FACULTY MENTORING TIPS FOR DEPARTMENT HEADS

General Support

- Give the new faculty a list of the right person to call for different needs. This could include phone numbers for everything from Sponsored Research Services, to whom to call to unlock a classroom.
- Ask appropriate senior faculty to make a point of offering specific help.
- Make sure the new faculty member gets put on all the appropriate distribution lists.
- Give the new faculty member a list of department teaching policies. Specific policies might address grade distributions, plagiarism, syllabi, office hours, keeping exams, changing grades, student evaluations, etc.
- Provide a list of the current committee and teaching assignments within the department, as well as a listing of the responsibilities of the department staff.

Mentoring Support

- Direct new faculty to the RIT Faculty Mentoring website: http://www.rit.edu/facultydevelopment/
- Introduce the new faculty member to the rest of the faculty. Let him/her know which ones might be particularly helpful as mentors for teaching, dealing with graduate students, writing grants, etc.

Teaching Support

- Facilitate getting help in teaching effectiveness. For example, ask a master teacher to be a teaching mentor for the new faculty member. If there is a course with two sections, or that is co-taught, assign the master teacher with the new faculty member.
- Give the new faculty member a list of the last few people who have taught the course assigned to him/her, and specify who would be most helpful.
- Steer the new faculty member towards events, resources, and workshops on teaching. See https://wallacecenter.rit.edu/events/
- Identify meaningful ways in which teaching effectiveness can be evaluated.

Tenure Support

- Make sure the new faculty member understands what is required for tenure, both officially and “unofficially.” Give all new faculty copies of the promotion and tenure guidelines for the department, college and university upon arrival.
- Be explicit about the way in which a new faculty member will be evaluated. The new faculty member should be given the answers to these and related questions: What is the relative importance of student evaluations, peer evaluations, and letters from inside or outside the institution?
- Once a new faculty member knows the rules and expectations for promotion to tenure, a major responsibility of the chair is to ensure the physical and information resources to meet these expectations.

Based on: USC CENTER FOR EXCELLENCE IN TEACHING http://www.uky.edu/Provost/APFA/Department_Chairs/faculty_mentoring_USC.pdf

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