



SAN DIEGO STATE  
UNIVERSITY

**College of Health and Human Services**

**Faculty Mentor Program**

## Preamble

- P.1. The Faculty Mentor Program (**FMP**) is an initiative of the College of Health and Human Services designed to **facilitate** the professional development of newly hired junior faculty. The college seeks to recruit outstanding faculty who can achieve excellence in teaching and research.

The FMP is one component of this process. This document establishes the development of new faculty as a college-wide priority and presents suggestions to facilitate this goal.

This program is not designed to assist newly appointed senior faculty (those individuals appointed at the ranks of associate or full professor) under the assumption that these individuals are already “seasoned”. However, newer senior faculty may wish to avail themselves of the advantages and information channels associated with certain components of the FMP, and are encouraged to do so.

- P.2. The principal goal of the FMP is to advance college **educational and research objectives** by cultivating newer faculty and by assisting such faculty in achieving promotion and tenure. The focus of the program is **excellence in teaching and the promotion of research**. Development of faculty interactions and dissemination of information to faculty are also associated objectives.
- P.3. This program has been initiated at the college level to assure that the activities and services referred to herein are available to appropriate faculty throughout the college. Each school and department may expand upon, or otherwise modify, this program as they deem appropriate, consistent with university rules and regulations.
- P.4. The FMP is particularly designed to enhance faculty achievement of promotion and tenure through the following **specific goals**:
- to enhance faculty diversity with regard to faculty research, attention to community and national needs and priorities, and enhancement of teaching activities;
  - promote opportunities for faculty creativity in teaching and research;
  - improve the quality of teaching and research by newer faculty;
  - encourage junior faculty to achieve their professional short and long term goals;
  - help newer faculty become part of the “community of scholars” in the college;
  - facilitate awareness of university resources;

- encourage interaction between new junior faculty and senior faculty;
- provide further career development feedback channels;
- improve communications;
- familiarize newer faculty with university and college expectations;
- support research initiatives; and
- promote professional relationships.

*Please note: The information contained herein does not constitute official university rules, regulations, and guidelines.*

## **1. The College of Health and Human Services Faculty Mentor Program**

### **1.1. The FMP includes the following core components:**

- 1.1. a. Junior faculty recruitment package: each new junior faculty member will negotiate with the dean of the college and the school or department director or chair an appropriate arrangement to support initial teaching and research activities. Since these needs vary considerably by field, and are subject to resource availability, the content of this package is highly unique to each faculty member. In general, this package may include funds for laboratory development, research assistants, travel, curriculum development, and assigned or release time for research and teaching activities.
- 1.1.b. A senior faculty member in the unit will serve as faculty mentor. The selection process will be coordinated by the directors and chairs and will involve the identification of a willing (eager) senior faculty member to provide guidance, as requested, regarding professional development in research and teaching. The mentor will meet with the new faculty member as needed, but at least once per semester.

Mentors must be tenured full time faculty members who want to help new colleagues. They should normally be from the same or a closely related field as the new faculty member. Among the characteristics of the successful mentor are the following: they should be among the most successful teachers and scholars in their units, with broad experience in the full range of teaching activity including classroom didactic instruction, student advising, and thesis or project supervision; they should have a successful track record in obtaining extramural funds from appropriate grant and contract sources and have published in academic and professional journals; and they should be willing to initiate interactions with their assigned new faculty and encourage the new faculty to ask questions and seek assistance.

Topics that are relevant for mentoring include improvement of didactic teaching, suggestions for university resources to aid in teaching, enhancement of student advising, identifying research goals and opportunities, development of written short and long term career goals listing desired accomplishments formulated in collaboration with the faculty member's director or chair (this is confidential to the faculty member and not for distribution purposes), and actual collaboration on research projects.

If appropriate, specific feedback and suggestions, taken totally off the record, may be provided by the mentor to further the new faculty member's credentials for eventual promotion and tenure, and to help explain the specific expectations of the peer review process, timetables, and explicit explanations of the evaluation procedures. The mentor may also provide suggestions for teaching duties and course assignments that may be considered by administrators, help direct students to new faculty for advice and research involvement, and suggest appropriate service commitments, both in the University and in the community. Mentors may review drafts of manuscripts, help in the development of research abstracts and presentations to professional and academic organizations, review course outlines, assignments and examinations, refer faculty to on-campus resources for teaching and research enhancement, and offer other assistance. The mentor can be especially useful in helping new faculty allocate their time commitments across the spectrum of teaching, research, and service activities, and to prioritize these, especially as pertains to promotion and tenure decisions.

Faculty members serving as mentors should consider this activity as part of their required service to the university.

- 1.1.c. Meetings with the faculty mentor, possibly in conjunction with the chair of the unit personnel committee, to provide clarification of review processes, criteria, and expectations. Unit staff should provide (or direct individuals to appropriate web pages) new faculty members with appropriate documentation of these processes and criteria. Meetings on this topic will be held as frequently as needed to assure that the new faculty member is clear on the promotion and tenure expectations of the unit, college, and university.

## **1.2. School and Department Responsibility**

- 1.2.1 The school or department must participate in the mentoring process. First, the unit should create a collegial atmosphere that encourages faculty collaboration and interaction. Units must respect the rights, responsibilities, and obligations of faculty members. Units should create informal support structures for faculty, and especially for new faculty, through the FMP and other channels.

- 1.2.2 Directors and chairs are responsible for identifying faculty mentors for new faculty. This responsibility can be delegated to appropriate responsible senior faculty. The process ideally should be complete immediately upon the faculty member's hiring.

Mentors must be willing and enthusiastic. If appropriate and agreed to by all parties, the mentor may be from a different unit in the college than the new faculty member. The new faculty member can meet with mentor candidates if that is preferred. Mentors can be changed if need be.

The relationship must work well. The mentoring process is informal and not a mandated university activity. There are no formal reporting requirements resulting from this activity. This is a purely voluntary process. By improving teaching, research, and service outcomes, the new faculty member will also improve his or her preparation for promotion and tenure review. In addition, understanding the processes involved is important in assuring compliance with all university procedures.

**1.3. In addition to the above activities, the FMP also includes the following components:**

- 1.3.1. Workshops to facilitate grant writing and extramural funding activity to be provided periodically, and as requested and arranged, by the San Diego State University Research Foundation. The CHHS Research Committee serves a key role in organizing, informing, and encouraging faculty involvement in these efforts.
- 1.3.2. Participation in university sponsored activities for newer faculty. These include new faculty orientation, the fall convocation, and the reception for new faculty. Directors and chairs should make a special effort to keep new faculty informed about these activities. These activities should also be brought to the attention of new senior faculty. New faculty should be added to all list servers and other distribution mechanisms.
- 1.3.3. New faculty should be instructed and assisted in the completion of the One-of-a-Kind and PDS files. These files should be started immediately upon joining the faculty and updated continuously as new material becomes available for inclusion, all with oversight by the mentor if needed. Reappointment, promotion, and tenure advising can be done by the unit personnel committee chair, the director of the unit, or by a senior faculty member, including the mentor. In addition, the Validation Process should be explained to the faculty member.

As part of explaining personnel actions, the entire university personnel process should be carefully outlined. Timelines for annual reviews and the time frame for tenure and promotion decisions over an entire professional career at the university

should also be explained. Checklists may be useful in outlining the requirements and needed documentation and processes. New faculty should be strongly encouraged to attend the university's annual reappointment, tenure, and promotion workshops. The role of each party, including faculty affairs, directors and chairs, unit and college personnel committees, college dean, and the provost, in these personnel processes should be clarified by the mentor.

- 1.3.4. New faculty should be made aware of the Faculty Grants Program (now incorporating RSCA, FDP, and Faculty Grant-in-Aid), Smart Classroom Training, Blackboard use, teaching improvement resources, contacts at SDSURF for funding guidance and grant development, library resources, and other professional development resources in the university. This information responsibility is shared by the mentor and the unit chair or director.
- 1.3.5. Directors and chairs and others should be very careful in assigning administrative and service responsibility to new faculty. In particular, enough appropriate assignments should be made to comply with promotion, reappointment, and tenure expectations, but the burden should not notably impinge on the ability of new faculty to develop their teaching and research agendas. Committee assignments should be appropriate to each faculty member's interests and prior experience.
- 1.3.6. Schools and departments should nominate new faculty for any available and appropriate awards directed to junior faculty. New faculty should have the opportunity to work with exceptional undergraduate and graduate students, especially in the selection of teaching and graduate assistants and in the promotion of research activity. Where feasible, directors and chairs, and other faculty, should help new faculty make contact with potential collaborators elsewhere in the university and in the community.
- 1.3.7. New faculty members should be welcomed and briefed by directors and chairs upon arrival and periodically thereafter, and should be introduced at faculty meetings and retreats.
- 1.3.8. Information about professional meetings, colloquia, seminars, and other opportunities locally, regionally, nationally, and internationally should be communicated to new faculty. New faculty should be informed of such events and, where feasible, funding support should be available to facilitate participation. In some instances, department and school chairs or other faculty may facilitate application for support to other appropriate sources on campus such as the Office of International Programs.

- 1.3.9. There is a social aspect associated with welcoming new faculty members to the college and all faculty and staff are encouraged to interact with, and be supportive of, new faculty of all ranks. Suggestions regarding living and working in, and enjoying, San Diego are encouraged. Departmental social events should be opportunities to welcome new faculty members. Student activities may also be an appropriate venue for introducing new faculty to others. All faculty, administrative personnel, staff, and students can help in this regard.
- 1.3.10. Directors and chairs must build a positive culture for new faculty by increasing their knowledge of, and access to, relevant university resources; encouraging improvements in teaching, research, and appropriate service to enhance the preparation of newer faculty for consideration for promotion and tenure; encouraging newer faculty to establish and work toward short and long term professional goals; encouraging interaction between new and more senior faculty; clarifying expectations for promotion and tenure, including criteria, timelines, and deadlines; and facilitating acquisition of resources for newer faculty. Directors and chairs should be proactive in these efforts. Directors and chairs should inform new faculty of their office hours and availability and assure them that there are open lines of communication. Many of these issues apply to all new faculty.

## **2. What the Faculty Mentor Program Will Not Do**

The Faculty Mentor Program is specifically not intended to do any of the following:

- 2.1. Interfere with the prerogatives of new or senior faculty with regard to professional activities.
- 2.2. Assure faculty members any special consideration for research, teaching assignments, promotion, or tenure.
- 2.3. Detract from the prerogatives of university administrators including directors and chairs, personnel committees, the SDSURF, or other units.

### **3. Faculty Mentor Program Reference Sources**

#### **Reference Information:**

SDSU Faculty Handbook

[http://www-](http://www-rohan.sdsu.edu/~facaff/documents/SDSU_FACULTY_HANDBOOK_082005.pdf)

[rohan.sdsu.edu/~facaff/documents/SDSU\\_FACULTY\\_HANDBOOK\\_082005.pdf](http://www-rohan.sdsu.edu/~facaff/documents/SDSU_FACULTY_HANDBOOK_082005.pdf)

SDSU Policy File

[http://senate.sdsu.edu/policy/policy\\_file.pdf](http://senate.sdsu.edu/policy/policy_file.pdf)

SDSU The Contract

[http://www.calstate.edu/LaborRel/Contracts\\_HTML/CFA\\_CONTRACT/CFAtoc.shtml](http://www.calstate.edu/LaborRel/Contracts_HTML/CFA_CONTRACT/CFAtoc.shtml)

SDSU PRT Processes and Timelines

<http://www-rohan.sdsu.edu/%7Efacaff/newrtp.html>

#### **University Offices:**

SDSU Office of Faculty Affairs

<http://www-rohan.sdsu.edu/%7Efacaff/default.html>

The Center for Human Resources

<http://bfa.sdsu.edu/ps/>

SDSU Office of Diversity and Equity

<http://www-rohan.sdsu.edu/%7Eode/>

#### **Instructional Resources:**

SDSU Center for Teaching & Learning

<http://ctl.sdsu.edu/>

Instructional Technology Services

<http://www-rohan.sdsu.edu/dept/its/index.html>



Faculty Room is a self-serve facility for the exclusive use of faculty and staff in the preparation of materials for use in classroom instruction, professional presentations, and non-funded research and publication. Mentors can help arrange a tour.

<http://www-rohan.sdsu.edu/dept/its/resources/labs/facultyroom.html>

Blackboard

**Instructor Help Desk Phone:** (619) 594-3485

**Instructor Help Desk E-mail:** [bbhelp@sdsu.edu](mailto:bbhelp@sdsu.edu)

<http://www-rohan.sdsu.edu/dept/its/blackboard/instructor/index.html>

Blackboard Workshops

<http://www-rohan.sdsu.edu/dept/its/blackboard/instructor/training/workshops.html>

## **Other Resources:**

SDSU Research Foundation Workshop Schedules

Posted at <http://www.foundation.sdsu.edu>

Aztec Shops Online Requisition Web Site

<https://caesar.aztecshops.com/reqonline/Default3.asp>

The Faculty-Staff Club

<http://www.aztecshops.com/fsclub/home.asp>

SDSU Chapter of the California Faculty Association

<http://cfa.sdsu.edu/>

Office of International Programs

<http://www-rohan.sdsu.edu/~oip/>

SDSU Faculty Staff Web Pages

<http://www.sdsu.edu/facstaff.html>

SDSUniverse

<http://www.sdsuniverse.info/>

**Watch For:**

New Tenure-Track Faculty Orientation  
(Hosted by Faculty Affairs - Invitation Only)

New Tenure-Track Faculty Orientation  
(Hosted by The Center for Teaching and Learning)

All-University Convocation  
Cox Arena

New Tenure-Track Faculty Star Party  
(Invitation Only)  
Mt. Laguna Observatory

## **4. Faculty Mentor Program Contact List**

Dean Marilyn Newhoff  
CHHS Dean, Professor  
School of Speech, Language, and Hearing Sciences  
Phone: (619) 594-6516  
Office: ED-154  
Office Hours: By Appointment

Bonnie Zimmerman, Ph.D.  
Associate Vice President for Faculty Affairs  
Centennial Hall 3310  
Hours: M-F 8:00 am - 4:30 pm  
Telephone: (619) 594-6111

Eugene Stein  
Director  
Sponsored Research Development  
San Diego State University Research Foundation  
3<sup>rd</sup> Floor, Gateway Building  
Telephone: (619) 594-4424