

Mentoring Program for Research Faculty

The Silver School of Social Work Office for Research (OFR) recommends the internal mentor and mentee consider discussing the following issues:

Research

1. Research excellence and research programs

What are the criteria for research excellence, how is research evaluated?
What is a successful research trajectory over the initial years of my career?
What is the junior faculty member's research "niche" in the school?

2. Research Funding

How important are grants?
Are there funding agencies to which you should not apply for grants?

3. Research dissemination

a. Publications

On collaborative efforts, how is the order of authorship determined?
How important is first authorship and single author publications?
Should one put their graduate students' names on papers?
Where should one publish? What are the strongest journals to publish in?
When an article is rejected, what are strategies for working through the reviews?
How are chapters in edited books viewed?
How are edited books viewed?

b. Conferences

What conferences should the junior faculty attend?

4. Networking

What can be done at professional meetings to gain exposure that leads to good contacts?
How often should one give presentations about their work at other universities?
Should one give talks within the SSSW?
Should one form a research group? What sorts of activities should the group do?

Teaching

a. Teaching excellence

What is the best teaching philosophy to use when teaching undergraduates or graduate students?
Are there specific tips or hints you would have for delivery of information, use of technology, providing student feedback, grading, responding to diverse needs of students, or responding to challenging classroom dynamics
What is involved with student advising?

How should I work with the student course evaluations and how important are they?

b. Course selection

What kinds of courses should one teach (undergrad, masters, doctoral)

Are some types of teaching more valued?

Is it good to teach the same course semester after semester, stay with a single area?

Is it good to develop new courses?

c. Integration of teaching and research

How can one use a special topics course to get a new research project off the ground?

d. Balance of Research and Teaching

About how much time should the faculty member spend on course preparation (where is the line between sufficient preparation and over-preparation)?

What degree of freedom does the faculty member have in determining course content?

How is a faculty member evaluated on teaching?

Should the faculty member have a senior faculty member observe a class for peer evaluation?

Doctoral Student Advising

How important is it to work with Ph.D. students? How many should one expect to supervise?

How does one set limits on the amount of time/effort you invest in graduate students?

How does one identify "good" graduate students? What qualities should one look for?

How important is it to be a Ph.D. advisor? On a Ph.D. committee?

Service

1. Service to the School

a. Committee Work

How much committee work should one expect to perform within the school?

Which committees should the junior faculty member serve on?

How does one say "no"?

How much time should one expect to devote to committees and other forms of service?

b. Types of Committees

Should one serve on university wide committees?

c. Student activities

Should I develop a program for study abroad?

Should I mentor student projects at the undergraduate level? At the MSW level? At the doctoral level

2. Service to the Profession

How important is professional service outside of the university?

How much paper and proposal reviewing is reasonable?
How important is community service?

General:

How visible must one be? Is it expected that you'll show your face every day or is it acceptable to work at home?
What organizations should one join?