

College of Business Administration

Mentoring of Tenure-Track Faculty

- 1 The College strongly supports the mentoring of probationary faculty. The suggested activities listed below are intended to promote their successful careers as faculty members at San Diego State University.
- 2 RETENTION, TENURE, & PROMOTION SUPPORT
 - a) Each department and school within the college maintain a policy file item on the process of retention, tenure, and promotion based upon their specific criteria and expectations. Unit policies will complement and support the university and college RTP policies. Each faculty member in the college should receive a copy of the policy. The policy should include the following components:
 - Clear statement about what constitutes documentation & evidence in each of the three areas (teaching, professional development, and service).
 - General hierarchy of acceptable items in each area. For example, in professional growth, such a list should include the relative importance of peer-reviewed articles, practitioner-oriented articles, books, presentations, and conferences.
 - b) Development of a timeline and checklists of tasks for probationary faculty along the path to tenure. (See section to follow)
 - c) The college will provide an annual RTP workshop for their tenure-track faculty. This workshop will be held on multiple days and times to assure participation of all tenure-track faculty. Components of the workshop should include, but not be limited to the following:
 - Examples of recent appropriate associate and full professor “One of a Kind” Files will be available for tenure-track faculty to view. This will provide a greater understanding of the file structure and components.
 - Specific examples of filing suggestions for gathering information in each of the three categories and criteria for a successful candidate’s statement.
 - Information from Faculty Affairs will be available.
 - College Peer Review committee members will be present to address questions by tenure-track faculty. When possible, a recently tenured faculty member should be included in this workshop to provide an additional perspective on the process.
 - The process of validation will be described and suggestions for how tenure-track faculty can best organize for validation.

3 SOCIAL PROCESS

Social networks and functions help integrate tenure-track faculty more fully into their schools and ensure their future success. Departments/Schools are strongly encouraged to pay greater attention to social process that may include, but are not limited to the following:

- a) Group meetings between chair or director and the tenure-track faculty where the tenure-track faculty may ask questions and share concerns. These meeting should be held at least once or twice per semester.
- b) Informal social gatherings throughout the year where tenure-track faculty may interact with tenured faculty.
- c) Professional development meetings among tenure-track faculty. Tenure-track faculty should be encouraged to meet regularly (monthly or biweekly) to share ideas, read drafts of one another's work, and offer suggestions for publication or other evidence of professional development. Tenured faculty could attend these meetings to lend their expertise and ensure that tenure-track faculty are acquiring the resources necessary to demonstrate professional growth.
- d) Regular meetings of tenure-track faculty where tenured faculty are asked to share their expertise about a particular topic of interest to the tenure-track faculty. For example, a member of the University RTP committee might be asked to share their insights in regard to preparing files. These meeting would act as "mentoring circles" where one tenured faculty member could share their expertise with all of the tenure-track faculty at one time.
- e) Regular colloquia or brown-bag lectures where faculty members share their current research/creativity projects with one another.
- f) One annual retreat or school colloquium where faculty make short presentations on their current professional development projects. This information will encourage active research/creative undertakings as well as collaboration among faculty members.
- g) Biannual breakfasts sponsored by the dean's office for tenure-track faculty to gauge the progress of tenure-track faculty and to hear their concerns.

4 THE MENTORING PROCESS

In general, the mentoring process is meant to assist faculty members in the pursuit of tenure and promotion, as well as a successful career at San Diego State University. The mentoring process is flexible depending on the needs and expertise of faculty seeking tenure and promotion. The process should reflect the culture and professional standards within varying disciplines.

- a) Premises for Successful Participation:

- Participation in the CBA mentorship program will enhance one's opportunity for promotion and tenure, but successful promotion and tenure is the responsibility of individual candidates being mentored.
- Mentorship implies a partnership. Mentees must seek out information in a proactive manner addressing the teaching, professional growth, and service concerns of faculty being mentored.
- The mentorship process is directed by one faculty person (the mentor) to guide the person seeking promotion (the mentee). They should meet frequently for discussion and evaluation. Additional tenured faculty will occasionally participate in this process, as is necessary.
- Any tenured faculty member may fulfill the role of mentor for the various units, including the Chair or Director. There may be more than one mentor for a unit.

b) Procedure

- Incoming faculty will be contacted prior to arriving on campus about New Faculty Orientation and the internal grant process at SDSU. All new faculty should attend the orientation.
- The unit chair/director will select and assign a tenured faculty member, ideally aligned in teaching and research interests with the tenure-track faculty, to act as the mentor. Where appropriate, separate mentors for teaching and research may be assigned.
- The mentor is responsible for documenting to the chair/director that all of the action items on the following checklist are discussed with the mentee.
- The mentor and mentee should meet 2-4 times per semester for 1-2 hour sessions. At least one meeting should be in a casual, informal setting. It may be helpful for the mentor to keep a record of what was covered at each meeting with the mentee.

c) Potential Discussion topics for the 1st semester of appointment.

- Teaching methods – including syllabus for courses taught each semester.
- The college information resources packet for new faculty
- The college and department policy manuals
- Class experiences
- Research/creative activity agenda and long-range professional growth plans
- Current research/creative activity and professional growth projects.
- Teaching resources on campus
- Appropriate service in the school
- Grant applications
- School governance
- Teaching schedules and assignments of teaching loads within the school.

d) Potential Discussion topics for the 2nd semester of appointment

- Everything listed in the previous semester
- Course evaluations – written comments and statistical information
- Determine if other teaching assistance is needed and make recommendations

- Attend College & University RTP workshop
- Review all grant applications, journal submissions, etc., and discuss strategies for enhancing research/creative activity
- Identify other faculty members that might assist the mentee in research/creative activity agenda and long-range professional growth plans
- Identify other faculty members going through the RTP process for peer assistance
- Progress of the research/creative activity agenda and professional growth
- Appropriate service in the school, college, and university
- Review Candidate's Statement
- Review RTP materials and documentation process
- Discuss opportunities for involvement in development activities

e) Potential Discussion topics for the 3rd semester of appointment

- Everything listed in the previous semesters.
- Review documentation of research/creative activity agenda and professional growth projects successfully completed
- Review a sample of a successful RTP document – including the One-of-a-Kind file
- Identify other faculty members with research/creative activity and professional growth possibly relating to the needs of the candidate
- If desired, discuss recent meetings with the Chair or Director.

f) Potential Discussion topics for the 4th semester of appointment

- Everything listed in the previous semesters
- Create and/or review the Candidate's Statement to be included in the RTP file in the coming years.
- Service in the school, college and university
- PDS and One-of-a-Kind file assembly.
- Research/creative activity agenda in relation to departmental RTP policy
- Review opportunities for involvement in development activities

g) Potential Discussion topics for the 5th & 6th semester of appointment

- Everything listed in the previous semesters.
- Develop plan for strengthening the RTP documents for the coming year.
- Repeat this process until the candidate achieves tenure or completes the 6th year of the appointment.