Section 1.1  Mentoring

1.1.1. A commitment to mentoring new faculty is essential to promoting the mission of the College of Arts and Letters (henceforth “the College”) and attracting and retaining excellent faculty. There is no standard model for faculty mentoring within the College. Faculty mentoring should extend beyond the minimum effort of informing probationary faculty of the requirements for achieving tenure. It should include all aspects of academic life, such as balancing professional and family obligations, and should 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 probationary faculty with tenured faculty. Faculty mentoring program should cover topics such as teaching, grant writing, publishing, time management, networking, balancing family needs, and navigating departmental culture.

1.1.2. Mentoring of New and Probationary Faculty

1. 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 academic environment and the mentoring of new and probationary faculty.

2. 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 the following components:

   A. Clear statement about what constitutes documentation and evidence in each of the three categories of review (i.e., teaching, professional development, and service).

   B. Support through the RTP process, with clear documentation of department, College, and University policies, processes, and timelines.

3. Each department shall provide opportunities for networking with colleagues and administrators; access to a designated faculty mentor within the new faculty member’s discipline and regular meetings to discuss essential topics; and information about campus culture and 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.

4. The College will provide an annual RTP workshop for probationary faculty. Components of the workshop should include, but not be limited to the following:

   A. Example hard copies of previous WPAF files may be shown. This will provide a greater understanding of the file structure and components.
B. Specific examples of filing suggestions for gathering information in each of the three categories of review and criteria for a successful candidate’s statement.

C. Information from Faculty Advancement’s website.

D. A presentation from a representative of the College RTP committee or previous member. When possible, a recently tenured faculty member shall be included in this workshop to provide an additional perspective on the process.

E. A description of the process of validation as well as suggestions for how probationary faculty can best organize for validation.

5. Social networks and functions may help integrate new and probationary faculty more fully into departments and ensure their future success. These may include, but are not limited to the following:

A. Informal social gatherings throughout the year where new and probationary faculty may interact with tenured faculty.

B. Professional development meetings among probationary faculty. Probationary 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.

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

D. One annual retreat or departmental 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.

1.1.3. Mentoring Process

1. 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 various disciplines.

2. Successful promotion and tenure is the responsibility of individual candidates being mentored. Mentees must seek out information in a proactive manner addressing the teaching, professional growth, and service concerns of faculty being mentored.

3. 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.

4. Any tenured faculty member may fulfill the role of mentor for the various departments, including the chair. There may be more than one mentor for a unit.