

Mentoring Faculty in the
Department of Communication Disorders

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The mentoring of tenure track junior faculty in the Department of Communication Disorders is a combination of formal chair guidance and informal peer assistance.

From the Chair:

1. The departmental chair begins the mentoring process with clear and detailed explanations of the promotion and tenure process during the interview and recruitment stage. The conversation is a thorough presentation of P&T criteria as set forth in Chapter 3 of the Faculty Handbook.
2. The new faculty member is supplied with a research start-up package that is cost-shared by the department, the dean, and the vice president for research
3. The new faculty member is provided a reduced teaching load for the first year (e.g. 3-4 courses rather than 5 courses in the academic year) with the expressed purpose of encouraging initial research efforts
4. The new faculty member is required to attend the university's new faculty orientation session in the fall
5. The new faculty member is encouraged to attend an IRB training session
6. The faculty member is provided with a departmental stipend of \$1,000 annual travel funding to support their professional development
7. The faculty member is provided with a departmentally-funded graduate research assistant for 10 hour/week annually during the tenure-track years
8. At some point during the first mid-semester, the chair and the new faculty member talk about progress made setting in motion their research program:
 - (1) progress in setting up equipment gained in the start-up package and how operational this research program is
 - (2) progress in submitting the dissertation for journal publication
 - (3) what the department can do to help along these two fronts

9. The first (and each) annual review between chair and the new faculty member discusses both the performance made during the year and their professional goals for the next year; specifically:
- (1) progress in dissertation publication
 - (2) progress in running new subjects with start-up equipment
 - (3) what the new faculty member needs by way of department support to be successful
 - (4) this is also an opportunity to review promotion and tenure expectations espoused in the Faculty Handbook
10. The new faculty member is encouraged to attend the spring P&T workshop put on by the provost.

From Faculty Peers:

Rather than assigning one faculty mentor to a new faculty member, the size and collegial nature of the department is such that all departmental colleagues are available at all times to assist. Forms of assistance include the following.

1. Informal conversations about teaching
2. Informal conversations about research/research expectations
3. Availability to review journal articles and grant proposals for feedback before submission
4. Availability to collaborate on research projects