



## MEMORANDUM

TO: Faculty of the College of Arts and Letters  
FROM: Michael J. Horswell, Dean  
RE: DFSCAL Faculty Mentoring Program  
DATE: April 20, 2018

This policy replaced the May 19, 2009 College Mentoring Program Policy created by former Dean Manjunath Pendakur on October 6, 2014.

### Rationale

Assistant professors are appointed to tenure-track positions because they have the potential to excel in research/scholarship/creative achievement, teaching, and service. Mentorship is an important process that assists faculty members in realizing this potential and achieving promotion and tenure through collegial professional development.

The purpose of this policy is to create a structure that provides untenured faculty members with guidance and support regarding expectations for and progress towards promotion and tenure. The department Chair/Director and a tenured departmental colleague will provide mentorship throughout the probationary period, and an external mentor from another department will provide additional guidance after the third-year review.

### Roles and Responsibilities

- Faculty Member
  - Retains primary responsibility for meeting departmental, College, and University criteria for promotion and tenure.
  - Seeks support from internal and external mentors proactively.
  - Obtains and reviews the unit's P&T criteria, the College guidelines for P&T, the FAU Faculty Handbook and other relevant policies and documents.
  - Attends development opportunities, such as the Life on the Tenure Track series.
  
- Department Chair/Director
  - Supports the Faculty Member by serving as principal mentor.
  - Provides the unit's P&T criteria, the College guidelines for P&T and other relevant policies and documents to the Faculty Member.
  - Consults with the Faculty Member to determine the best time to use the pre-tenure course release, available only during Years 1-3.
  - Selects the Internal Mentor and includes mentorship as part of the Internal Mentor's annual assignment and evaluation.
  - Identifies an External Mentor in consultation with other Chairs/Directors.

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- Assists with the preparation of the third year review portfolio and explains expectations related to the portfolio and its preparation.
- Internal Mentor
  - Is either the department's P&T representative or a tenured faculty member acquainted with the specific discipline of the faculty member and with P & T procedures.
  - Mentors as part of her or his annual assignment for departmental service.
  - Submits a brief written report detailing mentoring activities (no more than one page) to the Chair/Director at the end of each year so that the Chair/Director can evaluate the Internal Mentor's service.
  - Observes the Faculty Member's teaching and offers a formative assessment at least once in the first three years, most likely in the spring of Year 1.
  - Helps the Faculty Member prepare for third year review.
  - Meets with the Faculty Member as needed or requested.
- External Mentor
  - Is a tenured colleague whose research/creative interests parallel those of the Faculty Member.
  - Reviews the Faculty Member's vita and department guidelines for tenure and promotion and then meets with her or him in the spring of Year 3 to discuss progress and goals.
  - Meets with the Faculty Member at least once a semester.
  - Assists with the review of P&T materials, such as the self evaluation.
  - Mentors as part of her or his annual assignment for departmental service.
  - Submits a brief written report detailing mentoring activities (no more than one page) to her or his own Chair/Director at the end of each year so that the Chair/Director can evaluate the External Mentor's service, and to Chair/Director of the Faculty Member so that the Chair/Director is aware of the full scope of mentoring that was provided.

### General Procedures

*During the first three years* of a Faculty Member's appointment,<sup>1</sup> he/she will be mentored primarily by the department Chair/Director and an **Internal Mentor**.

The **Internal Mentor** will be the department representative to the College's Promotion and Tenure committee *or* a tenured faculty member acquainted with the specific discipline of the faculty member and with P&T procedures; mentorship forms part of the mentor's annual assignment for departmental service and should be assigned in a consistent manner across the College.

A **formative assessment of teaching**, focused not on evaluation so much as development of teaching, will be conducted by the Internal Mentor or a specific disciplinary expert in the spring semester of Year 1, and by the Internal Mentor, a disciplinary expert, or a member of the **College's Master Teacher** program the spring semester Year 2.

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<sup>1</sup> This timeline will be adjusted as need for any Faculty Members hired with time credited from other institutions.

*At the end of the third year*, department Chairs/Directors in the College will help select appropriate an appropriate **External Mentor**; this mentor will be a tenured colleague whose research/creative interests parallel those of the Faculty Member.

The External Mentor will review the faculty member's vita and department guidelines for tenure and promotion, and will meet with her or him to discuss progress towards tenure and promotion during Years 3-5. External mentorship forms part of the mentor's annual assignment for departmental service and should be assigned in a consistent manner across the College.

### **Yearly Schedule**

Upon confirmation of appointment, the department Chair/Director and the Faculty Member determine the best time for the two pre-tenure course releases, based on projected progress to be made on the research/scholarship/creative achievement agenda in Years 1-5. The first course release is to be used during used during Years 1-3; the second course release is to be used during Years 4-5.

### **Year 1**

The Faculty Member should:

#### *Fall semester*

- Attend the Faculty Accomplishment Showcase in August to be introduced by the Dean and to become acquainted with faculty accomplishments in research, scholarship and creative achievement within the College.
- Meet with the Chair/Director, the unit's P&T representative and/or the Internal Mentor in September or October in order to go over general expectations for promotion and tenure with regard to teaching and research/scholarship/creative achievement. The unit's P&T criteria, as well as the College guidelines for P&T will be provided to the Faculty Member.
- Attend the College's "Life on the Tenure Track" workshop(s).

#### *Spring semester*

- Arrange a teaching observation with his or her Internal Mentor. The Internal Mentor or a specific disciplinary expert from the department will conduct a formative assessment of the Faculty Member's teaching. While summative assessments primarily focus on *evaluation*, formative assessments focus on *feedback*. The assessment should include classroom observation as well as review of syllabi and other supporting materials. After the classroom observation, the Internal Mentor will meet with the Faculty Member to discuss the class and then will record her or his observations and feedback in a letter sent to the Faculty Member and the department Chair/Director. Consideration of Year 1 fall SPOT results will be referenced, as available and necessary. This letter is for information purposes, and is not required for annual reports, third-year review portfolios, or P&T applications, though it may be used for those purposes.
- Consider additional meetings. The Faculty Member may request additional meetings at any time with the department Chair/Director, Internal Mentor and/or departmental P&T representative to address any concerns.

- Attend the College “Life on the Tenure Track” workshop(s).
- Attend any relevant workshops offered by the Office of the Provost.

## **Year 2**

The Faculty Member should:

### *Fall semester*

- Attend the College “Life on the Tenure Track” workshop(s).

### *Spring semester*

- Work with the department Chair/Director to arrange a second formative assessment of the Faculty Member by a member of the Master Teacher program, the Internal Mentor, or an appropriate disciplinary expert. While summative assessments primarily focus on *evaluation*, formative assessments focus on *feedback*. The assessment should include classroom observation as well as review of syllabi and other supporting materials. After the classroom observation, the Internal Mentor will meet with the Faculty Member, following up with a letter sent to the Faculty Member and the department Chair/Director. Consideration of SPOT results up to this point will be referenced, as available and necessary. This letter is for information purposes, and is not required for annual reports, third-year review portfolios, or P&T applications, though it may be included in supplemental portfolios if the Faculty Member chooses.
- Prepare for third year review. After the annual evaluation of the Faculty Member, the Chair/Director and Internal Mentor will go over expectations for third year review with the faculty member.
- Consider additional meetings. The Faculty Member may request additional meetings at any time with the department Chair/Director, Internal Mentor and/or departmental P&T representative to address any concerns.
- Attend the College “Life on the Tenure Track” workshop(s).
- Attend any relevant workshops offered by the Office of the Provost.

## **Year 3**

The new faculty member should:

### *Fall semester*

- Begin the third year review portfolio. The Chair/Director and the Internal Mentor will assist the Faculty Member with the process of assembling this portfolio (due at the beginning of the spring semester). Internal Mentors may go over rough drafts of materials for the self-evaluation, research/scholarship/creative achievement, and the cv, and will make sure the portfolio is complete and in compliance with department, College, and University guidelines.
- Attend the College “Life on the Tenure Track” workshop(s).

### *Spring semester*

- After completion of the third-year review portfolio and annual evaluation, and assuming a favorable outcome for the Faculty Member, Chairs/Directors will select External Mentors. At a Chair/Director's meeting, each Chair/Director will present the research/scholarship/creative achievement interests of the Faculty Member, and a Chair/Director from another department can suggest an appropriate External Mentor whose research/scholarship/creative achievement interests parallel those of the Faculty Member.
- After the External Mentor is selected and accepts the assignment, she/he should obtain the Faculty Member's updated cv and department P&T criteria. The External Mentor will contact the Faculty Member for an introductory meeting before the end of spring term, with the two Chair/Directors cc'd on the e-mail. The Internal Mentor may be invited to attend the meeting. At the first meeting, the External Mentor and Faculty Member should discuss goals for teaching and scholarship/research/creative achievement. The External Mentor should send a brief follow up email to record these goals.

### **Year 4**

The Faculty Member should:

#### *Fall semester*

- Meet with the External Mentor to discuss progress on the stated goals for teaching and research/scholarship/creative achievements. The External Mentor should send a brief follow up email to summarize the discussion at this meeting.

#### *Spring semester*

- The Chair/Director and Internal Mentor meet to discuss untenured faculty member's annual evaluation and updated cv.
- The Chair/Director may arrange for a third formative assessment of the Faculty Member conducted by the Internal Mentor, the External Mentor, a member of the Master Teacher program, or a tenured faculty member with expertise in the discipline. The formative assessment should include classroom observation and review of syllabi and other supporting materials. After the classroom observation, the two will meet and a formative assessment letter will be sent to the Chair/Director. This letter is for information purposes, and is not required for annual reports or P&T applications, though it may be included in supplemental portfolios if the Faculty Member chooses.
- Attend any relevant workshops offered by the Office of the Provost.

### **Year 5**

- In the fall, the Chair/Director and senior faculty members begin working on a list of potential external reviewers for the Faculty Member, as these scholars need to be contacted early in the spring semester. At the start of that semester, the Chair/Director and the Internal Mentor assist the Faculty Member in the process of assembling the portfolio for application for tenure and promotion.

- Attend workshops specifically designed for faculty applying for P&T in the subsequent year, offered by the Office of the Provost and/or University P&T Committee.