COLLEGE OF PROFESSIONAL STUDIES AND FINE ARTS

POLICY FILE

I. PERSONNEL PROCEDURES

1.0 POLICIES AND PROCEDURES FOR PERSONNEL DECISIONS: GENERAL

1.1 In this Personnel Procedures section, personnel decisions shall be defined as decisions regarding reappointment, tenure, and promotion. The document also addresses policies and procedures for post-tenure review, and review of school directors.

1.11 Nothing stated herein supersedes policies outlined in the Agreement between the Board of Trustees of the CSU and the CFA in effect and the current SDSU Policy File.

1.2 The College shall establish and maintain a Peer Review Committee that operates under procedures as outlined in this document or referred to in 1.11 above.

1.3 Each school in the College shall have its own peer review committee.

1.31 Each school shall have at least three members on its peer review committee. All members must be tenured. Directors are not eligible to serve at this level.

1.32 The school committee shall nominate and elect members following established school election procedures.

1.33 When a school does not have a sufficient number of faculty members with the appropriate qualifications to make personnel recommendations and/or decisions, the College Peer Review Committee shall assist this school in finding additional qualified members.

1.33.1 The College will maintain a list of full professors from all schools in PSFA who are not currently serving on school, College, or University peer review committees. Any school which does not have the required number of members to make personnel recommendations will be given the list of full professors from other units in the College who are eligible to serve as members.

2.0 POLICIES AND PROCEDURES FOR REAPPOINTMENT, PROMOTION AND TENURE

2.1 Duties of College Peer Review Committee

2.11 For Promotion and/or Tenure cases, the Committee shall consult in person with the school peer review (personnel) committee or its representatives whenever it considers making a recommendation different from the school.

2.2 Composition of College Peer Review Committee

2.21 One tenured full professor from each school will serve on the College Peer Review Committee. Faculty members promoted to Full Professor with the new
rank effective at the beginning of the next school year shall be eligible for
election upon the announcement of promotion.

2.22 Each school will elect a faculty member from its school to serve on the College
Peer Review Committee. The electorate shall comprise all probationary and
tenured members of each school’s faculty.

2.23 The Committee shall have one “external” member from outside the College in
accord with the Agreement between the Board of Trustees of the CSU and the
CFA in effect and the current SDSU Policy File.

2.24 No member of the College faculty who has line administrative responsibilities
shall be eligible to serve on the College Peer Review Committee, including the
Dean of the College, Associate, Assistant Deans and Directors.

2.25 The Committee shall elect a chair for the upcoming academic year at the first
meeting of the fall semester.

2.3 Term of Membership on College Peer Review Committee

2.31 Committee members shall serve three years. Terms shall be staggered to
maintain continuity on the Committee.

2.4 Election of College Peer Review Committee Members

2.41 Each school in the College, with the exception of any school that already has a
faculty member on the Committee for the following academic year, shall elect
one tenured Full-Professor as a member of the Committee.

2.42 Each school that is eligible to elect a Committee member shall complete its
election in the spring semester for the following academic year.

2.5 Criteria to be used by College Peer Review Committee

2.51 Effectiveness of Teaching

Each school has identified criteria for teaching effectiveness to be considered by
the college committee and this information is listed in the school RTP document.
The primary qualification for reappointment, tenure, or promotion is excellence
in teaching. Teaching effectiveness is measured by command of the subject,
skill in organizing and presenting material with force, logic, insight and
sensitivity to diverse student populations, intellectual integrity, critical thinking,
and integration of professional growth. Teaching performance shall be evaluated
by various methods (such as peer reviews and student evaluations of instruction)
applied in appropriate teaching situations (e.g., classroom teaching, public
lectures, seminars, studio or laboratory teaching situations). Effectiveness of
teaching is also measured by honors and distinctions received for excellence in
teaching, development or acquisition of instructionally related materials,
involvement of students in research, scholarship, or creative activities,
curriculum development and student recruitment and retention

The following items may provide evidence of teaching effectiveness:
A. Student evaluations of instructional performance (quantitative and written/qualitative comments derived from the course evaluation process at the end of the semester).

B. Course grades.

C. Peer evaluation of classroom performance (by classroom visitation) and appropriateness of course materials.

D. Development of new courses, or new curricular techniques.

E. Honors and/or distinctions received for teaching excellence.

F. Thesis committee/special study assignments.

G. Faculty peer evaluation of currency in the field of expertise.

H. Professional evaluation of teaching and currency in the field.

I. Professional experience that enhances teaching effectiveness.

J. Student Advising and Mentoring

2.52 Professional Growth

Each school maintains a current RTP document identifying criteria for professional growth that guides the college committee. Continuous growth in research, scholarship and/or creative activity is essential to the teaching effectiveness of all faculty members, to their own professional stature, and to the stature of the University. In considering candidates for reappointment, promotion, and/or tenure in the College of Professional Studies and Fine Arts, the criteria for professional growth vary to a degree since the schools range from traditional publishing-oriented areas (for example Journalism, Public Affairs, Communication) to the more performance-oriented areas (for example Art, Music, Dance, Theatre, Television, and Film).

The set of externally reviewed professional growth activities normally encompasses the following areas:

A. Articles published or accepted for publication in refereed academic and professional journals that selectively publish articles. Exhibited or performed creative works that are refereed, juried, or by invitation. Examples of such works are gallery exhibitions, theatrical performances, concert performances, works of visual art, design for exhibition or performance, works of choreography, films, compositions, orchestrations, libretti, scores, scripts, and plays.

B. Scholarly books, textbooks, or monographs published.

C. Book chapters.

D. Presentations at professional conventions or conferences at the international, national, state, or regional level.

E. Awarded grants or contracts.
F. Articles published or accepted in other than refereed journals, exhibited or performed creative work that are not refereed, juried, or invited by invitation.

G. Awarded fellowships.

H. Curricula organized or written for schools or agencies.

I. Presentation of seminars or colloquia.

2.53 Service to the University

Every faculty member shall assume responsibility for participating in activities that apply the faculty member’s professional expertise to the benefit of the University and community such as, student outreach and retention, school, College and University committees, student mentoring, offices in University associated or relevant community organizations, educational lectures and seminars for community groups. When a candidate distinguishes himself or herself in performing such duties to the significant benefit of the University and this performance is appropriately documented over a significant length of time, then such service for the University shall have more than the usual bearing on reappointment, promotion and/or tenure decisions. However, the primary criterion is teaching, and professional growth must be an important consideration.

The following activities provide evidence of service to the University:

A. Membership on school committees.

B. School assignments (for example, advising, direction of internships, direction of graduate teaching assistants, coordination of graduate program).

C. Contribution to the recognition of the school within the academic community and among professionals in the field.

D. Membership on College committees.

E. Membership on University committees.

F. Contributions toward the cultural and artistic environment of the total University.

G. Professional journal editorships, review of journal manuscripts or textbooks appropriate to the discipline involved.

H. Participation in interdisciplinary programs or activities.

I. Participation in the continued development of the University (for example, recruitment of students).

J. Consultation for community agencies.

K. Speeches/workshops for the community.

L. Fund raising.
3.0 PROCEDURES AND CRITERIA FOR EVALUATION OF TEMPORARY FACULTY

3.1 Temporary faculty who have been hired for both semesters of an academic year shall be evaluated in the spring semester. Each school shall develop procedures and criteria for periodic performance appraisals of temporary faculty. Evaluation criteria and procedures shall be made available to the temporary faculty member no later than 14 days after the first day of instruction of the academic term.

3.2 Evaluation shall occur before temporary hiring decisions for the following fall semester are made.

3.21 The evaluation of full-time temporary faculty employees with teaching duties shall include student evaluations of teaching performance, peer review by a school committee, and evaluations by administrators. The school review may also consist of a review of class syllabi, in-class observations, or other materials related to teaching effectiveness.

3.22 The evaluation of part-time temporary faculty employees with teaching duties shall include student evaluations of teaching performance, evaluations by administrators or school director, and the opportunity for peer evaluation from the school.

3.23 When classroom visits are utilized as part of the evaluation process, the faculty member shall be provided a notice of at least 5 days that a classroom visit is to take place. There shall be consultation between the faculty member being evaluated and the individual who visits his/her class(es).

3.3 A temporary faculty unit employee appointed for one semester shall be evaluated at the discretion of the school director, the appropriate administrator, or the school or equivalent unit. The employee may request that an evaluation be performed.

3.4 The evaluated faculty shall be provided with a copy of the periodic evaluation by the school evaluation committee and the appropriate administrator using the five-day filing date notice procedure. Evaluations shall contain the signatures of the appropriate administrator(s) and the school evaluation committee chair.

3.5 A written record of periodic evaluation shall be placed in the temporary faculty units employee’s Personnel Action File. The temporary faculty employee shall be provided a copy of the written record of the evaluation.

4.0 POLICIES AND PROCEDURES FOR EVALUATION ON TENURED FACULTY (POST-TENURE REVIEW)

4.1 Every five or fewer years, tenured faculty employees not subject to a performance review for promotion shall be evaluated according school procedures and criteria.

4.2 The periodic evaluations shall be conducted by a peer review committee of the school and by the dean of the college or designee.

4.3 A tenured faculty employee shall be provided a copy of the peer committee report of the periodic evaluation. A copy of the peer committee’s and the dean’s or designee’s reports shall be placed in the employee’s Personnel Action File.
5.0 POLICIES AND PROCEDURES FOR REVIEW OF SCHOOL DIRECTORS

5.1 School directors shall be subject to an initial performance evaluation in the spring semester of the second year of their appointment. Following the performance evaluation a faculty referendum will occur in the spring semester of the third year.

5.2 Process for initial and periodic performance evaluation consists of the following:

5.21 Director submits a self study to the dean who will disseminate the self study to all faculty and staff in the school. The self study is written to respond to his/her effectiveness in relation to the following criteria:

A. Personnel processes and procedures (faculty, staff, and students).
B. Resource management (equipment, facilities, budget).
C. Communication skills.
D. Program planning and curriculum.
E. Community interaction and development (e.g., alumni, fund raising).

5.22 Online survey sent to faculty and staff to gather data regarding director effectiveness to identified criteria.

5.23 A committee of at least three tenured professors (full professors preferred) to represent the faculty as a whole will be elected to conduct the director review.

5.24 The faculty committee will have access to or conduct confidential data collection to obtain major data sources for the review process, to include at least:

A. Director Self Study
B. Faculty and staff online survey and final analysis
C. Committee solicited information and opinions from tenured and tenure-track faculty. Information and opinions from other appropriate individuals or groups may also be solicited (e.g., part-time and temporary lecturers, teaching associates, graduate assistants, graduate students, undergraduate students, staff, colleagues, college school directors, university administrators, community members).
D. Confidential communications

5.25 The faculty committee is responsible for review and interpretation of the data sources and developing a report that includes a list of recommendations for submission to the dean. The dean may schedule a meeting with the faculty committee to review their document.

5.26 The dean will review the committee report and gather additional consultative data from management and external constituents.
5.27 The dean will provide the director with written discussion points at least two days prior to meeting with the director to discuss the review.

5.28 The dean and director meet and discuss the performance evaluation and identify performance goals and actions. The director will have access to the committee report recommendations, but not the confidential data collected in the process.

5.29 The dean sends a letter to the director and all faculty and staff highlighting the recommendations identified in the performance evaluation process.

5.3 Following a performance evaluation of the director a referendum will occur late in the spring semester of the third year. The referendum vote shall be an indication of the faculty’s approval or disapproval of the performance of the director since that person’s most recent review.

5.4 A periodic performance evaluation of the director consisting of a review and referendum shall be conducted every three years following the initial performance evaluation following the process identified in section 5.2 and 5.3.

6.0 REVIEW OF SCHOOL PERSONNEL POLICIES

6.1 Each school shall notify the College Associate Dean in writing of any changes made to the school’s personnel policies and procedures documents, and shall provide the Associate Dean with a copy of those changes.

6.2 The College Academic Policy and Planning Committee shall conduct a regular review of school personnel policies and procedures documents to ensure that these are in accord with College and University policies. Its recommendations shall be forwarded to the College Dean.

7.0 RATIFICATION OF AND AMENDMENT TO THE COLLEGE PERSONNEL PROCEDURES

7.1 Ratification of the College Personnel Procedures document shall be by the electorate of the College eligible to vote in Senate elections. A majority of those voting is sufficient to ratify the written procedures.

7.2 Amendments necessary to conform to the Agreement between the Board of Trustees of the CSU and the CFA and the SDSU Policy File will be routinely executed by the College Academic Policy and Planning Committee.

7.3 Modifications not covered by these two documents will be submitted by the College Academic Policy and Planning Committee to the faculty eligible to vote in Senate elections.

II. EVALUATION OF TEACHING EFFECTIVENESS POLICIES AND PROCEDURES

1.0 Student evaluations of all non-supervision courses shall be conducted each fall & spring semester.

2.0 Each school in the College shall develop procedures by which the school peer review (personnel) committee shall organize, initiate and conduct peer evaluations of teaching performance each academic year for faculty still subject to the reappointment, promotion and tenure process.
III. COLLEGE COMMITTEES

1.0 ACADEMIC POLICY AND PLANNING COMMITTEE

1.1 Membership - The Committee shall consist of one full-time tenure-track or tenured faculty member from each school (excluding ROTC departments), one full-time permanent staff member plus the College Dean or designee (ex officio). The Committee elects its own Chair.

1.11 Faculty Representatives - Election shall be conducted in the spring semester to determine who will serve during the next academic year. Representatives from each school are elected by all full-time tenure-track and tenured faculty members of that school. Elected members must be tenure-track or tenured full-time faculty. Members serve three-year staggered terms and are eligible for re-election.

1.12 Staff Representative - Election shall be conducted in the Spring Semester to determine who will serve during the next academic year. The electorate shall comprise all permanent staff members of the College. The staff representative serves a three-year term and may be elected for a subsequent term. A request for nominations shall be sent to all electorate, who may submit only one name for nomination and must indicate the nominee agrees to serve a three year term.

1.2 Functions

1.21 The College Academic Policy and Planning Committee is charged with the following tasks:

A. To serve as a faculty advisory committee to the Dean of the College.

B. To consider short-term and long-term College policy, procedure, and planning issues.

1.22 The College Academic Policy and Planning Committee conducts a college-wide election for College Representative to University Promotions and Tenure Review Panel. By mid-April, the Associate Dean will notify each school, whose representative’s term on a college-wide committee has expired, the need to elect a representative. All committee elections are completed by the end of semester. Full-time tenure track and tenured faculty may vote in college-wide elections.

2.0 CURRICULUM COMMITTEE

2.1 Membership - The Committee consists of one representative from each school in the College (including the ROTC departments), plus the College Dean or designee (ex officio). Schools are urged to select the School Director or Chair of the school Curriculum Committee to serve as the school representative on the College Curriculum Committee. Each school forwards the name of its representative to the College Dean by the end of the spring semester. Members serve a renewable two-year term on the Committee. The Chair is elected by the Committee.

2.2 Functions - The College Curriculum Committee processes all curriculum proposals generated by the College, as well as matters related to General Education.
3.0 PERSONNEL COMMITTEE

3.1 Membership - The Committee consists of one representative from each school (excluding ROTC departments). Representatives from each school are elected by all full-time tenure-track and tenured faculty members of that school. Members serve two-year terms. An alternative member shall be elected at the time of the school election, to serve in the eventuality of illness, sabbatical leave, disqualification by conflict of interest (e.g., having an application in for review), etc. The names of the school representative and alternate shall be forwarded to the College Dean by the end of the spring semester. Members serve two year terms and may be re-elected. The Chair is elected by the members of the Committee.

3.2 Functions - The College Personnel Committee reviews: Faculty Sabbatical Leave applications, University Grant Program (UGP) applications and Faculty Alumni Awards (Faculty Monty).

4.0 PEER REVIEW COMMITTEE

4.1 Membership - The Committee consists of one member from each school within the College, plus an outside member from another college. Members from schools in the College serve three-year staggered terms. Elected members must be tenured full-time full-professors. The name of the school representative shall be forwarded to the College Dean by the end of the spring semester. In accordance with University policy, the outside member is elected annually. The Committee elects its own Chair.

4.2 The College Peer Review Committee reviews faculty applications for reappointment, promotion and/or tenure.

IV. UNIVERSITY-WIDE ELECTIONS

1.0 COLLEGE REPRESENTATIVE TO UNIVERSITY PROMOTIONS AND TENURE REVIEW PANEL

1.1 Election shall be conducted in the spring semester in which a representative must be elected.

1.2 The electorate shall comprise all probationary and tenured members of the faculty.

1.3 Faculty eligible for election must hold the rank of full professor with tenure. The College current representative may be elected for a subsequent term.

1.4 The election for College representative shall be conducted in three steps as indicated below.

1.41 A request for nominations shall be sent to all electorate. Each member of the electorate can submit only one name for nomination and must indicate the nominee agrees to serve a two year term. If an eligible faculty member receives as many as three nominations, the name of this individual shall be placed on the ballot for the next step of the election, unless the faculty member requests that his or her name be withdrawn. Once the nominating procedure has been completed, the only candidates eligible for election are those declared nominated by the chair of the college AP&P Committee.
1.42 The second step shall provide the electorate with a ballot which lists all the nominees nominated in accord with Section 1.41. The electorate may vote for only one nominee. Any candidate receiving a simple majority of the votes cast in this election shall be declared elected. If no candidate receives a majority of votes cast, the two nominees receiving the most votes will be declared candidates and their names shall be placed on the final election ballot. In cases of ties for most votes additional candidates shall be included on the election ballot.

1.43 A final election ballot shall be provided to the electorate which lists the candidates selected in accord with Section 1.42. The electorate may vote for only one candidate. Any candidate receiving a simple majority of the votes cast in this election shall be declared elected.

1.44 An additional ballot shall be used to break ties. Only the names of those candidates who are tied for most votes cast will appear in the run-off ballot required to break the tie.

V. PROCEDURES AND CRITERIA FOR UNIVERSITY GRANTS AWARDS

1.0 DUTIES OF THE PERSONNEL COMMITTEE IN EVALUATION OF GRANT PROPOSALS

1.1 The College Personnel Committee shall evaluate proposals submitted by individual faculty members in the College, rank the proposals, and complete the university evaluation form. All evaluations and proposals shall then be forwarded to the University Grant Program Committee.

1.2 The following criteria for evaluation have been established by the university and is to be used by the committee in making decisions.

1.21 Quality of Proposal. Relevance or merit of the research/scholarship, given the field of study, appropriateness of the design and methodology, appropriateness of scope and budget, expertise of the applicant in the area of investigation, likelihood of executing the plan within the funding period.

1.22 Outcome. Probability of leading to refereed publications, exhibitions, or performances, enhancing the probabilities of retention, tenure, and promotion, educational impact on students and nature of student involvement, likelihood of obtaining future funding.

1.3 Committee members shall not have proposals before the Committee during their period of service, where such conflicts occur the elected alternate from the member’s school will serve during the evaluation process.

VI. SABBATICAL RECOMMENDATION GUIDELINES

1.0 The University approves and grants only a limited number of sabbatical leaves each year. Therefore, the following guidelines shall be used by the Personnel Committee in evaluating sabbatical proposals and making recommendations for sabbatical leaves:

1.1 The purpose of the project to benefit San Diego State University.
1.2 A comprehensive description of the proposed study, research, or service to be performed (per Faculty Affairs guidelines). The description shall include an explanation of the resulting benefits of the sabbatical, specifying the impact on faculty member’s teaching and scholarship through supporting the faculty member’s competence in the subject area.

1.3 Evidence of collaboration and support from outside colleagues and institutions (e.g. letters of intent, invitations, etc.), which should be attached where appropriate.

1.4 An explanation of why the proposed project requires time off from teaching.

**ASSIGNED TIME REQUEST POLICY**

1.0 ACADEMIC ASSIGNMENT

1.1 CSU faculty members are responsible, contractually and by State law, for 24 units of assignment per academic year and additional professional responsibilities which include committee memberships, routine student advising, and attendance at faculty meetings.

1.2 Normally, PSFA faculty members have teaching responsibility for 12 units per semester, which includes class time, preparation, grading and office hours. However, PSFA faculty may request assigned time for a portion of the 12 units in the areas of research/creative activity.

2.0 REQUESTING ASSIGNED TIME FOR RESEARCH/CREATIVE ACTIVITY

2.1 In order to request assigned time, a faculty member must submit a detailed plan no longer than two (2) pages in length proposing assigned time activities for the upcoming academic year according to the established college format. The proposal should include the number of units requested for completing the planned activities, as well as a justification for why release from teaching is warranted. The activities should be in the areas of research/creative activity. Requests must include a modified 5-year curricula vita of professional development.

2.2 Requests for assigned time for research/creative activity will be submitted to the Directors, for information and coordination, who will then forward the requests to the dean for approval, modification or disapproval.

2.3 Proposed plans for the upcoming Academic Year must be submitted by the first day of classes in the Spring Semester. If a faculty member does not submit a proposed plan, a 12-unit teaching load per semester will be assigned.

2.4 Upon request, the dean will provide reasons for denial of any assigned time proposal. Any faculty member whose proposal for assigned time has been denied may make one written appeal to the dean within five working days of the receipt of the notification of denial. After reviewing the appeal, the dean will make a final decision on the proposal.

3.0 CRITERIA

3.1 The school criteria for professional growth will be used to determine the merit of the proposal.

4.0 ASSIGNED TIME FOR TEACHING AND SERVICE
4.1 Directors will make requests for assigned time for teaching and service on behalf of their Schools. The dean will consider these School requests and make assigned time allocations to the appropriate Directors who may allocate these resources among the faculty members in their Schools most able to provide the needed services.

5.0 DOCUMENTATION

5.1 Faculty members are responsible for reporting in detail on activities each semester for which they were granted assigned time. These reports will constitute a primary basis for evaluating future assigned time requests.

5.2 A report no longer than one (1) page in length must be submitted with documentation detailing the status of the research/creative activity proposed in the initial request to Directors no later than the last day of classes each semester for which assigned time was granted.

VIII. 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 faculty affairs 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 insure 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 insure 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.

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 1-2 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

4.4.3 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

4.5.4 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

4.6.5 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.

5.0 SCHOOL/COLLEGE ACCOUNTABILITY

5.1 Each school will submit to the dean’s office their most recent School retention, tenure and promotion policy document prior to the each fall semester.

5.2 The College will copy the Directors on the dates of workshops and social activities for probationary faculty.

5.3 The Associate Dean will work with each director to assign a mentor to each new faculty member and also to assure the quality of the mentoring.

5.4 As soon as a contract is signed with a new faculty member the School will assign that new faculty member a mentor.