Department of Exercise & Sport Science  
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
Department of Exercise & 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