

A Chair's Role in Stages of the Faculty Career: **Early-Career Faculty**

UW ADVANCE

Spring Quarterly Leadership Workshop

May 25, 2018

AGENDA

- | | |
|---------------|---------------------------------|
| 10:30 – 10:40 | Welcome and Introductions |
| 10:40 – 11:20 | Panel Overview |
| 11:20 – 11:50 | Large Group Discussion |
| 11:50 – 12:15 | Small Group Activity: Caucusing |
| 12:15 – 12:20 | Wrap-up and Evaluations |
| 12:20 – 1:00 | Networking Lunch |

Panelists

- **Xiao Ping Chen**, Professor of Management and Associate Dean for Faculty and Academic Affairs, Foster School Of Business
- **Catherine Cole**, Professor of Drama and Divisional Dean of the Arts
- **Chad Allen**, Professor of English and Associate Vice Provost for Faculty Advancement

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NEW FACULTY ON-BOARDING AND MENTORING

Xiao-Ping Chen, Ph.D.

Associate Dean for Faculty and Academic Affairs

Philip M. Condit Endowed Chair Professor in Business Administration

FOSTER
SCHOOL OF BUSINESS

Welcome to Foster!



New Instructor Reference Guide

1. Getting Started Checklist
2. Getting Started – Employment, Employee and System IDs, etc.
3. University Policies and Practices – Including UW New Employee Orientation
4. Finding Your Way Around and getting set up– Buildings, Offices, Parking, etc.
5. Computer Systems and Email, including “Help Desk” resources available
6. Instructional Resources – Instructor Development, Course Development, Classrooms
7. Testing, Grading, and Resources for Students
8. Tips for Effective Teaching
9. Expectations for Undergraduate Courses
10. Tips for Teaching in the MBA Program
11. Department Specific Information and Resources

A welcome luncheon

- Yummy food
- Information sharing
 - School vision, mission, and values
 - School overview (dept, program, center, community)
 - Important milestones
 - Annual performance expectation and evaluation
 - Teaching resources, peer observation, and evaluation
 - Promotion and tenure criteria and processes
 - Professional development resources
 - Mentoring program
- Q&A

Foster Faculty Mentoring Program

- All tenure track faculty and full-time lecturers
 - Mandatory for new faculty and voluntary for existing faculty
 - Does not replace informal mentoring
 - Minimum one lunch /quarter, charged to school account
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- Matching mentor and mentee (survey)
 - Reminding about lunch every quarter
 - Soliciting feedback at the end of school year (anonymous survey)
 - Conducting analysis and writing report
 - Sharing report with all faculty

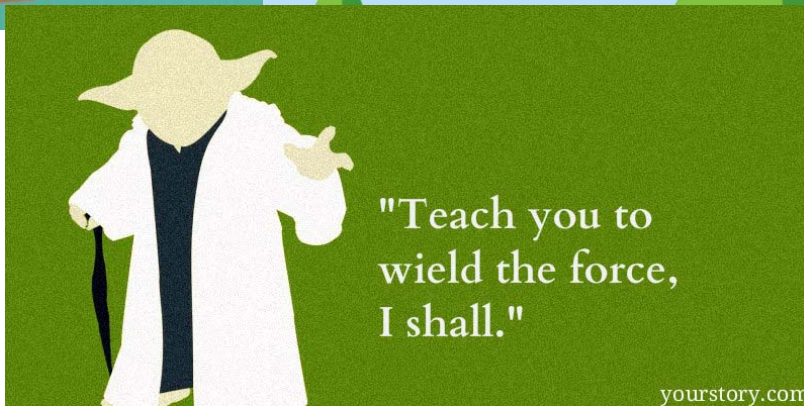


Catherine M. Cole

Divisional Dean of the Arts

A CHAIR'S ROLE IN EARLY-CAREER FACULTY CAREERS

What kind of mentoring?



Complex needs = networks rather than gurus



A culture of mentoring



Mentoring



Establishing a departmental culture of mentoring

- ▶ Does your department have an Inclusive culture?
 - ▶ Inclusion can be defined as: a work environment in which all individuals are treated fairly and respectfully, have equal access to opportunities and resources, and can contribute fully to the organization's success.
- ▶ Is departmental decision-making transparent?
- ▶ Are *all faculty* (and staff) engaged in welcoming new faculty and connecting them to resources they need?
- ▶ Are P&T procedures and standards clear and consistent for everyone?
- ▶ Is the dept open to updating P&T practices and expectations to embrace changes in the field?



Empowering junior faculty to identify needs and resources

- ▶ Identify what information and resources a new junior faculty needs.
- ▶ Connect them with appropriate resources: information, people, organizations on campus, etc. It doesn't all have to come from one person. Disrupt the hierarchies. Be aware of power differentials.
- ▶ Who is in the junior faculty member's network of advisors—internal to the department as well as connections outside the department on campus and nationally? Is there any component that is missing?
- ▶ Clarify *procedures* for personnel review, as well as department/discipline-specific expectations for P&T. Guide new jr. faculty to relevant UW policy documents. Key issue: knowledge about process = agency.

Old v. new mentoring models



**“Will you
measure up?”**

“We are invested in your success”



The Regular Conference: An Opportunity for Coaching and Mentoring

Chadwick Allen

Associate Vice Provost for Faculty
Advancement

UNIVERSITY *of* WASHINGTON



Key Questions

- > What materials does your colleague submit for annual review?
- > Who is involved in the “conversation”?
- > Is it actually a *conversation*?
- > How is your colleague informed of their formal assessment?



Key Questions

- > How is your colleague's work related to diversity, equity, and inclusion brought into the conversation?
- > What formal mechanisms are in place for *coaching* your colleague toward success?
- > What formal mechanisms are in place for *mentoring* your colleague?



Key Questions

- > **What formal mechanisms are in place for your colleague to respond to the review process and to the official assessment of their work in research, teaching, and service?**
- > **What formal mechanisms are in place for helping your colleague set goals?**



SMALL GROUP ACTIVITY: CAUCUSING

Caucusing by Department Size

- Un-departmentalized Units
- Small Departments
- Medium Departments
- Large Departments

CONCLUSION AND EVALUATIONS

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NETWORKING LUNCH