

## **Departmental Mentoring Plan Women's Studies Program**

The Women's Studies Program affirms the value of mentoring and formative evaluation. We seek ways in which we may support one another intellectually, pedagogically, and personally through formative evaluation and to enrich the Women's Studies Program.

Women's Studies will offer the opportunity for junior or senior faculty in other departments, who teach cross-listed courses with Women's Studies, to engage in formative evaluation through Women's Studies program in addition to the formative evaluation being carried out in their home department. We would be flexible in using the program offered below and coordinating classroom visits with those conducted in their home department for the benefit of the faculty member under review. We recognize that our colleagues in other departments may find it valuable to access a community of faculty trained in and supportive of feminist pedagogical techniques and strategies respond to their work in and out of the classroom.

With regard to colleagues housed in Women's Studies, we recognize that junior faculty have additional need for support and feedback as they are moving through the tenure process, so we have created a more directly engaged process in their case, as described below.

### ALL WOMEN'S STUDIES FACULTY

#### Formative Evaluation of Teaching

- ❖ Each faculty shall engage in formative evaluation every 3-5 years.
- ❖ The faculty member shall choose two observers from the Women's Studies faculty, at least one of whom is a senior colleague.
- ❖ She shall arrange at least two classroom observations for each observer, though both observers may visit the same classes.
- ❖ The observer and observee should engage in conversation preceding the classroom visits to provide context for the class session.
- ❖ The observer and observee should have a conversation subsequent to the class to debrief.

#### Mentoring Menu

In addition to the required classroom visits, the faculty member shall then choose at least one from the following menu of options to engage with her colleagues about teaching, research, and service. These following menu opportunities may take place at a departmental retreat or retreat of core faculty; they may be hosted by the Women's

Studies program or other entity on campus (or off, such as the GLCA), or they may be arranged by faculty independent of the program.

- ❖ Cluster-conversations with colleagues who also teach in Women's Studies.
- ❖ Cluster-conversations with colleagues who teach or have taught common courses.
- ❖ Sharing of syllabi, texts, and other materials.
- ❖ Consultations with colleagues in the program about dynamics that affect pedagogical choices for Women's Studies courses.
- ❖ Reading groups on pedagogical or course materials.
- ❖ Participation in pedagogical sessions offered by entities, such as the GLCA or Ohio 5 consortia.
- ❖ Other processes developed in consultation with the persons the faculty member has chosen to mentor her. These processes should be shared with the program director, so she may be kept abreast of the faculty member's mentoring program.

For junior faculty in Women's Studies:

- ❖ Each faculty shall be observed by a colleague in Women's Studies each year. The faculty member may choose to have an observer each semester.
- ❖ The observer and observee should engage in conversation preceding the classroom visits to provide context for the class session.
- ❖ The observer and observee should have a conversation subsequent to the class to debrief.
- ❖ The Program Director should have a conversation with the faculty member *each semester* regarding teaching, scholarship, and service.
- ❖ In the event that the faculty member is a joint appointment, the chairs of the two departments should remain in contact with one another with regard to the faculty member's development and mentoring, as well as with regard to material matters such as teaching assignments and departmental responsibilities. Chairs should meet jointly and individually with the faculty member to make sure the faculty member is receiving necessary support, that responsibilities of all parties are clear, and that lines of communication are open and functioning.
- ❖ The faculty member may choose a particular mentor outside of the core faculty of the Women's Studies Program, in addition to her colleagues in the program, to

guide her in the process of developing her own teaching, research, and service strategies.

- ❖ The faculty member should choose from the Mentoring Menu above to support her and enhance her development.
- ❖ The Women's Studies Program and the program director have an obligation to make the options on the Mentoring Menu available to junior faculty by planning retreats or other venues in which such mentoring conversations can take place.