# Three to Six Month Check-In

“The primary reason why faculty in academic units underperform has to do with the culture and politics of the department . . . To avoid this, we can focus on three things:

1. how we are going to help new faculty integrate into the unit’s culture;
2. how are we going to connect them to the right people and help them form   
   the right relationships;
3. how are we going to be sure that we really align expectations in every direction   
   so that they’re set up for success…”

– adapted from Michael Watkins, author of “The First 90 Days”

It is one of the Chair’s responsibilities to ensure that the new faculty member understands the political landscape in which the department operates. Additionally, the Chair’s role is to provide clear expectations about how the faculty member contributes to the culture within the department. The following are important conversations for the Chair to have with the new faculty member. This is a dialogue, a reciprocal conversation that fosters the strong and supportive relationship between the Chair and faculty. Below are some suggested prompts or questions for consideration.

## Suggestions for the End of Semester Conversation

* From your perspective, what are the highs and lows of your first semester?
* Provide specific feedback to the new faculty member. Offer key insights of the successes you have observed during the new hire’s first semester as well as areas for growth. Be specific about how the new faculty can improve their teaching, research and work.
* Review first semester teaching and discuss student evaluations and how their research is going.
* How is your relationship with your mentor going?
* How can I help you prepare for next semester?
* What are some of the most important connections you have made?
* Is there anything I need to do more of for your success? Anything I need to do less of?
* How are you acclimating to our department norms and culture? How would you describe collegiality within our department?
* Review Individual Development Plan (IDP) and set goals for next semester.
* What leaders can I connect you with across campus that will accelerate your understanding of our campus or advance any of your goals?
* What resources have you found most useful?

A work culture is defined by the worst behavior it is willing to tolerate.

## Goal of this Check-in

The goal of this check-in is to make sure the new faculty member is prepared for the next semester, to see what lessons have been learned in their first semester, and what gaps still exist for them to feel successful. The checklist on page 1 covers the minimum crucial topics to have with your new faculty. Depending on circumstances, the following items may be considered for your dialogue – delivered in your own words and style.

* Do you have any gaps in the resources or training you need to be effective in teaching   
  and research?
* How are you finding the support provided by the [Academic Technology](https://at.ufl.edu/) department?
* How would you describe the connections you are making with the students you teach and mentor?
* Are there any affinity groups you would like to become involved with?
* Review the land-grant mission perspective.
* Address any concerns that do not foster a welcoming and respectful culture or the accommodations the faculty member might need to feel more included.
* Discuss shared governance and promoting understanding of what that means.
* Are there international concerns I should be aware of or can assist you in resolving?
* Are there specific extracurricular interests or activities that you can connect them with in Gainesville or Florida?
* Is there anything you would like to learn more about?
* Have you met faculty in other departments?
* What professional networking organizations have you become involved in? Are there others that you may want to be a part of?