focus on in this mentoring relationship.
- Agree upon 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? Collaborate on the focus of the topic(s) for your next meeting.
- What additional questions or concerns do you have about beginning your life as a faculty member at CU Denver?

### Assignment

- Mentees, do you have a service requirement as part of your position? Bring information on your department's expectations for service commitments to the next meeting. This may be in the form of a written policy or other document (preferable), or information from a knowledgeable colleague. How will you be evaluated? Do most people perform less service in their first few years than later on?

## Meeting 2: Campus resources & service commitments

### Prior to meeting:

Gather information on departmental service commitments.

### Discussion--Campus Resources:

- 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? Are you happy with how you handled the situation?
- Become well versed in services offered by the Counseling Center. Discuss: Have you referred students to counseling in the past? How did you go about making the referral?
- Visit the [UCDALI \(University of Colorado Denver Association of Lecturers and Instructors\) website](#), and watch for communications from this group which represents and supports IRC faculty.

### Discussion--National Resources

- View the [Adjunct Nation](#) website which features commentary, job opportunities, and more for faculty in IRC positions.

### Discussion--Managing Service Commitments

- Do you have a service commitment? If yes, what is it?
- What did you find out about your department's expectations for service commitments?
- How will your service commitments be used in your evaluations?
- 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 is planned for?
- Discuss strategies for identifying and managing meaningful service opportunities.
- Discuss strategies for balancing departmental and university opportunities.

### Assignment

- Find the CFDA's list of upcoming professional development events. Check out the Center for Excellence in Teaching and Learning's (CETL) events, too. Register for at least one in the coming months. Learn about topics related to teaching, instructional design, classroom management, and more.

## Meeting 3: Teaching excellence & positive impressions

### Follow-Up from Prior Meeting

Which CFDA or CETL professional development events have you attended or are you registered for?

### Discussion—Teaching excellence

- How is your teaching going? What is going well? What challenges are you experiencing?
- Consider some ways that you can learn more about teaching strategies. Some options include: 1) CETL workshops, 2) workshops and sessions at professional conferences, 3) books and articles on teaching, and 4) having a teaching consultation or an observation and working with the feedback you receive.
- Consider scheduling a teaching consultation with the CETL or within your department.
- Explore multiple means of teaching evaluations.
- Consider observing faculty who have received teaching excellence awards.
- Discuss how to arrange for a teaching observation? Who will perform it? What feedback will I receive? How often should I have one?

### 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 can make the most impact with your time and talents.
- "Take one for the team," but also prioritize good opportunities for yourself. Help your colleagues see that you respect both them and yourself.
- Make yourself visible. Don't be the person that no one in the department ever sees. Take advantage of the many events sponsored in your School and across campus.
- What are other tips that both of you have learned about professionalism?

### Assignment

- At our next meeting, we'll discuss departmental "environments." We'll talk about how to be a part of a positive and healthy environment and how to handle difficult environments. Before the meeting, both mentor and mentee should come up with several things that are good about their departments' environments, as well an example of a particularly challenging or negative aspect of those environment.



## Meeting 4: Workplace environments

### Discussion

- Talk about your departments' environments. What is going well? What is not going well? How have you been adding to the good parts and dealing with the challenging aspects?
- Who do you report to? What are those dynamics? Do you feel that you can be fairly open about your thoughts, or do you have to filter when the two of you meet with certain individuals?
- 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 problems 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?
- How do you speak up for yourself when you feel that you aren't being treated fairly in your department? How have you handled situations in the past? What have you learned from those experiences?
- How can you deal with frustrating things at work without building or perpetuating negativity?

### Note to Mentors

If it's nearing the end of the academic year, or if either of you have accomplished big things lately, take the time to celebrate together!

## Meeting 5: Enhanced teaching practices

### Discussion

- What do you feel confident with in your teaching? What could be stronger? Where could you get some help on the areas that need work? (Note: The Auraria 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. A librarian can show you where that is located.)
- What kinds of creative things do you do in your teaching? Are you satisfied with the level of engagement of your students? What sorts of active learning strategies do you use in your classes? Are you interested in designing a new online course or considering ways to maximize technology in your courses? Are you interested in integrating social media in a course? Consider attending a workshop or participate in a book study offered through the CFDA or CETL on these and other topics. Search online for blogs about creative teaching in your discipline, or technologies for teaching. You may want to set up email alerts so that any new posts from these blogs come right to you.
- Does your department hold any group meetings to consider or discuss issues around teaching/instruction? If so, join those meetings and discussions.
- Are you familiar with the "Scholarship of Teaching and Learning" (SoTL)? If not, now is the time to start. In the university setting, SoTL refers to literature that highlights evidence-based practices for excellent teaching in the college classroom. You can often find very detailed descriptions of what works for great college teachers -- paired with evidence that shows the benefits that these methods have brought to classrooms.
- The CFDA and CETL has an excellent shared collection of books on SoTL topics. Stop by #320 Lawrence Street Center to browse and borrow. The Auraria Library subscribes to full-text journals that are focused on SoTL. You can also search the education database called [ERIC](#) for articles on SoTL.

### Assignments

- Watch video presentations on microaggressions: New York Times; Harvard University:  
<http://www.nytimes.com/video/us/100000002769668/microaggressions-comments-that-sting.html>

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.

## Meeting 6: Microaggressions

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?

- 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.

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](https://academicaffairs.ucsc.edu/events/documents/Microaggressions_Examples_Arial_2014_11_12.pdf)

## Assignments

- Consider steps you will take to increase understandings of microaggressions in your department, classes, or in other areas of your work.
- The [Office of Diversity and Inclusion \(ODI\)](#) sponsors diversity-related professional development [topics include: unconscious bias, culturally responsive teaching, inclusive workplaces, undocumented students]; the ODI also hosts national webinars related to diversity and inclusion. Explore the ODI website for resources to support your teaching.

## Meeting 7: Funding opportunities & Strategic planning

Follow-Up from Last Meeting

As an educator, what steps you will take to enhance 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 teaching and 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

- ORDE provides discretionary funding to encourage and support scholarly and creative activities on the downtown campus. IRC faculty are eligible for internal funding support if research requirements are included in his/her letter of offer.
- 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.

## **A Research Pipeline**

- IRC faculty who have research requirements will want to consider 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.
- 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**

- Spend some time exploring grants in your field. Attend an ORDE workshop, experiment with SPIN on your own, or search through your professional organizations' websites for links to grant information.
- Ask a colleague with a strong scholarly record about how he or she organizes the pipeline.
- Seek out colleagues that have published in areas close to your own to discuss different journals which may be appropriate outlets for your work.
- 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 up email alerts for topics of interest to you, such as columns on teaching technologies or editorials from faculty around the world.

## Meeting 8: Plan ahead

Let's now take a deep breath and reassess progress and plans for workload expectations and aspirations. While load expectations for IRC faculty vary, this conversation is designed to span teaching, research, and service. Mentors and mentees are encouraged to focus on the area(s) unique to their role.

### Discussion---Campus Culture

- 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?
- Have you attended any EDI trainings through the Center for Identity & Inclusion or other campus groups? If so, what did you think about them?

### 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.
- Discuss the departmental merit/review process as well as requirements for completion of the yearly FRPA documents.
- Each year, faculty awards are given. Discuss processes unique to the mentee's department and school. Who are recent awardees? Connect with those individuals and ask to review their dossiers.

### Discussion---Research. If your appointment includes research responsibilities consider the following prompts:

- 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/School/College? If you are on a clinical track, and are considering applying for a promotion, are you familiar with the processes and policies of your Department/School/College? How does your productivity match up?
- Now is a good time to make plans to fill in gaps before any upcoming review. 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. Ensure that you are clear about the level of expectation related to your percentage of research responsibilities. For example, if you have a 10% expectation, what does that look like?

### **Discussion---Service**

- What is the required percentage service per your letter of offer? Do service expectations span 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, or volunteer to hold a position with a professional organization. Consider a UCDALI position as this important commitment represents university-level service.
- If you're overloaded, make sure you know when your department holds elections for service positions. You should do your best to serve the full term of any position, but speak to your chair about the realities of time and interest in an effort to best meet your needs.

### **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 our next meeting.
- Before this semester's final meeting, consider requesting a teaching consultation and/or a class observation as part of your ongoing commitment to professional development.

## Meeting 9: 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 HR 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 work 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.
- Consider any goals you have based on a teaching consultation and/or class observation. Articulate concrete plans for your ongoing professional development.



## Meeting 10: Striving for a professional and personal balance

### Discussion

Over the past 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. Consider now any 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? Let's break our discussion down into discrete areas of your work and your life.

### Research & Creative Works

- Clinical-track faculty members often wonder how their research should change, develop or deepen. 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? Does your work signal promise? What is the quality of your selected presentation/exhibit/publication outlets?
- If you are struggling with the above, how will you find support? What can you or should you change or begin to do?

### 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 local, regional, and national 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?
- Are there responsibilities you can take on, or give up, to effectively keep priorities in order?
- 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.

## Meeting 11: Leadership roles & opportunities

### Discussion

- Now that you gained a wealth of experience, 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.

## Meeting 12: Clinical track dossier preparation

The Clinical Teaching Track is intended for IRC faculty who participate in a broad range of teaching, service, and scholarly activities. Clinical Teaching Track (CTT) appointees have comparable ranks to tenured faculty (i.e. Assistant, Associate and Full Professor CTT). Instructors interested in applying either for a CTT position or CTT faculty interested in pursuing promotion should communicate with their Dean to ensure they are aware of all policies, procedures, guidelines, and deadlines as these vary across Schools and Colleges. Critical to the promotion process is the creation and submission of the faculty members' dossier, which must be in compliance with the particular School or Colleges Clinical Teaching Track promotion criteria.

Mentors and mentees are encouraged to review the following general, recommended practices for dossier preparation and determine a meeting schedule that best fits individual needs. Do the two of you want to begin by meeting in-person to review the required criteria and processes, then set up a schedule to virtually review draft statements and determine artifacts, then meet again in-person to view and critique the final product before it is submitted? Dossier preparation is an important process. Give serious consideration to the realities and time needed to produce an exemplary professional product.

### Discussion & Suggested Activities

- Review all current documents pertaining to CTT promotion process. Particular attention should be given to the promotion criteria.
- Review sample CTT dossiers from within your School, College or in the CFDA. (Note: During Academic Year 2020-21, access to the Dossier Library is primarily online and by request. Please visit the [CFDA's Dossier Support page](#) for more information & to request access.)
- Discuss sample statements and provide suggestions unique to the faculty member. Draft, review, and revise statements.
- Identify exemplary artifacts to support all statements. Give serious consideration to evidence you want to use to convey the work you do.
- Review departmental instructions on when and how to submit your dossier. Remember those deadlines. Find out the process for amending your dossier if you have additional publications or other accomplishments after you submit it.
- Focus on 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 represented your course's online materials here? Ensure you have a plan for 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.

- Many departments require faculty to articulate their teaching philosophy. Seriously reflect on the principles that form the foundation of your practices. What theorists inform how you teach? Why do you do what you do in class? What is important to you in working with your students and how are those values realized in the activities, assignments, readings, and discussions in your classes? View sample teaching philosophies from colleagues or the CFDA (or ask colleagues to share theirs with you).
- Next, onto 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.
- Next, the Service section. Are major contributions supported with succinct evidence?
- Start by inserting all required documents, such as the statements, CV, and departmental forms. Get the main dividers in place. With a plan in mind, now begin to compile your dossier.

## Mentoring Resources

### Books and Chapters

- Austin, A.E., M.D. Sorcinelli, and M. McDaniels. (2007). *Understanding New Faculty: Background, Aspirations, Challenges and Growth*. In J.C. Smart and R.C. Perry (Eds.), *The Scholarship of Teaching and Learning in Higher Education: An Evidence Based Perspective*. New York: Springer, pp. 39-92. AVAILABLE: [Auraria Library \(ebook\)](#).
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- 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](http://www.chronicle.com/article/RejectionIts-Discontents/139403/?cid=at&utm_source=at&utm_medium=en)
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