

## **Process for Faculty Mentoring in the Department of Art**

The department chair formally recommends a mentor for any new faculty member, in consultation with that faculty member and the prospective mentor(s). This recommendation may consist of one or more mentors depending on the range of the faculty member's areas of responsibility.

### **Mentor qualifications**

- A mentor should have professional stature and success, and ideally has commonalities with the new faculty member's expertise and professional goals.
- A mentor is selected from among tenured full and associate professors.
- Ordinarily, a mentor has experience with the department to acquaint the new faculty member with departmental culture and expectations for performance in research, teaching, professional practice, and service.
- A mentor is on campus during the new faculty member's first year and is willing to continue the mentoring relationship beyond the first year, at least through the third year review.

### **Options in selection**

- New faculty typically most benefit from working with a mentor who is active in the same professional or disciplinary subfield.
- Newly-tenured associate professors may be valuable mentors with experience in the contemporary realities of the tenure and promotion process.
- Two faculty members may share mentoring responsibilities, especially when the new faculty member is involved in interdisciplinary teaching or research activities, or shares other career interests.
- When multiple mentors collaborate, good communication and additional planning are needed between mentors and the department chair.

### **Calendar**

**September.** By the end of September, the department chair will have consulted with the new faculty member and selected the prospective mentor. The chair should arrange a meeting with the new faculty member and the mentor(s) to clarify expectations. Even though the designated mentor assumes a special collegial role with the new faculty member, the chair will continue to have primary responsibility for the new faculty member's review and professional development.

**October to December.** During the faculty member's first semester, the mentor and the new faculty member should meet at least monthly in formally scheduled meetings, and as frequently as needed to acclimate the faculty member.

**January to June.** During spring semester, regularly scheduled meetings should continue. The mentor should help the new faculty member prepare materials for the annual review.

**The new faculty member's review meeting with chair.** During the department chair's annual review with the new faculty member, the chair should receive a candid assessment of the effectiveness of the mentoring. If the mentoring match is not serving the new faculty member's needs, the chair should appoint a new mentor to provide support beyond the first year.

**New faculty member's remaining years until tenure review.** The mentoring relationship should continue into the new faculty member's second and third years, to ensure the faculty member has a collegial resource to approach with concerns and questions. While the nature of the mentoring relationship is likely to change over time, the new faculty member will be able to use the mentor's experience and expertise for several years, and if possible, until the promotion and tenure review.

### **Mentoring Activities**

Mentoring should center on the primary position responsibilities of the new faculty member.

**Research/Creative activity.** Mentors share information about professional opportunities internal and external to the university (funding sources, potential collaborators, publication or exhibition outlets, etc.). Mentors frequently review research and provide advice on placing the results of research. The mentor provides guidance on departmental and university research expectations.

**Teaching.** Mentors provide advice on preparation of course syllabi and on teaching strategies. They offer an overview and understanding of the department's curricular structure and goals. They may visit the new faculty member's classrooms or studios to observe.

**Professional practice.** Mentors help establish external contacts and assist new faculty to understand the needs and expectations of external audiences. They provide advice on preparation of materials and formal presentations. Mentors may provide guidance for documenting activities and professional achievements. They may review the new faculty member's vita and offer advice on goal setting and on developing materials for annual and third year reviews. Ultimately, the new faculty member is responsible for his/her own professional achievement, but the mentor can facilitate this process.

**Department culture.** Mentors assist new faculty members in understanding the prevailing departmental and institutional cultures. As advisors and counselors, they can be relied upon to provide information about, among other departmental matters, time management, institutional procedures, assessment, and use of facilities.

While the mentoring program is designed to support the work of new faculty members, mentors also benefit from the insights and expertise of the new faculty.