

***C&J FACULTY MENTORING PROGRAM***  
**Developed by C & J Faculty, Fall 2012**  
**Submitted to College of Arts and Sciences**  
**November 19, 2012**  
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CJ 402 Mentoring

402.1 Purpose, Mission

402.1.11 In line with our Departmental mission statement, mentoring efforts seek to create excellence in learning through academic scholarship, teaching, and service to the community and the field. As such, the Department embraces the spirit and practice of outstanding faculty mentoring.

402.12 Assistance from a well-respected mentor is an invaluable supplement to the guidance and assistance that a Department chair provides during the early years at UNM. The purpose of the C&J Faculty Mentoring Program is to assist incoming junior faculty to adjust to their new environment, succeed in their career goals, and develop a sense of belonging and membership within the Department and University.

402.13 This purpose is carried out through provision of a knowledgeable established faculty mentor, typically someone who is in the same type of position as the incoming faculty, who has achieved a long-term relationship (e.g., tenured, experienced Lecturer) with the Department and University.

402.14 For new incoming faculty appointed as Associate Professor or Professor, assignment of a mentor is less critical, but highly encouraged, to serve as a means of acclimating the new faculty member to C&J and UNM.

402.15 Department mentoring at all levels is rooted in an individually tailored Professional Development Plan (See Appendix, Sample: Professional Development Plan For Faculty Mentoring). Mentor and mentee should develop this plan during their initial interactions and on an annual basis evaluate progress toward goals in the plan. Annual evaluation of the plan's viability and applicability should also be conducted, and the plan revised accordingly to meet strategically the mentee's future goals.

402.2 Procedure

402.21 Chair Responsibilities

- a. The chair should inform new faculty about and ensure their attendance at UNM's new faculty orientation, which occurs each fall semester.

- b. The chair should advise new faculty on matters pertaining to academic reviews and advancement, although mentors are also encouraged to provide information to mentees based on their experience.
- c. The chair should ensure that mentors and mentees have current information on academic personnel process, Department policies, graduate student advising, and so forth (e.g. UNM Faculty Handbook, C&J Policies and Procedures).
- d. During each semester that new faculty join the Department, the chair should survey current faculty and ask for volunteers interested in mentoring new incoming faculty.
- e. Upon appointment of new faculty, Department Chair should appoint a volunteer mentor for the new faculty member.

#### 402.22 Mentor Responsibilities

- a. A good relationship with a supportive, active mentor contributes significantly to a new faculty member's career development and satisfaction. Although the role of mentor is an informal one, it requires dedication and time.
- b. After assignment to a new incoming faculty member, the mentor should contact the new faculty member in advance of arrival at UNM.
- c. The mentor should meet with the new faculty member on a regular basis over at least the first two years, ideally, at least one or two monthly face-to-face meetings.
- d. Mentors should encourage open communication via email, telephone, office hours, and so forth.
- e. The mentor should provide informal advice to the new faculty member on aspects of teaching, research, service, junior faculty research funding, staff responsibilities, and so forth, or be able to direct the new faculty member to appropriate others (see 402.3 Mentoring Content).
- f. The mentor should treat all dealings and discussions with mentee as confidential.
- g. There is no evaluation or assessment of the new faculty member on the part of mentor, only supportive guidance and constructive criticism.

- h. Mentors shall be held harmless regarding mentees' progress or any formal decisions made by the Department, College, or University regarding that progress.

#### 402.23 Mentee Responsibilities

- a. Mentees should encourage and attend scheduled meetings with mentors.
- b. Mentees should keep mentors informed of any problems or concerns as these arise.
- c. When input is desired for research or writing issues, mentees should leave sufficient time in the grant proposal or paper submission process to allow mentors time to review and critique drafts.
- d. Mentees should prepare key questions before each meeting, so that structured time with mentors is tailored to mentee's needs.
- e. Mentees should contact mentors between meetings should issues arise about which the new faculty member is unclear.
- f. Mentees should also access other established faculty members as informal mentors, as those faculty members' experience and expertise apply to issues that arise.

#### 402.24 Department-level Mentoring Procedures

- a. Each faculty meeting during the academic year should include time scheduled for "Mentoring Updates." These updates should focus on key issues of concern for new faculty members. The faculty meeting setting should allow for broad faculty input, including feedback from faculty members who did not volunteer to serve as mentors.
- b. The Department should schedule at least one colloquium early in the academic year, which focuses on new faculty mentoring.
- c. The Department should include a mentoring session at each fall retreat.

#### 402.3 New Faculty Mentoring Content (See Appendix, Tips for Mentoring & Mentoring Content)

Key areas of mentoring content should include, but are not limited to the following: responsibilities of involved parties; University and Department structure, decision-making, resources, and staff roles; teaching requirements, expectations, and student supervision; service requirements, committee structure, and Department

expectations; annual review process; issues related to research, publication, conferences, and funding.

#### 402.4 Mentoring Lecturers

##### 402.41 Lecture position Descriptions and Titles

Lecturers are professionals with appropriate academic qualifications, who are demonstrably competent in the relevant areas of the Communication or Journalism disciplines. While not eligible for tenure, Lecturers in each numerical class may hold the rank of Lecturer, Senior Lecturer, or Principal Lecturer.

##### 402.41.10 Titles

###### 402.41.10.1 Lecturer Positions.

These faculty are qualified professionals who are demonstrably competent in the subject matter of the courses to be taught, but who are not hired into a tenure-track position.

Lecturer I. These faculty are individuals who have qualifications equivalent to teaching assistants or graduate students and who are not currently graduate students at UNM in the same Department as their academic appointment.

Lecturer II. These faculty are qualified professionals who have completed all requirements except the dissertation for the terminal degree (or equivalent) in their fields of study and who are not currently graduate students at UNM in the same Department as their academic appointment. Lecturer II faculty may also be professionals who have the terminal degree but only limited experience in teaching or scholarly work, or for professionals who do not have the terminal degree but have extensive experience.

Lecturer III. These faculty are qualified professionals who hold the terminal degree (or equivalent) in their fields of study and who have additional experience in teaching and scholarly work.

###### 402.41.10.2 Higher-level Lecturer Positions

Senior Lecturer. Lecturers with at least five years of service who have demonstrated excellence as teachers and shown a conscientious interest in improving their teaching.

Principal Lecturer. Senior Lecturers with at least eleven years of service who have sustained consistently high standards in teaching, consistently demonstrated their wider service to UNM and its mission, and shown a conscientious interest in improving their teaching.

Principal Lecturers will continue to develop and mature with regard

to teaching, service, and professional activities.

#### 402.42 Mentors

Mentors for new Lecturers should be qualified professionals who are experienced Lecturers in the Department.

#### 402.43 Mentoring Procedure

Mentoring Lecturers should follow all the general outlined processes and responsibilities in Sections 402.1 and 402.2. Mentors and mentees should familiarize themselves with CJ403 Reviewing for markers toward promotion.

#### 402.44 Mentoring Focus and Content

Lecturers should be mentored regarding continued expectations in the following areas: teaching, service, and personal characteristics.

Mentoring the Lecturer involves proactive, intentional career planning and should begin with crafting a Professional Development Plan that takes the Lecturer's future goals into consideration. The Lecturer's subsequent work should respond to the strategic decisions the associate professor and his/her mentor have formalized in the plan. As such, mentoring should focus on the mentee's future professional goals.

Mentee with their mentors should annually update and review Professional Development Plans, tracking progress toward faculty member's long-term goal accomplishment and developing new long-range goals as appropriate.

The Professional Development Plan shall be a confidential document belonging solely to the Mentee.

### 402.5 Mentoring Assistant Professors

#### 402.51 Position Description and Title

Assistant Professors are typically new incoming faculty members who are competent in the subject matter of the courses to be taught and who have indicated a serious commitment to a faculty career. Assistant Professors are faculty who are beginning their probationary service. The Department expects Assistant Professors to increase their knowledge, improve their teaching ability, and to present the results of their scholarly work in ways appropriate to their field.

#### 402.52 Mentors

Mentors for new Assistant Professors should be tenured Associate or Full Professors in the Department. Preferably the senior faculty should have achieved tenure at UNM and understand firsthand the tenure process at UNM. The senior faculty mentor should have some experience at reviewing tenure cases in the Department in order to mentor new tenure-track faculty in productive directions.

#### 402.53 Mentoring Procedure

Mentoring Assistant Professors should follow all the general outlined processes and responsibilities in Sections 402.1 and 402.2.

Mentors should familiarize mentees with the University's professorial-rank descriptions and University-level promotion guidelines. Mentors should ensure that mentees are familiar with the Departmental criteria for tenure and promotion and description of position expectations (See C&J Tenure and Promotion Policy XXX). The Department follows the outlined criteria in the UNM Faculty Handbook (Section B- POLICY ON ACADEMIC FREEDOM AND TENURE).

#### 402.54 Focus/content

Assistant Professors should be mentored regarding continued expectations in the following areas: scholarly work, teaching, service, and personal characteristics.

Mentoring the assistant professor involves proactive, intentional career planning and should begin with crafting a Professional Development Plan that takes the associate professor's future goals into consideration. The assistant professor's subsequent work should respond to the strategic decisions the associate professor and his/her mentor have formalized in the plan. As such, mentoring should focus on the mentee's future professional goals.

Mentee with their mentors should annually update and review Professional Development Plans, tracking progress toward faculty member's long-term goal accomplishment and developing new long-range goals as appropriate.

Mentoring should pay careful attention to protecting the mentee from over-extension on teaching, mentoring, and service.

The Professional Development Plan shall be a confidential document belonging solely to the Mentee.

#### 402.6 Mentoring Associate Professors

The Department is committed to continuing the mentoring process beyond that of entry-level faculty positions and mentoring professors at the associate-level. Mentoring at this level is of crucial importance because it is the primary pipeline from which institutional leaders emerge. The Department strongly endorses mentoring in terms of the career-development needs of mid-career faculty.

#### 402.61 Position Description and Title

Individuals who have acquired significant experience beyond the terminal degree are appropriate for this faculty rank. They shall have demonstrated competence as teachers and have shown a conscientious interest in improving their teaching. They shall have demonstrated a basic general understanding of a substantial part of their discipline and have an established reputation within and outside the University in their fields of scholarly work. This implies scholarly work after the terminal degree sufficient to indicate continuing interest and growth in the candidate's professional field.

#### 402.62 Mentors

Mentors for Associate Professors should be tenured Full Professors. If Full Professors are unavailable within the Department, the Chair and Associate Professor should make all effort to locate a Full Professor in another UNM Department or another University to mentor the Associate Professor.

Preferably, the Full Professor should have achieved this rank at UNM and understand firsthand the associate-to-full tenure process at the University. The Full Professor should have some experience at reviewing associate-to-full cases in order to mentor Associate Professors in productive directions.

#### 402.63 Mentoring Procedure

Mentoring Associate Professors should follow all the general outlined processes and responsibilities in Sections 402.1 and 402.2.

Mentors should familiarize mentees with the University's professorial-rank descriptions and University-level promotion guidelines. Mentors should ensure that mentees are familiar with the Departmental criteria for tenure and promotion (See also CJ403 Reviewing sections for promotion evaluations). The Department follows the outlined criteria in the UNM Faculty Handbook (Section B- POLICY ON ACADEMIC FREEDOM AND TENURE).

#### 402.64. Mentoring Focus and Content

Associate Professors should be mentored regarding continued expectations

in the following areas: scholarly work, teaching, service, and personal characteristics.

Mentoring the associate professor involves proactive, intentional career planning and should begin with crafting a Professional Development Plan that takes the associate professor's future goals into consideration. The associate professor's subsequent work should respond to the strategic decisions the associate professor and his/her mentor have formalized in the plan. As such, mentoring should focus on the mentee's future professional goals.

Mentee with their mentors should annually update and review Professional Development Plans, tracking progress toward faculty member's long-term goal accomplishment and developing new long-range goals as appropriate.

Mentoring should pay careful attention to protecting the mentee from over-extension on teaching, mentoring, and service. Although associate professors typically have higher service requirements than assistant professors, over-extending in the areas of teaching, mentoring, and service is directly associated with delayed promotion for associate professors.

The Professional Development Plan shall be a confidential document belonging solely to the Mentee.

## 402.7 Mentoring Professors

### 402.71 Position Description and Title

Faculty members who have attained high standards in teaching and who have made significant contributions to their disciplines carry the title Professor. These faculty have developed expertise and interest in the general problems of University education and their social implications, and have shown the ability to make constructive judgments and decisions.

### 402.72 Mentors

Professors should seek mentors who have experience in their area of interest (e.g., administration, national service), most likely persons who are also full professors. Professors should take a proactive stance in seeking mentors inside and outside of UNM, depending on the content and focus of their Professional Development Plan.

### 402.73 Mentoring Procedures

Professors and their mentors should negotiate and design a tailored approach to mentoring that fits the Professor's long-range goals as identified



in the Professional Development Plan.

#### 402.74 Mentoring Content and Focus

Professors will continue to develop and mature with regard to teaching, scholarly work, and the other qualities that contributed to earlier appointments. Mentoring at this level will be highly idiosyncratic and focus on content areas that mark the Professor's areas of interest.

The Professional Development Plan shall be a confidential document belonging solely to the Mentee.

#### 402.8 Mentoring Postdoctoral Fellows

The Department is committed to developing promising new scholars and supports mentors Post-doctoral Fellows in the directions of their desired future goals.

##### 402.71 Position Description and Title

A postdoctoral fellow is a temporary faculty member who is engaged in special study and research after achieving the terminal Ph.D.

##### 402.72 Mentors

Mentors for postdoctoral fellows are tenure-track or tenured faculty members, as appointed by the Department chair. Ideally, the chair should match the Fellow's research focus with a similar focus on the part of the mentor.

##### 402.73 Mentoring Procedures

Mentoring Postdoctoral Fellows should follow all the general outlined processes and responsibilities in Sections 402.1 and 402.2.

##### 402.74 Mentoring Content and Focus

Mentoring the postdoctoral fellow involves proactive, intentional career planning and should begin with crafting a Professional Development Plan that takes the fellow's future goals into consideration. The fellow's subsequent work should respond to the strategic decisions the associate professor and his/her mentor have formalized in the plan. As such, mentoring should focus on the mentee's future professional goals.

Mentee with their mentors should annually update and review Professional Development Plans, tracking progress toward post-doc fellow's long-term goal accomplishment and developing new long-range goals as appropriate.

The Professional Development Plan shall be a confidential document belonging solely to the Mentee.

#### 402.75 Semi-annual Reviews

At the end of each semester, mentors and mentees should meet and review progress toward goals in the Professional Development Plan. Should goals be unmet or insufficient progress toward goals be evident, remedial resources and objective should be located or developed.

### Sample: Professional Development Plan For Faculty Mentoring

|               |  |                          |
|---------------|--|--------------------------|
| Mentee:       |  | Date of DPD development: |
| Mentor:       |  |                          |
| Review Dates: |  |                          |

**Goals and Objectives: In line with C&J’s mission, PDPs should focus on creating excellence in learning through academic scholarship, teaching, and service to the community and the field.**

Scholarship Goal: Overall goal statement for faculty member (e.g., “To develop a national and international reputation as a key organizational communication scholar in the areas of emotions and positive organizing.”)

Objective #1 (Should include deadline by which objective will be met, measurable objective, objective within faculty member’s control)

| Objective #1   | Article Submission Dates |  |
|--|--------------------------|--|
| (e.g.,) By July 30, 2012 <sup>1</sup> I will have at least 4 articles under review in communication or journalism journals.  | Date #1:                 |  |
|  | Date #2:                 |  |
|  | Date #3:                 |  |
|  | Date #4:                 |  |
| Objective #2   |                          |  |
| (e.g.,) By July 30, 2012, I will have at least 2 articles under review in top-tier communication or journalism journals.   | Date #1:                 |  |
|  | Date #2:                 |  |
| Objective #3   |                          |  |
| By June 30, 2013, I have at least 4 more articles under review in communication or journalism journals, totaling at least 8 distinct articles sent out for review. | Date #1:                 |  |
|  | Date #2:                 |  |
|  | Date #3:                 |  |
|  | Date #4:                 |  |

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<sup>1</sup> Usually one year from employment start date or semester-by-semester objectives

|   |          |  |
|---|----------|--|
| Objective #4  |          |  |
| By June 2014, I will have at least 3 more articles under review in communication or journalism journals totaling at least 11 distinct articles sent out for review. | Date #1: |  |
|   | Date #2: |  |
|   | Date #3: |  |
|   |          |  |
| Objective #5  |          |  |
| In any given AY, I will have the revision completed and resubmitted within 30 days of receiving any Revise and Resubmit decision from journal editors.              |          |  |

| Manuscript | R&R decision date | Revision resubmitted date |
|------------|-------------------|---------------------------|
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|   |                     |  |
|---|---------------------|--|
| Objective #6  |                     |  |
| By June 30, 2013, I will have reviewed at least one journal manuscript. | Date Completed      |  |
|   |                     |  |
| Objective #7  |                     |  |
| By June 30, 2013, I will have presented at least two conference papers. | Conference paper 1: |  |
|   | Conference paper 2: |  |
|   |                     |  |
| Objective #8  |                     |  |
|   |                     |  |
|   |                     |  |
| Objective #9  |                     |  |
|   |                     |  |
|   |                     |  |
| Objective #10   |                     |  |
|   |                     |  |
|   |                     |  |
|   |                     |  |

Goal Teaching: To continually improve the range and quality of my pedagogical skills.

|   |                 |  |
|---|-----------------|--|
| Objective #1  |                 |  |
| By June 30, 2013 I will have taught at least one section of CJ340: Communication in Organizations                           | Semester taught |  |
|   |                 |  |
| Objective #2  |                 |  |
| My end-of year IDEA score average for the first two semesters' teaching will be 4.0 or higher (8/2012-5/2013)               | Fall average    |  |
|   | Spring average  |  |
|   |                 |  |
| Objective #3  |                 |  |
| By June 30, 2013 I will have taught one graduate level course in research methods, theory, or organizational communication. | Semester taught |  |
|   |                 |  |
| Objective #4  |                 |  |
| By June 30, 2013 I will have attended at least one seminar or short course to learn new pedagogical skills.                 |                 |  |
| Course name:  | Date attended   |  |
|   |                 |  |
| Objective #5  |                 |  |
|   |                 |  |
|   |                 |  |
| Objective #6  |                 |  |
|   |                 |  |
|   |                 |  |

Goal Service: To be of utmost service to the department, discipline, university, and greater community.

|   |              |  |
|---|--------------|--|
| Objective #1  |              |  |
| By June 30, 2012 I will have served on at least two department committees   | Committee 1  |  |
|   | Committee 2  |  |
| Objective #2  |              |  |
| By June 30, 2012 I will have chaired at least one department committee.   | Committee 1  |  |
| Objective #3  |              |  |
| By June 30, 2012 I will have served as a paper reader for my division or interest group at a regional, national, or international conference. | Conference 1 |  |
| Objective #4  |              |  |
| Objective #5  |              |  |
| Objective #6  |              |  |
|   |              |  |

## APPENDIX

### **Tips for Mentoring, New Faculty Mentoring Content**

#### **Tips for Mentors**

1. Exchange CVs with your mentee to stimulate discussion about career paths and possibilities.
2. Ask about and encourage accomplishments. Provide constructive criticism and impromptu feedback.
3. Use your knowledge and experience to help the junior faculty member identify and build on his/her own strengths.
4. Attend all mentoring events, including colloquia, training sessions, and periodic workshops.
5. Try to be in contact twice monthly (if possible) about the junior faculty's career and activities. Commit to making one contact per month to show you're thinking about your protégé's career.
6. Discuss annual performance reviews with the junior faculty member: how to prepare, what to expect, how to deal with different outcomes. Preview the document before it is submitted to the chair.
7. Aid the junior faculty in exploring the institutional, school, and Departmental culture (e.g., What is valued? What is rewarded?)
8. Check-in with Department chair with any concerns, or problems. Respond to occasional calls from the chair to see how each pair is doing.
9. Share knowledge of important University and professional events that should be attended by the junior faculty member.

#### **Tips for Mentees**

1. Show initiative in career planning: write a personal statement about your educational philosophy (to be amended as needed); exchange your CV with your mentor for discussion.
2. Find out about, and take advantage of, opportunities for learning about how the University, and your field, operate. Write down questions as they occur to you, and then begin searching out the answers.
3. Attend all UNM orientation events and related training (e.g., New Faculty Orientation, WebCT workshops)

4. Read materials provided (C&J Policy Manual, Graduate Student Handbook, Faculty Handbook, etc.)
5. Realize that your success is important not just to you, but also to the Department and the University. Consider that "going it alone" doesn't work that well for anyone.
6. Make your scheduled meetings with your mentor a priority, and take advantage of e-mail and the telephone to keep in touch informally.
7. Be willing to ask for help.
8. Let the chair know if you have questions or concerns about the program.
9. Begin assembling your "advisory board" of supporters and advisors in the University community.
10. Make and maintain contacts with other junior faculty, within the Department as well as in other Departments and schools.
11. Become familiar with the resources available to support and strengthen your teaching and research.
12. Assemble a library of information about the Department (e.g., Academic Program Review, Strategic Plan, C&J Policy Manual, Graduate Student Handbook,)
13. Set a meeting with Department chair to discuss Departmental expectations for tenure and promotion.

## **New Faculty Mentoring Content**

### Suggested Topics

#### *General*

1. How is the Department organized? (Divisions, Committees?)
2. How are decisions made? What are the opportunities for junior faculty involvement?
3. Is support staff available to junior faculty? What can be expected of support staff? What supplies and expenses are covered by the Department? By the College? Are there other resources available to cover expenses related to teaching and research?
4. What special issues might face incoming international faculty? What resources are available for international faculty?

#### *Research*



1. What conferences should the junior faculty attend? How much travel is allowed/ expected/ supported? How do you choose between large conferences and smaller events? What can you do at professional gatherings to gain the type of exposure that can lead to good contacts, and potential names of tenure-file reviewers?
2. Authorship etiquette: On collaborative efforts, how are the authors listed? Where do graduate student names go? How important is first authorship? How is alphabetical listing of authors viewed?
3. Where should you publish? What should you publish? How much/how often? What are the Department/college expectations regarding publication before tenure and promotion? How do journal/chapters in edited collections/conferences compare? How much "new" work is necessary to make something a "new" publication? Where should your publishing energy go: is a single-author book always preferable to an edited collection? May material published be submitted elsewhere? When is it time to worry if you haven't published?
4. Is it worthwhile to send published reports to colleagues here, and elsewhere? What's the line between sharing news of your accomplishments and appearing self-congratulatory?

#### *Resources*

1. What research resources are available to you as a faculty member?
5. How important are grants? How do you get hooked into the grant-writing process? How much effort should you be investing in capturing research funding? How can you find people to assist you in writing the best possible proposal, to draw up the budget? What are Departmental expectations of percent of your salary to be supported by external grant funding?
6. What is the expected percent of indirect cost funding on grants you received? Are there funding agencies to which you should not apply for grants because of inadequate indirect cost recovery? For laboratory space, what is the expectation of the amount of indirect funds recovery per square foot of laboratory space you occupy? How does the Department assess shared cost for use of common equipment and its service contracts?
7. What do you see as your research "niche" in the Department, in your area of research?
8. What does your chair see your area of research contributing to the Department, and eventually to the University?

#### *Presentations on Research*

1. Should you give presentations within the Department? How often? How are

colloquia in the Department organized? What are the opportunities for your graduate students to present their work?

2. Should you give presentations about your work at other universities/institutions/public settings? How often? How important is this? If it is important, how do you get invited to give these talks?

### *Collaborative Research*

1. Is collaborative work encouraged or discouraged in the Department/school/fields? With other members of the Department? With international colleagues? With colleagues who are senior/more established? With other junior faculty/graduate students? Long-standing collaborations, or single efforts? How important is it to have some (or all) single-author papers to your credit or papers with multiple authors in which you are first author or senior author?
2. Should you form a research group? What sort of activities should the group do, as opposed to work you should undertake individually?

### *Teaching*

1. Will you be expected to assemble a teaching portfolio for your tenure review? What goes into such a portfolio?
2. What are you expected to teach? Graduate, undergraduate, seminar, lecture, practicum, recitation, special topic, service course? Are some types of teaching more valued? How much flexibility is there in teaching schedules? Who controls the schedule?
3. Which are the "good" subjects to teach? Is it good to teach the same course semester after semester, and stay with a single area? Or should you "teach around"?
4. Is it good to develop new courses? Specialized courses in your research area?
5. For faculty on "soft money," what are the Departmental expectations for teaching load considering the number and size of grants that must be written to support the expected fraction of your salary? Is this a reasonable expectation? What about lectures in other courses?
6. How can you use a special topics course or regular course to get a new research project off the ground?
7. How much time should you spend on your course preparation? Where's the line between sufficient preparation and over-preparation?
8. Will you have a teaching assistant? Who will select him/her? What can you expect of a teaching assistant, and what are your responsibilities for evaluation of his or her

performance?

9. Are there Departmental/school standards for grading? What degree of freedom do you have in determining course content? Does the Department expect midterm and final exams?
10. How are you evaluated on teaching? What importance is placed on peer observation of your teaching? On student evaluations? If senior faculty do observe your classes, what is the protocol of their observation and who asks them to come? To whom do they report, and in what way? What resources are there for improving your teaching?
11. If a classroom problem arises you aren't sure how to handle, what are your options for seeking advice, help?
12. What documentation related to teaching should you keep? Syllabi? Exams? Abstracts?
13. How should you develop a teaching portfolio? What form should it take? What should it include?

#### *Student Advisement, Supervision*

1. How important is your work with graduate students? How many should you expect to supervise? How many is too many? How much advising should you expect to do? How do you set limits on the amount of time/effort you invest in graduate students?
2. How do you identify "good" graduate students? What qualities should you look for? How aggressive should you be in recruiting them to work with you? What should you expect from your graduate students? How do you identify a problem graduate student? How should you respond if a graduate student you are working with decides to work with someone else instead?
3. How important is it to the Department that you are a Ph.D. student advisor? On a Ph.D. student committee? A mentor for a professional school thesis? Mentor for an independent honors thesis? What are the qualifications to become a Ph.D. advisor in the Graduate School?
4. What should you keep in files on your students? Remember that you have to write reviews and recommendations for them.

#### *Service*

1. How much committee work should you expect to perform within the Department? College? University? At the beginning of your career at UNM? What committees should you push to serve on? Are there any you should avoid pre-tenure? How much time should you expect to devote to committees and other forms of service as a

junior faculty member?

2. How important is professional service outside of the University? How much paper and proposal reviewing is reasonable? Review boards? Journal assistant editorships?
3. How do you weigh the prestige of organizing a national event in your field versus the time commitment?

### *Review Process*

1. How long is your appointment? When will you come up for review? What sort of reviews? How is your mid-probationary 4-year review, for example, different from the tenure review?
2. What is the process? (What do you submit for review? When? How do you hear the results? How are the reviewers selected? Do you have a role in that process?)
3. If you are responsible for submitting your own list of potential outside reviewers, how do you go about assembling such a list? What kind of reviewers should you try for? Are international and domestic reviewers regarded equally? How is the reviewer's own eminence evaluated? How much prior contact with a potential reviewer makes them unsuitable for your list? (Is having been on a panel together acceptable, but not a professional friendship?)
4. What information is important in your vita? Is there any activity too trivial to include? How do you best represent your work in your CV?
5. Should you send copies of congratulatory letters to the Department chair, or simply retain them for your dossier? What kind of positive information should you share with the chair?
6. How are raises determined in the Department? College? How will you find out about your raise? What's the process for discussing your raise in a given year?
7. How can you get feedback on how you're doing at any point in your pre-tenure career?

### *Personal Issues*

1. What policies does UNM have for family and personal leave? How do you go about asking for such leave? Do you begin at the Department level? Is there an appeals process if your request is turned down?
2. What programs/assistance does the University provide for childcare?
3. How visible must one be in the Department? Is it expected that you'll show your face every day? Is it acceptable to work at home? Is it expected that you'll attend

organized Department social events?

4. What problems does the University's Employee Assistance Program deal with?
5. What are the University's sexual harassment policies, training requirements?
6. If you're involved in a controversy or dispute, where do you go for help?