

## **Mentoring Statements by Department, Program, or College**

Below are the mentoring statements from each department, program, and college that originates faculty appointments.

### **African American Studies**

At the time of appointment, the Chair will ensure that each newly-hired faculty member is given a copy of the department's statement on the expectations for tenure and promotion.

The Chair serves as the mentor for the first year for newly-hired tenure-track faculty. After that, they may choose (or request) a teaching mentor from the Department, as well as a scholarship mentor, and are encouraged to build a mentee relationship with at least one faculty member from outside the Department. It is the ethos of the Department that all tenured faculty will make every effort to support and provide information and guidance to junior faculty on their path to tenure.

Tenure-track faculty will be protected from excessive and time-consuming service to departmental committees and guided on how to minimize committee work while still establishing a solid record of collegueship.

### **American Studies**

Before the end of a tenure-track candidate's first year in American Studies, the junior faculty member chooses a mentor. The AMST mentoring program for tenure track faculty is extensive and systematic. This entails reviewing the department's promotion and tenure guidelines with each tenure-track faculty member, going over teaching evaluations each term (possibly visiting a class), reviewing scholarship-in-progress, reviewing the CV (form, content), offering professional advice about book publishers and journals, offering counsel about what sorts of courses to consider teaching to serve the department and advance research interests, and more. The mentor and the tenured faculty not only give the tenure-track colleague feedback on teaching and scholarship at all phases; we ensure that the candidates know about the kind of assessments that await them on the path toward a tenure evaluation. The counselor for reappointment and tenure is usually the mentor. As part of the review process, each candidate's departmental mentor supplies the tenure-track faculty member with copies of our department's expectations for scholarship, teaching and collegueship, the University's criteria for reappointment as specified in the Guidelines of the Academic Council, and the two presidential statements on tenure and promotion, and discusses them in detail.

## **Anthropology**

Our formal mentoring procedure focuses on our tenure-track faculty. The chair, in consultation with tenured faculty and the tenure-track faculty member, assigns a departmental mentor to each new tenure-track faculty member before the end of their first year. If at any point mentees should wish to change mentors, they so inform the chair, who will make the change. The mentor consults with the mentee as needed and assists the chair in second and fifth year reviews. We also encourage our tenure track faculty to seek an outside mentor in addition to the departmental one. We do not currently have structured mentoring for faculty at the associate level. We have only one full professor in the department as of now, who is happy to consult informally with associates as needed. Associates may also choose a mentor from outside the department if they wish. Similarly, the chair serves as an informal mentor for VAPs.

## **Archaeology**

Junior faculty will be assigned a senior faculty mentor from within the Program by the end of their first semester of employment. Junior faculty are also strongly encouraged to select, or work with the Chair to find, a senior faculty mentor outside of the Program.

While all Program faculty are available to serve as a resource for junior faculty, the ARCP faculty mentor will be the person with whom junior faculty will work most closely. New faculty will meet regularly with their ARCP faculty mentor to discuss their progress towards tenure in regard to both research and teaching; faculty mentors will also serve as a resource and sounding board for new faculty for issues as they arise throughout the semester. The nature of these consultations will vary according to the needs and wishes of the junior faculty member, but can include classroom visits, discussion of pedagogical strategies, guidance with respect to research trajectories, publication venues or grant options, or direction to campus resources for professional or pedagogical development. Such consultations with the faculty mentor are not intended to provide additional metrics for assessment in promotion and tenure review, but rather to provide a structure of support and regular opportunities for feedback and reflection.

ARCP faculty mentors will submit a brief summary of the of their mentorship activities to the Chair on an annual basis. These summaries should describe only the frequency and type of mentoring activities that occurred (e.g. number of meetings, class visits), rather than the substance of discussions that took place.

Junior faculty may, in consultation with the Chair, elect to change mentors prior to tenure, but are strongly encouraged to do so before the third year review, so as to ensure continuity in mentorship in the years running up to the submission of the tenure file.

## Art History

The faculty in the Program in Art History within the Department of Art and Art History believe that tenure-track faculty in the Program can benefit from sustained and helpful mentoring during their early years at Wesleyan. Therefore we have established the following guidelines for mentoring tenure-track colleagues in Art History so that they might achieve the high quality of teaching, scholarship, and collegueship expected of Wesleyan faculty.

By adopting these guidelines we do not wish to limit the freedom of tenure-track faculty members who might choose to forego either having a mentor within the Art History Program or selecting a mentor from among Wesleyan faculty outside the Program. Nor do we preclude the possibility that tenure-track faculty might justifiably think it appropriate to reject advice that any mentors might give them. While we believe that mentorship can be helpful and should be available, we also understand that all tenure-track faculty members are themselves responsible for the quality and pace of their scholarship, as well as the quality of their teaching and collegueship.

### Selection of a mentor

We encourage new tenure-track faculty in Art History to avail themselves of mentors from among the tenured faculty in the Art History Program, usually before the end of their first semester on campus. Those who wish to do so may seek advice about possible mentors from the tenured faculty in the Program or, preferably, from the director of the Program. In advising tenure-track faculty about the selection of a mentor, the advisors will give consideration not only to what they consider to be the best fit, but to the proposed mentor's availability given other departmental and university obligations. All tenured faculty should consider that they have a responsibility to the new faculty member and to the Program to serve as sources for advice and assistance to their new colleague, especially in the area of teaching.

### Teaching

If possible, given the constraints that influence teaching assignments among art historians, first-year faculty in Art History should not teach in a large lecture introductory course, should such courses be a part of our curriculum. Rather, they should be given the freedom to develop courses that will allow them to demonstrate their abilities in the field of study which is their specialty, while taking into consideration programmatic needs in terms of intermediate courses, seminars, and FYI seminars. We expect that by the end of the second week of the second term of a new tenure-track instructor's contract, the mentor, subject to permission of the instructor, will sit in on a substantial number of the class meetings of one of the new instructor's courses for the duration of the term. These visits would be clustered over the course of the term. The course to be observed will be determined by the new instructor as would the clustered visits. In addition, the mentor will also meet with the instructor after each class, at a time mutually convenient to them both, to discuss the pedagogy of the class, the material, and any other aspect of the teaching that may be relevant. It is understood that from time to time the mentor may have good reason to be absent from the class and from the after-class meetings.

Subject to permission of the instructor, at the end of the semester the mentor will also read the student teaching evaluations for the course and will discuss them with the instructor. Finally, s/he will write a brief critique of the second-term teaching he/she has witnessed and will give it to that faculty member. This critique will not be placed by the mentor in the tenure-track faculty member's file in the office of Academic Affairs. Instead, the mentor will place a brief note in the file stating that s/he has regularly attended one of the instructor's courses; has met regularly with that instructor after class, as per the above; has read the teaching evaluations; and has given the instructor a brief written critique of the teaching.

New faculty members in the Art History Program should feel free to consult with any faculty member in the Program concerning classroom teaching, to invite one or more of their colleagues to observe their classes, or to attend classes in the courses of their colleagues (with that colleague's prior agreement). Such classroom visits need not be restricted to the first year of an untenured faculty member's contract.

#### Research

Tenured faculty in the Art History Program expect that promotion to tenure will be predicated upon the publication either of a book or of a significant number of substantive articles of quality in the untenured faculty member's area of scholarly specialty.

Faculty members in the Art History Program (both tenured and untenured) will be willing to read and critique drafts of research papers or talks of untenured colleagues. In the event that an untenured member of the Program wishes to present a preliminary version of a lecture to be given at a professional meeting to his or her colleagues in the Program, all the members of the Program agree, depending upon scheduling and residence on campus, to participate in a critique of the lecture.

#### Second Year Review

Towards the end of their fourth term of active teaching, tenure-track faculty members at Wesleyan are reviewed by their departments. A copy of the second-year review is placed in each tenure-track faculty member's file in the Office of Academic Affairs.

In the Art History Program, the review will be conducted by the director of the Art History Program or the director's designate. If the mentor for the tenure-track faculty member under review for promotion to tenure has been from a department or program outside Art History, that mentor shall be included in discussions concerning the case.

The review will assess the teaching, scholarly activity, and collegial contributions of the tenure-track faculty member. The assessment of teaching will derive from the reviewers' reading of the first three semesters of student teaching evaluations, the statistical summary of the student teaching evaluations provided by the Office of Academic Affairs, and at least two fourth-semester observations in the tenure-track faculty member's course(s) that the reviewers will arrange with the instructor ahead of time for evaluation purposes. The assessment may also include:

-- observations about the instructor's teaching made by the mentor during the second term of the instructor's service;

-- comments on teaching made by colleagues in courses team-taught with the instructor;

-- observations about other public presentations made by the instructor in departmental or university settings.

The evaluation of the scholarly activity will be based on the reviewers' reading of the scholarly materials and the vita submitted by the tenure-track faculty member. The report may also include the untenured faculty member's other contributions to the Program, such as advising and administrative and committee service. Materials will not be sent to outside reviewers.

To inform the review, the tenure-track faculty member may wish to submit to the reviewers, a brief self-evaluation that would include a statement about teaching - both retrospective and prospective - and about her or his plans for publication and other professional activity.

The report deriving from this process will be presented to the tenured members of the faculty in the Art History Program and the Chair of the Department. The Chair of the Department will then submit the final report to the Vice-President for Academic Affairs, appending a cover letter and the candidate's curriculum vitae.

That report will be placed in the faculty member's file as part of the official record.

NOTE: the report is to be submitted to the Academic Vice-President before it is given to the faculty member under review. Academic Affairs will add a teaching evaluation summary. The report will become a part of the official record in cases leading to promotion to tenure.

After the chair sends the report to the Vice-President for Academic Affairs, the director of the Art History Program will give a copy of the report to the faculty member who has been reviewed and will, along with the tenure-track faculty member's mentor, discuss it with him or her. In the event that the faculty member has substantive comments on or disagreements with the report, she or he may respond to the report in writing within four months of receiving it and may send a copy of that response to the Office of Academic Affairs, where it will become part of the official record as well.

NOTE: Both the second-year review and the response, if there is one, may be available to the members of the Advisory Committee at the time of the contract renewal and tenure reviews.

#### Reappointment Review

Usually, this review occurs in the tenure-track faculty member's third year. The timing may differ, however, depending on the length of the contract or of leaves that may affect the tenure clock. In the event that the tenure-track faculty member's appointment letter sets the tenure review in the third year, the re-appointment review described here will not take place. Instead, the faculty member will undergo a tenure review.

For reappointment review, a committee of tenured art historians will be appointed by the Department Chair to present materials to the tenured faculty in the Department concerning re-appointment. This dossier will normally include an assessment of student teaching evaluations through the fifth term of teaching; the candidate's publications and plans for publication, and a report of the candidate's service to the University. Insofar as this report goes to the Advisory Committee of the Academic Council, the candidate may append a statement about her/his teaching and research plans. Reappointment recommendations shall be made by the tenured members of the Department, whose vote on the case will be submitted to the Advisory Committee as part of the Department's recommendation on the case.

With respect to the materials to be submitted and the process followed, the Department will follow and be guided by the policies and guidelines stipulated in the *Faculty Handbook* for reappointment reviews

#### Fifth-Year Review

Usually this review occurs three semesters before the tenure-track faculty member's dossier is submitted to the Advisory Committee for tenure review. The procedure is the same as for second-year reviews with appropriate adjustments made for the time elapsed; e.g., the student teaching evaluations and the scholarship reviewed are those since the second-year review.

The tenure-track faculty member may request that a mentor (not necessarily his or her original mentor) attend a number of classes as part of this review process.

#### Tenure Review

In the preparation for the tenure review, the Art History Program and the candidate will follow the "Guidelines of the Academic Council for the Evaluation of Candidates for Promotion Conferring Tenure" and the "Advisory Committee's Policy on the Presentation of Cases for Reappointment, Tenure, and Promotion." Those documents are located in the *Faculty Handbook*.

### **Art Studio**

The faculty of the Studio Art Program believes that tenure-track faculty benefit from sustained and helpful mentoring during their early years at Wesleyan. We have established the following guidelines for mentoring tenure-track colleagues in Art Studio so that they might achieve the high quality of teaching, scholarship, and collegiality expected of Wesleyan faculty.

By adopting these guidelines we do not wish to limit the freedom of tenure-track faculty members who might choose to forego either having a mentor within the program or selecting a mentor from among Wesleyan faculty outside the program. Nor do we preclude the possibility that tenure-track faculty might justifiably think it appropriate to reject advice that any mentors might give them. While we believe that mentorship can be helpful and should be available, we

also understand that all tenure-track faculty members are themselves responsible for the quality and pace of their scholarship, as well as the quality of their teaching and collegueship.

## SELECTION OF MENTOR

We encourage new tenure-track faculty to avail themselves of mentors from among the tenured faculty in the Studio Art Program, usually before the end of their first semester on campus. Those who wish to do so may seek advice about possible mentors from the tenured faculty in the program, the Director of the Program, or the Department Chair. In advising tenure-track faculty about the selection of a mentor, the advisors will give consideration not only to what they consider to be the best fit, but to the proposed mentor's availability given planned leaves and other departmental and university obligations. All tenured faculty members should consider that they have a responsibility to the new faculty member and to the program to serve as sources for advice and assistance to their new colleague, especially in the area of teaching. A single mentor may continue to work with the faculty member throughout his/her academic career. The faculty member may alternatively opt to change mentors at any point in their academic career, or limit mentorship to the first one or two years of their initial appointment.

## TEACHING

### Student Evaluations and Teaching Observation

We suggest that early in the second term of appointment, the new faculty member and mentor talk informally about the strengths and weaknesses of the teaching in the previous semester. We also urge the new faculty member to grant permission to his/her mentor to read student evaluations from that semester in preparation for these discussions. As a helpful follow-up, the mentor could read evaluations from the second term when they become available.

We encourage the new faculty member to invite the mentor to sit in on lectures, critiques or studio work sessions for one or both courses taught during the second semester. This is not a formal obligation of the mentor or the new instructor but is suggested as an efficient way to improve the quality of teaching. If classroom observations are made by the mentor, a brief memo should be filed in the new instructor's departmental file specifying only the dates and times of those observations. Because this observation process is intended only to be a direct help to the new teacher, and not an official form of evaluation, any written notes by the mentor should be given directly to the new instructor. In addition, preferably after a follow-up meeting between the mentor and new teacher, the mentor should prepare a memorandum outlining their overall observations and comments, and give it to the new faculty member. This could be done by the end of any semester during which the mentor has been asked to sit in on class(es). The notes and this memorandum would not be placed in departmental or Academic Affairs files though they could be made available at a later point in the promotion review process, with the permission of the new faculty member and the mentor.

New faculty members in the program should feel free to consult with any faculty member in the department regarding the art and practicalities of teaching, to invite one or more colleagues to observe their classes, or to attend the courses of their colleagues (with colleague's prior agreement). Classroom observation need not be restricted to the first year of an untenured faculty member's contract. There are also courses on campus that are designated as "Open Door Courses" These are open to any faculty for observation. An updated list of these courses can be obtained on line.

## RESEARCH

The following statement, crafted by senior faculty was discussed and approved by the program in 1998. It specifies what types of artistic research, production of work, writing, speaking, or professional recognition can be acknowledged within this department to satisfy research expectations for Studio Art candidates for promotion or tenure. Please refer to The Blue Book to examine the general university-wide statement of criteria.

### Evidence of Artistic Accomplishment

*The usual evidence of creative accomplishment in the visual arts consists of exhibitions, commissioned works, and publication of work or writing in recognized periodicals, catalogs and books. Such evidence might include solo and group exhibitions in recognized commercial or non-commercial galleries and museums, private or public commissioned works of art, architecture, or design, complete or in process (with consideration given to means of selection), public performances, juried competitions, or commissioned studies. Additional evidence might include professional awards and fellowships, public lectures, invited workshops, professional consulting, publication of reviews of work, or inclusion in articles in recognized publications such as newspapers, professional journals, catalogs, and books, as well as publication of writing by the candidate, where such productions are pertinent to the evaluation of the candidate's performance and promise as a creative artist. These general guidelines may appropriately find different application in the various visual arts media. Whatever combination of activities the candidate pursues, both internal and external reviewers will evaluate evidence of distinctive achievement and professional recognition.*

Faculty members of this program must make an effort to maintain familiarity with the professional work of all of their colleagues. It is especially important that the work of junior faculty members be seen in their original and final form before the time of the reappointment and the tenure review. This can be accomplished with studio visits, seeing the work on exhibition in a gallery, or on-site. When this is impractical, the candidate can alternatively prepare a special showing of the work on campus for program faculty and/or provide full documentation of exhibitions, events or on-site installations It is the responsibility of the candidate to provide sufficient advance notice of important off- campus events of which they are a part. Mentors can also help keep the program informed of the professional activities of the junior faculty.

## COLLEAGUESHIP

The mentor can assist by advising the new faculty member concerning normal expectations of collegueship and service to the department, the university, as well as general collegueship within one's professional field beyond Wesleyan. New faculty members should be sheltered from excessive committee work and program, departmental or university administrative tasks during their first years of employment. The bulk of the new faculty member's time should be devoted to development as a teacher and an artist. There are some collegial contributions that can enhance the faculty member's chances of promotion. The mentor and the Program Director can offer advice in this regard.

## SEQUENCE OF FORMAL REVIEWS

### *1. Second Year Review*

Towards the end of their fourth term of active teaching, the Department will review tenure-track faculty members at Wesleyan. A copy of this review is placed in each tenure-track faculty member's file in the Office of Academic Affairs.

In the Studio Art Program, the Director of the Program, or the director's designate will conduct the second year review. If the mentor has been from a department or program outside Studio Art, that mentor shall be included in discussions concerning the case.

The principal purpose of this review is to provide the tenure-track faculty member with feedback on their teaching. The review will also address professional scholarly activity (as described above), and collegial contributions. The assessment of teaching will derive from the reviewers' reading of the first three semesters of student teaching evaluations, and from the statistical summary of the student-written teaching evaluations provided by the Office of Academic Affairs. The assessment may also include: comments derived from observations of the candidate's teaching made by the mentor or other senior faculty; comments on teaching made by colleagues in courses team-taught with the instructor; and observations about other public presentations made by the instructor in departmental, University, or community settings.

The evaluation of research, in the form of artistic work will be based on the reviewers' reading of the materials and the vita submitted by the tenure-track faculty member. The report may also include the untenured faculty member's other contributions to the program and the university, such as advising and administrative and committee service and program or departmental duties. Materials will not be sent to outside reviewers.

The tenure-track faculty member may wish to submit to the reviewers, a brief statement that would include self-evaluation and comments concerning past, current and future work. The planned trajectory of both the teaching enterprise and professional accomplishment can inform this review.

The report derived from this process will be presented to the tenured members of the faculty in the Studio Art Program and the Chair of the Department. The Chair of the Department will then submit the final report to the Vice-President for Academic Affairs, appending a cover letter and the candidate's curriculum vitae.

That report and the Chair's letter will be placed in the faculty member's file as part of the official record.

*NOTE: the report is to be submitted to the Academic Vice-President before it is given to the faculty member under review. Academic Affairs will add a teaching evaluation summary. The report will become a part of the official record in cases leading to promotion to tenure.*

After the Chair sends the report to the Vice-President for Academic Affairs, the Director of the Art Studio Program will give a copy of the report with the Chair's letter to the faculty member who has been reviewed and will, along with the tenure-track faculty member's mentor, discuss it with him or her. In the event that the faculty member has substantive comments on or disagreements with the report, he or she may respond to the report in writing within four months of receiving it and may send a copy of that response to the Office of Academic Affairs, where it will become part of the official record as well.

*NOTE: Both the second-year review and the response, if there is one, may be available to the members of the Advisory Committee at the time of the contract renewal and tenure reviews.*

## *2. Reappointment Review*

Usually, this review occurs in the tenure-track faculty member's third year. The timing may differ, however, depending on the length of the contract or of leaves that may affect the tenure clock. In the event that the tenure-track faculty member's appointment letter sets the tenure review in the third year, the re-appointment review described here will not take place; instead, the faculty member will undergo a tenure review.

For reappointment review, a committee of tenured members of the department will be appointed by the Department Chair to present materials to the tenured faculty in the department concerning re-appointment. This dossier will normally include an assessment of student teaching evaluations through the fifth term of teaching; documentation of the candidate's research and a report of the candidate's service to the university. Insofar as this report goes to the Advisory Committee of the Academic Council, the candidate may append a statement about his/her teaching and research accomplishments and plans. Reappointment recommendations shall be made by the tenured members of the department, whose vote on the case will be submitted to the Advisory Committee as part of the department's recommendation on the case.

The "Guidelines of the Academic Council for the Evaluation of Candidates for Reappointment" allow the candidate to choose a "Counselor" from among the tenured faculty (usually of their

own department), whose purpose is to assist the candidate throughout the process of the reappointment review. The Counselor may or may not be the same individual who has served as the candidate's mentor.

With respect to the materials to be submitted and the process followed, the department will follow and be guided by the policies and guidelines stipulated in the *Faculty Handbook* for reappointment reviews.

### *3. Fifth-Year Review*

Usually this review occurs three semesters before the tenure-track faculty member's dossier is submitted to the Advisory Committee for tenure review. The procedure is the same as for second-year reviews with appropriate adjustments made for the time elapsed; e.g., the student teaching evaluations and the scholarship reviewed are those since the second-year review.

The tenure-track faculty member may request that a mentor (not necessarily his or her original mentor) attend a number of classes. Written and/or verbal comments may be included as part of this review process.

### *4. Tenure Review*

In the preparation for the tenure review, the candidate, The Studio Art Program and the Department Chair will follow the "Guidelines of the Academic Council for the Evaluation of Candidates for Promotion Conferring Tenure" and the "Advisory Committee's Policy on the Presentation of Cases for Reappointment, Tenure, and Promotion." These documents are located in the *Faculty Handbook*. Evidence of artistic accomplishment is described above.

The "Guidelines of the Academic Council for the Evaluation of Candidates for Promotion Conferring Tenure" allow the candidate to choose a "Counselor" from among the tenured faculty (usually of their own department), whose purpose is to assist the candidate throughout the process of the tenure review. The Counselor may or may not be the same individual who has served as the candidate's mentor.

*Note: It is the responsibility of the Chair of the Department to maintain a master calendar of planned and pending tenure-track reviews of department faculty. The Chair will, in a timely way, formally notify the candidate, the mentor, and The Studio Art Program Director of the scheduling of upcoming reviews.*

## **Astronomy**

New tenure-track faculty are assigned multiple mentoring opportunities: the Chair and a committee of the tenured faculty. The Chair is responsible for logistical and formal long-term planning mentorship (e.g., coming out of review/reappointment discussions). The tenured faculty committee is expected to meet with the assistant professor each semester to review their progress toward reappointment and tenure, answer any questions, and provide feedback. The committee will discuss with the junior faculty member a schedule of classroom visits. Both mentoring paths are points of contact for assistant professors in terms of questions or requests, and both the committee and the Chair report to the Department during reappointment and promotion discussions. The committee and Chair can facilitate identifying other mentors inside or outside the Department, if desired by the mentee. It is typical for there to be several informal mentoring interactions between all faculty through teaching observations in seminars, informal lunches, colloquium dinners, in impromptu office conversations, or during scheduled meetings.

## **Biology**

The Department of Biology's formal mentoring program for junior faculty members consists of three main elements. The Biology faculty will develop additional plans for both mentoring faculty at the associate level and assessing the success of the mentoring program.

- 1.** Welcome Lunch. The department will hold a faculty lunch within the first few weeks of the semester to welcome incoming faculty members. The goal is to set an open, positive tone for interactions between new faculty members and their departmental colleagues. We hope this gesture will signal to new faculty members that their senior colleagues value their joining the department, and that this positive signal will encourage new faculty members to feel comfortable approaching senior colleagues for advice and support.
- 2.** Department Chair and Mentors. New assistant professors will meet with the department chair and a senior faculty member upon arrival to discuss the new faculty member's selection of a departmental mentor or mentors. In this meeting, the chair will communicate the department's written expectations for tenure, the reappointment process, and methods of evaluating teaching, research, and collegueship. The chair will also review the department's commitment to mentoring junior faculty and encourage the new faculty member to visit classes taught by other faculty members and, if interested, to consult the department's library of teaching statements, course syllabi, and research statements.

The incoming faculty member will select one or two departmental mentors; their choice(s) may be changed at any point. The chair will meet with the proposed mentor(s) to make sure they are willing and able to fulfill this responsibility. The junior faculty member will also be informed that they are welcome to select a faculty counselor outside of the Biology Department, in

addition to their 1-2 departmental mentors. Once the departmental mentors have accepted their roles, junior faculty members will meet with them at least once per year (or more often, as the mentee chooses) to discuss professional matters such as publication and grants, teaching issues in the classroom and lab, committee and other collegial roles, and any other issues on which the junior faculty member seeks feedback or guidance. At the initial mentoring meeting, the chair will encourage the incoming faculty member to consult with the Director of the Office of Faculty Career Development, particularly if there are special mentoring issues beyond the expertise of suitable departmental faculty. The department chair will also encourage the junior faculty member to learn more about teaching resources by attending workshops offered by the Center for Pedagogical Innovation.

It is the responsibility of the mentor(s) to initiate regular meetings, which should take place once per semester in the first year and at least once per year after that. The chair may be included or not in these meetings, as the junior faculty member prefers. In addition to the informal mentoring meetings, the mentors are expected to visit classes taught by the junior faculty member at least once in most semesters in the years prior to reappointment. The goal of these visits will be to provide peer evaluation of teaching that is primarily formative (aimed at improving practice through qualitative feedback) rather than summative (evaluating the outcome), but these evaluations can contribute to the department's reappointment letter as constructive feedback.

**3. Annual Retreat.** An annual, one-day, all-faculty department retreat will provide informal mentoring to junior faculty while pursuing the broader goals of building camaraderie, sharing collective knowledge and experiences, and reviewing the undergraduate major, the curriculum, and the graduate program. We hope the day-long retreat provides informal mentoring to junior faculty by fostering a sense of shared purpose, teamwork, and mutual exchange of information. For example, one group exercise will be a round-table forum in which each faculty member discusses their research and teaching goals and any obstacles or problems encountered. Discussions during the retreat will also cover undergraduate research, curricular reforms or modifications, the capstone, the PhD program, and grants.

### **Chemistry**

Each tenure-track faculty member is assigned a mentoring committee of three senior faculty. Usually at least one committee member is in a similar/adjacent research area and one has taught courses similar to those of the junior faculty member. The committee meets with the junior faculty member each semester to review progress toward reappointment and tenure. The members of the mentoring committee typically peer review at least one class meeting each semester and provide the tenure-track faculty member with informal feedback.

## **Classical Studies**

Junior faculty will be assigned a senior faculty mentor from within the Department by the end of their first semester of employment. Junior faculty are also strongly encouraged to select, or work with the Chair to find, a senior faculty mentor outside of the Department.

While all Department faculty are available to serve as a resource for junior faculty, the Classical Studies faculty mentor will be the person with whom junior faculty will work most closely. New faculty will meet regularly with their Classical Studies faculty mentor to discuss their progress towards tenure in regard to both research and teaching; faculty mentors will also serve as a resource and sounding board for new faculty for issues as they arise throughout the semester. The nature of these consultations will vary according to the needs and wishes of the junior faculty member, but can include classroom visits, discussion of pedagogical strategies, guidance with respect to research trajectories, publication venues or grant options, or direction to campus resources for professional or pedagogical development. Such consultations with the faculty mentor are not intended to provide additional metrics for assessment in promotion and tenure review, but rather to provide a structure of support and regular opportunities for feedback and reflection.

Classical Studies faculty mentors will submit a brief summary of the of their mentorship activities to the Chair on an annual basis. These summaries should describe only the frequency and type of mentoring activities that occurred (e.g. number of meetings, class visits), rather than the substance of discussions that took place.

Junior faculty may, in consultation with the Chair, elect to change mentors prior to tenure, but are strongly encouraged to do so before the third-year review, so as to ensure continuity in mentorship in the years leading up to the submission of the tenure file.

## **College of East Asian Studies**

In addition to Wesleyan's system of formal reviews, which is designed to provide feedback and advice for untenured faculty, the College of East Asian Studies (CEAS) has implemented a formal system of mentoring for untenured faculty, which has two components:

- 1. CEAS mentor:** The CEAS Chair will act as mentor for all new members of the department. By the end of the first year, each Assistant Professor, in consultation with the Chair, will be required to select a mentor from among the CEAS Associate and Full Professors.

The CEAS Mentor will meet regularly (at least once a semester or more frequently) with the Assistant professor in order to support their professional development, across all three canonical areas—scholarship, teaching, and collegueship.

At any time, if the mentoring relationship is not working, or if a more appropriate mentor is identified, either the mentee or the mentor may approach the Chair to facilitate a change.

All Assistant Professors who have their faculty lines in CEAS will be required to select a mentor inside CEAS by the end of the first year. The option of having a CEAS mentor will also be made available to CEAS-Affiliate Assistant Professors whose tenure lines are not in CEAS as well as CEAS Assistant Professors of the Practice, but neither are required to have a formal CEAS mentor.

It is expected that all faculty, irrespective of faculty status, rank, or home department will contribute positively to our collective professional development and to the congenial running of our College and University. The establishment of a formal mentoring system is considered to be a supplement for, not a replacement of, a diverse and supportive informal mentoring system within the College and across the university.

2. Non-department mentor: CEAS faculty are also welcome to establish a mentoring relationship with a faculty member outside of CEAS.

### **College of Education Studies**

The co-chairs of the College of Education Studies will provide mentoring to Visiting Instructors and Professors of the Practice. Mentoring will take place in the form of a formal check-in at the beginning and end of each semester to answer questions, provide feedback and guidance, identify opportunities, and address any concerns. Formal meetings will be supplemented by informal periodic check-ins.

By the end of Fall 2020, the core faculty in the College will create comprehensive mentoring guidelines for tenure-track faculty hired into Education Studies, detailing the structures and processes for hiring, review, and promotion and a strong mentoring plan that aligns with the tenure guidelines.

### **College of Film and the Moving Image**

Assistant professors are assigned teaching and scholarship mentors to offer guidance and feedback throughout their pre-tenure careers. When possible, we try to arrange co-taught courses during the Assistant's first year and we strongly encourage course visits thereafter. In this way, the department's leading teachers can devote close attention to the new faculty member's pedagogical development in our large and small-course models. The department places a high priority on teaching and has established a distinctive and successful approach focused on contextualized aesthetics. Co-teachers meet daily, offer direct and detailed

feedback on each course session, and model the department's standard of effective teaching. In subsequent years, the mentor visits the junior member's courses and consults with them about their teaching. Mentors are available to read and discuss teaching evaluations and consult on revisions to syllabi.

The scholarship mentor offers guidance and feedback on the Assistant Professor's research. We strive to match the Assistant Professor with someone who has similar interests and expertise. Mentors are available to read draft articles, suggest possible peer-reviewed journals and help define next projects. They meet at least twice a semester to discuss progress.

Our Associate Professors receive mentorship as well, either within or outside of the Department. We continue to emphasize class visitations as the best means of generating feedback on teaching, and offer regular guidance with regard to professional development. The chair provides Associate Professors with the Department's expectations for promotion to Professor and is available to advise them about effective strategies for meeting those expectations.

Junior Professors of Practice are assigned teaching mentors who are available to visit courses and consult with them about their teaching. Mentors are also available to read and discuss teaching evaluations and consult on syllabi.

### **College of Letters**

Mentoring colleagues prior to a promotion, a review, or a reappointment is an important, long-term expectation of collegiality. It is essential to the retention of colleagues, and as such it plays a central role in ensuring the long-term stability of our department.

#### Formal mentors

Constitution of the formal mentoring committee will be as follows:

1. tenure-track assistant professors will be formally mentored by the chair (when possible) during their first year. Starting in their second year, they will be mentored by the chair + 1 member of the department, whom they will choose;
2. associate professors will be formally mentored by 1 senior member of their choosing (not including the chair if the latter is also at the associate level).

With the exception of the chair, official mentors will be selected in consultation with each mentee.

The main duties of formal mentors are:

1. to centralize and share essential, time-sensitive information about reappointment / review / promotion;
2. to help identify and rectify potential issues with teaching, research, and collegiality early on;
3. to help candidates constitute their dossier for review/ reappointment / promotion
4. to solicit and record comments about team teaching from those who have taught with the mentee.

### Collegueship

In addition to formal mentoring, the department's guidelines underscore the university's description of collegueship, noting, in particular:

Equally important is effectiveness in stimulating the thinking of colleagues and encouragement and constructive criticism of their work, both on the more formal occasions when faculty meet for serious discussion and in day-to-day associations with colleagues inside or outside the department. (Faculty Handbook, 502c.)

To that end, all senior members of a department are encouraged to initiate opportunities with any colleague at the tenure-track, adjunct, or associate level. (Seniority is here understood to be relative to the candidate's status in such a way that an assistant professor in his/her 5<sup>th</sup> year can help mentor a colleague in his/her 1<sup>st</sup> or 2<sup>nd</sup> year). Indeed, we expect that all members of the department, regardless of rank, support the scholarship and pedagogy of their colleagues, but recognize that it may be more difficult for junior colleagues to initiate such contact and thus count on senior members to take a lead role in collegueship.

Opportunities for collegueship in the department may include, but not be limited to:

- inviting colleagues to come along to attend an academic or administrative event (such as the faculty meeting, faculty luncheon, talks, CHUM presentations, etc.);
- sharing one's reappointment or review documents as a model to follow;
- sharing one's book proposal as a model if appropriate;
- sharing information about presses if appropriate;
- sitting down to inquire about a colleague's teaching and/or research;
- being available for consultation or offer help if needed by the candidate;
- encouraging new initiatives if appropriate.

## **College of Social Studies**

The CSS is an independent College that recruits its faculty, including assistant professors, from departments. Faculty mentoring is primarily the responsibility of the tutors' home departments, but the CSS has a role to play in mentoring new tutors with respect to their CSS teaching and other responsibilities.

To formalize a mentoring arrangement, the co-Chairs will discuss with each untenured tutor teaching in the CSS at the beginning of the academic year the designation of a mentor from among the senior members of the College, including the co-Chairs. This mentorship arrangement will continue for the duration of the untenured person's time as a core faculty member of the CSS unless either party wishes to change the arrangement. When a co-Chair prepares a CSS letter of support for a tutor standing for tenure, the designated mentor(s) will be consulted and invited to participate in preparing the letter.

## **Dance**

Briefly describe your unit's mentoring program for tenure track faculty.

The Chair is responsible for providing ongoing mentorship for all faculty in regard to their specific long-range goals and possible next steps. Junior faculty are counseled to seek mentorship from senior colleagues outside of the department and/or an official Counselor once the tenure and promotion case is underway. The Chair helps to identify possible mentors and counselors, determines in consultation with the junior faculty member who might be the most appropriate choice, and makes an introduction. It is worth noting that until 2017 the Dance Department had no Full Professors so the need for outside mentorship was a particular issue for us. As of Spring 2020, we have two Full Professors, three Associate Professors, and one Assistant Professor and are revising our mentoring practices accordingly. With one of our Full Professors in the position of Provost, we only have one Full Professor in the Department who is also the chair.

### *Mentoring different ranks:*

The Dance Department at Wesleyan has historically housed a variety of 'lines' including tenure-line, AIR, adjunct, POP and multiple-year visitors. Consequently, our mentorship practices adapt to the circumstances, and are based on deliberate annual discussions with the Chair, about the professional goals of each faculty member. We make it a priority to provide clarity to each faculty member around the benefits/drawbacks and responsibilities of each kind of 'line'.

The Dance Department takes mentorship to be an important and ongoing part of professional and artistic development, extending beyond the promotion process. In addition to mentoring for promotion, faculty provide support and advice to one another in regards to teaching,

service and research. It is common for faculty to attend one another's classes, share and review syllabi and discuss pedagogical issues. The responsibility of Chairing requires a particular skill-set, which also requires preparation and mentorship. To this end, a first-time incoming Chair is mentored by the outgoing Chair prior to, and during, their first year of chairing. In addition, our Department belongs to the Council of Dance Administrators, which is a national leadership organization that provides support, collective mentorship, and the opportunity to convene with other chairs and leaders of dance in higher education around issues and concerns.

The chair will work closely with tenure-track faculty to ensure their progress toward their tenure review, is proceeding smoothly, addressing any potential problems and correcting these. Regular meetings will be arranged. The purpose of these meetings will be to offer substantive feedback and support, and also to provide a sounding-board for free-flow conversation and reflection. The chair will also be working closely – using the procedures outlined above – with faculty interested in applying to the rank of full professor.

### **Earth and Environmental Sciences**

The department chair provides new assistant professors with a copy of the department's statement on the expectations for tenure and promotion. Upon arrival, the chair will discuss the department's and the university's expectations for tenure, the reappointment process, and the methods of evaluating research, teaching, and collegueship. The chair will discuss the new faculty member's selection of a department mentor(s) and the option of a faculty counselor outside the E&ES Department. The chair will ask the proposed mentor(s) and counselor if they are willing and able to fulfill this responsibility. Once the departmental mentors and outside counselor have accepted their roles, junior faculty will meet them at least once per year to discuss research progress, teaching issues, collegueship, and any concerns. At any time, if the mentoring or counseling relationship is not working, or if a more appropriate mentor or counselor is identified, a change may be initiated by the mentee, mentor, or counselor. Department mentors and counselors will provide valuable input to the department chair and tenured members of the department in writing second-year, reappointment, fifth-year, and tenure reviews.

Junior Professors of Practice (PoP) are assigned a mentor(s) who will provide guidance and feedback on teaching, committee work, and professional development. Mentors and mentees will meet at least once per year. Mentors will assist the department chair in crafting reappointment and promotion recommendations.

## **Economics**

Adopted Spring 2023

The tenured faculty in the Economics Department believe that tenure-track faculty can benefit from sustained and helpful mentoring during their early years at Wesleyan. Therefore, we have established the following guidelines for mentoring tenure-track colleagues so that they might achieve the high quality of teaching, scholarship, and collegueship expected of Wesleyan faculty.

1. All tenured faculty should be willing to serve as sources of advice and assistance to their untenured colleagues. Untenured faculty are invited to seek advice from any department member.
2. The department chair, in consultation with the tenured faculty in the Department, will appoint a research mentor and a teaching mentor for each new tenure-track faculty member at the beginning of their first semester at Wesleyan. The mentors will be tenured members of the Department.
3. Those appointed as mentors agree to contact their mentees to arrange an initial meeting shortly after their appointment. They also agree to meet regularly with their mentees – one meeting each semester is typical but not mandated. Mentors who are on sabbatical or leave should maintain contact with their mentees.
4. Teaching mentors are available for consultation on any aspect of teaching, including commenting on a syllabus or written teaching materials, reading teaching evaluations (which can take some experience to interpret), and sitting in and observing classes to give feedback.
5. Research mentors are available to talk about what journals to target and help interpret referee reports. They can also help with overall strategies for the development of scholarship over time and applying for grants and fellowships.
6. The tenured faculty will meet regularly (typically once per semester) to discuss with the mentors the progress of the untenured faculty.
7. Teaching and research mentors will provide written input to the department chair and tenured members of the department in crafting second-year, reappointment, fifth-year, and tenure reviews. These will then be edited by the whole tenured faculty. If a faculty member will be on sabbatical or leave during one of these reviews, they should provide written comments prior to or during the semester of the review.
8. Tenured faculty members will be willing to read and critique drafts of research papers of untenured colleagues. Faculty are encouraged to present a preliminary version of a paper in the Department's summer research workshop and/or its academic year seminar series.

9. The Department chair will readjust mentoring relationships as needed. If either the mentee or the mentor would like to suggest a change, they should consult the chair.
  
10. By adopting these guidelines, we do not wish to limit the freedom of tenure-track faculty members who might choose to forego having a mentor. Nor do we preclude the possibility that tenure-track faculty might justifiably think it appropriate to reject advice that any mentors might give them. While we believe that mentorship can be helpful and should be available, we also understand that all tenure-track faculty members are themselves responsible for the quality and pace of their scholarship, as well as the quality of their teaching and collegueship.

### **English**

In their first year, each untenured faculty member in the department chooses a mentor from the tenured faculty to advise them on their progress in research, teaching, and collegueship. The mentor ultimately guides them through the tenure process. Some untenured faculty members, however, end up with two mentors due to protracted leaves, etc. Each untenured faculty member is also informed that they may choose an additional advisor from outside the department. The Chair also meets individually with all tenure-track faculty at least once per year, ensuring that they understand the Department's most recent statement of tenure expectations and providing additional support as needed.

### **Feminist, Gender, and Sexuality Studies**

The Feminist, Gender and Sexuality Studies program currently has only one full-time, permanent appointment, who is a senior member of the faculty, but we hope to hire tenure-track faculty in the future. For new tenure-track appointments, the chair of the program will serve as mentor for the first year, or will appoint an alternative from among the core faculty, after which the new faculty member may choose a mentor from within the FGSS core faculty. The FGSS program does have visiting faculty on a regular basis (full-time and per course appointments). The chair of the program will serve as mentor for visiting faculty, or will appoint

an alternative from among the core faculty, for the first year of visiting appointments, after which faculty members may choose a mentor from within the core FGSS faculty.

The FGSS core faculty is mainly comprised of those who are appointed in other departments and programs, where they are typically assigned a formal mentor. Tenure-track and tenured associate faculty members appointed in other departments may also wish to have a mentor in FGSS in order to receive feedback informed by expertise in the interdisciplinary field of feminist, gender and sexuality studies. In such cases, the faculty member may choose a mentor from among the senior members of the FGSS faculty (preferably from among the core faculty if available).

Mentors will meet regularly with the faculty member (once each semester is typical). The mentor is available to consult on course design and syllabi, pedagogical issues, and teaching evaluations. If the faculty member seeks such input, the mentor will also offer guidance on advancing the faculty member's research agenda. In addition, as a fundamental tenet of feminist and queer collegueship and pedagogy, all FGSS core faculty are committed to providing supportive guidance on an informal basis to junior FGSS colleagues in the areas of teaching, scholarship and collegueship. The FGSS program is also committed to recognizing that labor on the part of the faculty.

### **German Studies**

The department is committed to mentoring colleagues (TT, adjuncts, PoP) leading up to a promotion, a review, or a reappointment.

Selecting a mentor:

1. assistant professors (TT, adjuncts, PoP) will be mentored by the chair (when possible) during their first year. Starting in their second year, they will be mentored by one member of the department of their choice (who may or may not be the chair);
2. associate professors (TT, adjuncts, PoP) will be mentored by one senior member of their choosing.

The main duties of mentors are:

1. to centralize and share essential, time-sensitive information about reappointment / review / promotion;
2. to help identify and rectify potential issues with teaching, research, and collegiality early on;
3. to help candidates constitute their dossier for review / reappointment / promotion

## Collegueship

Senior department members are committed to supporting the scholarship and pedagogy of their junior colleagues. For example, this support may include inviting the new faculty member to attend academic or administrative events, sharing their reappointment or reviewing documents as models, encouraging new initiatives, and collaborating on academic projects.

## Government

The Department of Government has implemented a formal system of mentoring for untenured faculty, which has three components:

1. Department mentor: the Department Chair, in consultation with the new faculty member and the tenured faculty in the subfield of a new member of the faculty, will appoint one mentor for each new Instructor or Assistant Professor in the Department at the beginning of their first semester of teaching, who will be a tenured member of the Department.
2. Non-department mentor: during the second semester of a new Instructor's or Assistant Professor's first year, the Department Chair, in consultation with the new faculty member and the tenured faculty in the relevant subfield, will appoint a tenured member in a department or program other than Government as the new faculty member's mentor from outside of the Department.

Those appointed as mentors agree to contact the faculty member they will mentor to arrange an initial meeting shortly after their appointment. They also agree to meet regularly to provide advice and to serve as a sounding board for new faculty regarding any aspect of their professional development including scholarship, teaching, and service/collegueship. By having a mentor who is not a member of the Department and will not participate in reappointment and promotion reviews, the untenured faculty member will be able to get advice and information from someone whose experience may be somewhat different from that of someone in the Department. Discussions between a faculty member and their mentors are informal, and understood to be confidential. At any time, if a mentoring relationship is not working out, or if it turns out that a different faculty member would serve as a better mentor, either the mentee or the mentor should consult the Chair who will appoint a new mentor. Untenured faculty may opt out of these informal mentoring arrangements and make their own arrangements for mentoring.

3. In addition to their Wesleyan mentors, new faculty may also select a mentor from outside of Wesleyan, especially to address their professional and research concerns. The Department will provide funding (in an amount set ahead of time) for the untenured faculty member to invite their external mentor to a meal at a professional meeting or other event in appreciation for their mentoring and as an occasion for them to discuss professional issues.

The Department's mentoring program complements Wesleyan's system of formal reviews, which is designed to provide feedback and advice for untenured faculty. For a full description of mentoring, please see the Department's "Handbook for Faculty."

## **History**

We encourage new members of the department to interact with as many members of the department as possible, both to learn about the department's pedagogical and intellectual culture and to become familiar with departmental policies and procedures. We also encourage each new tenure-track member of the department to select a tenured faculty member to serve as a mentor soon after being appointed to the faculty. The chair is ready to consult with the new tenure-track member on possible mentors. The mentor helps guide the new member into the life of the department and the university, and later offers advice about progress in research, teaching, committee service, and other collegial activities. In light of these functions, we believe that usually the fullest and most effective mentoring is provided by a tenured member of the department, including the chair. On occasion, however, the tenure-track faculty member may decide to select a mentor from outside the department.

Tenure-track faculty may change mentors whenever they wish. They may ask someone other than the mentor to serve as counselor in any review, including the tenure review.

## **Mathematics and Computer Science**

Mathematics faculty mentoring:

The chair of Mathematics and Computer Science, or a senior mathematics faculty member chosen by the chair, serves as the mentor for newly-hired tenure-track faculty in their first year. In the second year, the new faculty member is encouraged to choose one or more mentors from the department to advise them through the second-year review. This practice continues through subsequent reviews. In addition, each tenured faculty member is expected to provide support and advice to any of the junior faculty upon request.

At the time of each review—second-year, reappointment, fifth-year and tenure—the chair will arrange, in consultation with the candidate, for classroom visits by tenured members of Mathematics. Reports from these visits are part of the review. In addition, each junior faculty member is expected to participate in one or more research groups in the department by attending a topic-related seminar and joining in regular informal discussions about this research area.

Computer Science faculty mentoring:

Computer Science offers each new tenure-track faculty member a teaching mentor and a research mentor. The mentors are tenured Computer Science faculty, and it is permissible for the same person to serve in both roles. The new faculty member is not required to accept the offer, but is encouraged to do so. We began implementing these policies about eight years ago.

The teaching mentor meets with their mentee at least once per semester, though it is often more frequently. At least one meeting should be to discuss the most recent student evaluations, but the goal is to discuss higher-level concerns than that. In practice, earlier in the mentee's career the discussions have focused more on nuts-and-bolts issues, and later they transition to more conceptual and philosophical issues. Since recent Computer Science PhDs often have limited teaching experience, the teaching mentor may also jointly teach a 100- or 200-level course with the mentee in their first year. Sometimes the mentor and mentee co-teach the same students, and sometimes they teach different sections of the same course in the same semester. In either case, the course follows the mentor's curriculum and assignments, allowing the mentee to spend more time on teaching and working with students and less time on developing projects and assignments. The mentee then teaches the same course again in their second year, with the expectation that they modify and adapt the course to their own tastes and style.

The research mentor likewise meets with their mentee at least once per semester, possibly more often. This mentoring relationship is less structured than for teaching, reflecting the wider variety of research interests and questions/concerns of the mentee, but we try to ensure that the interests of the mentee and mentor are not too far apart. The mentor provides guidance on research expectations, such as helping to clarify how various choices of research projects might affect progress toward them, how to productively incorporate students into research, etc. For some mentees, this is the bulk of the mentoring. For others, the mentor is more involved in the actual research, not necessarily collaborating, but by being a knowledgeable sounding board and discussant. There is no prohibition against this relationship turning into collaboration, and that has happened as well.

### **Medieval Studies**

In the case of the Medieval Studies program -- which has no appointments specifically in the program -- the chair is charged with mentoring formally all junior faculty. In addition, all tenured faculty mentor all junior faculty collectively.

## **Molecular Biology and Biochemistry**

The MB&B department mentoring program for junior faculty centers on providing information and advice to our colleagues regarding expectations regarding tenure and promotion as defined by the department and the university. To convey this information consistently and thoroughly to our colleagues, the department uses mentoring subcommittees that meet with the individual faculty members on a regular basis to offer support and advice on any matters related to research, teaching and service. This subcommittee comprises three senior faculty who typically volunteer for this task based on relevant expertise and familiarity with the research area of the junior faculty member. The mentoring committee meets at least annually with the junior faculty member. The committee meetings will be scheduled by the MB&B department administrative assistant to ensure that the meetings happen and that the burden of arrangement does not fall upon the junior faculty member. We are particularly vigilant to ensure that the mentoring subcommittee engages solely in mentoring, and that the candidate feels supported, enlightened and enriched rather than judged during the process. Mentoring committees offer constructive and honest advice, sharing specific strategies and feedback on key areas including curriculum development and classroom teaching skills, grantsmanship, research and publication logistics, graduate student training and management, balancing of professional activities, and most importantly, long-term planning for successful tenure. In addition to the committee, informal individual mentoring relationships develop based on shared professional interests and expertise, and this practice is encouraged in keeping with our best collegial practices.

The department Chair plays a key role in the start-up phase for new faculty. During recruitment of the selected candidate, the Chair works with the NSM Dean and Vice President for Academic Affairs to secure appropriate start-up funding and research space – often involving major renovation of existing spaces within Hall-Atwater and Shanklin Laboratories. The Chair consults with the new faculty member on all critical areas related to research, teaching, and collegiality/service. For example, in the area of research, the faculty member is informed about financial support through intramural project and conference travel grants, administrative support for extramural grant development, availability of shared facilities/instrumentation, availability of at least one graduate teaching assistantships (until grant funding is secured), availability of undergraduate research support in the form of university internships, work-study funds and course credits, and, finally, the availability of mentoring committee members to help critique grant proposal drafts and offer other professional advice as needed.

In the area of teaching, the Chair works with the new faculty member to decide initial teaching assignments and develop a two-year teaching plan (0.5 credit teaching relief is provided in the first semester to enable timely set-up of laboratory research, apply for grants, and publish any pending postdoctoral work). Care is taken to complement the faculty member's expertise in initial course assignments and keep class sizes small-to-medium, when possible, and allow course repetition in the second year to enable the faculty member to review and refine their teaching. Significant effort is made during the early years to help junior faculty develop a

diverse and balanced teaching portfolio at all levels in our curriculum. Wesleyan's sabbatical timeline (1 semester sabbatical after 6 full semesters) is followed strictly for junior faculty.

With regard to service, the Chair assigns the new faculty member to departmental committees that require modest effort and are likely to facilitate their professional success (e.g., graduate admissions committee). Service on university committees is decided by faculty vote, and typically junior faculty are not elected in their early years of service. In conclusion, every effort is made to help support faculty development in the areas of research, teaching and service during this critical period of their independent academic career. Importantly, given the small size of MB&B, our junior faculty can be fully involved and invested in decision-making that affects the department as a whole.

We will employ a similar mechanism of mentoring for our Professors of the Practice (PoP), although the emphasis of the meetings will be on teaching efforts, committee work and professional development. The meetings will also be held on an annual basis, and the department administrative assistant will schedule the meetings. Given the importance of teaching and teaching area in the appointment of the PoPs, the mentoring committees will be comprised of those faculty members who either teach the same courses or teach in the same areas as the PoP.

The MB&B department does not have mentoring subcommittees for tenured associate professors. Typically by this stage of their career faculty members are quite autonomous and self-empowering, and have developed collegial connections with a senior colleague(s) who serve as a mentor(s) on an informal basis. However, the value of constituting mentoring committees for associate professors remains a matter to be discussed more fully by the MB&B faculty to ensure satisfactory progress through our ranks. We note that at all stages colleagues (even senior colleagues) need advice and mentoring regarding research endeavors, best teaching practices and administrative tasks, which is generally provided through informal, individual interactions.

For faculty post-tenure, similar principles and practices are in place to support their professional development. For example, in the area of research, all faculty are consulted about the constitution and maintenance of shared facilities and equipment, graduate teaching assistantships are distributed in an equitable fashion with financial need taken into account, and ploughback funds may be utilized to help sustain research efforts during unfunded periods (subject to approval by the departmental Finance subcommittee). For teaching, we try to maintain a regular two-year teaching cycle that balances department curricular needs with faculty interests in developing new courses and/or repeating successful ones while maintaining an active research program. Wesleyan's sabbatical timeline (1 semester sabbatical after 6 full semesters) is applied to the fullest extent possible, to help faculty revitalize their scholarship and teaching portfolios, with exceptions (in consultation with the faculty) for pressing departmental level curricular and/or administrative needs. Departmental committee service is also distributed in an equitable fashion, taking into consideration service on particularly time-consuming university committees (e.g. Advisory or the Educational Policy Committees), or

particularly difficult teaching assignments (e.g., large enrollment courses or development of new curricula).

In summary, the MB&B department remains committed to supporting all of our faculty in their development as scholars and teachers. This support comes in the form of mentoring, financial assistance, appropriate teaching assignments and equitable committee work. Senior faculty are poised to aid junior faculty, particularly tenure-track members, in realizing their full potential at Wesleyan University.

## **Music**

Music Department tenured faculty function as sources for support, advice and assistance to our new colleagues. We typically exercise team mentoring, with two to three mentors per team, and with one faculty member charged with leading the team and letter writing. Faculty mentors outside the department are generally encouraged though not required.

Mentors are encouraged to meet with their mentees on a regular basis (once per semester is typical). In addition to the informal mentoring meetings, the mentors visit classes taught by the junior faculty member at least once per semester in the years prior to reappointment.

The Mentoring committee offers constructive and honest advice, sharing specific strategies and feedback on key areas, including curriculum development, teaching methods in the classroom, research and publication logistics, graduate student training and management, balancing of professional activities, and long-term planning for successful tenure. Junior colleagues are invited to solicit feedback and guidance on other issues relevant to their career.

In addition to the committee, informal individual mentoring relationships develop based upon shared professional interests and expertise. Teaching and research mentors provide valuable input to the department chair and tenured members of the department in crafting second-year reappointment, fifth-year, and tenure reviews.

When a new member teaches our first year gateway courses, they are linked with senior members of the department who have taught the course. The intent is to assist the tenure-track faculty member in developing personal perspective concerning goals, methods, pedagogical approaches, texts and materials, preparation, tests, student expectations and interactions, along with all other components to teaching these introductory courses.

## **Neuroscience and Behavior**

Neuroscience and Behavior (NS&B) is an interdisciplinary program, consisting of core faculty from Biology, Psychology, and Chemistry. Traditionally, faculty mentorship is through home department. NS&B provides mentoring support for core faculty as requested by their home department.

## **Philosophy**

Mentoring colleagues prior to a promotion, a review, or a reappointment is an important, long-term expectation of collegiality. It is essential to the retention of colleagues, and as such it plays a central role in ensuring the long-term stability of our department.

Formal mentors

Mentor roles will be established as follows:

3. Tenure-track assistant professors will be formally mentored by the faculty member of their choice. The department Chair will be poised to serve as mentor for new faculty until such a choice is made. The Chair may be chosen as primary mentor, but will regardless continue to be available for mentoring-related concerns.
4. Associate professors may be formally mentored by one senior member of their choosing (not including the chair if the latter is also at the associate level).

The main duties of formal mentors are:

5. To centralize and share essential, time-sensitive information about reappointment / review / promotion;
6. To help identify and rectify potential issues with teaching, research, and collegiality early on, and specifically to assist in a faculty member's development and transition through stages of her/his academic career.
7. To help candidates constitute their dossier for review/ reappointment / promotion
8. To work with the chair (and, if the mentor is Chair, to work with one other selected member of the department) to schedule classroom visits in accordance with the Department's classroom visit protocol so as to offer support and feedback to help in the development of a strong teaching practice.

## Collegueship

In addition to formal mentoring, the department's guidelines underscore the university's description of collegueship, noting, in particular:

Equally important is effectiveness in stimulating the thinking of colleagues and encouragement and constructive criticism of their work, both on the more formal occasions when faculty meet for serious discussion and in day-to-day associations with colleagues inside or outside the department. (Faculty Handbook, 502c.)

To that end, all senior members of a department are encouraged to initiate opportunities with any colleague at the tenure-track, adjunct, or associate level. (Seniority is here understood to be relative to the candidate's status in such a way that an assistant professor in his/her 5<sup>th</sup> year can help mentor a colleague in his/her 1<sup>st</sup> or 2<sup>nd</sup> year). Indeed, we expect that all members of the department, regardless of rank, support the scholarship and pedagogy of their colleagues, but recognize that it may be more difficult for junior colleagues to initiate such contact and thus count on senior members to take a lead role in collegueship.

Opportunities for collegueship in the department may include, but not be limited to:

- Accompanying colleagues to both routine and optional academic or administrative events (faculty meetings, luncheon talks, colloquia, interdisciplinary events, etc.);
- sharing one's own reappointment or review documents as a model to follow;
- sharing one's book proposal and/or experience with presses;
- offering perspective on resources and opportunities beyond the department (grants, fellowships, faculty career development events, etc.)
- sitting down to inquire about a colleague's teaching and/or research;
- being available for consultation or offer help if needed by the candidate;
- supporting candidates in resisting excessive service demands, if appropriate
- encouraging new initiatives if appropriate

## **Physics**

New tenure-track faculty and PoPs will be assigned a teaching mentor. Tenure-track faculty will also be assigned a research mentor. These mentors, chosen in consultation with the chair, should presumably be from the physics department, and independent of a councilor or additional outside mentor chosen by the mentee. For tenure-track faculty, the department mentors should usually be separate individuals. Department mentors will be encouraged to make contact with their mentee at least once every semester, with an offer for a more extensive meeting. The department mentors will be expected to provide the department with a brief written summary of their mentoring activity at the end of each academic year. This may be just a confirmation that mentor-mentee conversations took place on certain dates, or a more detailed synopsis of the issues involved if concerns develop.

The purpose of the mentor is to provide the mentee with candid advice about career expectations, where they stand with respect to those expectations, and help the mentee, directly or indirectly, address any issues of concern. The relationship must be based on trust, so the mentee shall regularly be reminded that it is their right to have mentors with whom they feel comfortable working, and shall be encouraged to discuss any potential conflicts with the chair, their counselor, or other mentor.

The department's normal schedule for classroom observation of all faculty shall be the primary mode for peer evaluation of teaching, with feedback forms provided directly to the candidate. These forms, as well as specific accounts of formative classroom observation by the teaching mentor shall not be shared with the department without the consent of the mentee. This does not prohibit general observations by the mentors (or peers) from being considered during established reviews.

The mentee, department mentors, chair, and other participants (councilor or outside mentor) shall meet as a group prior to each established review stage: the second and fifth year reviews, the third year reappointment, and the tenure review. These meetings will allow all participants to understand a more complete picture of the mentee's progress, aid the department's formulation of their required recommendations, and improve strategies to help the mentee meet expectations.

### **Psychology**

The faculty in the Psychology Department believe that tenure-track faculty can benefit from sustained mentoring during their pre-tenure years. Upon arrival of a new tenure-track colleague, the Chair invites two tenured faculty members, one in the new colleague's area of scholarship and one in another area, to serve as mentors. Mentors meet with the colleague either individually or together several times a year to review their teaching and research and discuss future directions of these. Initial meetings include an introduction to the university's resources for supporting teaching and research. The frequency and format of subsequent meetings can be freely determined by the mentoring pair, but typically mentors and mentees will check in at least once a semester. Mentees can opt to change their formally assigned mentor at any time, especially if they have formed a strong relationship with another tenured faculty member in the Department. The Department requests that mentees consult with the chair to implement a mentorship change. In addition, all tenured faculty in the department are available to informally mentor pre-tenure colleagues, and pre-tenure faculty are always welcome to reach out to tenured colleagues to discuss scholarship, teaching, or collegueship. Pre-tenure faculty can also seek a mentor who works in another department. In preparation for 3<sup>rd</sup> and 5<sup>th</sup> year reviews and the tenure evaluation, mentors advise the colleague on the preparation of their CV, research statement, and teaching statement.

Participation in the Department's mentoring program is expected of all pre-tenure and tenured faculty members. Importantly, the mentoring relationship is not a part of the evaluation process for pre-tenure colleagues; rather, mentoring is designed to support pre-tenure faculty as they navigate scholarship, teaching, and collegueship at Wesleyan.

## **Religion**

General mentoring:

The department chair will serve as mentor for newly appointed tenure-track faculty in their first year.

In their second year, tenure-track faculty will choose a mentor from among the tenured faculty of the department, by mutual agreement.

Tenure-track faculty may change their mentor at any point if they choose to do so, by informing the chair of the department. The department chair should function as a replacement mentor should the mentor go on leave for an extended period of time, or be unable to fulfill the role for other reasons. The chair will check in with tenure-track faculty once a year to make sure that the mentoring relationship remains productive.

Teaching the department's introductory course (RELI 151):

The first time a tenure-track faculty member teaches RELI 151, he or she will co-teach the course with a senior member of the department, who will provide guidance and support, designed to help the tenure-track faculty member meet the department's teaching expectations in respect to core principles and methods of the discipline.

## **Romance Languages and Literatures**

- tenure-track assistant professors are formally mentored by the chair during their first year. Starting in their second year, they are counseled by the chair + 1 or 2 members of the department, ensuring that junior faculty members are mentored by at least one member from his or her section and at least one member from another section;
- adjunct faculty below the rank of professor are formally mentored from their first year on by the chair + 1 senior adjunct faculty + 1 or 2 members of the department, ensuring that adjunct faculty are mentored by at least one member from their section and at least one member from another section;

- associate professors are formally mentored by a minimum of 2 senior members of their choosing (not including the chair if the latter is also at the associate level), one of whom is from the candidate's section and the other from another section.

### **Russian, East European, and Eurasian Studies**

There are only three FTEs in the REES Program, which at the moment are occupied by one tenured professor, one assistant professor, and one assistant professor of the practice. The program also has two more tenured core members who are based in other departments.

The three tenured members of the REES Program shall meet at least once a semester with the assistant professor to offer advice on teaching, research, and service/colleagueship. The assistant professor will be offered the opportunity to have a mentor designated from outside the department.

The tenured member (chair) who is entirely in REES works closely with the assistant professor of the practice on her needs and progress.

The tenured members of the program will regularly offer advice about advancing the scholarly and pedagogical goals of the untenured members of the program.

The Department's mentoring program complements Wesleyan's system of formal reviews, which is designed to provide feedback and advice for untenured faculty. At least one of the tenured members of the program meets with the untenured members before and after such reviews.

### **Science in Society**

The Chair of Science in Society serves as the primary mentor for tenure-track faculty members covering the canonical areas of research, teaching, and colleagueship. Starting with that mentoring relationship and moving outward, we strongly encourage each tenure-track professor to reach out to other core and affiliated faculty in SISP, the University writ large, and others in the wider academic community for formal counsel, informal advice, and mentoring. Given the interdisciplinary nature of SISP, it is important that junior faculty are connected with mentors and advisors across disciplines within and without Wesleyan. The Chair shares the Program's written expectations for reappointment, tenure, and promotion with all faculty and actively discusses the importance of mentoring and advising along the tenure-track including the role of the tenure counselor.

## **Sociology**

The Chair provides all new tenure-track faculty with a copy of the department's statement on the expectations for tenure and promotion. During their first semester, new tenure-track faculty are invited to select a mentor from among the tenured faculty. If they do not select one for any reason, then one is assigned by the Chair (in conversation with tenured faculty). The mentor reviews advising, research, and teaching expectations (evaluations, enrollment, etc.) for tenure and checks in during the academic year to discuss progress in these areas. Mentors also work with mentees as they assemble materials for formal reviews. Mentees are encouraged to check in with their mentors as necessary with regards to specific issues, such as advice for submitting manuscripts for publication, or handling classroom issues.

## **Theater**

Faculty mentoring is critical in the advancement of junior faculty within the university. The Theater Department recognizes and values the importance of faculty mentoring by establishing a collegial relationship between a senior and a junior faculty member to better guide and support the professional careers and working relationships of junior faculty within the department and the university at large.

1) The Theater Department assigns a senior faculty member as a mentor to each junior faculty. The department encourages junior faculty to meet at least once a semester with their assigned mentor and the chair of the department in order to discuss the path to promotion and/or tenure. The mentor commits to making the time to meet on a regular basis, no less than two to three times per year with their mentee in order to discuss and to act as a sounding board in the areas of teaching, collegiality and governance, as well as work-life balance (outlined below).

2) The Theater Department strongly encourages their junior faculty to choose (suggestions and introductions can be facilitated by senior faculty) a senior faculty member outside the department to advise them on the areas of teaching, collegiality and governance, as well as work-life balance (outlined below). The outside department mentor's primary role is to listen and counsel, as well as to help the mentee problem solve in those areas.

- The outside department mentor was established to provide incoming and junior faculty a senior mentor from a different department/program than their own to serve as a sounding board and collegial resource without the pressures of evaluation that exist within the junior faculty's home department.
- Mentors will not be asked to write for mentees' third-year review files.

## TEACHING\*

- How to connect teaching to conference presentations, publications and/or art practice
- How to vary the kinds of presentations and work done in class
- Managing discussions and student participation
- Assignments (how many, how often, how much)
- Course evaluations – midterm and end of term
- Dealing with student challenges in class
- When to take student issues to the dean's office and what the process is for doing so (e.g., it doesn't have to be a crisis to raise a flag on a student, when and why send an Unsatisfactory Progress Report)
- Advising (especially for second- and third-year faculty new to the process)
- Class visits, in which the mentor offers to sit in on one of the mentee's classes and offers constructive, informal feedback (face to face, not in an email)

## COLLEGUESHIP AND GOVERNANCE\*

- Finding ways to connect to other departments or faculty members
- Role of interdisciplinary programs
- Committee structure and committee choices in late spring
- Faculty meetings and the decision-making process (in departments and at the university)
- Research and reading groups, etc.
- Sources of funding for curricular and research purposes: GISOS/grants, etc.

## WORK-LIFE BALANCE ISSUES\*

- Figuring out the daily schedule (e.g., how to respect personal time on weekends, holidays, etc.)
- College service – how much is too much, how to say yes to the right requests and no to others, etc.
- Finding time to write/do research/artistic work
- Parental or sick-leave policies (when and how to delay the tenure clock)
- Community resources (public libraries, schools, sports, hobbies, doctors, events, etc.)
- Second-year review and third-year review process (or reappointment)
- Sabbatical planning, leave process and other funding (T.T.)

\*taken in part and modified from Swarthmore University website

<https://www.swarthmore.edu/faculty-diversity-excellence/mentoring-program-structure-and-tips>