

Appendix 5

College of Sciences and Arts Mentoring Plan

College of Sciences and Arts Mentoring Plan

March 25, 2010

The College of Sciences and Arts (CSA) and its departments recognize that the success of their efforts in education, research, and professional and public outreach depend upon the capabilities and capacity of our faculty. The college's expectations for its faculty are demanding, in that we expect faculty to be committed to both quality education in the classroom and laboratory, to professional performance in the areas of scholarship and peer-reviewed publication, research and the pursuit of external funding, and service to their professional and university communities. The goal of this document is to outline plans that will assist enable faculty to develop ways to view these demands as mutually reinforcing rather than competing responsibilities. The plan recognizes that developing such balance does not come automatically to all probationary tenure-track faculty. Therefore, the college and its department accept an obligation to provide tenure-track faculty with guidance, direction, and assistance about building successful professional careers – in other words, to offer mentoring.

This document has two parts. The first covers the college's part in providing guidance and feedback about activities that reach across departmental and disciplinary boundaries. The second section comprises the various department mentoring plans, which include activities related to the more specific demands of the expectations in different departments and disciplines. This division of labor is vital given the wide range of disciplines that reside in the college; a single approach most definitely does not serve all needs. Even within single departments that house more than one academic discipline, the needs of individual faculty almost certainly will vary significantly. Thus none of the plans outlined here are rigidly prescriptive, nor do they follow just one of the classic approaches to mentoring. Instead, CSA and its departments have adopted flexible strategies designed to help faculty be successful.

CSA hopes to instill in every department a supportive culture that emphasizes enabling all faculty to contribute appropriately to the multiple responsibilities facing the units in this college. Within CSA departments, tenure-track faculty will be shown by the example of their tenured colleagues how one can create the foundations for successful academic careers and pursue a balanced career of teaching, research and scholarship, and service.

College-level activities: Formal mentoring

The annual reviews in the tenure and promotion process provide a central element in the college's mentoring program. The primary responsibility for these reviews is held by department tenure, promotion, and reappointment committees (TPR), and by department chairs. All are designed to evaluate the efforts and accomplishments of faculty, and provide guidance and advice on making additional progress toward tenure. In several departments, an important part of this process is preparation by tenure-track faculty of an annual written statement describing a) accomplishments during the past year; and b) immediate plans/goals for the following year. Responses to these self-evaluations constitute one of the most effective means by which TP&R committees and chairs offer appropriate guidance about the pathways faculty can follow in order to prepare themselves for a successful tenure evaluation. The college encourages all departments to incorporate this self-review process into their annual reviews.

The most important reviews are conducted during the second and fourth years, with the intent of determining whether progress justifies an additional two-year appointment. The dean of the college also reviews the departmental record and adds additional comments. In instances where faculty seem to be encountering difficulties in either teaching or in terms of developing their research and professional agendas, the dean will discuss with chairs how they might work with specific faculty on these matters. In addition, the dean will meet with all faculty at the end of their second and fourth years after the written reviews have been completed to insure that faculty fully understand the evaluation and guidance offered in these documents. The dean will reinforce the comments and suggestions about directions being provided to faculty from department committees and chairs. This is a key period, these formative years 2 through 4, for patterns of success as well as problems become clear and must be resolved during this window of time. Taken together, the written records, departmental reviews, and meetings with the dean constitute the formal mentoring efforts of the college.

Other CSA Mentoring activities

1. The dean and college will provide direction and support, in cooperation with the graduate school, college of engineering, and the vice-president for research, for an annual workshop on the preparation of CAREER proposals for submission to the National Science Foundation. The college also will work with the same partners to develop a similar event for faculty seeking to develop projects supported by the National Institutes of Health.
2. The dean and college will sponsor a social/professional meeting for new faculty at the end of their first year to discuss general patterns for success, to review the tenure and promotion process, to identify tools and resources for addressing issues. The event is intended to allow faculty to raise concerns with the dean and identify challenges they are facing.
3. The dean will host college-level teaching workshops at least twice each year. These sessions will focus upon teaching issues and challenges encountered by CSA faculty. William Kennedy of the Center for Teaching, Learning and Faculty Development will assist in organizing and directing these events, which will draw upon faculty within the college who are recognized as innovative and superior teachers.
4. The college will develop or support an annual open meeting to discuss the Research Excellence Fund (REF) competition and the various categories of programs. A post-REF discussion will be offered to help faculty understand the strengths and weaknesses of proposals.
5. As a supplement to the new faculty orientation, the college will sponsor or support a session designed to introduce faculty to significant members of the research and funding group, including the Tech Fund, and the research and sponsored programs personnel, and the vice-president for research's staff.
6. The college will function as a clearing house for information about various professional development activities held on campus, disseminating to the departments announcements about workshops or information sessions held by the graduate school, the research and sponsored programs office, and the vice-president for research.

Appendix 5

AROTC – Military Science Mentoring Plan

Department of Military Science

Mentoring Plan

I. General

The Department of Military Science is staffed by five full time military officers or non-commissioned officers, and three full time civilian staff. The full time military personnel are the teaching faculty, and for reasons of professional currency, benefit from a deliberate mentoring program. Mentoring objectives are to

- Ensure the continued leader development and education (LD&E) of these professional military leaders in preparation for future promotion and selection to positions of increasing responsibility
- Ensure their professional currency in issues relating to national security strategy, structure and functioning of the Department of Defense, military strategy and tactics and LD&E as necessary to instruct the Military Science curriculum within the College of Sciences and Arts
- Ensure these individuals experience competent mentoring in order to ingrain mentorship as a priority and develop them as dedicated and proficient mentors of the Cadets and graduated junior officers of Michigan Technological University's Army ROTC program.

II. Prior to Semester One

Upon receipt of orders assigning the individual to Michigan Technological University, the inbound faculty member will be assigned a department sponsor. This sponsor will begin the process of integrating the new faculty member by providing copies of key department and MTU documents for the professional development and integration of the new faculty member.

Documents include:

- Departmental Charter
- University policy for course syllabi
- Weblinks to the faculty handbook and MTU's Center for Teaching, Learning and Faculty Development website in preparation for new faculty orientation training
- Links to the Department of Military Science website and department-specific reading materials
- Instructions on registration for, and completion of the U.S. Army School of Cadet Command distance learning course, required for all ROTC faculty members.

Faculty will review materials and be prepared to discuss during the "new faculty orientation" that will take place prior to the start of the first semester.

Upon arrival in the Department, the new faculty member will be welcomed by the Department Chair, and then counseled by either the Department Chair, or for Non-Commissioned Officers, the Senior Military Science Instructor. This initial counseling will consist of an interactive discussion and clear agreement of performance objectives for the faculty member's duty position for the coming year. These objectives will be captured on a standard Army counseling form, DA4856. The counseling session will also seek to identify the

mentors most able to assist that faculty member within their respective career specialty area. Department members will need a primary mentor for ROTC-specific duties here on campus, and one or more career mentors, experts in the specific career field (Army branch) of the mentee. These latter mentors will most likely not be located at Michigan Technological University and will be identified by the mentee for future developmental discussions. The Department Chair will meet with all mentees for a "new faculty orientation" prior to the start of the first semester. At this meeting, the following activities will take place:

- Review departmental charter, including the strategic plan and program long-term objectives
- Review leader development objectives for the overall program
- Review course syllabi for the academic courses as well as the leadership labs
- Discuss and encourage participation in CTLFD workshops to enhance instructional skills and knowledge of state of the art educational techniques
- Assign each faculty an ROTC mentor. Primary ROTC mentors will be within the faculty, or in exceptional cases, at other strong ROTC programs in the northern Wisconsin and Upper Peninsula cluster of ROTC schools.
- Discuss individuals' choices of career field mentors, located anywhere worldwide with sufficient communications to provide for regular discussions on the mentee's career field/specialty. This mentor is particularly critical to both ensure the professional currency of the mentee as the sole instructor within their specialty, and to ensure the viability of the mentee's skills and currency in preparation for reassignment to deployable forces.

II. Semester One

Expectations for TEACHING mentorship:

- Faculty mentor will review the mentee's syllabi and discuss course objectives
- Faculty mentor will review the mentee's first exam before it is taken and provide feedback
- Department Chair visits at least one class, preferably about midway through the semester
- Provide feedback (written and/or oral) to the mentee within 2 wks of that class visit
- Allow and/or encourage the mentee to visit one of your classes to see alternative approaches
- Attend at least one CTLFD workshop with your mentee and introduce him/her to others
- Be available to answer questions related to teaching throughout the semester
- Ensure critical performance strengths and weaknesses are captured in quarterly counseling.

III. Semester Two

Expectations for TEACHING mentorship:

- Prior to the start of second semester, meet with mentee for reflection of first semester
- Visit at least one class and provide feedback

- Ensure updated performance assessments are captured in quarterly counseling on DA Form 4856.

IV. Year 2 and beyond

With no tenure and promotion requirements within the Department of Military Science, the emphasis at this point is to evolve the mentee into a mentor for newer assigned members of the Department, and to continue dialogue with career-field senior members in preparation for return to the force. Counseling by seniors is to continue in accordance with this plan and Army regulations, in order to assure continued leader development and facilitate accurate efficiency ratings of faculty members. The Department Chair will continually assess whether mentor-mentee relationships are functional and make adjustments as needed in conjunction with the Senior Military Instructor. Pairings will be adjusted as necessary to ensure the viability of the program and the development of individual faculty members.

V. Conclusion

The intended end-state of this progressive/sequential program is to ensure faculty stay professionally current and continue to develop, for the benefit of their current MTU students (Army ROTC Cadets) as well as the needs of the Army when these professionals return to active Army units and positions of greater responsibility. To this end, the program must be properly focused, vital and must adapt with the evolving needs of the Army and Michigan Tech. We will implement and adjust this program to ensure our faculty are current and continue to advance in professional knowledge throughout their tour of duty here at Michigan Technological University.

Appendix 5

Biological Sciences Mentoring Plan

Department of Biological Sciences Mentoring Plan

I. Prior to Semester One

We believe that mentoring should begin before the new faculty arrives on campus. Prior to the official start date, the Department Chair will forward the following materials to the new faculty. New faculty members should review these materials and be prepared to discuss them prior to the “new faculty orientation” that will occur before the start of the semester.

Materials forwarded to new Faculty:

1. Departmental charter (including expectations and formal tenure-review processes)
2. Departmental Mission and Vision Statements
2. University policy for course syllabi
3. Weblink to faculty handbook

The Department Chair will meet with all new Faculty for a “new faculty orientation” prior to the start of the first semester, or very early in the start of the semester. At this meeting, at a minimum the following activities will take place:

1. Review of departmental charter, including P&T guidelines
2. General teaching requirements and expectations
3. Overview and discussion of course syllabi
4. Outline of CTLFD (Center for Teaching, Learning and Faculty Development) workshops and discussion of importance associated with attendance
5. Expectations of effort in pursuit of extramural (external funding), and attendance (supported by Dept.) at workshops (e.g., NSF/NIH) to develop skills in “grantsmanship”
6. Discussion of “Professional Development” and the role of the Department in this process. Encourage new Faculty to attend at least one National meeting per year to discover and integrate with colleagues foster development of the Faculty’s research and graduate education program.
7. Discussion and overview of the VP (Vice-President) for Research website
 - o IRB and/or IACUC
 - o Grant submission policies (emphasis on deadlines and document preparation)
 - o Internal grants (including both Research Seed and Equipment)
 - o Digital Measures component of CV updates
8. Work with new faculty to identify a mentor, both research and teaching. This should be a mutually comfortable situation for both mentee and mentor. The teaching mentor must be an experienced academician with extensive teaching history, and evidence of success in the classroom (broadly defined). The research mentor must be an externally funded investigator whose experience in “grantsmanship” can substantively benefit the mentee.
9. It is proposed that the Chair will present items 1-8 in three divided orientation meetings (one right before the start of the semester and the others several weeks later). In this way, new faculty will not be inundated/overloaded with information.

During the first semester, the transitional mentor will check in with new hire, meet several times (e.g., for lunch), and in general be the “go-to” person for issues regarding adjustment to the department that teaching and research mentors may not focus on.

II. Semester One

Considerations for TEACHING mentorship:

1. Faculty mentor will review the mentee’s syllabi and discuss course objectives (if a formal course is not being presented in the first semester, as soon as the course is prepared for presentation).
2. Faculty mentor will review the mentee’s first exam before it is taken and provide feedback (question structure, focus, essay vs. multiple choice, etc).
3. Department Chair visits at least one class, preferably midway through the semester
4. Members of the Promotion and Tenure committee within the Department also attend at least one class.
5. Both Chair and members of PT committee will provide feedback (written and/or oral) to the mentee within 2 wks of that class visit.
6. Allow and/or encourage the mentee to visit classes presented by other Faculty to gauge alternative approaches.
7. Encourage attendance in one of Dr. Auer’s “inquiry-based” Gen. Biology lectures.
8. The mentor should attend at least one CTLFD workshop with the mentee and introduce him/her to others in attendance, in order to encourage dialogue and exchange concepts.
9. The Chair and members of the Department (and PT committee) will always be available to answer questions related to teaching throughout the semester

Considerations for RESEARCH mentorship:

1. Meet at least twice throughout the semester to discuss research priorities and strategies, especially the pros/cons of different funding agencies.
2. Mentors should encourage a balance between teaching and research. Many new faculty are overwhelmed by first year teaching; reinforce the importance of blocking off time specifically for research (at least 60% of wk).
3. The Chair will make any and all effort to protect the time of Junior Faculty in year 1 , with a somewhat more substantive teaching load in year 2.
4. Be available to review/critique their first grant submission. The mentee must have a draft of the submission available 4 weeks prior to deadline, which dictates that conceptual development start much earlier. The mentor should impart to the mentee the importance of timeliness in grant preparation, which affords the broadest window possible for other Faculty and colleagues to review prior to submission.
5. Frustration and discouragement are part and parcel of the grant submission process. The mentor should reinforce to the mentee that persistence is essential, but that rewards will be seen if the effort is there.

III. Semester Two

Expectations for TEACHING mentorship:

1. Prior to the start of second semester, meet with mentee for reflection on first semester
2. Visit at least one class again and provide feedback

3. Introduce the mentee to the “teaching philosophy” requirement of the F-form

Expectations for RESEARCH mentorship:

1. Formally meet at least once during the semester and be available for general research questions. Encourage collaboration and be sure the mentee is maintaining efforts in research publications in addition to grant submissions.
2. Strongly encourage mentees to consider submission of an REF Mentor award application (<http://www.mtu.edu/research/administration/vpr-office/internal-awards/research-excellence-fund/ref-mg.html>)

The Department Chair will have a follow-up meeting with all new hires during the second semester to address any issues, including involvement of transitional and zone (teaching/research) mentors, and any other concerns of the new Faculty member.

Additional considerations for teaching mentorship:

In addition to assigned mentors, it may be valuable for the mentee to receive a list of cognate faculty members in other departments where advice/support can be sought. This may be a selective list of people who agree to help, or simply a list of cognate faculty and their interests, including teaching interests as well as research. These alternate sources of cognate reviewers may be attractive to new faculty members, since the latter may be hesitant to go to members of their own department lest they be judged for the weaknesses or deficiencies they reveal. This may be particularly true regarding P&T members and Chairs.

The mentee should receive or work to generate (with other established Faculty members) a list of faculty who use special techniques in teaching, such as: clickers, effective power point, no power point, interactive (Socratic) teaching, investigative techniques, and case studies. Members of cognate departments (e.g. forestry, chemistry, environmental engineering, exercise science) could be listed among these, giving choices of people and times, as well as greater variety for the mentee. This would allow someone interested in a particular method to see several different approaches to teaching. Bill Kennedy, Director, CTLFD, could help in identifying appropriate people.

Class attendance is always an important topic for discussion between mentor and mentee. Mentor could ask mentee for suggestions to improve attendance in general, assuming that the mentee has been a student more recently and may have more insight into reasons for lack of attendance.

Additional considerations for Research mentorship:

The mentor should explore with the new faculty member potential limiters of research, such as lab equipment, access to equipment elsewhere, collaborators, computer support, student support, recruiting graduate students. The mentor should then assist the faculty member in finding resources to solve these problems, including scheduled discussion with the

Chair as needed. Mentee should be aware that he/she can request a different mentor, or simply to go to a different mentor at any time, in both teaching and research arenas.

IV. Year 2 and beyond

As a general rule, in the latter years of appointment, the needs become much more individualized for each Faculty member, so often (initially) a friendly assessment is needed to identify where mentoring is needed. A candid discussion between the chair of the department and the mentee is needed to identify who might best serve as a continuing mentor. This discussion does not necessarily need to be confined to the Chair, but could be with the Chair of the PT & R committee, or another senior Faculty member. It should be clear to all involved that changes are likely after the first year, or even sooner, as the mentees learn whose style and interests best align with theirs. Mentoring of junior Faculty is an important component and administrative role within the Department, and the mentoring effort should be listed under one's service, providing at least minimal recognition for the effort. Mentoring should also be regarded as a bidirectional process at all stages as new faculty bring with them new ideas from other institutions that potentially benefit all faculty no matter how senior.

The Chair will meet with untenured and recently tenured faculty to brainstorm on what might be beneficial in year 02. Feedback is perhaps the most important component of the mentor/mentee relationship. Senior faculty should be encouraged to include untenured faculty as co-PI's on grants. At the same time, it needs to be clear to junior faculty that they must develop their own proposals. Encourage the mentee to keep a teaching portfolio (valuable for PT &R evaluations) for all classroom experiences. Pre-tenure faculty will continue to have bi-yearly meetings with the Chair and mentors to assess concerns, look for avenues of improvement, and other issues.

Teaching mentor should ask if there are any concerns raised on the teaching evaluations that the faculty member would like to address. The faculty member should be presented with data on university averages as they relate to class size and level, and importantly averages for evaluations by academic year (Freshman-Senior). The latter can show considerable differences. Research mentor should be sure mentee knows how to respond to journal reviews, particularly if the person has few peer-reviewed papers. (The first review can be very discouraging if one is not familiar with reviews.)

Professional-development sessions for all pre-tenure (on, for instance, supervising students and post-docs in the lab; dealing with difficult people; balancing career and private life; time- and stress-management; etc.) may be organized at intervals during the academic year by the Dean, Provost, or other administrative offices, sometimes in conjunction with the CTLFD and/or the Office of Sponsored Programs. The content of these sessions will be employed as conversation-starters when the Departmental zone mentors (e.g., research and teaching mentors) meet with their mentees and when the Chair converses with early-stage colleagues. The Departmental Promotion and Tenure Committee meets annually with all pre-tenure faculty. While formal monitoring of mentor-mentee relationships (up to tenure review of mentees) is a responsibility of

the Provost's office, the Chair should continue to meet from time to time with the mentor-mentee pairs, to review expectations/outcomes and address any issues that have developed.

Year 2 Schedule:

1. Mentee discusses with either department chair or chair of the PT&R committee whether to continue with same mentor or to switch to one preferred by mentee. An official change will give the new mentor credit for the service. This change should be possible at any time, or there might be mutual agreement between mentee and department chair that a mentor is no longer needed.
2. Chair discusses with mentee any remaining issues with setting up teaching lab and defines mutual plan to make lab more functional and engaging.
3. Chair discusses progress of any graduate students and requirements to optimize their research/training programs.
4. Chair asks mentee where help or guidance is needed and how the chair can help.
5. Progress toward tenure discussed with chair and/or PT&R representative, pointing out strong points and areas where most improvement is needed.
6. Class visitation by 1-2 members of PT&R committee in at least one class where improvements were recommended.
7. Untenured faculty meet to discuss mutual problems and spokesperson, designated by them, brings the concerns to the chair. Chair needs to be sure the meeting actually happens, although this meeting may also occur in year 01.
8. While not a departmental responsibility, every faculty member should know that they will meet with the dean of the college during the spring semester of year 2 and year 4 to review their progress toward tenure and promotion. This meeting is part of the college's formal mentoring program, and takes place AFTER the department PT&R process has been completed and after the dean has forwarded a recommendation concerning re-appointment to the provost.

Years 3 & beyond:

Mentoring in these years needs to be primarily individualized. One objective is a meeting of chair with mentee at end of each year, starting with end of year 2, to discuss what is needed the following year. Chair or mentor can help the mentee find the resources needed – teaching help, clicker help, computer help, grantsmanship, grad student guidance, grad student recruitment, etc.

Untenured faculty might need to meet again to discuss problems they have in common and present to chair. If the chair cannot be approached, the ombudsperson should be approached. Steps to be taken to solve the problems should be conveyed to the untenured group, with an expected date for conveyance of this information. The faculty should not be left hanging with no information on what is being done. These are often sensitive issues, but there should be openness on ways to improve the conditions causing the problems.

Mentoring Issues with Pertinence to Female Faculty

When women are considered for promotion or tenure, chairs should carefully consider that steps were taken to ensure that the process was fair and overcame possible bias against women at every level (e.g. adequate facilities and support, unbiased PT & R committee). Satisfied faculty improves both retention and productivity, not to mention the cost of a new search for those who leave dissatisfied. Furthermore, it does our reputation great harm to deny tenure or promotion to someone who is highly recognized in her field, only to have her go elsewhere and achieve great success. That greatly erodes our recruiting efforts for high quality women and other minority faculty and even for enlightened male faculty. It is incumbent upon the Chair and the faculty to be certain that any administrative or professional roadblocks in the retention and promotion of qualified female faculty members are removed at every step.

Checks and Balances in Implementation

A goal in the Department is to decentralize, to the extent possible, the Mentoring objectives described above. To this end, the Chair will work closely with the PT & R committee to ensure that the activities described are performed. In this way, our goal is that application of our plan is consistently implemented for new Junior Faculty.

Appendix 5

Chemistry Mentoring Plan

Department of Chemistry Mentoring Plan

I. Beginning of Appointment

- The Department Chair will meet with all new faculty members before the start of the semester to provide an orientation to the department. The chair will review:
 - Department Charter, including P&T guidelines
 - University policy on course syllabi
 - Introduction to department resources (office staff, chem. stores, lab staff, etc.)
- The Department Chair will discuss with new faculty:
 - Participation in CTLFD workshops
 - Services available from CTLFD
 - Sponsored Programs policies and procedures
 - Internal Grants; IRB training
- The Department Chair, with input from the executive committee, will assign one or more faculty mentors, to assist with teaching, setting up a research program, ongoing department adjustment.

II. First Semester

- The Teaching Mentor will:
 - Review new faculty syllabi and course objectives
 - Meet as necessary to discuss teaching-related issues and concerns
 - Visit at least one class during the semester and provide timely feedback
 - Attend at least one CTLFD workshop with the new faculty member
- The Department Chair will visit at least one class and provide timely feedback
- The Research Mentor will:
 - Meet with the new faculty at least twice to discuss research priorities/strategies
 - Be available to provide feedback on a grant proposal or refer the new faculty member to a colleague who may be more appropriate to provide that feedback

III. Second Semester

- The Teaching Mentor will:
 - Meet with the new faculty member early in the semester to reflect on the first teaching experience
 - Visit at least one class during the semester and provide timely feedback
 - Meet as necessary to discuss teaching-related issues and concerns
- The Research Mentor will:
 - Meet formally at least once to discuss general research questions
 - Provide support and encouragement related to proposal and manuscript submissions

III. Ongoing

- Several times per year the Department Chair will invite senior faculty or staff to participate in informal discussions for pre-tenure faculty members on topics of interest such as:

- Recruiting and advising graduate students
- Department and university culture
- Service expectations inside and outside the university
- Tenure and promotion process
- Undergraduate research students
- Family issues
- Publishing strategies

- The department promotion, tenure and reappointment committee will review the progress of each new faculty member as described in the department charter.
- The Department Chair will meet with each new faculty member annually to discuss concerns and progress in teaching and research.

Appendix 5

Cognitive & Learning Sciences Mentoring Plan

Department of Cognitive & Learning Sciences Mentoring Plan

The purpose of mentoring is to assist in the successful integration of new colleagues at the university. The mentoring process is largely informal, and is designed to support new faculty on an individual basis. The intention is not to be overly prescriptive, but to develop a mentoring process that is tailored to the needs and circumstances of each individual faculty member in a way that encourages and supports innovation and creativity. The nature of feedback from the mentor (written, oral) will be decided by the faculty member and the mentor. Mentor reports will not be utilized in the reappointment, tenure or promotion process without the approval of the faculty member. Formal mentoring, not covered in this plan, takes place through the annual review and biennial reappointment processes, which are the responsibility of the department P&T Committee and the Department Chair.

I. Beginning of Appointment

- The Department Chair will meet with all new faculty to provide an orientation to the department prior to the beginning of the semester. The chair and new faculty will review:
 - Department Charter, including P&T guidelines
 - University policy on course syllabi
 - Course syllabi, depending on teaching background of the faculty member
- The Department Chair will discuss with new faculty:
 - Participation in CTLFD workshops; services available from CTLFD
 - Sponsored Programs policies and procedures; Internal Grants; IRB training
- The Department Chair will assign a faculty mentor or multiple mentors, depending on what is most appropriate for the individual.

II. First Semester

- The Research Mentor will, in consultation with the new faculty member, be available to:
 - Meet with the new faculty at least twice to discuss research priorities/strategies
 - Provide feedback on grant proposals or refer the new faculty member to a colleague who may be more appropriate to provide that feedback
- The Teaching Mentor will, in consultation with the new faculty member, be available to:
 - Review new faculty syllabi and course objectives
 - Discuss teaching-related issues and concerns
 - Visit one or more classes during the semester and provide timely constructive criticism
 - Attend at least one CTLFD workshop with the new faculty member

III. Second Semester

- The Research Mentor will be available to:
 - Meet formally at least once to discuss general research questions
 - Provide support and encouragement related to proposal and manuscript submissions
- The Teaching Mentor will be available to:
 - Meet with the new faculty member at the beginning of the semester to reflect on the first teaching experience
 - Discuss teaching-related issues and concerns
 - Visit one or more classes during the semester and provide timely constructive criticism

IV. Years 2-4

- The Research Mentor will be available to meet with the new faculty member on a regular basis to provide advice and suggestions regarding research priorities and strategies

- The Teaching Mentor will be available to meet with the new faculty member on a regular basis to provide advice and suggestions regarding teaching strategies

Appendix 5

Computer Science Mentoring Plan

Department of Computer Science

Mentoring Plan

November 3, 2010

Prior to Semester One

The Department Chair will meet with all new faculty members prior to the start of classes for a new faculty orientation to the Department. Topics covered during this meeting will include:

- Department Charter
- Office functioning and staff responsibilities
- Computing resources overview
- Available Teaching Support, e.g., Center for Teaching, Learning and Faculty Development (CTLFD) workshops
- Available Research Support, e.g., Research Services,

Each new faculty member will be assigned a research mentor and teaching mentor. The mentor(s) will provide a formal means of mentoring within the Department. Frequent, informal discussions with other faculty members will also be encouraged.

Semester One

Minimal expectations for teaching mentorship:

- Faculty mentor will contact mentee during the summer prior to arrival to provide information regarding assigned courses.
- Faculty mentor will review the mentee's syllabus and discuss course objectives
- Faculty mentor will review the mentee's early assignments and exams before they are given and provide feedback (both on content and grading)
- Mentor visits at least one class and provides informal feedback early in the semester
- Mentor should attend at least one CTLFD workshop with mentee; introduce mentee to others; discuss ideas presented at workshop
- Occasionally discuss teaching and how class is going throughout the semester

Minimal expectations for research mentorship:

- Meet at least twice throughout the semester to discuss research priorities and strategies regarding publication and funding goals
- Mentors should encourage a balance between teaching and research and help mentees identify tactics to ensure time is devoted to research (e.g., blocking off specific mornings)
- Mentors should be available to critique proposal submissions

Semester Two

Expectations for teaching mentorship:

- Prior to the start of second semester, meet for reflection on first semester
- Discuss results from student evaluations
- Mentor visits one class and provides informal feedback to the mentee

- Meet at the conclusion of the semester for reflection on the second semester

Expectations for Research mentorship

- Meet at least twice throughout the semester to review research progress

After Year One

At the conclusion of the first year, the Chair will meet individually with the mentor and mentee to discuss how the process worked to identify ways to improve the process in future years and to determine if the formal mentor-mentee relationship will continue another year. In some cases one year will be sufficient; in other cases a longer term relationship is likely to be beneficial.

Mentoring and the Annual Review Process

The Annual Review Process is a central element of the mentoring program. To facilitate the mentoring component of the annual review process, the faculty member being reviewed will prepare an annual written statement describing his or her accomplishments, activities in progress and plans for the following year. Each untenured faculty member will be assigned a mentor from the TPR committee who will work with the untenured faculty member on their written statement to ensure that he or she is aware of all the activities that should be included in the annual statement and how to best present the information.

The TPR Committee meets each year with each untenured faculty member to discuss the committee's annual review and to review the faculty member's progress toward tenure.

Appendix 5

Exercise Science, Health and Physical Education Mentoring Plan

Department of Exercise Science, Health and Physical Education
Mentoring Plan

I. Prior to Semester One

Approximately one month prior to the official start date, the department chair will send the following materials to the new faculty. Faculty will review materials and be prepared to discuss during the “new faculty orientation” that will take place prior to the start of the first semester.

- ❖ Departmental charter
- ❖ University policy for course syllabi
- ❖ Weblink to faculty handbook

The Department Chair will meet with all mentees for a “new faculty orientation” prior to the start of the first semester. At this meeting, the following activities will take place:

- ❖ Review of departmental charter, including P&T guidelines
- ❖ Review of course syllabi
- ❖ Discuss and encourage participation in CTLFD workshops
- ❖ Discuss and review VP for Research website
 - IRB and/or IACUC
 - Grant submission policies
 - Internal grants
- ❖ Assign each faculty a mentor. Due to the size of our department, many of these mentors will be external to our department, thus limiting our ability to have separate teaching and research mentors. However, as the department grows, and where possible, efforts will be made to have separate teaching and research mentors.
- ❖ Review professional service/committee expectations with new faculty, and strive to keep departmental and university service/committee work to a minimum for new faculty.

II. Semester One

Expectations for TEACHING mentorship:

- ❖ Faculty mentor will review the mentee’s syllabi and discuss course objectives
- ❖ Faculty mentor will review the mentee’s first exam before it is taken and provide feedback
- ❖ Faculty mentor will visit at least one class, preferably about midway through the semester
- ❖ Provide feedback (written and/or oral) to the mentee within 2 wks of that class visit
- ❖ Allow and/or encourage the mentee to visit one of your classes to see alternative approaches
- ❖ Attend at least one CTLFD workshop with your mentee and introduce him/her to others
- ❖ Be available to answer questions related to teaching throughout the semester

Expectations for RESEARCH mentorship:

- ❖ Meet at least twice throughout the semester to discuss research priorities and strategies.
- ❖ Mentors should encourage a balance between teaching and research. Many new faculty are overwhelmed by first year teaching; reinforce the importance of blocking off time specifically for research (at least 40% of wk).
- ❖ Be available to review/critique their first grant submission. Because a mentors time is every bit as valuable, mentees should provide plenty of notice when a grant submissions are approaching. Each mentor should establish expectations regarding notifications and timelines for the reviews; mentors and mentees need to have good communication.

III. Semester Two

Expectations for TEACHING mentorship:

- ❖ Prior to the start of second semester, meet with mentee for reflection of first semester
- ❖ Visit at least one class and provide feedback
- ❖ Introduce the faculty to the “teaching philosophy” requirement of the F-form

Expectations for RESEARCH mentorship:

- ❖ Formally meet at least once during the semester and be available for general research questions. Continue to promote balance and reserved time for research. Make sure research publications and grants are being submitted (or are planned for submission).

IV. Year 2 and beyond

There will be no formal expectations for year 2 through the mandatory promotion and tenure year. However, at the end of year 1, the department chair will meet with each mentee to determine if the mentor-mentee relationship was beneficial and/or if it should continue more formally. The faculty and department chair will also discuss if a new mentor-mentee relationship should be formed with another individual.

Appendix 5

Humanities Guidelines for Faculty Mentoring

Department of Humanities Guidelines for Faculty Mentoring

General:

Formal faculty mentors will be provided for all new tenure-track assistant professors. These formal mentors will be from outside the home discipline of the new faculty member. This relationship is expected to provide a fuller orientation to the particular local culture of the department and the university, including information about teaching resources and conditions. This relationship is also designed to encourage new faculty members to develop a greater awareness of the variety of disciplinary perspectives housed in the Humanities Department. Further, the formal faculty mentor from outside the home discipline is expected to provide the new faculty member with a “safe space” to discuss any professional issues he or she may be uncomfortable discussing with senior faculty in the home discipline.

New faculty members will, as a matter of course, also be mentored informally by the senior faculty members in their home disciplines. The senior colleagues in one’s home discipline will help the new faculty member get off to a good start in a research career by offering helpful advice about such things as time management and setting priorities, choosing outlets for one’s scholarship and research, preparing manuscripts for submission, dealing with referee reports, and writing grant proposals.

All new faculty members will also be mentored by the Chair of the department, with regard to both teaching and research. Each probationary faculty member will be given specific guidance on teaching and research from the Chair and the Promotion and Tenure committee, and each year the probationary faculty member will have class observed by a senior faculty member, who will write a report from the observation.

Expectations of Mentors:

1. Meet with your mentee early in his/her first semester to get acquainted and to discuss the mentee’s questions and concerns about such things as courses and research plans, departmental and university service, and collegial culture.
2. Offer advice on syllabus preparation, access to teaching resources, and places to find specific support for teaching needs, university policies, etc.
3. Be available to give advice on preparation of exams, delivery of exams, and grading.
4. Be available to offer advice about research questions.
5. Have informal discussions with the mentee about how the semester is going from his or her point of view. This may happen naturally in the course of the activities described above, but, if it does not, please take the initiative to discuss these matters.

Expectations of Mentees:

1. Meet with your mentor early in the first semester to get acquainted and to discuss your courses and/or research plans.
2. Get your mentor's feedback on anything you have uncertainty about, including syllabi, exams, grading scales and standards, etc. Many new faculty members have difficulties adjusting to expectations at a new institution; your mentor can help you avoid these problems.
3. Be open with your mentor about any difficulties or uncertainties you may be facing in the classroom. Your mentor is not responsible for evaluating your teaching; instead, he or she wants to help you do the best possible job in the classroom.
4. Don't hesitate to seek advice on practical, procedural, or substantive questions related to your research from your assigned mentor or from other colleagues with relevant knowledge and experience.
5. Make time to meet with your mentor. It is common to feel pressed for time as a new faculty member, but time spent with a veteran colleague will pay off in the long run.
6. Be open about the questions and concerns you may have about research. Your senior colleagues want to help you get off to a good start in your research career. If you are unsure about how to proceed on something related to research (submitting or revising a paper, preparing a grant proposal, finding time to do research, etc.) talk it over with your mentor or another colleague who has relevant knowledge and experience.

Appendix 5

Mathematical Sciences Faculty Mentoring Plan

Department of Mathematical Sciences

Faculty Mentoring Plan

November 12, 2010

1. Each new tenure-track or visiting assistant professor will be assigned two faculty mentors, one for teaching and one for research. Expectations for faculty mentors are attached.
2. The chair will hold an orientation for new faculty before the fall semester begins. At this time, the chair will offer general advice and introduce new faculty to their mentors.
3. Each untenured faculty member will be asked to update a draft Form F at the beginning of each academic year and provide it to the chair and Promotion, Tenure, and Reappointment (PTR) Committee for review.
4. The chair will have a formal meeting with each tenure-track faculty member at least twice per year:
 - (a) Early in the fall semester, the chair will request a written summary of accomplishments from the previous year and of plans for the coming year. After receiving this document, the chair will meet with the faculty member to discuss his or her progress and plans.
 - (b) After completing the required faculty reviews (near the beginning of the spring semester), the chair will show each tenure-track faculty member his or her evaluation and discuss its key points. The chair will also discuss the evaluation of the PTR committee (see below). The faculty member will be given a copy of these evaluations for his or her records.
5. The chair (or a designee) will observe at least one class session of each course taught by a tenure-track or visiting faculty member (for tenure-track faculty, this will continue until tenure). These observations serve a dual purpose: to allow the chair to evaluate the faculty member's teaching independently of student evaluations, and to allow the chair to offer advice and guidance about good teaching.
6. The PTR committee will evaluate each untenured faculty member's progress annually and write a report to the chair. To provide an independent evaluation of teaching, the PTR committee will send representatives to observe the faculty member's course(s). The report of the PTR committee will be given to the faculty member by the chair.

Expectations for research mentors

General Faculty research mentors will be provided for all tenure-track assistant professors and visiting assistant professors. Mentors are expected to have a formal relationship with their mentees during the first year, and the department chair may suggest that this be continued beyond the first year. At all times, the mentor/mentee relationship is voluntary on the part of both parties; if one or both feel that mentoring is not succeeding, this should be brought to the attention of the department chair. The chair will either help the mentor and mentee to improve matters, or find a different mentor.

The research mentor is not expected to engage in joint research projects with the mentee (nor is the mentor discouraged from doing so). Rather, the responsibility of the research mentor is to help the junior faculty member get off to a good start in a research career by offering helpful advice about time management and setting priorities, dealing with referee reports, proposal writing, and other issues that may be new to the individual.

Expectations of Mentors

1. If possible, attend the orientation meeting held by the chair for new faculty, which occurs during the week before classes begin in the fall.
2. Meet with your mentee either before classes start or early in the semester to get acquainted and discuss his or her plans for research projects. Make a special effort to establish a friendly and supportive relationship so that the junior faculty member will feel comfortable approaching when there is a problem or concern.
3. Meet with your mentee at least twice per semester to talk about his or her progress.
4. Be aware of common pitfalls for new faculty.
 - (a) Spending too much time on teaching and too little on research. Most faculty will benefit from setting aside blocks of time, on a daily or weekly schedule, that will be devoted to research. During that time, the faculty member should be unavailable to students. Junior faculty may need encouragement to do this.

The important issue is balance. Teaching well is also important and will play a significant role in the tenure decision. Advise your mentee on how to devote a reasonable amount of time to both activities.
 - (b) Failing to set priorities. If your new faculty member has three or four ideas for papers, you may need to help him or her to focus on one paper, finish it, and submit it.
 - (c) Running out of ideas. A junior faculty member may finish the papers from his or her dissertation and not know how to get started on another project. Share some of your own methods for generating topics, searching the literature, etc.

These issues can form topics for discussion when you meet.

Expectations of Mentees

1. Attend the orientation meeting held by the chair for new faculty, which occurs during the week before classes begin in the fall.
2. Make time to meet with your mentor. Even though you are busy, the time spent discussing issues related to research can pay off in the long run.
3. Be open about the questions and concerns you have. If you are unsure how to proceed on something related to research (submitting or revising a paper, preparing a grant proposal, finding time to do research, etc.), talk it over with your mentor.

Expectations for teaching mentors

General Faculty teaching mentors will be provided for all tenure-track assistant professors, visiting assistant professors, and lecturers. Mentors are expected to have a formal relationship with their mentees during the first year, and the department chair may suggest that this be continued beyond the first year. At all times, the mentor/mentee relationship is voluntary on the part of both parties; if one or both feel that mentoring is not succeeding, this should be brought to the attention of the department chair. The chair will either help the mentor and mentee to improve matters, or find a different mentor.

Some general expectations for mentoring in the area of teaching are given below. These can be modified by mutual consent of the mentor and mentee; new faculty come to Michigan Tech with a variety of backgrounds in teaching, and some will need more assistance than others.

Expectations of Mentors

1. If possible, attend the orientation meeting held by the chair for new faculty, which occurs during the week before classes begin in the fall.
2. Meet with your mentee before classes start to get acquainted and to discuss the mentee's upcoming courses.
3. Review your mentee's syllabi before they are distributed to ensure that the expectations for students are reasonable and clearly communicated. There is a university policy on course syllabi that should be followed: www.admin.mtu.edu/ctlfd/syllabus_requirements
 - One of the most important roles of a teaching mentor is to help the new faculty member to have a realistic idea of appropriate standards in departmental courses. Mentors should encourage a high but reasonable standard; one of the worst outcomes for a new faculty member is to get a reputation for being unreasonably harsh.
4. Review your mentee's exams before they are given.
5. Discuss grading of the exams and assignment of a grading curve (if applicable).
6. Be available to give advice on the assignment of final grades.
7. Be willing to observe your mentee's class if requested. If you do so, you should not regard this as an evaluation of his or her teaching, but a chance to offer constructive advice.
8. Be sure to have some informal discussions with your mentee about how the semester is going, from his or her point of view. This might happen naturally in the course of the activities described above, but if it does not, please take the initiative to meet before midterm.

Expectations of Mentees

1. Attend the orientation meeting held by the chair for new faculty, which occurs during the week before classes begin in the fall.
2. Get your mentor's feedback on your syllabi, exams, and grading scales. Many new faculty have difficulties adjusting to expectations at a new institution; your mentor can help you avoid these problems.
3. Be open with your mentor about any difficulties or uncertainties you may be facing in the classroom. Your mentor wants to help you do the best possible job in the classroom. If you feel the need for direct feedback about your style of teaching, you can invite your mentor to observe a class session.
4. Make time to meet with your mentor. It is common to feel pressed for time as a new faculty member, but time spent with a seasoned teacher will pay off in the long run.

Appendix 5

Physics Mentoring Activities

Department of Physics Mentoring Activities

The department chair, in consultation with the department personnel committee, will provide teaching and research mentors to the incoming faculty member in the department, as appropriate to the new faculty member's level of experience. The new faculty member is expected to attend the "new faculty orientation" organized by Michigan Tech prior to start of the first academic semester.

The teaching mentor is expected to meet with the new faculty member at the beginning of the semester to review course syllabi and discuss objectives and communication strategies with students. During the semester, the teaching mentor will visit the class taught by the new faculty member, and will provide verbal and written feedback to the new faculty member. The department will also encourage new faculty members to visit classes taught by the department's more senior faculty who have been recognized as excellent or innovative teachers (teaching award nominees/winner). New faculty members will also be encouraged to participate in CTLFD luncheon workshops.

The research mentor is expected to guide the new faculty member, as appropriate to their level of experience, in writing 'internal' research proposals (e.g. C2E2/REF) prior to submitting proposals to federal agencies, such as NSF. The mentee is expected to attend the Research and Sponsored Programs Office sessions on research proposals, NSF Career Workshop, etc. New faculty members are expected to invite leading researchers in his/her research area to visit Michigan Tech through the physics department's colloquium series. A visit to program managers in Washington DC is also encouraged and will be supported by the department as resources permit.

The Department Chair and the personnel committee together with the research and teaching mentors will meet annually with the new (tenure-track) faculty member to discuss their self-review statement and progress toward tenure and promotion. The self-review written statement by the new faculty member is expected to describe accomplishments during the past year and plans/goals for the following year.

Appendix 5

Social Sciences Mentoring Plan

MENTORING PLAN for SOCIAL SCIENCES 03/26/10

We begin by recognizing that there are significant benefits to be gained by active mentoring, using the experience of seasoned faculty to assist the successful integration of new colleagues into the academic mainstream of our University. Some of the best mentoring is done informally, via casual interaction and the development of collegial relationships. This may occur in social settings, or in formal research and/or teaching collaborations. An organic, unstructured relationship can often be very fruitful. And we further recognize that mentoring is a process, not an event. In order to be truly effective, it must be integrated into the departmental culture, part of the regular cycle of interactions among a faculty group.

However, spontaneous activity of this sort cannot be taken for granted, and cannot be expected for every faculty member. Some persons may find it difficult to initiate contacts or might not find like-minded colleagues who share academic interests among the existing faculty. Therefore, some formal, structured mentoring is often necessary to help guide new colleagues toward success. Because of the wide range of disciplines represented within the Social Sciences, these prescribed activities are somewhat generic; we assume that there will be some disciplinary variability in both expectations and interactions.

While much of the responsibility for this program lies with the Chair, at least as far as initiation of the process and setting the tone, it is essential that all faculty embrace the notion that mentoring has inherent value to the Department as a whole. Furthermore, the success of any effort of this sort is dependent on mutual assent; we will be careful to assure that the new faculty are comfortable with the attention before proceeding.

- The Chair will circulate the Department Charter and the url for the Faculty Handbook to all new faculty prior to the start of the first semester.
- There will be an annual meeting with the Chair for all new faculty during orientation at the start of the academic year to discuss general expectations, the Charter, and tenure and promotion guidelines. At this time mentors will be identified; mentors will be encouraged to attend this session and participate.
- During the first semester, we encourage regular interaction, but at minimum the mentor and mentee will meet to review syllabi and discuss course objectives. The mentor will also review examinations or assignments with the mentee. In addition, we expect the mentor to invite the new faculty to visit one or more classes as an example of process.
- The Department Chair will visit at least one class and initiate a summary discussion with the new faculty member. We also encourage new faculty to take advantage of CTLFD workshops and presentations.
- We expect the mentor (or mentors) to also work with new faculty on their research agendas. Ideally we can match people who have similar or at least complementary research areas, but it may be necessary to mix and match mentors during any given year. There may be some benefit to group mentoring for research, allowing for some

discussion of strategies and successful approaches to topics such as proposal writing, grading, time management, and academic problem-solving in the MTU environment.

- At the end of the first year, the Chair will host another group meeting of mentors and mentees to review progress. This will be done in addition to the regularly scheduled individual meetings with the Chair and the Departmental Promotion and Tenure Committee mandated by the Charter. At this time there will be consideration of the need or desire for continued formal interaction into subsequent years.

Beyond these formal actions, the Chair will maintain casual contact and interaction with all new faculty, encouraging feedback and working to develop lines of easy communication based on trust and mutual respect.

Appendix 5

Visual and Performing Arts Mentoring and Implementation Plan

Visual and Performing Arts Mentoring and Implementation Plan

VPA's approach to mentoring is delineated in the Professional Development section of Policy and Procedures (Appendix 3) of the department charter. The department fits mentoring into the larger scheme of development planning, evaluation, and recognition with multiple points of contact between mentors and mentees of various kinds with informal and formal feedback opportunities. The text reads:

Faculty members may have mentors. New Faculty members are mentored by several individuals.

The Division Director and Department Administrator will help the new faculty member learn the administrative processes of the Department.

The Chair is responsible for informing the new faculty member about tenure and promotion policies and monitoring the members progress toward tenure and promotion through the development and execution of each individual's Professional Development Plan (PDP).

The Chair and the Faculty Development Committee insure that new faculty members have a professional mentor to help them engage professional organizations and assist in the preparation of grants, workshops, publications, etc. The same or another faculty member may mentor teaching activities through scheduled or impromptu meetings to discuss classes and preparation, review syllabi and course materials, grading processes and standards and discuss class performance observations, etc. Mentors are available to discuss and offer advice on any professional issues or difficult decisions the new faculty member wishes to share.

Mentees are responsible to:

Work with the Chair, mentor and Division Director on the creation of the PDP.

Make time to be with mentor.

Be open about questions and difficulties they are experiencing.

Mentored faculty members are urged to attend University and College sponsored professional development programs to improve teaching, research and creative activities.

Tenured faculty members seeking promotion may have a mentor who has experienced the process. Faculty members seeking promotion to Professor are responsible to consult with the chair in preparation for submission of their application.

Chair's Mentoring Implementation Plan

1. After a new faculty member receives a letter of appointment, the Chair will provide them:
 - A. A copy of the VPA Charter
 - B. A copy of the University Standard Syllabus Format
 - C. A copy of the University Promotion and Tenure Guidelines
 - D. A copy of their Faculty Role Statement.

2. New faculty will meet with the Chair the first contract day for an orientation to the Department including:
 - A. A discussion of the above documents
 - B. The creation of a Professional Development Plan
 - C. Submission of associated travel plans
 - D. A session with the Department Administrator to review Department operations
 - E. A familiarization tour of all facilities of the department and introduction to Rozsa Center staff
3. New Faculty will attend the Department Charge.
 - A. The new faculty will be assigned a Development Role on the Curriculum Review Committee. The new member can expect to remain on the committee through serving as Assistant Chair of the Committee, perhaps three years. Future assignments will be determined on the basis of expertise, need, and interest
 - B. The new faculty managing a production or an academic budget will receive a briefing on the Department Budget.
4. The Faculty Development Committee will meet during the Department Charge or soon after with the new faculty member to discuss the appointment of mentors and to define the range of mentor activity.
5. New faculty members will meet with their mentors during the first contract week to discuss:
 - A. The Mentor - Mentee relationship
 - B. The perceived needs of the faculty member
 - C. The on-campus programs for Faculty Development sponsored by the College and University
 - D. On-campus funding opportunities
 - E. Participation in professional engagement activities
 - F. Establish a schedule of formal and informal mentoring meetings. At least two formal meetings will occur each semester during the first year. Subsequent year's mentoring activities will be specified in the Professional Development Plan
 - G. A second meeting will be scheduled in which the mentor can review the new faculty member's Professional Development Plan.
6. The Chair will create a class visitation calendar by the second week of classes of each semester. New faculty will be visited the first year by the Chair and a member of the faculty in their discipline before the first year review date. Second year visitations will be part of the professional Development Plan. Reports from class visitation will be provided to the new faculty member in writing and will be discussed.
7. The New faculty member will meet with the Chair before the end of September to present their Professional Development Plan. The plan will be finalized and the chair will approve the plan when it ensures the Faculty member is meeting the performance expectations indicated in Appendix III of the Charter.
8. The Chair will meet with the new Faculty member informally before the end of the First semester for a discussion.
9. In January, the Professional Development Committee will meet with the Chair and review the new Faculty member's progress. The Mentor will be invited to the review. Following the meeting, the Committee will make its recommendation regarding reappointment to the Chair. The Chair will make a recommendation to the Dean.
10. The Chair of the Professional Development Committee will meet with the new faculty member to discuss the Committee's recommendation. The Chair will meet as needed with the new faculty member.

11. The Faculty member and their mentor will meet subsequent to the completion of the review process to begin establishing a plan of action leading to the creation of the next year's Professional Development Plan. They will continue to meet as needed.
12. The second year, the new faculty member will submit their Professional Development Plan at the annual Department Charge with the established faculty. The Chair will review the plan and may consult with the mentor.
13. The Chair will meet with the new faculty member to discuss their plan and make changes as agreed before approving the plan as complying with the Department's expectations of performance as stated in Appendix III of the Charter.
14. The second year of mentoring will continue much as the first through the stages of professional activity and review as required and desired. By the second year, a long term interpersonal relation should be developing between the mentor and the mentee, a relationship which will change over time until the new faculty member becomes the mentor of another new faculty member or leaves the Department.