

## **Department of Teaching and Learning**

### **New Faculty and Part-Time Faculty Mentoring Plan**

#### **Purpose/Objective of the mentoring process:**

- 1) to retain new faculty by helping them become familiar with the university culture, helping them become aware of university resources, and assisting them in making gains in teaching, scholarship, and service;
- 2) to foster a cooperative network by helping new faculty meet and network with other faculty and staff; and
- 3) to contribute to new faculty morale, motivation, and a sense of community.

#### **Identifying mentors for new faculty/part-time faculty:**

Once new faculty members have been identified, the Chair of the Department of Teaching and Learning will approach potential mentors based on: (a) similar areas of expertise and professional interest, (b) their experience in the department, and (c) their interest in serving as a mentor and providing a positive experience for the new faculty member. He will then match mentors with the new or part-time faculty members.

#### **Suggested mentoring activities**

Mentors should meet both formally and informally with the new faculty or part-time faculty member assigned to them. For formal meetings, the following sequence of topics is recommended.

#### **Meeting #1:**

When: First week that faculty is on campus  
Who: Wanda, grad assistants  
Topic: Departmental/campus orientation

Wanda:

- 1) Key request process
- 2) How to obtain supplies
- 3) The use of grad assistants and work study students
- 4) Procedures for travel
- 5) E-mail and network access
- 6) Provide instructions/map for going to:
  - a. Human resources for in-processing
  - b. Russell Union for I.D. card

- c. Parking Services for hangtag
- d. Physical plant for keys

Meeting #2:

When: August  
Topics: General professional expectations, syllabi format & preparation,  
Initial development of professional goals for the year

Meeting #3:

When: September  
Topics: Institutional resources, applying for graduate faculty status, supervision in the field

Meeting #4:

When: October  
Topics: Ordering books for classes, professional etiquette

Meeting #5:

When: November  
Topics: Annual review procedures, promotion/tenure guidelines – compiling evidence

Meeting #6:

When: January  
Topics: Balancing responsibilities, time management

Meeting #7:

When: February  
Topic: Scholarship and publishing

Meeting #8:

When: March  
Topics: Service (program, dept., college, university, professional associations),  
committee assignments

Meeting #9:

When: April  
Topics: Wrap-up: develop professional goals for next year  
Write up final report

Informal meetings are also recommended. Mentors are encouraged to do drop-in visits frequently with their assigned new or part-time faculty member (e.g., going to lunch, etc.).

Documentation and Evaluation of the Mentoring Activities:

Both the mentor and the new or part-time faculty member will keep a log of mentoring activities. At the end of the Fall and Spring semesters, the mentor and the new and part-time faculty member will submit a copy of their logs, along with the departmental New and Part-Time Faculty Mentoring Report, to the Chair of the Department of Teaching and Learning. These reports will be used to evaluate the effectiveness of current mentoring practices and to provide recommendations for future mentoring activities.