**Some Suggested Activities for Mentoring Committees**

The mentoring program for tenure-track faculty is described in section 2.4.4 of the *Faculty Handbook.* The goal of our mentoring program is to provide professional development and support to our new colleagues and help integrate them into the department, college, and community. Mentors can help new colleagues understand the College and their department as well as build a broad network of resources. Recognizing that a single person cannot adequately address the various types of support each new faculty membermay have, Kenyon helps new faculty create mentoring groups and encourages new faculty to think about who they may need in their mentoring network.

This document provides some suggestions about possible activities for new tenure-track faculty members in their first year and their mentoring committees. While we hope to offer some useful suggestions, we also acknowledge that no single plan is right for every new faculty member. New faculty members should work with their Lead Mentors to develop an individualized plan.

Early in the fall semester, the Lead Mentor should meet with the new colleague to develop a plan for the year. The Lead Mentor and new faculty member should identify and explore what areas the new colleague feels they are already pretty strong in, what areas they think they will need particular help in, what their concerns are for their first year, and what types of mentoring they have found most valuable in the past. Among other things, this meeting is an opportunity for the new faculty member to discuss areas of established strength and areas in which they are likely to need guidance and support. Lead Mentors should help develop a mentoring committee and activities catered to the specific needs of the junior faculty member.

While new faculty members are encouraged to develop individualized plans in collaboration with Lead Mentors, we think it may be helpful to suggest some specific activities. New faculty and mentoring committees may want to consult the information below for ideas.

**FIRST SEMESTER ACTIVITIES**

Class Observations and Pedagogical Conversations: Class observations allow new faculty members to witness different successful teaching styles and to learn about the distinctive rewards and challenges of teaching Kenyon students. They also help new colleagues get to know faculty members whom they may want to invite to be on their mentoring committee.

The Lead Mentor should arrange for somefaculty members to invite the new colleague to observe one of *their* classes. After a class observation, a conversation should be scheduled. This discussion might encompass class goals, pedagogical strategies, and possible alternative ways of teaching the same material. If the new faculty member is willing, an observation and conversation about the new colleague’s class can take place.

Meetings with Mentoring Committee Members: New faculty members are encourage to seek out informal guidance whenever desired over the course of the semester. They should also schedule at least one more formal meeting with each member of their committee.

At the end of the semester, the Lead Mentor should schedule an hour long meeting with the new colleague and their full committee. This meeting should be a two-way conversation that results in the mentee knowing where their strengths are, areas that need further development, any recommended “course corrections” and some tips for balancing the competing demands of a full-time faculty appointment. This is also a good time to review the mentoring map and see if any modifications seem appropriate.

**SECOND SEMESTER ACTIVITIES**

Class Observations and Pedagogical Conversations: While new faculty might still benefit from observing their colleagues’ classes, the focus in the second semester might shift towards some observations of the new colleague’s classes. Each member of the mentoring committee should consider visiting more than one class period. New faculty members and mentoring committees, of couse, need not do so if this many class visits would be disruptive.

Meetings with Mentoring Committee Members: As in the first semester, new colleagues should schedule at least one formal meeting with each of their committee members. They should also be encouraged to seek out informal mentoring throughout the semester, as desired.

At the end of the semester, the Lead Mentor should schedule a meeting with the new colleague and their full committee. This meeting should focus on the second semester (see first semester guidelines) but also the full year. This conversation might include examples of noted areas of improvement or areas that still require some additional attention. This is also a good time to discuss goals and strategies for the upcoming year including all areas of review – teaching, scholarly or artistic engagement, and collegiateservice**.** This is also an opportunity to take stock and to plan for the following year.

Mentoring Program Evaluation: After this meeting, members of the mentoring committee and the new faculty member should fill out the Mentoring Program Evaluation Form, found on the Provosts’ website.