**Expectations and Best Practices for “Junior Faculty Research Liaisons”**

Junior Faculty Research Liaisons serve as the point person in each division to facilitate and encourage formal and informal mentoring.

The “Junior Faculty Research Liaison” has the following responsibilities:

* Develop and execute, along with the tenured faculty in their Division, an appropriate mentorship strategy for their Division.
* Make strategic introductions for the newly arriving junior faculty to members of the division (and outside the division as appropriate) who might have synergies with the incoming faculty members’ research, and encourage the junior faculty to seek advice when needed. This responsibility may be delegated more broadly as part of the Division’s mentorship strategy if appropriate, but each new junior faculty member can expect to have some introductions made for them,
* Encourage senior and mid-career faculty to engage with the incoming faculty members in informal mentoring activities. Such activities could include organizing “early-stage research” presentations as described below.
* Model an ‘open door policy’ so that new recruits feel they can come to ask questions and other faculty on the floor may be encouraged to be open as well.
* Share best practices with other Junior Faculty Research Liaison’s across the School.

**Best Practices**

* Recruit one or two other tenured faculty in your division to collaborate on developing the mentorship strategy document for your Division.
* Read the research summary on the new faculty member’s page
* Prior to the start of the fall semester, send an e-mail to new faculty members in the division to set up a time to meet (perhaps for coffee in the lounge) with the new faculty member and learn a little bit about their work. If your division assigns formal research mentors, this may not be necessary.
* Develop a list of one to three other members of the senior faculty, and introduce the new junior faculty member to them, by e-mail, to discuss their research.
* Consider inviting the new faculty on the floor to join you for lunch in the faculty lounge (using the seamless ordering system), include other members of the current junior and senior faculty as well.
* In conjunction with your division, agree to a suitable format for an “early-stage research” seminar or internal talk series in which junior and senior faculty can present research and exchange ideas.
	+ Select dates and organize a presentation schedule for this seminar
	+ It may make sense to begin the schedule with faculty members who have been here several years, perhaps those most recently promoted to associate, but it is ideal to make sure that all new faculty members have an opportunity to make one presentation in their first year at Columbia.
	+ The format could be to have two short talks (25 minutes each) on one day in order to be thoughtful about faculty members’ time.