

Department of Gender, Sexuality, and Women's Studies
Mentoring Pre-Tenure/Pre-Promotion Faculty

Drafted by Dr. Bonnie Moradi (Department Chair), reviewed and approved by majority vote of core faculty (March 19, 2019; Edited to update Department name September 1, 2023)

The Department of Gender, Sexuality, and Women's Studies is committed to helping pre-tenure/pre-promotion tenure- and non-tenure track faculty succeed in their career goals, and to recognizing the work that mentors do to assist their colleagues. To that end, it has adopted the following mentoring policy for pre-tenure/pre-promotion faculty (i.e., faculty in the ranks of Assistant Professor or Assistant Instructional Professor) with appointments budgeted in the Department.

The Chair, in consultation with the mentee, will select a mentor or mentoring committee for the faculty member sometime in the first year of appointment. The mentor or mentoring committee members can come from the Department's core faculty or any other unit in the University, but they must be familiar with College and UF tenure and promotion policies. The mentor(s)' role is to provide guidance, assessment, and advocacy for the mentee regarding the mentee's progress relative to tenure and promotion guidelines. The mentor(s) will seek mentoring training (if appropriate) and work with the mentee to help the mentee plan career goals for research, teaching and service in line with tenure and promotion criteria.

At a minimum, the mentor(s) will review syllabi, recommend other campus units that can assist the mentee (such as the Center for Excellence in Teaching), discuss publishing strategies, evaluate service commitments, and act as a sounding board for more generic professional concerns. The mentor or mentoring committee chair and mentee will establish an agreed upon frequency of meetings, no less than once per semester. At least once a year, the mentor or mentoring committee chair will provide the mentee with written assessment of her or his progress, and the mentor or mentoring committee Chair, mentee and Director will meet to discuss the mentee's progress. The written assessment is not evaluative in terms of merit, tenure and promotion, or other bonuses or awards. The annual letter will not become a part of the mentee's permanent personnel file, although upon mutual agreement of the mentor, mentee and Director, an annual mentor's letter can be added to evaluative materials. Mentors can provide peer evaluations of teaching, but these will be separate from their formal mentoring role.

The Chair may consult the mentor(s) and mentee for input into the mentee's annual letter of evaluation. The Chair is responsible for checking periodically with the mentee to ensure that the mentor/mentee relationship is satisfactory for the mentee.

It is important to note that this policy covers only formal mentoring processes related to the tenure and promotion requirements at UF. Having additional informal mentors, and/or multiple mentors for different areas of professional development, is a good practice. Junior faculty should seek out individuals who can provide advice and counsel in areas such as teaching, graduate advisement, grant writing, professional leadership, work-life balance, and so forth. In addition, while mentoring can help with professional success, it is only assistance; developing a meaningful academic career is the purview and responsibility of the mentee.

Ideas for Structural Supports for Pre-Tenure/Pre-Promotion Faculty

Below are ideas for structural supports. They are not guaranteed but represent ideas and options for the mentee to explore with the Chair. While mentoring and supports can help with professional success, it is only assistance; developing a meaningful and productive academic career is the purview and responsibility of the mentee.

Mentoring Committee

- Mentor or mentoring committee charged to carry out Department's mentoring policy:
 - Provide advice, appraisal, and support relative to t&p guidelines
 - Develop written assessment each year that advises faculty member about (a) progress relative to t&p expectations, (b) appropriate year for t&p review (e.g., ready to go up fall 20XX, reassess time to t&p review next year, etc.) and (c) what accomplishments/outcomes are needed prior to going up for t&p review.

Ideas for Structured Research Time, Support, and Coaching

- 2 course releases pre-tenure
- Judicious assignment of new course preps
- Judicious assignment of service
- Center for the Humanities and the Public Sphere (CHPS) writing retreat
- Humanities Summer Fellowship (through CHPS)
- Madelyn Lockhart Faculty Fellowship (prioritize junior faculty; funds a course release for faculty to focus on research)
- National Faculty Center for Diversity and Development faculty bootcamp: <https://www.facultydiversity.org/fsp-bootcamp>
- Duke Summer Institute on Tenure & Professional Advancement <https://regss.trinity.duke.edu/summer-institute-tenure-professional-advancement>
 - SITPA is a two-year program that includes:
 - A required 3 day workshop on earning tenure, held on Duke's campus August 4-6, 2019
 - 24 months of mentoring from a senior faculty in your discipline
 - Consultations on select research and/or teaching projects
 - Teaching and Research Grants

Ideas for Building National Network and Visibility

- NWSA women of color leadership project <https://www.nwsa.org/woclp>

Ideas for Awards

- UF Excellence Awards for Assistant Professors
- Candidate should identify relevant national professional and scholarly awards
- CHPS reading group grant

Initiate faculty reading group (voluntary, for all of us) – space/time to read scholarship together and/or share our work with each other (see CHPS Reading Group grant).