Junior Faculty Mentoring Guidelines

Last updated: 9/2/2025

The History Junior Faculty Mentoring program is designed to prepare junior faculty for the steps along the way to promotion and/or tenure and, in the process, help them develop as scholars, teachers, and colleagues. It also provides senior faculty with opportunities to share their scholarly, pedagogical, and institutional experience and collaborate with their colleagues, junior and senior, for the benefit of History. While mentoring does not stop after promotion, the formal mentoring program is focused on the needs of junior faculty during their first years at ASU.

The mentoring relationship is one of support, advice, mutual respect, and trust. It is not a relationship of assessment, evaluation, or surveillance. Mentees should, for example, feel comfortable asking “dumb” questions and inviting their mentors to observe their most difficult classes as well as their most successful ones. Mentors should maintain a clear distinction between mentoring feedback and the teaching observation letters which they may write as part of their mentee’s evaluation process.

All Junior Faculty

As a mentee, your main responsibilities are:

* Contact potential mentors and create a mentoring committee.
* Notify the mentoring coordinator about the members of your mentoring committee.
* Communicate with your mentors and initiate meetings.
* Ask lots of questions.
* Share your writing (scholarly writing, fellowship proposals, documents for evaluation and promotion) and ask for feedback.

The mentoring coordinator advises and supports you in the process of creating your mentoring committee. Once your committee has been created, the coordinator keeps track of the composition of your committee, including any changes in the committee members over time. If you need advice or encounter any difficulties in relation to mentoring, contact the mentoring coordinator. If the mentoring coordinator is part of the problem, you can also reach out to the History faculty head or the SHPRS director.

Tenure-Track Faculty

1. **The Mentoring Committee**

This mentoring track is for junior faculty going through the tenure process. Its duration is the pre-tenure probationary period. For most people that means six years, but it may be shorter or longer depending on individual circumstances.

During your first year at ASU, you are responsible for forming a mentoring committee.

* This committee should have four members. All should be Associate or Full Professors with good knowledge of History and ASU procedures for tenure and promotion.
* The committee should have a designated Chair or two co-Chairs.
* Three members of the committee, the inside members, should be History faculty.
* One member of the committee, the outside member, should come from a discipline other than History. This could be a faculty member from Religious Studies or Philosophy, or a faculty member from another unit entirely. Look for faculty with research and teaching interests that overlap with your own.
* One member of the committee may be an Associate or Full Clinical or Teaching Professor. Again, look for faculty with overlapping interests.

The function of the inside members is to make sure that you are well informed about the History and ASU requirements for tenure and promotion and that you are on track to fulfil them in a timely manner. They can advise you about research, teaching, service, and the balance among them. It is advisable to ask a current or former member of the History personnel committee to be on your mentoring committee.

The outside member has several potential functions. They may provide an outside perspective on your tenure case, since your file will be assessed by non-historians at the college and university level. They may provide research mentoring in your field of specialization. Because they are not in a position to evaluate or assess you, you may ask them questions that might be uncomfortable to raise within History. If you ever encounter a situation of conflict within History, they may be able to provide an outside perspective on that as well.

If you decide to invite a Clinical/Teaching Professor to join your mentoring committee, their primary function is to advise you about teaching and, if your research specializations or service obligations overlap, they may advise you in those areas as well.

The mentoring coordinator keeps track of the composition of your mentoring committee. As you create your committee, please notify the mentoring coordinator. Over time, you may decide to change the composition of your committee. If so, please consult with the mentoring coordinator, keeping in mind that a long-term relationship between mentors and mentees is generally beneficial. For additional advice, consider signing up for the [NCFDD Core Curriculum](https://members.ncfdd.org/curriculum). ASU has an institutional membership which you can utilize. Skill #7, “Cultivating Your Network of Mentors and Sponsors,” is especially relevant.

1. **Meetings**

At least one mentoring meeting per semester is advisable, in addition to communication by email or other means. It is not necessary for the entire mentoring committee to convene as a group unless you ask them to. You may use $50 from History Community Funds to cover coffee or meals associated with mentoring. You (the mentee) should submit receipts for reimbursement to Klarisa Montaña.

1. **Teaching Observations**

Invite the members of your mentoring committee to observe your teaching regularly. You may also invite other experienced faculty (Associate or Full Professors) to observe your classes. It is advisable to have more than one person observe your classes in order to collect a range of perspectives and feedback. It is also advisable to have one person observe several classes over the course of several years so that they can comment on your growth as a teacher.

Teaching observations should be scheduled at the beginning of the semester. If a schedule change is necessary, you should be given at least one week’s notice prior to being observed. Before the observation, share the course syllabus, discuss the goals of that day’s class, and raise any questions or problems about which you are seeking advice (an experimental activity, a difficult text, a disruptive student). After the observation, feedback and suggestions should be given as soon as possible, preferably within 72 hours.

Teaching observation letters strengthen your tenure case. It is advisable to have two such letters on file by the end of your second year in preparation for the Probationary Review (Third-Year Review), and two additional letters on file by the end of your fifth year in preparation for the Tenure Review. Some teaching observations may not result in letters. Consult with your mentoring committee about when they will write evaluative letters to add to your HR file and when they will observe solely to give feedback.

You may also ask your mentors or other experienced faculty (Associate or Full Professors) for permission to observe their classes as a learning experience.

1. **Pre-Tenure Leave**

After successful completion of the probationary review (third-year review) and before the tenure review, you may request a semester of leave. During this semester, you will not be required to teach but may be asked to do minimal service. The purpose of this leave is to help you prepare a stronger tenure case. Usually this means devoting time to your book manuscript, but you should consult with your mentoring committee about when to request the leave and how best to use the time. You are also encouraged to apply for grants and fellowships to support your research and extend the duration of your leave. To request pre-tenure leave, contact the SHPRS director and History AHUS.

1. **Extending the Probationary Period**

Under certain circumstances, you may request an extension of the pre-tenure probationary period. Such a request should be made no later than the fall semester of the year prior to the year that your tenure review is scheduled. It is typically made in writing to the Director of SHPRS and the supervising Dean, who forward it to the provost. Details can be found in the Academic Affairs Manual [<https://policy.asu.edu/>] section ACD 506-03.

Career-Track Faculty

1. **The Mentoring Committee**

This mentoring track is for assistant teaching professors and assistant clinical professors whose positions have a service component as well as a teaching component. Instructors with teaching-only positions are welcome to participate in this program or opt out as they choose. The duration of this track is two years.

During your first semester at ASU, you are responsible for forming a mentoring committee with the help of the mentoring coordinator.

* This committee should have two or three members. All should be at the rank of Associate or Full.
* The committee should have a designated Chair.
* Two members of the committee, the inside members, should be History faculty. If you are an Assistant Teaching Professor, at least one of them should be an Associate or Full Teaching Professor. If you are a Assistant Clinical Professor, at least one of them should be an Associate or Full Clinical Professor. The second member can be a career-track or tenure-track faculty member as long as they are at the rank of Associate or Full.
* The third (optional) member of the committee, the outside member, should come from a discipline other than History. This could be a faculty member from Religious Studies or Philosophy, or a faculty member from another unit entirely. Look for faculty with research and teaching interests that overlap with your own.

The function of the inside members is to make sure that you are well informed about the History and ASU requirements for promotion and that you are on track to fulfil them in a timely manner. Their primary responsibilities are to advise you about teaching and service, though you may also choose to discuss research.

The outside member has several potential functions. They may provide an outside perspective on your promotion case, since your file will be assessed by non-historians at the college and university level. They may provide mentoring in your field of specialization. Because they are not in a position to evaluate or assess you, you may ask them questions that might be uncomfortable to raise within History. If you ever encounter a situation of conflict within History, they may be able to provide an outside perspective on that as well.

The mentoring coordinator keeps track of the composition of your mentoring committee. Please consult with the coordinator as you create your committee. Over time, you may decide to change the composition of your committee. If so, please consult again with the mentoring coordinator, keeping in mind that a long-term relationship between mentors and mentees is generally beneficial. For additional advice, consider signing up for the [NCFDD Core Curriculum](https://members.ncfdd.org/curriculum). ASU has an institutional membership which you can utilize. Skill #7, “Cultivating Your Network of Mentors and Sponsors,” is especially relevant.

1. **Meetings**

At least one mentoring meeting per semester is advisable, in addition to communication by email or other means. It is not necessary for the entire mentoring committee to convene as a group unless you ask them to. You may use $50 from History Community Funds to cover coffee or meals associated with mentoring. You (the mentee) should submit receipts for reimbursement to Klarisa Montaña.

1. **Teaching Observations**

Invite the members of your mentoring committee to observe your teaching at least once per semester (at least twice per year). You may also invite other experienced faculty (Associate or Full Professors) to observe your classes. It is advisable to have more than one person observe your classes in order to collect a range of perspectives and feedback. It is also advisable to have one person observe several classes over the course of several years so that they can comment on your growth as a teacher.

Teaching observations should be scheduled at the beginning of the semester. If a schedule change is necessary, you should be given at least one week’s notice prior to being observed. Before the observation, share the course syllabus, discuss the goals of that day’s class, and raise any questions or problems about which you are seeking advice (an experimental activity, a difficult text, a disruptive student). After the observation, feedback and suggestions should be given as soon as possible, preferably within 72 hours.

Teaching observation letters strengthen your case for promotion. It is advisable to have several such letters on file by the end of your fourth year in preparation for the promotion process during your fifth year. Some teaching observations may not result in letters. Consult with your mentoring committee about when they will write evaluative letters to add to your SHPRS HR file and when they will observe solely to give feedback.

You may also ask your mentors or other experienced faculty (Associate or Full Professors) for permission to observe their classes as a learning experience.

Mentors

Mentoring a junior colleague successfully requires preparation beyond your own experience as well as coordination with others. Review the History and ASU requirements for the Probationary Review, Tenure, and Promotion processes (links on the last page). Introduce your mentee to other faculty members and point them towards useful campus resources (the library, the Humanities Institute, etc.).

Mentoring also requires mutual respect and trust. Listening, being available, and maintaining confidentiality are important along with asking supportive questions and offering constructive feedback about research, teaching, and service. Keep in mind that the role of a mentor is to coach and support, not to evaluate. Make a clear distinction between mentoring feedback and any evaluative documents, such as teaching observation letters, which you may be asked to write. If appropriate, you may comment thatyour mentee *participated* in mentoring activities, but avoid comment on the *substance* of your advice or mentoring activities.

Your mentee may decide to change the composition of their mentoring committee as their needs evolve over time. You may decide to step down from the mentoring committee, especially when you are on sabbatical or other leave. In such circumstances, clear and timely communication with your mentee is crucial. You may want to assist them in finding a replacement mentor.

Coordinate and collaborate with the other members of your mentee’s committee. Avoid bringing your mentee into personal conflicts.

Additional guidance for mentors can be found [via ASU](https://academicpersonnel.asu.edu/asu-mentoring-practices) or Columbia’s [guide to best practices](https://provost.columbia.edu/sites/default/files/content/MentoringBestPractices.pdf), which has been taken as a model by other universities.

1. **Promotion (for all mentees)**

Provide your mentee with information about the Probationary Review, Promotion, and Tenure processes as appropriate. For tenure track mentees, share the current [History Promotion and Tenure Criteria](https://shprs.asu.edu/sites/g/files/litvpz431/files/2025-04/CLAS-SHPRS-History,%20Promotion%20and%20Tenure%20Criteria%2020250320.pdf). For career track mentees, share the [Guidelines for Advancing Instructional Faculty](https://shprs.asu.edu/sites/default/files/2020-07/liberal-arts-and-sciences-historical-philosophical-religious-studies-fixed-term-20181101-approved%20%281%29.pdf). All mentees can benefit from the [SHPRS Personnel Committee’s Advice to Candidates for Tenure and Promotion](https://shprs.asu.edu/sites/g/files/litvpz431/files/2023-06/SHPRS%20Personnel%20Committee%20Advice%20to%20Candidates%202023-24.pdf). Check any additional requirements for mentees with joint appointments.

Offer feedback on your mentee’s CV, personal statement, and other evaluation documents as needed.

Advocate for your mentee as needed, direct them towards additional resources, and assist them in dealing with any specific questions or concerns.

1. **Research (for tenure-track mentees)**

Make sure that your mentee is devoting sufficient time to research. Help them assess and say no to other obligations that would interfere with their progress toward the research requirements for tenure.

Offer feedback on drafts of scholarly publications, conference papers, and grant and fellowship applications as needed.

Offer suggestions about journals, presses, and other publication venues; conference participation; sources of funding; and prizes and awards.

Discuss membership in professional organizations.

1. **Teaching (for all mentees)**

Observe classes, communicate your feedback to your mentee in conversation or in writing, and write teaching observation letters to be filed with SHPRS HR.

Help identify other faculty members to conduct teaching observations.

Offer feedback on syllabi, assignments, class activities, the creation of new courses, online teaching, etc. Help your mentee address any areas of challenge or concern.

Discuss General Studies designations (<https://provost.asu.edu/curriculum-development/gsc/requesting-designation>) and cross-listing of courses as appropriate.

1. **Service (for all mentees)**

Discuss opportunities for service in History, SHPRS, the university, and your mentee’s field.

Help your mentee assess and say no to service obligations as needed so that they are not unnecessarily burdened.

1. **Additional factors (for all mentees)**

Junior faculty belonging to gender, racial, ethnic, and other minorities face extra stress, challenges, and, at times, discrimination (for example in student evaluations). Mentors should be aware of cumulative patterns of undervaluing. You may help your mentee value their own scholarship and teaching, and you may also offer guidance on how to self-promote appropriately and effectively.

Useful Resources: ASU and CLAS (College of Liberal Arts and Sciences)

ASU Academic Personnel Processes <https://academicpersonnel.asu.edu/personnel-processes>

ASU Policy Manual <https://policy.asu.edu/>

ACD (Academic Affairs) 506-03, Probationary Appointments

ACD (Academic Affairs) 506-04, Tenure

ACD (Academic Affairs) 506-05, Promotion

ASU Office of the Provost, Process Guide for Promotion and/or Tenure

<https://provost.asu.edu/sites/default/files/page/1562/process-guide-promotion-tenure_040519.pdf>

ASU Office of the Provost, Process Guide for Probationary or Conditional Review (3rd Year Review)

<https://provost.asu.edu/sites/default/files/page/1562/process-guide-probationary-review-faculty_20210719.pdf>

ASU Guide: “Preparing Your Portfolio for Tenure and/or Promotion”

<https://provost.asu.edu/sites/default/files/page/1562/preparing_your_portfolio_-_spring_2015.pdf>

ASU Faculty Women’s Association workshops https://fwa.org.asu.edu/

CLAS Academic Personnel Processes

<https://thecollege.asu.edu/faculty-staff-resources/office-academic-personnel>

CLAS Guide to Junior Faculty Reviews:

https://thecollege.asu.edu/sites/default/files/guide\_to\_faculty\_reviews\_at\_asu\_assistant\_professorv2.pdf

National Center for Faculty Diversity and Development (NCFDD)

<https://www.ncfdd.org/>

Columbia Guide to Best Practices in Faculty Mentoring <https://provost.columbia.edu/sites/default/files/content/MentoringBestPractices.pdf>

Employee Assistance Office (confidential counseling and other referrals) <https://cfo.asu.edu/eao-wellness>

ASU Policy Manual (<https://policy.asu.edu/>), ACD 405 Individuals with Disabilities

Culture and Inclusion: <https://cfo.asu.edu/culture>

Title IX Coordinator: <https://sexualviolenceprevention.asu.edu/report/title-IX-coordinator>

Useful Resources: SHPRS and History

SHPRS Faculty and Staff Resources: <https://shprs.asu.edu/faculty-staff-resources>

The History Policies and Procedures are not currently posted, but the [History Promotion and Tenure Criteria](https://shprs.asu.edu/sites/g/files/litvpz431/files/2025-04/CLAS-SHPRS-History,%20Promotion%20and%20Tenure%20Criteria%2020250320.pdf) are available.

SHPRS Personnel Committee Advice to Candidates for Tenure and Promotion

<https://shprs.asu.edu/sites/g/files/litvpz431/files/2023-06/SHPRS%20Personnel%20Committee%20Advice%20to%20Candidates%202023-24.pdf> SHPRS Guidelines for Advancing Instructional Faculty (Promotion for Clinical/Teaching Faculty)

<https://shprs.asu.edu/sites/default/files/2020-07/liberal-arts-and-sciences-historical-philosophical-religious-studies-fixed-term-20181101-approved%20%281%29.pdf>

History Guidelines for Probationary Review (Third-Year Review)

<https://shprs.asu.edu/sites/default/files/2020-07/pt_12_rev.pdf>

History Promotion and Tenure Standards

<https://shprs.asu.edu/sites/default/files/2022-01/pt_10%20History.pdf>

History Promotion and Tenure Procedures

<https://shprs.asu.edu/sites/default/files/2020-07/pt_11.pdf>