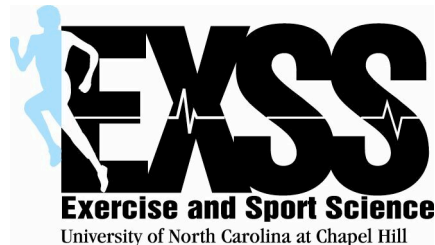


**The University of North Carolina at Chapel Hill**

**Department of Exercise and Sport Science**

# **Mentoring Program Handbook**



Updated August, 2013

## Table of Contents

### Description of EXSS Mentoring Program:

Team Mentoring.....	2
Mentoring Agreement.....	2
Expectations.....	2
Mentoring Meetings.....	3
End of Year Review.....	4
Expectation of Senior Faculty Mentors.....	5
Success Strategies for Junior Faculty Mentees.....	6
Tips for Mentors.....	7
Tips for Mentees.....	8
Suggested Topics for Discussion (Mentoring Meetings).....	9
Online Resources for Mentoring.....	13

### **APPENDICES:**

#### Documents to be completed by mentee and mentor:

**Appendix A.** Initial Mentoring Agreement

*(completed by mentee and mentor at start of academic year)*

**Appendix B.** Annual Scholarship Plan Narrative and Timeline (Tenure Track & Non-Tenure Track Faculty)

*(completed by mentee at start of academic year)*

**Appendix C.** Annual Report of Scholarly Productivity

*(completed by mentee at end of academic year)*

**Appendix D.** Annual Review of Scholarly Productivity

*(completed by mentor at end of academic year)*

#### Documents for review by mentee:

**Appendix E.** EXSS Faculty Handbook

**Appendix F.** Guidelines for Presenting an Effective Dossier for Reappointment, Promotion, and Tenure

**Appendix G.** EXSS Promotion and Tenure Policies

**Appendix H.** EXSS Senior Lecturer Policies

**Appendix I.** IRB Procedures

**Appendix J.** Grant Submission Procedures

## **Team Mentoring**

Create a mentoring team devised of the junior faculty member (the mentee) and two senior advisers (the mentors) from within EXSS, one from within the mentee's specialization (primary mentor) and the other from a different EXSS specialization or possibly outside the EXSS Department (secondary mentor). This **mentoring team** will assist the mentee's development and achievement of scholarly excellence.

***Mentoring Agreement:*** At the heart of the mentoring program is the mentoring agreement. The **Initial Mentoring Agreement** is a formal document signed by all members of a mentoring team that spells out the expectations and responsibilities of everyone involved. The mentoring agreement should be discussed and agreed upon between the mentee and mentors at the first meeting. Separate mentoring agreements should be created between the mentee and their primary and secondary mentors.

A signed copy of a initial mentoring agreement established between the mentor and mentee should be turned in to the Department Chair within 1 week after the first meeting. For example, the mentoring agreement can outline semester goals and an action plan for achieving these goals. The semester goals may relate to teaching, research, service, or developing interdisciplinary collaborations with other faculty across campus. Any updates or changes to the mentoring agreement should be noted and a copy submitted to the Department Chair.

## **Expectations**

The mentoring team will help guide the mentee in developing a program consistent with the expectations of the mentee's department chair for scholarly, teaching, and service activities; and assist the mentee in meeting these career development goals in a timely fashion.

The mentoring team, along with the mentee's chair, will guide the mentee toward scholarly independence and/or teaching excellence. The team will assist the mentee with the scientific and methodological expertise for the mentee's scholarly studies and provide feedback and advice for growing as an instructor and future mentor to others.

The mentors and the mentee will develop a specific work plan and help the mentee achieve it. This work plan can include items such as publication of dissertation or postdoctoral research, preparation of manuscripts on new research, drafting and submission of research proposals for extramural support, identification of potential research collaborators, and development of coursework materials for teaching responsibilities. Specific goals to be achieved as part of the work plan should be outlined in the **Annual Scholarship Plan Narrative and Timeline** document.

The Annual Research Plan Narrative and Timeline document should be completed by the mentee and reviewed with mentors. The purpose document is to help provide both the mentee and mentor with clear goals for the academic year. Both the mentee and mentor

should keep a copy of the completed document for review at the last meeting of the academic year. Note that there are separate documents for tenure-track and non-tenure track faculty members. Be sure to utilize the appropriate document.

The mentoring team will assist the mentee's development of both hypotheses and research protocols; provide the initial peer review of the mentee's proposals, scholarly works, and presentations; and help the mentee obtain appropriate interdisciplinary consultations to achieve those goals outlined in the Annual Research Plan Narrative and Timeline document.

***Mentoring Meetings.*** Meetings between the mentee and mentors are expected to be frequent, substantive, and wide ranging. Because these regular meetings are essential for successful mentoring, the mentee is expected to meet informally with each mentor separately at least 3 times each semester. A log of the meetings is maintained by the mentee where specific objectives and timelines are recorded. The first mentoring meetings should be completed within the first 3-weeks of the semester.

The initial meeting between the mentee and the primary mentor should be scheduled by the mentor. The mentee is expected to schedule the initial meeting with the secondary mentor.

Prior to the first meeting the mentee should provide the mentors with the following documents: updated CV, completed Annual Scholarship Plan Narrative and Timeline document. The mentors will review these materials and use them as a starting point for discussing future goals to be outlined in the mentoring agreement.

It is expected the faculty members will maintain involvement with the mentoring program when on leave. When the mentee is on leave it is expected that they will meet with their mentors 1-2 times that semester to receive feedback on their progress.

**It is the responsibility of all new faculty to schedule a joint meeting with the Chair and Associate Chair of the Department during their first semester to review tenure and promotion policies (tenure track faculty) or reappointment policies (fixed term faculty).** A description for presenting an effective dossier for Reappointment, Promotion, and Tenure are provided in the appendices.

## **End of Year Review**

During the final month of the academic year the mentee should complete the **Annual Report of Scholarly Productivity** document and submit to their mentors for review prior to the final mentor-mentee meeting of the year. This document should be reviewed and discussed during the final meeting. Attention should be paid towards progress made towards those goals outlined in the Annual Research Plan Narrative and Timeline document.

Mentors will complete the **Annual Review of Scholarly Productivity** document after the final mentor-mentee meeting and submit to the Department Chair for review. This information will be reviewed with the mentee during the end of year meeting with the Department Chair.

## **Department of Exercise and Sport Science Expectations of Senior Faculty Mentors**

- Be consistent in communicating departmental expectations of research, teaching, service and collegiality
- Provide opportunities for junior faculty to establish research independence and collaboration
- Encourage junior faculty to engage with senior faculty
- Have an open door policy for junior faculty to ask for feedback or assistance
- Actively work to gain trust of junior faculty
- Facilitate junior faculty's efforts in achieving promotion and tenure
- Be open to feedback from faculty colleagues

## **Department of Exercise and Sport Science's Success Strategies for Junior Faculty Members**

### **Research**

- History has shown that 2-3 first author publications each year
  - Achieve a balance in journal quality / impact
    - Not all publications are expected to be in top tier journals
    - Publications should not all be in lower tier journals
- History has shown that 2-3 secondary author publications each year
  - Achieve a balance in journal quality / impact
    - Not all publications are expected to be in top tier journals
    - Publications should not all be in lower tier journals
- Actively pursuing internal and external funding to support research agenda
- Develop an independent and focused line of research
- Research collaboration with faculty both in and outside the department is encouraged, but these should be collaborations that make sense in helping the junior faculty member develop a line of research.

### **Teaching**

- Perform at or near departmental averages on student evaluations
  - Include student evaluations as part of annual review materials
- Consistent rating of "good" based on peer evaluations
  - Include peer evaluations as part of annual review materials, when appropriate

### **Service**

- Actively engaged in assigned departmental committee work
- Actively engaged in mentoring undergraduate and masters students in Exercise and Sport Science programs
  - Mentoring of PhD students in Human Movement Science is also encouraged, but not expected

### **Collegiality**

- Take advantage of opportunities for collaboration
  - Facilitates open communication amongst faculty
  - Informs senior faculty of potential ways they can help facilitate junior faculty's research agenda
- Don't hesitate to ask for feedback or assistance. It is a mission of the senior faculty to help junior faculty succeed in their professional goals.
- Be prompt in replying to departmental correspondence / requests (email and otherwise)
- Be open to feedback from faculty colleagues

## Tips for Mentors

Adapted from Rachel Thomas's "[Exemplary Junior Faculty Mentoring Programs](#)"

- Exchange CVs with your mentee to stimulate discussion about career paths and possibilities
- Ask about and encourage accomplishments and provide constructive criticism, praise, and impromptu feedback
- Use your knowledge and experience to help junior faculty members identify and build on their own strengths.
- Attend mentoring events
- Try to be in contact twice monthly to discuss the junior faculty member's career and activities. Commit to making one contact per month with the entire mentoring team.
- Discuss annual performance reviews with the junior faculty member: how to prepare, what to expect, how to deal with different outcomes. Preview the document before it is submitted to the chair.
- Aid the junior faculty in exploring the institutional, college, and department culture (i.e., What is valued? What is rewarded?)
- Check-in with the chair of the faculty mentoring program to share any concerns or problems. Respond to occasional calls from the chair of the program to see how the team is progressing.
- Encourage and demonstrate University citizenship.
- Tell junior faculty members about important university and professional events they should be attended. Invite and participate with the mentee in important university events.



## Tips for Mentees

Adapted from Rachel Thomas's "[Exemplary Junior Faculty Mentoring Programs](#)"

- Show initiative in planning your career. Write a personal statement about your educational philosophy and amend it as needed. Exchange CVs with your mentor for discussion.
- Learn about how the University and your field operates. Write down questions as they occur to you and then begin finding the answers.
- Realize that your success is important not just to you but also to your department, the College and the University. Consider that "going it alone" doesn't work that well for anyone.
- Make your scheduled meetings with your mentor a priority, and take advantage of e-mail and the telephone to keep in touch informally.
- Be willing to ask for help.
- Let the chair of the EXSS mentoring program know if you have questions or concerns about the program.
- Begin assembling your advisory board of supporters and advisers (other than your mentoring team) in the University community.
- Make and maintain contacts with other junior faculty within your department and the College, as well as in other departments, departments, institutes, and colleges.
- Become familiar with the resources available to support and strengthen your teaching and research.
- Assemble a library of information about your institution, college, and department. Include the latest strategic plan for the College of Arts and Sciences and your department.
- Set a meeting with your chair to discuss the department's expectations for tenure and promotion.
- Read academic plans provided by the [Offices of the Chancellor](#) and the [Provost](#) and the mission and vision statements of the [UNC College of Arts and Sciences](#).

## **Suggested Topics of Discussion for the Mentoring Team**

Adapted from Rachel Thomas's "[Exemplary Junior Faculty Mentoring Programs](#)"

### **General**

- How is the junior faculty member's department and committees organized? How are decisions made? What are the opportunities for junior faculty involvement?
- Is support staff available to junior faculty? What can be expected of support staff? What supplies and expenses are covered by your department and by the College? Are there other resources available to cover expenses related to teaching and research?

### **Research and Resources**

- What conferences should the junior faculty attend? How much travel is allowed/expected/supported? How do you choose between large conferences and smaller events? What can you do at professional gatherings to gain the type of exposure that can lead to good contacts, and potential names of tenure-file reviewers?
- Authorship etiquette: On collaborative efforts, how are the authors listed? Where do graduate student names go? How important is first authorship? How is alphabetical listing of authors viewed?
- Where should you publish? What should you publish? How much/how often? What are your department's/College's expectations regarding publication before tenure and promotion? How do journal/chapters in edited collections/conferences compare? How much "new" work is necessary to make something a "new" publication? Where should your publishing energy go: is a single-author book always preferable to an edited collection? May material published be submitted elsewhere? When is it time to worry if you haven't published?
- Is it worthwhile to send published reports to colleagues here, and elsewhere? What's the line between sharing news of your accomplishments and appearing self-congratulatory?

### **Research and Resources in a "soft money" and/or laboratory environment**

- What research resources are available to you as a faculty member?
- How important are grants? How do you get hooked into the grant-writing process? How much effort should you be investing in capturing research funding? How can you find people to assist you in writing the best possible proposal, to draw up the budget? What are departmental expectations of percent of your salary to be supported by external grant funding?
- What is the expected percent of indirect cost funding on grants you received? Are there funding agencies to which you should not apply for grants because of inadequate indirect cost recovery? For laboratory space, what is the expectation of the amount of indirect funds recovery per square foot of laboratory space you

occupy? How does the department assess shared cost for use of common equipment and its service contracts?

- What do you see as your research "niche" in your department, in your area of research? What does your chair see your area of research contributing to the department, eventually to the College?
- For clinicians, what is the expected level of clinical duty while trying to write and acquire external funding? Is clinical research funding equivalent to basic research funding?

### **Presentations on Research**

- Should you give presentations within your department? How often? How are colloquia in your department organized? What are the opportunities for your graduate students to present their work?
- Should you give presentations about your work at other universities/institutions/public settings? How often? How important is this? If it is important, how do you get invited to give these talks?

### **Collaborative Research**

- Is collaborative work encouraged or discouraged in your department/College/fields; with other members of your department; with international colleagues; with colleagues who are senior/more established; with other junior faculty/graduate students? If yes, are you encouraged to have long-standing collaborations, or single efforts? How important is it to have some (or all) single-author papers to your credit or papers with multiple authors where you are first author or senior author?
- Should you form a research group? What sort of activities should the group do, as opposed to work you should undertake individually?

### **Teaching**

- Will you be expected to assemble a teaching portfolio for your tenure review? What goes into such a portfolio?
- What are you expected to teach? Are the classes at the graduate, undergraduate, seminar, lecture, practicum, recitation, special topic, service course level? Are some types of teaching more valued? How much flexibility is there in teaching schedules? Who controls the schedule?
- Which are the "good" subjects to teach? Is it good to teach the same course semester after semester, stay with a single area? Or should you "teach around"?
- Is it good to develop new courses, and specialized courses in your research area?
- How can you use a special topics course to get a new research project off the ground?
- How much time should you spend on your course preparation? Where's the line between sufficient preparation and over-preparation?

- Will you have a teaching assistant? Who will select him/her? What can you expect of a teaching assistant, and what are your responsibilities for evaluation of his or her performance?
- Are there department/College standards for grading? What degree of freedom do you have in determining course content? Does your department expect comprehensive final exams?
- How are you evaluated on teaching? What importance is placed on peer observation of your teaching, and on student evaluations? If senior faculty observe your classes, who has asked them to come? To whom do they report, and in what way? What resources are there for improving your teaching?
- If a classroom problem arises you aren't sure how to handle, what are your options for seeking advice, help?
- What documentation related to teaching should you keep, for example: syllabi, exams, and abstracts?
- How should you develop a teaching portfolio? What form should it take? What should it include?

### **Student Supervision**

- How important is your work with graduate students? How many should you expect to supervise? How many is too many? How much advising should you expect to do? How do you set limits on the amount of time/effort you invest in graduate students?
- How do you identify "good" graduate students? What qualities should you look for? How aggressive should you be in recruiting them to work with you? What should you expect from your graduate students? How do you identify a research (scholarly) problem for your graduate student?
- How important is it to the department that you are a PhD student adviser, and on PhD student committees? Is it important to be a mentor for a professional school thesis, or a mentor for an independent honors thesis? What should you keep in files on your students? Remember that you have to write reviews and recommendations for them.
- Should you hire postdoctoral associates? What are the advantages/disadvantages?
- How are the pay scales set for the graduate students and doctoral students? Should you be involved in writing training grants?

### **Service**

- How much committee work should you expect to perform within your department, College, UNC, and the state of North Carolina? At what stage in your career should service be given to these units? What committees should you push to serve on? Are there any you should avoid pre-tenure? How much time should you expect to devote to committees and other forms of service as a junior faculty member?

- How important is professional service outside of the university? How much paper and proposal reviewing is reasonable, in participating in review boards, or in journal assistant editorships?
- How do you weigh the prestige of organizing a national event in your field versus the time commitment?

### **Review Process**

- How long is your appointment? When will you come up for review? What sort of reviews? How is a fourth-year review, for example, different from the tenure review? What is the process? (What do you submit for review? When? How do you hear the results? How are the reviewers selected when appropriate? Do you have a role in that process?)
- What do you include in your annual report? How do you assess the chair's review? How do you discuss the annual review with your chair?
- What are the standards for tenure and promotion?
- If you are responsible for submitting your own list of potential outside reviewers, how do you go about assembling such a list? What kind of reviewers should you try for? Are international and domestic reviewers regarded equally? How is the reviewer's own eminence evaluated? How much prior contact with a potential reviewer makes them unsuitable for your list? (Is having been on a panel together acceptable, but not a professional friendship?) What is an "arms-length" reviewer?
- What information is important in your vita? Is there any activity too trivial to include? Should you send copies of congratulatory letters to your department chair, or simply retain them for your dossier? What should be included in your reflective teaching and research statements?
- How are raises determined in the College? How will you find out about your raise? What's the process for discussing your raise in a given year?
- How can you get feedback on how you're doing at any point in your pre-tenure career?

### **Personal Issues**

- What policies does UNC-Chapel Hill have for family and personal leave? How do you go about asking for such leave? Do you begin at the department level? Is there an appeals process if your request is turned down?
- What programs/assistance does the university provide for childcare?
- How visible must one be in the department and College? Is it expected that you'll show your face every day? Is it acceptable to work at home?
- What problems does the UNC's employee assistance program deal with? What are the university's sexual harassment policies?
- If you're involved in a controversy or dispute, where do you go for help?

## Web Site Resources

- Stanford University School of Medicine [Faculty Mentoring Program](#)
- Online [article](#) about mentoring in university settings
- University of California, San Diego [Faculty Mentoring Program](#)
- University of Wisconsin System Women's Studies Librarian's Office, "[Mentoring women in higher education: an annotated bibliography.](#)"
- CTE Occasional Paper: [Mentoring Faculty](#)
- APA Monitor Online: "[Mentoring Program Helps Young Faculty Feel at Home.](#)"
- <http://facultymentoring.stanford.edu/>
- <http://www.pharmacy.unc.edu/labs/mentoring-program>
- <http://womenst.library.wisc.edu/bibliogs/mentor.html>