

# COLLEGE OF LIBERAL ARTS & SCIENCES

## Faculty Mentoring Programs

August 31, 2001

Faculty mentoring programs in the College of Liberal Arts & Sciences serve a number of purposes, including the following:

- Communicating University, College, and departmental policies and procedures
- Defining and communicating expectations for teaching, research/scholarly/artistic activity, and service
- Advice and guidance on the tenure and promotion process
- Feedback on teaching and research/scholarship/artistic work
- Career development and promotion of the faculty member's work and reputation within the discipline

### College Programs

**New Faculty Orientation.** The College's two-day New Faculty Orientation, held in August, is required of all new permanent faculty and renewable lecturers (with certain sessions required of new visiting faculty as well). We have offered this program since 1993, with improvements based on participants' feedback each year. It includes a mixture of presentations and panels by a variety of administrators and faculty (both senior and junior), small and large group discussions, and opportunities for informal conversation with the presenters and the College's deans. Our New Faculty Orientation has been a model for similar orientations across the University.

A schedule of this year's sessions, as well as supporting materials and links, may be found at the New Faculty Orientation website, [http://www.clas.uiowa.edu/faculty/new\\_faculty/index\\_orient.shtml](http://www.clas.uiowa.edu/faculty/new_faculty/index_orient.shtml). Topics covered include:

- Professional Development
- Funding: Research, Scholarly, and Creative Activity
- Teaching and Research: An Oxymoron?
- Getting Established at Iowa
- Human Differences in Teaching
- Teaching Large Lecture-type Classes
- Teaching Small Classes

**Junior faculty workshops.** Since 1993, the College has offered a series of workshops for all junior faculty on the promotion process, constructing the CV, and maintaining the records that will eventually constitute the promotion dossier. A website complements the workshop and makes information on these topics available at any time ([http://www.clas.uiowa.edu/faculty/promotion\\_tenure/](http://www.clas.uiowa.edu/faculty/promotion_tenure/)).

**Jointly appointed faculty.** Over the last three years, the College has pioneered a procedure for articulating expectations of jointly appointed faculty. Dean Curto negotiates an agreement between each jointly appointed probationary faculty member and his or her DEOs. This agreement defines the faculty member's teaching and service contributions to each unit and may be updated annually. The agreement is available to the review committees for the third-year review and for the promotion and tenure review. The College's guidelines and models for joint review are available on the web at [http://www.clas.uiowa.edu/faculty/promotion\\_tenure/tenure\\_jointly\\_appointed.shtml](http://www.clas.uiowa.edu/faculty/promotion_tenure/tenure_jointly_appointed.shtml).

**Junior faculty reviews.** Reappointment reviews for junior faculty have become increasingly substantive over the past several years. Each spring, the dean and associate deans discuss all third-year reviews and formally respond to them. During the coming year, we will articulate and implement performance standards for third-year reviews that will assist junior faculty in their progress toward tenure. These performance standards will be incorporated into the junior faculty workshops and our promotion and tenure website.

**Travel support.** The College has reallocated funds to our travel budget to support the research needs of third- and fourth-year faculty preparing for promotion and tenure reviews.

**Tenured faculty reviews.** The College's procedures emphasize that DEOs submit an action plan for those senior faculty whose performance or productivity in any of the three central areas of the departmental mission (teaching, research/scholarly/creative activity, or service) does not meet collegiate or departmental standards.

**Faculty Diversity Opportunity Program.** Dean Curto works with Joe Coulter, Associate Provost for Diversity, to design individualized mentoring programs for faculty recruited under the Faculty Diversity Opportunity Program.

**Deans' luncheons.** The College often schedules luncheon series to increase faculty contact and improve communication with the deans. Last year, we had luncheons for recently reappointed or tenured faculty, at each of which two faculty members lunched with one of the deans. This year, in addition to the existing program, we are introducing a series of luncheon/discussions for new faculty and the deans during fall semester, to serve as a follow-up to New Faculty Orientation. We also participate in luncheons for senior women faculty in cooperation with Associate Provost Clark.

**Departmental mentoring programs.** Departmental mentoring programs are included in comprehensive departmental reviews that the College undertakes on a regular schedule. As a follow-up to some recent departmental reviews, the College has insisted on substantial changes in the way mentoring takes place and/or has initiated DEO searches to recruit leaders who will improve faculty mentoring (Spanish & Portuguese, Biological Sciences, and Chemistry).

## Departmental Programs

The primary responsibility for mentoring faculty rests with departments. Because of the great breadth and variety of programs within the College of Liberal Arts & Sciences, each department has flexibility in developing mentoring programs that will work for its faculty, given its size and discipline. Several large departments have very structured programs that are formally linked to the promotion and tenure process, others have simpler formal programs that may or may not play a role in reviewing faculty, while still others have effective informal programs that center on activities that encourage interaction between junior and senior faculty.

Typical functions of departmental mentoring programs include:

- Providing information on departmental, College, and University policies and procedures.
- Providing guidance on the preparation of the CV and on departmental expectations for tenure and promotion.
- Observing and providing feedback on the junior faculty member's teaching. The junior faculty member is often encouraged to observe his or her mentors' teaching as well.
- Reviewing grant proposals and research/scholarly manuscripts before submission, and advising on appropriate funding sources, presentation venues, and publication venues.
- Giving direction and encouragement regarding the junior faculty member's participation in disciplinary organizations, and providing introductions and networking opportunities within the discipline.

The formal departmental mentoring programs often center on mentoring committees, nearly always made up of three senior faculty in the department, who serve as resource persons and advisers to a particular junior faculty member. The choice of committee members is most often made by the DEO in consultation with the junior faculty member. In other departments, the DEO assigns each junior faculty member an individual mentor from among the department's senior faculty. The junior faculty member generally has significant input on the choice of mentor.

In departments with a formal mentoring committee, the committee sometimes serves as the departmental review committee for the junior faculty member's probationary reviews; in others, the reports of the mentoring committee or individual mentor are submitted to the annual review committee or otherwise become part of the probationary faculty member's file. In still other departments, the committee or individual mentor does not provide formal feedback to the annual review committee.

Informal mentoring programs (which may coexist with formal mentoring programs in some departments) most often consist of an informal arrangement between a senior faculty member and a junior faculty member. Other informal programs depend on the DEO to meet with and offer advice to the junior faculty member.

It is common for departments to have regular and customary activities that serve mentoring functions and encourage the development of mentoring relationships. These activities include:

- Departmental colloquia, reading groups, or other forums in which both junior and senior faculty present their work in progress.
- Trips to conferences and professional meetings in which senior faculty accompany junior faculty and introduce them to colleagues at other institutions.
- Teaching collaborations, such as team teaching or guest lectures.
- An open door policy or reciprocal class visits, in which faculty are welcome to observe one another in class.
- Circulation of grant proposals and research manuscripts for feedback and critique before submission.
- Ensuring that departmental committee work is undertaken by both junior and senior faculty.
- Regular discussions and notices about funding sources and opportunities.

In a few departments, such activities constitute the mentoring program in its entirety. In most departments, they supplement the formal mentoring structure or informal arrangements.

More detailed descriptions of some departmental programs follow. The School of Art & Art History has a highly structured formal mentoring program. The School of Music, the Department of English, and the Department of History each have formal mentoring programs complemented by informal mentoring. The Department of Dance is included as an example of an informal mentoring program.

**School of Art & Art History.** Each fall the DEO appoints a three-member mentoring committee of tenured faculty for each junior faculty member. Committee membership rotates each year so that junior faculty will have a maximum number of tenured faculty giving them feedback and advice over the years. Each committee has two members from the junior faculty member's primary division (art or art history), and one from the other division. The mentoring committee meets periodically with the junior faculty member and advises her or him on the preparation of the CV and departmental expectations for tenure with respect to teaching, scholarship/creative activity, and service. The committee attends two classes each year and in the spring writes a review of the assistant professor's progress, which is shared with the junior faculty member and discussed with the tenured faculty.

**School of Music.** For each assistant professor, the DEO appoints a committee of three (or more) tenured faculty members. This committee performs the annual review of the junior faculty member, which includes observation of teaching, reviewing student evaluations, and reviewing professional progress and accomplishments. The committee also makes suggestions for improvement in the areas of teaching, creative/scholarly work, and service. This formal arrangement is supplemented by direction and advice from the director and associate directors of the school, the head of the area to which the junior faculty member belongs, and informal performing and research relationships that

develop naturally. The area heads are especially important because they are able to advise new faculty about procedures, teaching problems, and specific area issues. The school is currently considering formally appointing an individual mentor for each junior faculty member who would not be a member of the review committee, so that the formal mentoring and evaluative roles would not always be linked.

**Department of English.** Sometime during the first semester of an assistant professor's appointment, the DEO, in close consultation with the new faculty member, pairs him or her with a tenured faculty member in the department who will serve as teaching mentor. The teaching mentor will be available for informal discussions about teaching strategies, skills, materials, and procedures, for classroom observations, and for help with any teaching problems that might arise. Mentors are expected to observe at least one class per semester, and they are strongly encouraged to invite the assistant professor to visit their own classroom. During the first- and second-year reviews, the teaching mentor does not make a report to the department. After the second year, the mentor's responsibilities include submitting brief written reports of class observations to the department, which will be kept in the junior faculty member's file. Generally, the mentor serves for an initial two-year period, after which the junior faculty member may choose a new mentor or continue with the same one. Ordinarily, no tenured faculty member will have more than two junior faculty to mentor at any one time.

The department uses a more informal method of mentoring scholarship. Senior faculty routinely read and critique manuscripts and works in progress for junior faculty working in their area of expertise, give advice on fellowship applications and publishing, and help the junior faculty identify appropriate venues for their work. The department keeps a file of successful fellowship applications for junior faculty to consult. There are numerous departmental reading groups in which senior and junior faculty meet regularly to discuss work in progress, and close mentoring relationships are often formed in them. In addition, the associate chair of faculty organizes departmental colloquia and panel discussions, at which junior faculty may present their work for feedback. It is also the role of the associate chair to meet with new faculty to orient them to the department and University.

**Department of History.** It is the long-standing practice of the department for all faculty, not just the search committee, to read the dissertation of any new hires. This practice is very rare among history departments and serves as an important integrating step for new faculty in the department. New faculty continually remark on how important this practice is to making them feel welcome. Especially during the first year of appointment, the DEO takes the lead in orienting new faculty to the department and the University with regular informal conversations about the progress of their research and teaching and any concerns they may have.

The formal mentoring program is linked to the annual reviews of probationary faculty. Each junior faculty member has a committee of two senior faculty, the membership of which rotates each year. All annual reviews are as substantial as the third-year review. Committee members read all student evaluations, talk with graduate students, visit the classroom, and have several substantive conversations with the junior faculty member. Junior faculty are encouraged to bring up their own concerns, and reviewers often help

strategize about professional advancement. The committee writes a draft of the review, which is discussed in a series meetings by the entire tenured faculty. Part of the discussion is geared toward identifying an individual among the senior faculty whom the junior faculty member knows and with whom he or she feels comfortable. That person will then serve as an informal mentor and have regular contact with the junior faculty member about the progress of research and any concerns or problems regarding teaching.

**Department of Dance.** The DEO meets regularly with each junior faculty member to discuss and encourage her or his efforts in the areas of teaching and research/creative activity. The department makes teaching assignments for junior faculty with specific attention to what individual assistant professors require to succeed in both areas. The department has an open door policy, so that faculty and students are free to sit in on any and all classes offered in the department, and junior faculty are encouraged to observe senior faculty in the classroom. Senior faculty regularly observe the teaching and creative projects of junior faculty, informally during each semester, and formally in the annual review process. Junior faculty often take technique courses in ballet and modern dance on an informal basis from senior faculty. Because of the interactive nature of the department, the creative projects of junior faculty are highly visible, and senior faculty are well informed of the quality and direction of their work.

[For a summary of CLAS Faculty Mentoring Programs, please see table on next page.]

	Informal (24)			Formal (23)			
	Individual	Activities	DEO	Individual	Committee	DEO	P&T Role
African American World Studies				x			
American Studies		x	x				
Anthropology	x						
Art & Art History					x		x
Asian Languages & Literature		x				x	x
Biological Sciences	x		x				
Chemistry				x			
Cinema & Comparative Literature				x			
Classics			x	x			
Communication Studies	x		x				
Computer Science	x			x			x
Creative Writing	x						
Dance			x				
English		x	x	x			x
Exercise Science	x		x				
French & Italian						x	
Geography		x					
Geoscience		x			x		x
German		x					
Health, Leisure & Sport Studies					x	x	
History	x	x	x		x		x
Journalism & Mass Communication				x			
Linguistics		x	x				
Mathematics				x			
Music	x		x		x		x
Philosophy	x	x				x	
Physics & Astronomy			x	x			
Political Science				x			
Psychology					x		
Religion				x			
Rhetoric		x					
Social Work		x		x			
Sociology				x			
Spanish & Portuguese	x						
Speech Pathology & Audiology					x		
Statistics & Actuarial Science	x	x					
Theatre Arts			x				
Totals (out of 37 departments)	11	12	12	13	7	4	7

An **x** in an **Individual** column indicates that a junior faculty member has a particular individual mentor.

An **x** in the **Activities** column indicates that the department has regular or customary activities that support mentoring or encourage mentoring relationships.

An **x** in a **DEO** column indicates that the DEO takes on specific mentoring responsibilities in the department.

An **x** in the **Committee** column indicates that the department forms a committee for mentoring a specific faculty member.

An **x** in the **P&T Role** column indicates that the individual mentor or the mentoring committee plays a formal role in the departmental promotion and tenure review process.

**Note:** Some departments offer both formal and informal mentoring programs