

Department of Kinesiology Health and Nutrition (KHN) Faculty Mentoring Program

In developing the KHN department guidelines and procedures for mentoring, we referenced the guidelines and recommendations originally proposed by the Faculty Mentoring Guidelines Quality Committee Report and supported by the Provost (<http://provost.utsa.edu/vpafs/documents/2018-mentoring-committee-report.pdf> and 2019 Checklist and Cover Page (<http://provost.utsa.edu/vpafs/documents/mentoring-checklist.docx>))

The purpose of the KHN mentoring program is to provide guidance for faculty members at the assistant professor and associate professor levels. As stated in the Faculty Mentoring Guidelines Quality Committee Report (p.4), “peer mentoring helps new faculty members navigate the institution, excel in teaching and research, effectively address challenges inherent in their new roles, understand the tenure and evaluation process, create work-life balance and develop professional networks.” Ideally, peer mentorship can also provide support for associate professors as they navigate the next phase of their career. While many associate professors seek to become a full professor, other potential paths can also be considered (e.g., pursuing administrative roles; assuming a teaching-intensive workload distribution, undertaking more programmatic oversight).

Mentees in the Department

In the KHN program, mentees are classified as faculty members at the assistant professor and associate professor levels. Participation by assistant professors is required, while associate professors’ participation is optional. Because non-tenure track faculty members have different professional responsibilities (i.e. primarily teaching), they are not included in the mentorship program described here.

Mentors in the Department

Tenured senior faculty within the department participating in the mentorship program are considered mentors. Ideally these individuals will be at the rank of professor, but some associate professors may also be mentors. Mentors can provide guidance on aspects related to the position, but can also provide guidance for other aspects of an academic career such as work-life balance. It is expected that formal mentors will follow the mentoring timeline and required activities listed in this document. The self-assessment checklist and individual development plan (IDP) on the following pages are provided for guidance on activities related to the professional position. Each mentee should have at least one formal mentor in the KHN department. Additional formal mentors could be assigned based on the needs of the mentee and these individuals could be from KHN or another department. Mentors will be determined by the department chair in consultation with the mentee.

Informal mentorship does not fall under this mentor program. Informal mentors are other individuals who may provide guidance and this relationship often develops organically through self-selection. In some cases, faculty will want to identify one or more informal mentors to assist with the variety of components related to an academic career (e.g. university protocols specific to UTSA, grants, teaching). Informal mentors should follow the general guidelines provided related to confidentiality and the connection of mentoring to annual reviews and the promotion/tenure process but are not required to use the documents or follow the timeline outlined.

KHN acknowledges the valuable contribution of faculty mentorship to the department and university in meeting its research goals, teaching agenda and service contributions. Mentors receive points on the annual evaluation template when they serve in the role of a formal faculty mentor to assistant and associate level professors.

Mentors and the Chair provide active support to assistant professors as they complete their annual reports. Additionally, assistant professors gain an understanding of the third-year review and promotion/tenure review process through tenured faculty's experiences. At the same time, it is important to note that the faculty mentorship program is separate from the annual faculty evaluation and the promotion/tenure process. Information disclosed by the mentee during the mentoring process should be considered confidential unless otherwise specified with appropriate documentation. This information should not be incorporated into conversations among DFRAC (Department Faculty Review Committee) or DARC (Department Annual Review Committee).

The Department Chair's Role in Mentoring

All new hires complete a one-on-one meeting with the Department Chair to discuss goals and expectations within the department to include faculty support, faculty performance evaluations, teaching, research, and service expectations, and to offer the beginning of open communication within the department and with the Chair. The Chair serves as the first point of contact for mentees when acclimating to the University. This dialog helps in the future choice of a mentor within the department based on academic backgrounds, teaching specialties, research goals, general common interests, compatibility, and prior academic experience.

The Chair serves as an informal mentor to all assistant professors as needed. The Chair will meet annually with the mentee to discuss general professional development and experiences. If a mentor is unable or unavailable to continue the mentorship, the Chair will take their place until another mentor is available. Any feedback to the Chair provided from informal mentors or other faculty may also be presented to the mentee. Additionally, the Chair will provide an informal assessment of the benefit of the formal mentor relationship. If the formal mentor relationship is not meeting the mentee's needs, the chair will either assign a new mentor and/or work with the current mentor to adjust the process to meet the needs of the mentee.

The Department's Role in Mentoring

The department and its staff provide the tools needed by faculty to support their research, teaching, and service goals. The department's culture is such that mentoring can occur organically – a process supported by the faculty. Opportunities to transmit information that can benefit mentees are of particular importance and shared openly. Department staff are also recognized as major supporters in disseminating information about university processes related to fiscal services, promotion/tenure related deadlines, and general employee regulations.

Mentoring Activities:

Major points of discussion for those participating in the mentorship program include:

- Institutional expectations and acclimation
- Academic productivity and development
- Developing and establishing a research agenda
- Developing and establishing a teaching philosophy and ensuring teaching effectiveness

Additionally, mentorship activities could take into consideration more specific aspects of research, teaching, and service. For example, with regard to research, guidance could include reviewing work-in-progress for comment, as well as for recommendations on placement. Providing connections with potential research partners both on campus and in the community could be another role of the mentor. Related to teaching, the mentor could provide assistance with syllabus development and rubric development for assessment outcomes for both individual and small group assignments, and guidance related to course content, expectations, student issues, and teaching effectiveness. With regard to service, mentorship should include support of faculty member's individual goals through the identification of community resources, leaders, university representatives, or professional associations in order to support collaborations.

This document is a working document that can be amended based on department or professor needs, or in response to updates from the Faculty Mentoring Advisory Group, the Provost, or manuals and training from the Provost's Office. A planned review will occur every 5 years with the most recent version posted on the department's webpage.

Proposed Mentoring Timeline & Required Activities for newly hired Assistant Professors

Year One

- Chair recommends mentor for each new faculty member based on interests and availability of senior tenured faculty in that area.
- During the fall semester, mentee completes the attached self-evaluation and individual development plan (IDP). This serves as reflection for the mentee to consider areas of development and provides a guide for the mentor to identify helpful resources.
- Mentors and mentees meet at least three times during each long semester to address any adjustment issues.
- Chair meets with faculty in their first year at least once per semester.
- Mentees will work with mentor and Chair in determining best methods for implementing their research agenda.
- Mentees are encouraged to take a role in department-level committees.

Year Two

- Mentor and mentees determine if relationship will continue or whether another faculty member may be better suited. If a new mentor is needed, Chair will work with mentee to determine an appropriate replacement.
- Mentee will complete the self-evaluation checklist during fall semester as they consider progress on their IDP. Modifications to the IDP can be made if the mentee has identified needed changes.
- Mentors and mentees will meet at least three times during the Fall/Spring academic semesters.
- Chair meets with all mentees at least once a year.

Year Three

- Mentor and mentee continue to meet at least three times during the Fall/Spring academic semesters.
- Mentees revisit the IDP in the fall semester to consider progress and development of Third Year Review materials with support from the department, mentor and Chair.

- DFRAC completes review in Spring. Department Chair meets with assistant professors to review the materials and determine steps toward ensuring continued progress toward promotion/tenure.

Years Four and Five

- Each fall semester, mentees should review and revise as needed the IDP to continue appropriate progression toward tenure.
- While not required, mentees are encouraged to complete the self-evaluation every fall in order to continually assess and identify areas for growth.
- Mentor continues to provide support, suggestions and addressing concerns. Meetings occur at least once per fall/spring semester.
- Chair meets with assistant professors at least once yearly to support continued progress, tracking goals identified on the IDP.

Proposed Mentoring Timeline & Required Activities for Associate Professors

Year One

- Mentee completes the attached self-evaluation and individual development plan (IDP). This serves as reflection for the mentee to consider areas of development and provides a guidance related to the best mentor.
- Department chair in consultation with the associate professor proposes a mentor-mentee relationship based IDP, interests, and availability of senior tenured faculty. If a senior faculty member is not available in the department to best assist with the proposed goals of the mentee, the Chair will work to identify potential mentors outside the department.
- During the fall semester, mentors and mentees meet at least two times during each Fall/Spring academic semesters.
- Chair meets with mentees at least once per year.

Year Two

- Mentor and mentees determine if relationship will continue or whether another faculty member may be better suited. If a new mentor is needed, Chair will work with mentee to determine appropriate replacement.
- Mentee will review self-evaluation checklist and IDP. Modifications to the IDP can be made if the mentee has identified needed changes.
- Mentors and mentees will meet at least two times during each Fall/Spring academic semesters.
- Chair meets with mentee faculty member at least once a year.

Years Three, Four and Five (if needed)

- Mentor and mentee continue to meet regularly.
- Associate professors revisit the IDP to consider progress and development based on their goals.
- Mentor provides support and continues to meet regularly, providing suggestions or addressing concerns.
- Chair meets with faculty member at least once a year.

Assessment of strength and areas of improvement - Self Evaluation Checklist

Name:

Date Completed:

Evaluate your skills and abilities in the following areas where: 5 = Highly proficient & 1 = Needs improvement.

| | | | | | | |
|--|---|---|---|---|---|-----|
| Teaching: | | | | | | |
| One-on-one teaching | 1 | 2 | 3 | 4 | 5 | N/A |
| Teaching small (<30) face-to-face courses | 1 | 2 | 3 | 4 | 5 | N/A |
| Teaching large group (100+) face-to-face courses | 1 | 2 | 3 | 4 | 5 | N/A |
| Teaching hybrid courses | 1 | 2 | 3 | 4 | 5 | N/A |
| Teaching online-courses | 1 | 2 | 3 | 4 | 5 | N/A |
| Teaching undergraduate courses | 1 | 2 | 3 | 4 | 5 | N/A |
| Teaching graduate courses | 1 | 2 | 3 | 4 | 5 | N/A |
| Research: | | | | | | |
| Developing new research directions/areas | 1 | 2 | 3 | 4 | 5 | N/A |
| Designing research studies | 1 | 2 | 3 | 4 | 5 | N/A |
| Recruitment of research participants | 1 | 2 | 3 | 4 | 5 | N/A |
| Data collection | 1 | 2 | 3 | 4 | 5 | N/A |
| Data management | 1 | 2 | 3 | 4 | 5 | N/A |
| Data analysis | 1 | 2 | 3 | 4 | 5 | N/A |
| Manuscript writing | 1 | 2 | 3 | 4 | 5 | N/A |
| Oral presentation | 1 | 2 | 3 | 4 | 5 | N/A |
| Grant writing | 1 | 2 | 3 | 4 | 5 | N/A |
| UTSA processes related to grant submission | 1 | 2 | 3 | 4 | 5 | N/A |
| UTSA processes related to IRB | 1 | 2 | 3 | 4 | 5 | N/A |
| Grant management (including fiscal management) | 1 | 2 | 3 | 4 | 5 | N/A |
| Identifying research collaborators | 1 | 2 | 3 | 4 | 5 | N/A |
| Service: | | | | | | |
| Serving on department-level committee(s) | 1 | 2 | 3 | 4 | 5 | N/A |
| Serving on college-level committee(s) | 1 | 2 | 3 | 4 | 5 | N/A |
| Serving on university-level committee(s) | 1 | 2 | 3 | 4 | 5 | N/A |
| Serving for professional organization(s) | 1 | 2 | 3 | 4 | 5 | N/A |
| Balancing service with teaching / research | 1 | 2 | 3 | 4 | 5 | N/A |
| Leadership and management skills: | | | | | | |
| Leading and motivating students | 1 | 2 | 3 | 4 | 5 | N/A |
| Mentoring students | 1 | 2 | 3 | 4 | 5 | N/A |
| Chairing department / college / university committees | 1 | 2 | 3 | 4 | 5 | N/A |
| Communicating with other faculty members in the department | 1 | 2 | 3 | 4 | 5 | N/A |
| Communicating with faculty members outside the department | 1 | 2 | 3 | 4 | 5 | N/A |
| Communicating clearly in writing/email | 1 | 2 | 3 | 4 | 5 | N/A |
| Communicating clearly in conversation | 1 | 2 | 3 | 4 | 5 | N/A |
| Organizational skills | 1 | 2 | 3 | 4 | 5 | N/A |
| Managing projects and time | 1 | 2 | 3 | 4 | 5 | N/A |
| Problem solving/trouble shooting | 1 | 2 | 3 | 4 | 5 | N/A |
| Work-Life balance | 1 | 2 | 3 | 4 | 5 | N/A |

After completing this self-evaluation, share and discuss the items with your mentor in order to generate strategies to address those you wish to improve.

Individual Development Plan

Name: _____

Date Completed: _____

Current academic rank: _____

Professional Goals

- What are your professional goals for the upcoming year?
- What are your professional goals for the next 3-5 years?
- What are some motivating factors for pursuing these particular goals?
- Are there special circumstances or barriers that may make it more challenging to achieve your goals for the upcoming year? If so, describe what strategies can be undertaken to address them.

Development of Research Skills

- What research-related skills do you need to improve to be successful in this step of your career and in the next step?
- What will you do during the next year to improve in this area?

Development of Teaching Skills

- What teaching-related skills do you need to improve to be successful in this step of your career and in the next step?
- What will you do during the next year to improve in this area?

Development of Service Skills

- What service-related skills do you need to improve to be successful in this step of your career and in the next step?
- What will you do during the next year to improve in this area?

Development of Leadership and Management Skills

- What leadership and management skills do you need to improve to be successful in this step of your career and in the next step?
- What will you do during the next year to improve in this area?

Final Goal Setting and Prioritizing

- Overall, what goals will receive your top priority for the coming year? Consider creating a timeline for fulfilling these goals and attach it to this IDP (sample attached)

To be completed during the fall of the third year (prior to third year review)

- What were your main goals for the past 3 years?
- Which of the above goals did you meet? If you did not meet a goal, why?
- Looking ahead, what goals should be continued from the previous three years and what goals should be reframed or abandoned?

Sample Timeline for Goal Setting

Name _____ IDP Timeline for _____ (insert time range)

| TIMELINE AND STATUS | |
|---|--|
| ONGOING PROJECTS | |
| | |
| | |
| | |
| PENDING GRANT APPLICATIONS | |
| | |
| | |
| | |
| PLANNED GRANT APPLICATIONS/PROJECTS | |
| | |
| | |
| | |
| | |
| ARTICLES/BOOKS, CONFERENCES, EDUCATION | |
| Articles/Books/Book Chapters | |
| Conferences | |
| Professional Development | |
| TEACHING/STUDENT MENTORING | |
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