

## **Policy on Orientation and Mentoring of New Full-Time Faculty Members**

### **A. Orientation**

Full-time faculty members new to HSB are given a course release which encompasses 120 hours, divided in half over the fall and spring semesters.

During the first year of service, a new faculty member will keep a log of orientation/development activities along with the approximate time spent, as well as a summary of the activity and useful observations.

#### **1. Initial activities**

Faculty members new to HSB in a full-time status are required to attend the following orientation activities at the beginning of the academic year:

1. New faculty orientation conducted by Human Resources;
2. University-wide orientation for all new faculty members;
3. Meeting with the ADAA for a review of HSB policies and procedures;
4. Center for Teaching and Learning (CTL) Faculty Development Day

#### **2. Ongoing activities**

Throughout their first academic year, new full-time faculty members shall engage in the following activities:

1. Attend two to three (2-3) CTL offerings per semester in addition to items 2 and 3 of this subsection;
2. Attend CTL Faculty Development Day in January;
3. Attend CTL Faculty Development Day in May;
4. Attend as these become available, training or updates related to FERPA, Title IX, Active Shooter, Safe Zone, etc.; and
5. Attend, for faculty members teaching in undergraduate programs, new advisor training conducted by Academic Advising.

New faculty members will then apportion the remainder of those 60 hours each semester among the following activities:

1. Observations of teaching by other HSB faculty members;
2. Sit-in on the critical thinking course's class meetings (first semester);
3. Sit-in on other HSB faculty members' advising sessions; and
4. Sit-in on GCAC or UCAC meetings, as time permits and agenda items are of interest.

### **B. Mentoring for New Faculty Members**

#### **1. Introduction**

The HSB Faculty Mentoring Program (Program) is intended to be a useful way of assisting new faculty members to adjust to the HU and HSB environments. Assistance from a faculty member may serve as a valuable supplement to the guidance and help of the department chair. The success of the Program and ultimately of the new faculty member's acclimation are dependent upon the new faculty member, the mentor and the department chair taking an active role in this process.

## **2. Responsibilities of the Department Chair**

Once a new faculty member is hired, the HSB department chair confers with appropriate HSB faculty members about a beneficial match between the new faculty member and an existing faculty member. Mentors may be from a different department than the one to which the new faculty member is assigned.

In addition to the usual duties of scheduling, evaluating, and being a resource for the new faculty member, the chair is responsible for advising new faculty members on matters pertaining to academic reviews and advancement.

## **3. Responsibilities of the Mentor**

Once appointed, the mentor contacts the new faculty member to schedule a meeting between them as soon as reasonably possible. The mentor meets with the faculty member on a regular basis during the first two years.

The mentor's role is to familiarize the new faculty member with the campus and its environment; to assist in networking with colleagues both within and outside the HSB; to help the new faculty member in developing an awareness of policies and procedures, to provide constructive criticism and encouragement and compliments on achievements; and to provide feedback in sorting out priorities, e.g., balancing teaching, scholarship, and service.

The mentor, where appropriate, should treat all interactions and discussions in confidence.

## **4. Responsibility of the New Faculty Member**

The new faculty member should keep his or her mentor informed of any problems or concerns as they arise and attend the regular meetings with the mentor.