Policies Pertaining to Mentoring

School of Architecture and Planning

Nov 5, 2014

**A. Faculty policy and Procedures on Promotion, Tenure, Annual and Post-Tenure Review, and Sabbatical Leave. School of Architecture and Planning, April 27,2010.**

Part II, Section A.

“*The individual faculty member is responsible to:*

*…*

*Mentor junior faculty as required*.”

Part II. , Section B

“*A program Director is responsible to:*

*…*

*Develop a mentoring plan for each tenure-track faculty member that includes assignment of a faculty mentor and provision for an annual review of progress with the mentee and the mentor*,”

**B. Community and Regional Planning Program**

**Policy on Promotion and Tenure, and Faculty Mentorship**

**School of Architecture and Planning**

**“*SECTION D: FACULTY MENTORSHIP***

*The following is the Community and Regional Planning Program’s mentorship program for Assistant and Associate Professors to promote their development and success as faculty members. The goal is to provide timely guidance for tenure and promotion and prepare them to submit compelling cases for advancement.*

*While Assistant and Associate Professors are free to seek out informal or formal mentors from across the campus and community, they will be assigned at least one formal mentor from within the Community and Regional Planning Program. For Assistant Professors, the formal mentor(s) will have the rank of Associate or Full Professor; the mentor(s) will meet with the junior faculty mentee throughout the mentee’s time to tenure, as reasonable and appropriate.*

*For Associate Professors, the formal mentor(s) will have the rank of Full Professor; the mentor will meet with the faculty mentee as reasonable and appropriate prior to the mentee’s promotion to the rank of Full Professor.*

*It is generally the responsibility of the mentee to initiate meetings with the mentor as issues and questions arise, but the mentor should plan to check in with the mentee at least twice each semester during the academic year.*

*Each mentoring relationship will be unique because of differences in personality, mentees’ and mentors’ prior knowledge and experiences, and many other factors. The following sections present common issues of concern and areas where new faculty – Assistant Professors and Associate Professors – often benefit from guidance; the information may be useful to senior faculty who are assigned as mentors.*

***Assistant Professors***

*Research and Publications*

* *Building an effective research program, including tips for mentoring research and project assistants on how to conduct rigorous research.*
* *Identifying and helping to approach funding sources, assisting in reviewing writing successful grant proposals, and helping to identify good graduate students.*
* *Learning how the grant process works at UNM and in the SAAP.*

*Teaching and Advising*

* *Learning details about course load, anticipated class size, academic level and preparation of students, and expectations regarding office hours.*
* *Getting tips on advising students and student advising responsibilities.*
* *Learning what it means to be the Chair of a CRP student’s thesis or professional project committee and what it means to be a committee member. Learning what constitutes a successful thesis or professional project in CRP.*
* *Understanding how best to teach CRP students so that they can be effective planners in the community.*
* *Sharing ideas about how to design courses and deliver them effectively, incorporating research into teaching, creating writing assignments and exams that are both rigorous and fair, and dealing with classroom management, cheating and difficult situations.*
* *Helping in securing a previous instructor’s class notes and syllabus if the new faculty is expected to teach an established course.*

*Requirements for Tenure and Promotion*

* *Helping to focus a program of research, scholarship, and teaching so that the Assistant Professor’s tenure dossier is cohesive and tells a compelling story.*
* *Getting a feel for general expectations regarding research funding, scholarship, and community engagement based on the Assistant Professor’s area of expertise.*
* *Understanding the requirements for mid-probationary review and tenure.*
* *Learning about the requirements for teaching reviews by colleagues (e.g., when and how often should these reviews occur? Who instigates them and how is the reviewer selected?)*
* *Learning what is required of faculty each year in the way of other evaluations. For instance, the IDEA evaluations for every course taught, and the School of Architecture and Planning’s Form A, which covers faculty activities for a calendar year (Jan-Dec), and which must be completed and reviewed with the Program chair each February.*

*Time Management*

* *Providing guidance on optimally allotting time among teaching, research, and service obligations in accordance with the School of Architecture and Planning Faculty Policy on Promotion, Tenure, Merit, Annual and Post-Tenure Review, and Sabbatical Leave.*
* *Clarifying expectations for committee work (at the Program, School, University, professional and community levels).*
* *Providing advice on how to maintain a healthy work-life balance.*

*Finding a Community or a Network*

* *Providing assistance and advice in finding a research community. Members from this community could serve as collaborators on research and scholarly projects.*
* *Learning the campus culture and integrating into it. Making introductions to faculty colleagues on campus who share similar research or teaching interests.*
* *Making introductions to partners in the community and profession.*

***Associate Professors***

* *Providing guidance on spending appropriate amounts of time on research, service, and teaching.*
* *Giving advice on when to prepare and submit dossier for promotion to full professor.*
* *Providing guidance for strengthening dossier where necessary.”*

**C. Architecture Program/Faculty**

**School of Architecture and Planning**

**University of New Mexico**

# Faculty Mentorship

Draft - November 16, 2012

**Geoff Adams, AIA, Director**

**Roger Schluntz, FAIA; Professor**

1. **PURPOSE**

The Mentorship Program established by the Architecture Program Faculty is intended to provide an informal, yet modestly structured, process that will assist new faculty members adjust to their new environment, both within the institution and in the larger community. At best, the mentoring program provides junior faculty with additional and quality guidance in building long and productive careers at the University of New Mexico. Over time, effective mentoring will enhance the development of a strong and diverse faculty while maintaining a respectful and positive work climate in which all members of the university community may thrive.

The Mentorship program is not intended to be evaluative nor, in any measure, judgmental of the junior faculty member. Faculty mentorship is not intended to replace or duplicate the responsibilities of the Program Director in his/her obligatory supervisory role with a junior faculty or other relationships.

1. **ORGANIZATION and PROCEDURES**

In consultation with both parties Junior faculty members are “paired” with one, and ideally *two*, senior faculty members by the Architecture Program Director. The Program Director will consult both parties to determine the quality of the “fit”, and as desired or deemed necessary, adjust assignments on a semester or annual basis. Providing mentorship shall be considered a part of a faculty member’s service load.

1. **MENTORSHIP ROLES: EXPECTATIONS and METHODOLOGY**

Although the role of the mentor is an informal one, a good relationship may contribute significantly to a new faculty member’s career development within the architecture program and the university, as well as general satisfaction. Long term goals for this engagement may also include developing visibility within the institution and the profession for the junior faculty member.

Pairs are expected to commit to regular meetings (at a minimum, twice monthly and ideally in informal settings), to address needs as well as formulate goals in different areas of importance for the junior faculty member.

1. **SUGGESTED/POSSIBLE TOPICS for ENGAGEMENT**

The mentor may provide invaluable assistance for the junior faculty member with some or all of the following:

* Familiarization with the university campus, the metro area, and physical surrounds.
* Introduction to other faculty members - intellectually and socially.
* Developing an awareness and understanding of relevant internal policies and procedures of the Program, School, and University.
* Understanding of faculty obligations with respect to committee and administrative assignments.
* Establishing priorities, as well as how to budget time in balancing with respect to research, teaching and service. (And how to say “no”.)
* Understanding of institutional resources that are available to assist and support faculty – teaching, grants and contracts, international programs, internal funding, personal issues/needs, etc.
* Knowledge of relevant seminars, conferences and opportunities for publication; support available for travel and student/graduate assistance.
* What to expect, or *not* expect, of staff members.
* Expectations one might have of graduate assistants.
* University and program standards for grading students.
* Program accreditation process and procedures.
* Awareness of the criteria that is used for teaching excellence, and how feedback may be obtained.
* How the merit and promotion systems works – or doesn’t work! And how to organize and maintain a portfolio of teaching, research, and/or creative accomplishment.