

Faculty Mentoring Program

Latin American and Iberian Studies Department

The LAIS department understands mentoring as a primarily collective effort to cultivate intra-departmental collaboration behind fulfilling the mission of the Department and advancing the career development of each of the individuals within it. Underlying this is the need to provide clear information around departmental expectations for tenure and promotion within the institutional context and to incorporate all faculty into the life of the Department and University. We envision faculty development as a collective responsibility that is an investment in the future of the department by fostering the creation of active colleagues and a supportive intellectual climate.

Our commitment to collective mentoring as a shared responsibility to each other represents our goal of helping new faculty build strong connections within the Department and across the University while promoting relationships of parity and collegiality among faculty that cut across rank and hierarchies. As part of encouraging and sustaining such a climate, all faculty participate in collective mentoring events, as well as take an active role in mentoring junior faculty by being accessible and facilitating clear and easy access to established procedures and norms of the department.

Chair

The Chair will schedule a conversation with each junior faculty member at least once per semester. The primary goal of this meeting is to discuss progress toward tenure and promotion and to provide guidance on issues in this regard. The Chair may also solicit input from junior faculty about teaching and service assignments.

Faculty

The Department will schedule periodic group mentoring sessions, organized by the Chair. Topics will be decided in consultation with faculty. Additionally, all faculty, including junior faculty, are encouraged to participate in the construction of a mentoring community based on diversified group support (distributed mentorship) that provides guidance on issues relevant to research, teaching, and service, and facilitates clear and easy access to departmental procedures and norms. Guided by this ethos, all faculty have access to advice if problems or concerns arise and are responsible for developing connections with faculty and being proactive in seeking feedback and asking questions.

All faculty, and in particular junior faculty, can expect to have access to, at a minimum, the following types of information or mentoring:

- Department procedures and policies
- Expectations for tenure and promotion (criteria for excellence in research, teaching, and service) within the institutional context
- Planning and preparation for 4th Year Review
- Career planning and the balance of research, teaching and service

- Building a service portfolio (types and quantity)
- Developing a teaching portfolio (e.g. new course development, course assignments, syllabus and teaching requirements)
- Student advising
- Handling challenges in the classroom
- Understanding student evaluations (value to instructor, use by University)
- Feedback on student evaluations
- Research support (on-campus, external)
- Research collaboration (reading drafts, grant applications)
- Book proposals and working with editors; identifying publication venues
- Opportunities on campus for professional development
- AFRs (preparation, discussion of reviews, value to instructor, use by University)
- Research, Teaching, Service Statements
- CVs

Recognition

Faculty are welcome to record mentoring activities as voluntary service to the department in their Annual Faculty Reviews.

Approved by LAIS Department Faculty, October 9, 2019