

**DEPARTMENTAL PROGRAM AND POLICIES
FOR FACULTY MENTORING**
adopted 2012

Purpose, Mission

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 GES 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.

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.

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 GES and UNM.

The Department of Geography and Environmental Studies envisions the Department as a community where the value of diversity is recognized and where equal opportunity is afforded for all.

Procedures

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. Faculty Handbook, GES 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.

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 face-to-face meetings per semester.
- 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 E.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.

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.

Tips for Mentors

1. Exchange CV's 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 junior faculty member identify and build on his/her own strengths.
4. Attend all mentoring events, including colloquium and training session 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 and related training (e.g., New Faculty Orientation, WebCT workshops)
4. Read materials (GES 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, GES Policy Manual, Graduate Student Handbook,)
13. Set a meeting with department chair to discuss departmental expectations for tenure and promotion.

New Faculty 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. See following pages for suggested topics.

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?

Suggested Topics – 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?

Suggested Topics – Resources

1. What research resources are available to you as a faculty member?
2. 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?
3. 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?
4. What do you see as your research "niche" in the department, in your area of research?

5. What does your chair see your area of research contributing to the department, eventually to the school?

Suggested Topics – 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?

Suggested Topics – 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?

Suggested Topics – 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, 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 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, 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?

Suggested Topics – Student 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?
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.

Suggested Topics – 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?

Suggested Topics – Review Process

1. How long is your appointment? When will you come up for review? What sort of reviews? How is a fourth-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?
 5. Should you send copies of congratulatory letters to the department chair, or simply retain them for your dossier?
 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?

Suggested Topics – 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?
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?