**Mentoring Plan for   
Tenure Track Faculty**

Department of   
(*Department Name*)

(*School/College/Unit*)

Wayne State University

(*Date*)

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# Introduction

New faculty arriving to the Department of (*Department*) at Wayne State University (WSU) will need strong departmental and university support in order to succeed during the course of their probationary period as faculty members. In order to help ensure the success of our faculty, this faculty mentoring plan will be implemented to guide new faculty through three key areas of development (i.e., research, teaching and service). The skills and support needed in each of these areas varies substantially. Thus, the faculty will need access to specific expertise that may or may not be available from any single faculty mentor. This document serves as a guide to the faculty mentor as well as the mentee in order to provide the best chance for new faculty member success.

# Selection of Faculty Mentor

Faculty mentors will be selected from existing department faculty members who have appropriate background and experience to provide the faculty mentee with timely advice on a range of topics that covers research, teaching and service. In general, faculty mentors will be chosen from among tenured department faculty or faculty members who are in departments or disciplines with interests that are closely aligned with the mentee’s research interests. Faculty mentors will be briefed by the department chair and leadership team so that the mentor has a complete understanding of the mentoring goals and timelines.

(*Insert Faculty Consult*) will consult with the Department Chair, (*Name*), in the initial selection of mentors for (*New Faculty Member*).

# Goal-Setting for Mentored Faculty

Mentoring of new tenure-track faculty will be conducted with the following goals to ultimately achieve success in promotion and tenure (P & T):

## Research

1. To guide the mentee toward and into the development of a focused, realistic and achievable program of extramurally-funded research.
2. To monitor usage of the mentees startup package resources to support completion of short-term research goals within the agreed upon startup period and the development of a long-term funding plan for support of ongoing research.
3. To identify WSU and other resources that will help the new faculty mentee develop and improve research competitiveness for securing internal (WSU as the source) and external (e.g., National Institutes of Health and others) research funds and proficiency in scientific publication.
4. Especially during the first year, to facilitate networking on campus with other units, including the School of Medicine.
5. To attend appropriate scientific conferences and professional society meetings in order to establish, strengthen and expand the mentee’s functional research network in support of securing research grant funding and collaboration opportunities.

## Teaching

1. To support the faculty mentee in the development of a teaching philosophy and development of course teaching responsibilities that support education of students and graduate students (e.g., Masters and PhD) who are trained in the (*Department*) and other programs at WSU.
2. To support the faculty mentee in developing new course materials (e.g., syllabi, required course content, elective course content) as appropriate to the (*Department*) program.
3. To support the faculty mentee in the development of strategies for advising students and developing student research programs that expand student training and learning opportunities within the (*Department*) program.
4. After the first year of employment and beyond as appropriate and desired, attend other professional society meetings to establish relationships with other educators and researchers.

## Service

1. To work with the faculty mentee to identify local, state and national opportunities for serving the WSU and broader academic community through committee service and other professional activities.
2. To support the faculty mentee in the judicious application of professional and scientific expertise in service to WSU and the community.
3. To support professional development of new skills that will increase his service value to WSU and communities in Detroit, in Michigan and elsewhere.
4. To identify community service opportunities for the mentee that expand the community outreach by the (*Department*) and (*School/College*) by meeting needs identified by community members and organizations in the greater Detroit metropolitan area.

# Approach to Faculty Mentoring

## Regularly scheduled mentoring sessions

Faculty mentors will establish a regular meeting schedule (at least monthly) that allows the mentor and mentee to meet and review progress, identify new resources and plan for future activities that fall under the areas of research, teaching and service.

## *Ad hoc* meetings

Faculty mentors will schedule *ad hoc* meetings in order to respond to urgent or time-sensitive issues and to allow for flexibility in responding to questions or needs as they arise from the faculty mentee or mentor. If the primary faculty mentor is not available, a faculty alternate will be identified to support the mentee as needed.

## Support for attending WSU and external training programs

Faculty mentors will help the mentee conduct regular reviews of potential opportunities that most strategically address the research and professional development of faculty members who are in tenure-track positions. These training programs (e.g., OVPR PAD Seminars) will be identified to develop additional skills or experience in the areas of research, teaching and service in order to support the attainment of tenure in accordance with department and College expectations.

## Reporting and Monitoring

Faculty mentors and mentees will report regularly to the Chair and Directors on progress in the mentoring relationship. As (*Faculty Member*)assimilates into the (*Department*), (*School/College*) and the greater WSU community, they will be encouraged to identify other mentors within the College or elsewhere to meet mentorship needs according to mutual agreement. Additional mentors will be introduced to the Chair and leadership committee to facilitate mentee support.

# Specific Mentoring Activity Timeline

## Recruitment Phase

* Structure and Function: The Deans and Chair review academic and functional structures of the Department, the College, and University.
* Promotion and Tenure: The Deans and Chair review Promotion and Tenure processes and expectations at a high level.
* Workload: The Chair reviews teaching, research and service workload expectations.
* Responsibilities and Agreements: The Chair provides guidance and leadership in aspects of appointment, responsibilities, and support that do not necessarily appear in the letter of offer yet define the mutual understandings and agreements between (*Faculty Member*) and the department.

## Phase I (including August of first year hired)

### Activities Completed in August

* University New Faculty Orientation: New faculty member participation is expected.
* College New Faculty Orientation: New faculty member participation is expected.

### Activities Completed Within Two Months of Hire

* Introductions: The Chair welcomes the new faculty mentee on his first day and personally makes introductions to office and department members and key personnel.
* Human Resources / Information Technology Orientation: The new faculty mentee meets on day one and two with department and college Human Resources and Information Technology to review OneCard / AccessId, Insurance / health care options, withholding, parking, security, building and room access / security, collective bargaining agreement, Pipeline, Wayne Connect, Blackboard, WayneBuy, Travel Wayne and ProCard.
* Administrative and Teaching Mentors: The Chair works with new faculty mentees to select 1) an administrative mentor and 2) a teaching mentor in week 1. Each mentor meets with the new faculty member and proactively acquaints them with wide-ranging aspects of the appointment distinct from research, such as teaching, infrastructure, and people who get things done. Mentors are selected by mutual agreement between the new faculty member and the Chair based on factors that include levels of academic experience, common interests, and mentoring commitment and skill.
* Charge to Administrative and Teaching Mentors: Mentors are charged with meeting quarterly with the mentee, developing a meeting calendar, producing meeting minutes, preparing mutually acceptable goals which are reviewed annually, and reporting to the Chair.
* Recent Experience Repository: The Chair encourages new faculty member to speak with the most recent faculty hires for advice on navigating early choices and for learning new systems. The Chair engages recent faculty hires to initiate meetings.
* Faculty Development: The Director of Professional and Academic Development reviews academic areas and the department administrative assistant reviews non-academic areas of the Faculty Handbook with (*Faculty Member*).
* Research Handbook: The Associate Dean for Research reviews the latest WSU research resources and opportunities with the new faculty member.

### Activities Completed Within 6 Months of Hire

* Research Mentor: The Chair works with the new faculty mentee to select a research mentor once it is clear with whom the mentee has developed rapport and which faculty mentor candidate is most closely aligned in research interests and experience to assist the mentee to develop a successful scholarship and research program.
* Charge to Research Mentor: The mentor is charged with meeting at least quarterly, developing a meeting calendar, maintaining a record of meetings, preparing mutually acceptable goals which are reviewed annually, and reporting progress to the Chair.
* WSU Research Mentor Program: The Chair works with the faculty mentee and faculty research mentor to enroll in the WSU research mentor program.
* Networking: The Chair and mentors expand networking opportunities for the mentee, including invitations to present seminars and join research focus groups in other units.
* Journal Clubs: The Research Mentor and Chair encourages participation by the faculty mentee in journal clubs and other discussions and to begin regular research group meetings.

### Activities Completed Within 12 Months of Hire

* Grantstorming: New faculty member are encouraged to engage in Grantstorming to enhance grant application competitiveness. The faculty member presents a brief overview of planned grant submission including working hypothesis, specific aims and needed proof of principle data for interactive to be critiqued by 5-6 scientists on strategy, strengths, weaknesses, and concepts / areas of unexplored or unrecognized potential.
* NIH Workshop: New faculty members are supported to attend a 3.5 day NIH Regional Workshop on Program Funding and Grants Administration.
* Academic Career Advisement: New faculty member interacts with mentors to develop a clear approach to a successful academic career. This includes time management and project planning (calendars: 2-week, 3-month, 2-year), calendar milestones for major projects (grants, papers, etc), setting aside writing time that is protected and recorded on calendar.
* Research Collaborations: The research mentor and Chair collaborate with the faculty member to facilitate collaborators inside and outside the department in areas of strength that have been targeted for development of research awards.

### Recurring Activities

* Monthly Progress Meetings: The new faculty mentee meets regularly with the Chair to review progress, strategies, planning and barriers involving publication, grant submission, teaching, professional service, personnel, physical facility support for research, infrastructure including ordering, hiring, travel, equipment, collaborations, and professional positioning for promotion and tenure. If desirable, one or more mentor may participate. Meeting topics include strategies for overcoming barriers (dealing with former mentors, collaborators, etc), consideration of publication decisions and authorship issues, assistance with responses to negative grant / paper reviews, etc. The new faculty mentee submits in advance of each meeting status lists for manuscripts and grants as well as a list of issues.
* Scholarship Plan: The new faculty mentee develops a rolling three-year scholarship plan that includes a table of scientific manuscripts and a table of proposed grants where each entry is annotated and updated.
* Professional Development: Pre-tenure faculty members receive departmental funding to attend at least one scientific meeting annually of greatest important for professional development.
* Internal Development: New faculty member are encouraged by mentors and Chair to participate in WSU PAD and other development programs that are relevant to his professional growth and success (examples: grant writing, teaching portfolios, balancing family life with academic career, Wayne leads, etc).
* Promotion and Tenure Committee: The progression of every pre-tenure faculty member toward successful promotion and tenure is reviewed annually by the department’s Promotion and Tenure Committee. Faculty mentors should review the creation and editing of the *Professional Record* document that must be updated each year by the faculty member.
* Meritorious Performance: The academic performance of every department faculty member is quantitatively assessed on an annual basis by the department’s Faculty Salary Review Committee.

# Overall Expectations of Mentored Faculty

* Mentored faculty are expected to actively engage with mentor, which includes, bringing work product to every meeting, completing requests, and keeping mentors and the Chair fully informed.
* Mentored faculty are expected to develop written statements of lab values, worker expectations and commitments plans.
* Mentored faculty members are expected to develop prioritized one- and five-year professional goals with key action steps to support their accomplishment.

## Dos and Don’ts Mentor and Chairs

Dos:

* Breakdown difficult tasks into manageable blocks and activities.
* Review lab management, especially personnel interactions as needed.
* Assess papers, grant applications, sheets; developing effective strategies.
* Plan teaching assignments and make adjustments as needed.
* Interact like a concierge to connect mentee with other key researchers.
* Develop approaches to limit / resolve workplace or professional conflict.
* Advise on when, on what, and how to say NO.
* Assist in getting faculty member invited to editorial boards, review panels, workshops.
* Encourage participation in journal clubs and regular group meetings.
* Monitor and balance research, teaching, and service time commitments.
* Support faculty in coming to difficult decisions and taking difficult but needed actions.
* Learn what is negotiable, what is not negotiable, and how to negotiate.
* Review when / how to ask others to do things related to your research or teaching.

Don’ts:

* Be too aggressive, but still hold faculty member’s feet to the fire.
* Be too negative, but still give appropriate constructive criticism.
* Take things over, but be a sounding board.
* Give faculty fish, but “teach them to fish.”
* Be too busy to mentor, but be available.