PSFA MENTORING POLICY 2022-2023

I.   MENTORING OF TENURE-TRACK FACULTY

1.0   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.

2.0   RETENTION, TENURE & PROMOTION SUPPORT
In order to support faculty in the Retention, Tenure & Promotion (RTP) process the following items will be provided.

    2.1   Each school will update or develop a policy file on the process of retention, tenure and promotion based upon their specific criteria and expectations. School policies will complement and support the university and college RTP policies. Each faculty member in the school should receive a copy of the policy. The policy should include the following components:

        2.1.1   Clear statement about what constitutes documentation & evidence in each of the three areas (teaching, professional growth, service).

        2.1.2   General hierarchy of acceptable items in each area. For example in professional growth the importance of books, peer reviewed articles, presentations, conferences, productions, exhibits, etc.

    2.2   Development of a timeline and checklists of tasks for probationary faculty along the path to tenure. (See section 4.0 of this policy)

    2.3   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:

        2.3.1   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.

        2.3.2   Specific examples of filing suggestions for gathering information in each of the three categories and criteria for a successful candidates' statement.

        2.3.3   Information from the Office of Faculty Advancement will be available.

        2.3.4   College Peer Review committee members will be present to address questions of tenure-track faculty. When possible a recently tenured faculty member should be included in this workshop to provide an

additional perspective on the process.

2.3.5   The process of validation will be described and suggestions for how tenure-track faculty can best organize for validation.

3.0   SOCIAL PROCESS

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

3.1   Group meetings between the Chair or Director and the tenure-track faculty where the tenure- track faculty may ask questions and share concerns. These meetings should be held at least once or twice per semester.

3.2   Informal social gatherings throughout the year where tenure-track faculty may interact with tenured faculty.

3.3   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.

3.4   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 meetings would act as "mentoring circles" where one tenured faculty member could share their expertise with all of the tenure-track faculty at one time.

3.5   Regular colloquia or brown bag lectures where faculty members share their current research/creativity projects with one another.

3.6   One annual retreat or school colloquium where faculty make short presentations on their current professional development projects. This information will encourage active research/creativity as well as collaboration among faculty members.

3.7   Biannual breakfasts sponsored by the dean's office for tenure-track faculty to gauge the progress of the tenure-track faculty and to hear their concerns.

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4.0 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.

4.1 Participation

4.1.1 Participation in the SDSU mentorship program will enhance one's opportunity for promotion and tenure, but successful promotion and tenure is the responsibility of individual candidates being mentored.

4.1.2 Mentorship implies a partnership. Mentees must seek out information and the mentor must be proactive addressing the teaching, professional growth and service concerns of faculty being mentored.

4.1.3 The mentorship process is directed by one faculty person (the mentor) to guide the person seeking promotion (the mentee). They should meet each semester for discussion and evaluation. (see section 4.4) Additional tenured faculty will occasionally participate in this process, as determined necessary.

4.1.4 Any tenured faculty member may fulfill the role of mentor for the School, including the Chair or Director. There may be more than one mentor for a School.

4.2 Procedure

4.2.1 The Director will contact incoming faculty prior to arriving on campus about New Faculty Orientation and the internal grant process at SDSU. All new faculty should attend the orientation.

4.2.2 The mentor is responsible for documenting to the Director that all of the action items on the following checklist are discussed with the mentee.

4.2.3 The mentor and mentee should meet 2-4 times per semester for 1 to 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.

4.3 Suggested Meeting Topics and Schedule

4.3.1 Discussion topics for the 1st semester of appointment

A. Teaching methods - including syllabus for courses taught each

> semester.
> B. The school information resource packet for new faculty.
> C. The school policy manual.
> D. Class experiences.
> E. Research/creative activity agenda and long-range professional growth plans.
> F. Current research/creative activity and professional growth projects.
> G. Teaching resources on campus.
> H. Appropriate service in the school.
> I. Grant applications.
> J. School governance.
> K. Teachings schedules and assignments of teaching loads with-in the school.

4.3.2 Discussion topics for the 2nd semester of appointment

> A. Everything listed in the previous semester.
> B. Course evaluations - written comments and statistical information.
> C. Determine if other teaching assistance is needed and make recommendations.
> D. Attend College & University RTP workshop.
> E. Review all grant applications, journal submission, etc., and discuss strategies for enhancing the research/creative activity.
> F. Identify other faculty members that might assist the mentee **in** research/creative activity agenda and long-range professional growth plans.
> G. Identify other faculty members going through the RTP process for peer assistance.
> H. Progress of the research/creative activity agenda and professional growth.
> I. Appropriate service in the school, college, and university.
> J. Review Candidate's Statement.
> K. Review RTP materials and documentation process.
> L. Discuss opportunities for involvement in development activities.

4.3.3 Discussion topics for the 3rd semester of appointment

> A. Everything listed in the previous semesters.
> B. Review documentation of research/creative activity agenda and professional growth projects successfully completed.
> C. Review a sample of a successful RTP document -

including the One-of-a- Kind file.
D. Identify other faculty members with research/creative activity and professional growth possibly relating to the needs of the candidate.
E. If desired, discuss recent meetings with the Chair or Director.

4.3.4   Discussion topics for the 4th semester of appointment

A. Everything listed in the previous semesters.
B. Create and/or review the Candidate's Statement to be included in RTP file in the coming years.
C. Service in the school, college and university.
D. DS and one of a kind file assembly.
E. Research/creative activity agenda to in relation to school RTP policy.
F. Review opportunities for involvement in development activities.

4.3.5   Discussion topics for the 5th & 6th semester of appointment

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