

Subject: Mentoring as Part of TT/T Faculty Reviews

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From: Jogee, Shardha

To: cns-chair-direct@utlists.utexas.edu

CC: Jogee, Shardha, Vandembout, David A, CNS Faculty Affairs

Dear Department Chairs and Unit Directors,

I hope your semester is off to a good start. Please forward this email to your tenure-track/tenured (TT/T) faculty and the relevant departmental faculty evaluation committees.

The new Provost Office [2023-24 promotion and tenure guidelines](#) for TT/T faculty now include mentoring as one of the areas of evaluation (in addition to teaching, research, service, and other evidence of merit or recognition). Many faculty members are already actively engaged in mentoring and previously included this activity as part of service, research, etc. The changes in guidelines are meant to explicitly recognize, evaluate, and reward this important activity.

For consistency, the College is explicitly adding mentoring as an area of evaluation (in addition to teaching, research, and service) to the department-level faculty annual review (AR), third-year review (TYR), and Comprehensive Periodic Review (CPR).

1. This year CNS T/TT faculty should upload **a statement on mentoring** in the “Supplemental Documents” section of their [Faculty Activity Report \(FAR\)](#) by October 1st. In future years mentoring will be included in the main body of the FAR or alternative platforms the Provost office is currently exploring for faculty evaluations.
2. Faculty Evaluation Committees should review mentoring (in addition to teaching, research, and service) for the AR, TYR, and CPR. The department will provide the FAR to the committees. TT/T Faculty can submit additional documents to the committee if/as recommended by departmental guidelines.

It is expected that a mentoring statement will describe mentoring activities (including formal and informal supervision of students, and other forms of mentoring and mentees; mentoring/supervision of undergraduate students, graduate students, postdocs, junior scientists; mentoring of faculty and staff), as well as training and professional development faculty undertake to become more effective mentors. However, faculty are free to tailor their mentoring statement to their individual activities.

While many faculty members are already actively involved in mentoring, we recognize that others may only be starting to engage with this important role and may not have much to report yet. In this first cycle of requiring mentoring statements, we encourage those faculty to discuss any activities to date, reflections, and plans to further engage in the next years.

Thank you and please feel free to reach out if you have questions.

Best,

Shardha

Dr. Shardha Jogee (she/her)

[Professor](#) and [Associate Dean for Faculty Affairs](#)

Rex G. Baker, Jr. and McDonald Observatory Centennial Professor

[The University of Texas at Austin](#) | College of Natural Sciences

