

A MENTORING IN COMMUNITY GUIDE

RILEY SCHOLARS-IN-RESIDENCE PROGRAM

AUTHORED BY

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Introduction

Colorado College is a member of the Consortium for Faculty Diversity, which "is committed to increasing the diversity of students, faculty members and curricular offerings at liberal arts colleges with a particular focus on enhancing the diversity of faculty members and of applicants for faculty positions." Through robust and collaborative mentoring, the Riley Scholars-in-Residence Program at Colorado College offers one-year fellowships to predoctoral and postdoctoral scholars hired through the Consortium.

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Mission Statement

The Riley Scholars-in-Residence Program provides Riley Scholars with opportunities to complete their dissertation or cultivate their postdoctoral research and enter the academic job market, while gaining meaningful experience teaching undergraduates in a liberal arts educational setting. The program also provides participating departments and programs with opportunities to enhance mentoring skills, diversify their faculty, enhance course offerings, and improve departmental or programmatic climate.

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Vision Statement

The Riley Scholars-in-Residence Program aims to recruit and retain faculty with marginalized social identities in the professoriate, especially at liberal arts colleges and universities in the U.S. The program also aims to situate Colorado College as a premier site for faculty development, especially concerning undergraduate teaching excellence and quality scholarship.

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Mentoring in Community

While the official RSiRP Mentor in the host program|department is responsible for conducting required meetings per the schedule below, all members of the program|department, including the Director|Chair, are expected to adequately and appropriately support the professional development of the Scholar in collaboration with relevant colleagues outside the program|department, the RSiRP Director, and other relevant staff and administrators, such as the Senior Associate Dean for Equity, Inclusion, and Faculty Development and Director of the Crown Center.

Along those lines, the RSiRP Director meets with the entire RSiRP cohort for one hour during Block 1, Block 5, and Block 7, with the Senior Associate Dean for Equity, Inclusion, and Faculty Development and Director of the Crown Center attending for the first 15 minutes. Additionally, the Director meets with the scholars individually for 45 minutes during Block 2 and Block 6 and organizes and attends all of the Mock Job Talk presentations during Block 3. Further, the Scholar is expected to meet with a former Scholar during the fall semester and another in the spring and to observe a course taught by a colleague within their program|department during the fall semester and one taught by a colleague outside their program|department in the spring. On that note, the Mentor should appropriately assist the Scholar in coordinating professional development support as summarized below and detailed in subsequent sections of this guide:

- review at least one syllabus for a course the Scholar is preparing to teach, along with other relevant teaching materials, such as assignment guidelines or rubrics;
- a review of colleagues' syllabi and other relevant teaching materials;
- the Scholar's course observations (both courses taught by predoctoral Scholars should be observed and at least two of the three courses taught by postdoctoral Scholars should);
- the Scholar's course observation of a colleague within the program|department;
- the Scholar's course observation of a colleague within the program|department;
- review at least one chapter of predoctoral scholars' dissertation or one piece of developing scholarship, including conference presentations, being drafted or revised by postdoctoral scholars;
- discuss feedback predoctoral scholars received on their dissertation or that postdoctoral scholars have received on their developing scholarship;
- inquire about whether they might appreciate support rehearsing for an upcoming conference presentation, which is not mandatory;
- review one of the Scholar's cover letter and CV;
- review one of the Scholar's teaching, research, and other commonly required statements;
- and attend the Scholar's Mock Job Talk in Block 3.

Schedule

Mentors will host a one-hour planning and goal-setting meeting in Block 1, a one-hour meeting to debrief the year in Block 8, and at least four meetings (two during the fall and two during the spring) for at least one hour during blocks chosen by the Mentor and Scholar on the following topics.

Block 1	Planning and Goal Setting
Block TBD (Fall)	Teaching
Block TBD (Fall)	The Job Market
Block TBD (Spring)	Research
Block TBD (Spring)	Work-Life Coexistence
Block 8	Debriefing

While the prompts below are a guide rather than a script, they have been carefully designed to ensure scholars are receiving focused, intentional professional development support. Along those lines, we also recommend mentors send clear agendas in advance of all meetings.

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Mentoring Topics

Planning and Goal-Setting

- What excites and/or worries you about the **year ahead**?
- What are your thoughts about how the **Block Plan** could both pose significant benefits for and challenges to your teaching and research?
- What are your plans for completing your dissertation or making significant progress on your **scholarship**?
- What are your plans for entering the **job market**?
- What are your expectations for our **mentor-mentee relationship**?

Additionally, the Mentor should appropriately assist the Scholar in communicating with members of the program|department, including but not limited to the Director|Chair, to at least begin coordinating support for the Scholar's professional development as detailed in the "Mentoring in Community" section of this guide and also below.

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Teaching

- What's your **teaching philosophy**? How does it manifest in your courses?
- If you've never taught at a **liberal arts** institution, in what ways are you planning to adjust your teaching strategies in this regard? In what ways are you planning to adjust to the **Block Plan** and other aspects of the college, such as the student body demographics?
- What's your **favorite project** you assign? How did you develop that idea?
- What's your strategy for managing **class discussions**, including those that can be contentious?
- What have been your experiences balancing **teaching** and **research**?

Additionally, the Mentor should appropriately assist the Scholar in communicating with members of the program|department, including but not limited to the Director|Chair, and other colleagues to at least begin coordinating the following:

- review at least one syllabus for a course the Scholar is preparing to teach, along with other relevant teaching materials, such as assignment guidelines or rubrics;
- a review of colleagues' syllabi and other relevant teaching materials;
- the Scholar's course observations (both courses taught by predoctoral Scholars should be observed and at least two of the three courses taught by postdoctoral Scholars should);
- the Scholar's course observation of a colleague within the program|department;
- and the Scholar's course observation of a colleague within the program|department.

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The Job Market

- In what ways are you planning to tailor your **application materials** to varying kinds of institutions? For example, how might the cover letter you submit for a job at a research institution differ from one you would submit to a liberal arts college? How might you consider revising your CV and other application materials?
- In what ways are you planning to tailor your **application materials** to specific departments or programs regardless of the kinds of institutions to which you are applying? For example, how might the cover letter you submit to a department at one private liberal arts institution differ from one you would submit to a department at another private liberal arts institution? How might you revise your CV, teaching statement, research statement, and other application materials along these lines?
- If you secure an **interview**, what kinds of questions are you preparing to ask the program|department considering your application? What kinds of questions are you preparing to ask students, members of the administration, and other people to whom you might be introduced? What kinds of questions do you anticipate them asking you?

- If you've already had **interviews**, how did it go? If you haven't, have you started thinking about alternative plans? If not, when might you begin considering alternatives?
- If you receive more than one **offer**, what kinds of things would you consider while deciding? For example, does salary matter more than geographical location? Does teaching load matter more than scholarly requirements? What else might you be considering?

Additionally, the Mentor should appropriately assist the Scholar in communicating with members of the program|department, including but not limited to the Director|Chair, to at least begin coordinating the following:

- review one of the Scholar's cover letter and CV;
- review one of the Scholar's teaching, research, and other commonly required statements;
- and attend the Scholar's Mock Job Talk in Block 3.

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Research

- What inspired you to pursue your current research **topic**? Are you still excited about it? What are the primary **theoretical frameworks and methodologies** guiding your research? What inspired you to choose these?
- How do you **write and revise**? Do you plan writing times? Do you take breaks at particular intervals? Are you particular about your writing environment? Do you prefer to write alone or with others?
- How would you characterize **feedback** you've received from your dissertation committee or reviewers of your work? How have you responded to that feedback? What kinds of feedback typically gives you anxiety or causes you to "shut down?" What are your expectations regarding my approach to giving you feedback?
- How close are you to completing your dissertation or having your **scholarship** published?
- Have you presented at any **conferences** this year? If so, what were the responses to your work? Did these responses inspire you to reconsider any aspects of your work?

Additionally, the Mentor should appropriately assist the Scholar in communicating with members of the program|department, including but not limited to the Director|Chair, to at least begin coordinating the following:

- review at least one chapter of predoctoral scholars' dissertation or one piece of developing scholarship, including conference presentations, being drafted or revised by postdoctoral scholars;
- discuss feedback predoctoral scholars received on their dissertation or that postdoctoral scholars have received on their developing scholarship;

- ❑ and inquire about whether they might appreciate support rehearsing for an upcoming conference presentation, which is not mandatory.

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Work-Life Coexistence

- How have you maintained connections with your loved ones? Have you built a personal and/or professional **community** outside of the college? What have you been doing for fun?
- What **challenges** have you faced maintaining work-life coexistence on your own terms?
- In what ways have you been empowered by **the college** to pursue healthy work-life coexistence? Disempowered?

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Debriefing the Year

- What were your **favorite things** about being a Riley Scholar? What were some of the more challenging aspects of your experience?
- If you could **repeat** this year, what would you repeat? What would you do differently?
- If the **program|department** was granted another Scholar in the future, what would you recommend we repeat? What would you recommend we do differently?

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