

Department of -----

Mentoring Plan for Untenured Faculty

(2020-2021 Version)

Tenured faculty have an obligation to assist untenured faculty in developing successful academic careers by providing them with guidance, support, information, and advice. The primary focus of untenured faculty members should be to develop a record of research, teaching, and service that will be of adequate quantity and quality to warrant the awarding of tenure by the University of Texas at San Antonio.

The Department of ----- Mentoring Plan for Untenured Faculty serves to assist junior faculty through their promotion and tenure. In addition, it provides a mechanism for untenured faculty to develop their abilities to the fullest which enhances the stature of the Department and the College of Business. In addition to untenured faculty, newly hired faculty at the rank of Associate Professor will be provided with a mentor for their first year at UTSA, with the same responsibilities and obligations as set forth below for untenured faculty.

Mentoring Process

1. Formal mentoring is mandatory for all early-career, tenure track faculty through their promotion and tenure review.
2. All faculty will receive a copy of the mentoring plan and the plan will be available in the shared folder of the department.
3. When a new Assistant Professor joins the Department of -----, within one month of her/his joining, the Department Chair will assign a formal faculty mentor(s).
4. The mentor(s) will be assigned after consultations with the new faculty. The mentor(s) should be matched on the basis of research, teaching interests, and other factors to ensure benefit to the mentee.
5. The mentor(s) will meet with the untenured faculty member and provide feedback and guidance on research, teaching and service in a modality they mutually agree upon.
6. Faculty mentoring is separate from evaluation.

Responsibility of the Department Chair

1. The Chair shall assign a mentor(s) to a new faculty member. Participation by the new faculty member is mandatory. The Chair will develop a list of tenured faculty members who could be paired most effectively with new colleagues. The Chair will contact possible mentors, determine their willingness to serve, and coordinate pairings. In addition, the new faculty member will be given the opportunity to meet and get to know potential mentors, and the pairing will be made by mutual agreement.
2. The Chair will seek mentees' and mentors' feedback about their experiences in mentoring relationship(s).
3. The Chair will evaluate and update mentoring plans as and when needed. Feedback from mentees and mentors will be considered in this process. These will be made available to the faculty each Fall.
4. The Chair will encourage mentors to complete the UTSA mentoring training.

5. Chair of the Department will provide untenured faculty members with support necessary to facilitate her or his achievement of tenure and career advancement.
 - a) Service assignments for the untenured faculty should be limited in scope as much as possible.
 - b) Teaching schedules should economize on the number and difficulty of course preparations consistent with the untenured faculty member's career aspirations, the requirements of the College, and needs of the Department.
 - c) To the extent possible, research resources for untenured faculty members should be given priority.

Responsibility of the Mentor(s)

1. Once assigned, the mentor will initiate meetings with the mentee/s at least once per semester, but preferably more frequently.
2. The mentor will collaboratively set expectations with the mentee for the mentoring relationship (availability, frequency, confidentiality, resource-sharing, advising not evaluating, etc.).
3. The mentor should provide advice to the new faculty member on aspects of teaching, research, and service as well as University, College, and Department policies. In some cases, there may be co-mentors where one might provide specialized expertise in methodology or other facets of the mentee's research focus, and another might provide more general information. In the "Suggested Topics for Discussion between Untenured Faculty and Mentor(s)" section, some subjects that a new faculty member might find informative are identified.

Responsibility of the Mentee

1. The mentee should engage with the mentor(s) with specific questions, idea, topics and documents for review.
2. The new faculty member should keep his/her mentor informed of any problems or concerns as they arise.
3. If input is desired, the new faculty member should leave sufficient time in the grant proposal or paper submission process to allow his/her mentor(s) the opportunity to review and critique drafts.
4. The mentee should collaboratively set expectations with mentors for the mentoring relationship (availability, frequency, confidentiality, resource-sharing, advising not evaluating, etc.)
5. The mentee should develop with his/her mentor(s) a Career Development Plan in line with the mentee's aspiration and goals as well as the University, College, and Department's policies and needs.

Performance Evaluation

All rules of the Handbook of Operating Procedures apply. These guidelines are not meant to supersede or reinterpret any procedures established by the College of Business, University of Texas at San Antonio or the University of Texas Board Of Regents, but merely to strengthen their intent.

For purposes of continued feedback on performance, the Chair may ask the Department of -----
- Faculty Review and Advisory Committee (DFRAC) to meet and evaluate the progress of each untenured tenure-track faculty member, as and when needed. If asked to do so, the DFRAC will prepare a memorandum to the Department Chair detailing its assessment. The Department Chair will share these findings with the faculty member who is subject to the review.

The faculty member will provide evidence of her or his efforts to the DFRAC and the Mentor(s) will report to the DFRAC an appropriate assessment of the faculty member's progress.

SUGGESTED TOPICS FOR DISCUSSION AND ACTIVITIES BETWEEN UNTENURED FACULTY AND MENTOR(S)

Department

1. How is the faculty member's department organized (e.g., committees, bylaws, etc.)
2. How are decisions made?
3. What are the opportunities for junior faculty involvement?

Research/Scholarly Contributions

1. What conferences should junior faculty attend? How to choose between large conferences and smaller events? What can one do at professional meetings to gain the type of exposure that can lead to good contacts?
2. How much travel is allowed/expected/supported?
3. With respect to collaborative efforts, how are the authors listed? How important is first authorship?
4. Where should you publish? What are your department/college's expectations regarding publications before tenure and promotion? How do chapters in edited collections or papers in proceedings compare?
5. Balance between the quantity and the quality of publications.
6. What are your department/college's expectations regarding grants?

Teaching

1. What is expected in a teaching portfolio?
2. What are teaching expectations? (graduate, undergraduate, seminar, lecture, practicum, recitation, special topic, service course).
3. Are some types of teaching more valuable? (i.e. large vs small classes)
4. Is it better to teach the same course semester after semester (single area) or develop an assortment of courses?
5. How much time should you spend on course preparation (i.e., where is the line between sufficient preparation and over-preparation?)
6. How is a faculty member evaluated on teaching?

Service

1. How much committee work is expected within your department, college, university?
2. How much time is expected to be devoted to committees and other forms of service as a junior faculty?
3. How important is professional service outside of the university?
4. How much paper and proposal reviewing is reasonable?