

Y. Mentoring of New and Pre-Tenure Faculty

1.0 A commitment to mentoring new faculty is essential to the College's mission and to attracting and retaining excellent faculty. In general, the mentoring process helps faculty members earn tenure and promotion, as well as establish successful careers at San Diego State University. The mentoring process is flexible depending on the needs, expertise, and professional experience of faculty seeking tenure and promotion. The process should reflect the culture and professional standards within various disciplines. Mentoring is the responsibility of the College and specific units within the College.

2.0 As a reflection of its commitment to mentoring faculty, the College shall provide a comprehensive mentoring program for pre-tenure faculty.

3.0 The College shall provide an annual RTP workshop for pre-tenure faculty. Components of the workshop may include, but are not be limited to the following:

3.1 example hard copies of previous WPAF files. This will provide a greater understanding of the file structure and components.

3.2 specific examples of filing suggestions for gathering information in each of the three categories of review and criteria for a successful candidate statement.

3.3 information from Faculty Advancement's website. a description of the process of validation as well as suggestions for how pre-tenure faculty can best organize for validation.

4.0 When possible, a recently tenured faculty member shall be included in this workshop to provide an additional perspective on the process.

5.0 The College shall provide Assistant Professors with social opportunities for networking with colleagues.

6.0 The Dean of the College shall meet with Assistant Professors at least once each Academic Year. The purpose of this meeting is to ensure that Assistant Professors are able discuss concerns and issues specific to their work within the college.

7.0 The College shall make available to any interested pre-tenure faculty access to a designated faculty mentor within the new faculty member's discipline or outside the discipline so that the pre-tenure faculty member can receive one-on- one support.

8.0 The College shall ensure the regular flow of information related to information about resources that advance professional development in teaching and research, address the work life needs of faculty and their families from diverse backgrounds, and provide support for underrepresented faculty.

8.1 The College shall work closely with the Division of Diversity and Innovation to ensure its mentoring and related support for faculty and staff recognizes diversity and fosters inclusion.

9.0 Department Mentoring Policies

9.1 Each Department shall have a mentoring policy to aid the professional development of new and pre-tenure faculty. Although there is no standard model for departmentally based faculty mentoring within the College, mentoring policies shall address the needs of faculty as they

advance through the ranks. Faculty mentoring may take the form of department social events, invitations to professional conferences, research collaborations, and developing individual mentoring plans, in addition to pairing of pre-tenure faculty with tenured faculty. Faculty mentoring programs should cover topics such as teaching, grant writing, publishing, time management, networking, balancing family needs, and navigating departmental culture and be attentive to the diverse needs of faculty.

9.2 The College strongly supports the development of faculty mentoring programs that are tailored to the pedagogic standards, research expectations, and service requirements of individual departments and are attentive to mentoring across differences such as gender, race, culture, and generational lines. Each faculty member has an important role to play in sustaining a supportive and inclusive academic environment and the mentoring of new and pre-tenure faculty.

9.3 Each Department within the College shall maintain a policy file item or item in the bylaws on the process of RTP based upon its specific criteria and expectations. The policy shall complement and support the University and College RTP policies. The policy shall be available to each faculty member and include a clear statement about what constitutes documentation and evidence in each of the three categories of review (i.e., teaching, professional development, and service). Departments are also expected to fully support pre-tenure faculty through the RTP process by providing information about department, College, and University policies, processes, and timelines.

10.0 Mentoring and Institutional Support for Associate Professors, Professors, Lecturers, and Staff

10.1 The College recognizes that the need for institutional support does not diminish simply because a faculty member has achieved tenure. The College is also aware that the staff and lecturers of the College benefit from support from the Dean's office. Therefore, the College is committed to supporting the personal and professional growth of all College personnel through the following policies:

10.1.1 The College shall provide an annual RTP workshop for Associate Professors seeking promotion. Components of the workshop may include, but are not limited to the following:

10.1.1.1 a description of RTP changes since the faculty member's promotion to Associate.

10.1.1.2 example hard copies of previous WPAF files. This will provide a greater understanding of the file structure and components.

10.1.1.3 specific examples of filing suggestions for gathering information in each of the three categories of review and criteria for a successful candidate statement.

10.1.1.4 information from Faculty Advancement's website.

10.1.1.5 When possible, a recently promoted faculty member shall be included in this workshop to provide an additional perspective on the process. A description of the process of validation as well as suggestions for how faculty can best organize for validation.

10.1.2 The Dean of the College shall meet at least once per academic year with each of the following groups: associate, professors, lecturers, and staff. The purpose of these meetings is to ensure all college personnel are able to discuss concerns and issues specific to their work within

the college. (See also E.4.0.)

10.1.3 The College shall make available to any interested faculty access to a designated faculty mentor within the faculty member's discipline or outside the discipline so that the faculty member can receive one-on-one support.

10.1.4 The College shall make available to any interested staff member access to a designated staff mentor so that the staff member can receive one-on-one support and feedback about professional development resources and opportunities.

10.1.5 The College shall hold monthly meetings during the academic year to ensure that staff are aware of any policy changes.

10.1.6 The College shall provide staff professional development opportunities, funding permitting.

10.1.7 As needed, the College shall hold staff workshops to help train staff in new university procedures.

10.1.8 The College shall hold an annual staff picnic to provide staff the opportunity for networking with colleagues and the administration.

10.1.9 The College shall hold an annual Lecturer Orientation to both provide lecturers with information specific to their work within the college as well as provide an opportunity for lecturers to network with colleagues and the administration.

10.1.10 The College shall make available to any interested lecturer access to a designated mentor so that the lecturer can receive one-on-one support and feedback about professional development resources and opportunities.

11.0 Mentoring and Institutional Support for Department Chairs and Directors: In order to ensure the smooth transition of leadership within the College and to provide new chairs and directors with support as they learn about their new leadership roles, the College shall:

11.1 Provide each new department chair with a college-specific Chair's Handbook with information related to both University and College policies.

11.2 Hold Chairs and Directors Workshops regularly within the Academic Year on topics specific to the work of Chairs and Directors (i.e., budgeting and scheduling, order of hire, working with staff, conducting periodic evaluations).

11.2.1 The College shall make available to any interested Chair access to a designated Chair mentor so that the Chair can receive one-on-one support and feedback about professional development resources, opportunities, best practices, etc.