

UTA Faculty Mentoring Program

A Guide for New and Early Career Faculty and Faculty Mentors Policies and Procedures

UNIVERSITY OF TEXAS  ARLINGTON

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Introduction

The Faculty Development Series at UTA is designed to facilitate the orientation of early career faculty to the UTA academic community and to provide professional support and assistance for achievement of quality teaching, research, scholarship, creative activity, and service. Successful productivity in these areas benefits not only the new and early career faculty member, but the UTA community as a whole. A key component of the Faculty Development Series is mentoring. This guide is for both the new and early career faculty members and their mentors.

Program Objectives

- To foster a supportive professional and collegial environment that assists new faculty in acclimating to the department, college, and university.
- To inform new faculty of resources and support systems that may assist them in their teaching, research, creative activity, and service activities.
- To encourage new faculty to develop collaborative relationships with faculty peers within both their discipline and the entire UTA community that advances both their career and their discipline.
- To encourage new faculty to utilize resources, services, and opportunities available throughout the Dallas-Fort Worth metroplex area.
- To encourage new faculty to initiate interdisciplinary collaborations and accompanying scholarly and creative endeavors.
- To assist new faculty in developing one- year and five- year professional development plans.
- To assist new faculty to familiarize themselves with UTA policies, expectations, and organizational structures.

Section I: Early Career Faculty

Typical Professional Needs

As a new faculty member you will find many new experiences and opportunities awaiting you at UTA which can affect your success. Kerry Ann Rockquemore (2010), speaks directly to some of the common professional needs typical to new faculty members:

1. Professional Development:

Obtaining assistance in learning how to manage time, resolve conflicts, administer projects, organize your office space, teach efficiently and well, supervise graduate students, and make strategic decisions about service commitments.

2. Emotional Support:

As a new faculty member, you are in the midst of a significant identity and role transition: from graduate student (or postdoc) to professor. As a result, you may need support in dealing with the common stress and pressures of transitioning to life as a faculty member.

3. A Sense of Community:

Given that most new faculty have uprooted their lives to move to a new area, you may find yourself seeking both an intellectual and/or social community where you feel a true sense of belonging.

4. Accountability:

The structure of your job likely provides the least accountability for the activity that is most valued (research, writing and publication). To avoid getting caught up in the daily chaos, the vast majority of new faculty members need some form of accountability system for writing.

5. Institutional Sponsorship:

You will need to cultivate relationships with people who are invested in your success at your institution. Senior faculty who are willing to use their power to advocate for your best interests behind closed doors can be an invaluable resource.

6. Access to Networks:

Because knowledge is not produced in isolation, it is critical for you to connect with other faculty peers to discuss potential research collaborations, navigate external funding, and access opportunity structures that might not be immediately apparent to you as a new faculty member.

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7. Project Specific Feedback:

You will need to build contacts and regularly communicate with people who can provide substantive comments on your proposals, manuscript drafts, and new ideas.

Participating in the UTA Faculty Mentoring Program

Establishing a positive and successful relationship with a mentor(s) allows you, the early career faculty member; to be proactive and intentional. Today, the pressures to publish often, teach well, earn tenure, and juggle the demands of work/life are simply too great to go at it alone. Relationships developed with established faculty members can provide a set of concerned and interested individuals committed to helping an early-career faculty member achieve success over the short- and long-term. The following “to do” list excerpted from mentorship specialists Sorcinelli and Yun (2007) may be especially helpful.

To-Do List for New Faculty

- Clarify your needs before you begin working with a potential mentoring partner(s). Knowing what you need helps others determine if they have relevant or useful knowledge to share with you.
- For newcomers to an institution (or academia at large), it is often difficult to know what questions to ask a mentoring partner, and/or what information is necessary to succeed. Near peers—colleagues who are close to your career level—can be particularly invaluable in such situations because their experiences as newcomers are still reasonably fresh. Helpful “global” questions to ask include: What do you wish you would have known when you first arrived? What were the most unexpected surprises or obstacles that you encountered along the way? What is the most valuable thing you’ve done in support of your professional development?
- After engaging with your new mentoring partner(s), clarify expectations as early as possible – yours and theirs.
- Thank and acknowledge your mentoring partner(s) whenever possible and appropriate.
- Remember that information shared by your mentoring partner(s) is confidential.

Finally, use this manual as a resource to help you in building a strong mentorship relationship and achieving your goals at UTA.

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Questions to Ask Your Mentor(s)

Sorcinelli and Yun (2007) suggest the following questions as a start in gaining important information about the university, one's new department, and the three primary sectors of faculty work- research, teaching, and service.

Getting Started

1. How is the department, school/college, or university organized? How are decisions made? Are there interpersonal or departmental dynamics that would be helpful to know about?
2. What resources are available (e.g., travel funds, phone, computer equipment, supplies)? Is there support staff? What should be expected from support staff?
3. How does the department fit into the college (or university) in terms of culture and personnel standards? Do I need to take two sets of standards into account when planning my professional development?
4. How much time do I need to spend in my office and/or lab being visible in the department? Is it considered acceptable/appropriate to work from home?
5. Are there department or university events that I should be sure to attend?

Research

Your research and creative activity have the potential to direct and influence your professional growth. While the reward of publication and creative activity can be great, they can also pose challenges.

1. Is there help available for writing grant proposals, preparing budgets, etc.? How much time should I spend seeking funds?
2. What kind of publication record is considered excellent in my department and college? How many refereed articles do I need? In what journals? How are online journals viewed? Do I need a book? Is impact factor important?
3. How are journal articles or chapters in edited collections viewed? May material published in one place (conference, workshop) be submitted to a journal? How much work is necessary to make it a "new publication"?
4. How is collaborative work viewed within the department/college? Do co-authored articles count in my discipline? Is being first co-author considered important? Should I put my graduate students' names on my papers? How is alphabetical listing of authors viewed?
5. Do conference and workshop papers/presentations count as research in my discipline?

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6. Should I give talks within my department? How are colloquia arranged in my department? How do I publicize my work within the department?
7. What conferences should I go to? Is it better to go to national conferences or smaller ones? How much travel is allowed/expected/demanded? What support is available for travel expenses? From where? How else can I gain the type of exposure I need for good tenure letters?
8. Would it be advisable to further develop my dissertation or branch out into a new area of research?

Teaching

Teaching is an exciting, rewarding, and inspiring aspect of your academic experience. It can also be intimidating, frustrating, and more time consuming than you ever imagined.

1. What is the normal teaching profile for early-career faculty in my department and/or college?
2. How many independent studies should I agree to sponsor? How do I choose them?
3. How do I find out what the content of a course should be? Does the department share syllabi, assignments, etc.?
4. If I teach undergraduate courses, are resources available for grading, section leadership, etc.? Does the department/college take the nature of the course into consideration when analyzing student evaluations of teaching?
5. Does the department consider student evaluations? Does the department use any other methods beyond student ratings to assess teaching effectiveness?
6. How is advising handled in the department? How many undergraduate advisees should I have? How much time should I spend advising them? What campus resources are available should I have questions about degree requirements?
7. How many graduate student advisees should I have? How much time and effort should I invest in working with graduate students? How do I identify “good” graduate students? How aggressive should I be in recruiting them? Do I need to find resources for them? What should I expect from them? How do I promote my graduate students to the rest of the community?
8. What is considered an appropriate response to a student who is struggling with course work or is clearly troubled in some way? What resources are available for students? What can/should I suggest?
9. What kinds of files/documentation should I keep on my students?

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10. What am I expected to teach? Should I ask to teach service courses? Should I teach the same course, stay within a single area, or teach in various areas? Should I develop a new course? An undergraduate course? A specialized course in my research area?
11. How do I establish an excellent teaching record? What resources are available at the department/college/university level to help me do so?
12. Are there department guidelines for grading? What is the usual frequency of midterms, exams, or graded assignments?
13. What documentation on teaching and advising should I retain for my personnel file?

Service

Success in academia is predicated upon successful achievement in three areas: research, teaching, and service. However, there are many responsibilities facing faculty that can divert time and energy from these three vital areas. As a new faculty member, it is tempting to say “YES” to every request for assistance. Learning how to manage your professional resources is a skill which will serve you well. Too much, too soon can lead to job dissatisfaction and actually threaten prospects to earn tenure rather than ensure them. Balance is important!

1. What kind of service to the department, college, and university is expected of me?
2. What kind of outreach is expected of me?
3. When should I begin service and outreach? How much should I take on?
4. Are there committees I should seek out as a new faculty member? Any I should turn down if I am asked to serve?
5. How much service to the profession or communities outside of the university is recommended or expected?
6. How do I develop and document an excellent record of service and outreach?

Tenure and/or Evaluation Processes

1. What is the approximate balance between research, teaching, and service that I should aim for my evaluation?
2. How important is the annual faculty review in merit, reappointment, tenure, and promotion decisions in my department? What sort of documentation of my achievements will help me succeed in these decisions?
3. What kind of record-keeping strategies can I adopt to make compiling my annual faculty report and/or tenure package both accurate and manageable?
4. Do I need to “read between the lines” in my annual evaluation? I.e., will someone tell me explicitly if there are specific concerns about my performance?

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Balancing Professional and Personal Life

1. What are the resources for meeting and socializing with other new faculty?
2. Where can I get help with dual career issues, childcare, and other personal concerns?
3. What sort of support is available to me through the campus and surrounding communities?
4. Where can I find advice on balancing a professional life (e.g., teaching, research, service) with a personal life (e.g., time for significant others, children, leisure, civic responsibilities)?

Section II: Mentors

The Role of the Mentor

Results of numerous studies suggest that intellectual, social, and resource support from senior colleagues, chairs, deans, and campus administrators may be critical to attracting, developing, and retaining new and under-represented faculty (Bensimon, Ward & Sanders, 2000; Rice, Sorcinelli & Austin, 2000). Both mentors and new faculty can benefit from the collective synergy that can result from professional partnerships. What issues and opportunities should colleagues be aware of in supporting early-career faculty? Sorcinelli and Yun (2007) offer the following helpful suggestions toward fostering a positive mentoring relationship.

To-Do List for Mentors

- Consider your own motivation for being a mentor. How will your experience and expertise contribute to the relationship? What concrete things can you do to help your mentoring partner? What skills are your strengths as a mentor (e.g., coaching, goal setting, guiding, promoting, problem solving, navigating political shoals)?
- Contact your mentoring partner as soon as possible and establish a regular meeting time, perhaps for coffee or lunch.
- Get to know your mentoring partner, his/her circumstances, and concerns, and be willing to share information and perspectives. Also, it may be difficult for a new or early-career faculty member to approach you with problems or questions, so suggest topics for discussion or ask questions may be helpful.
- Remember that information shared by your mentoring partner is confidential. A breach of confidentiality can irreparably damage even the best mentoring relationships. To avoid this, make clear decisions about confidentiality early on, agreeing that what you say to each other needs to be held in confidence.
- Offer your mentoring partner “insider’s advice” about the campus, department, or profession. What do you know now that you wish you had known earlier in your career? What were the roadblocks that you encountered along the way? What have you learned? How do your experiences compare with those of your mentoring partner?
- Provide support and help with any questions or problems that might arise relating to professional and/or personal matters. You do not need to have the answers for every question. Rather, you can act as a resource or a guide and direct your mentoring partner to the appropriate office or person who can help.

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- Focus on your mentoring partner's development; you should respond to his/her needs and to what he/she is looking for in the relationship. This might mean helping your mentoring partner sort out expectations and priorities for the relationship
- Provide constructive feedback. Help your mentoring partner solve his/her own problem rather than giving him/her directions. Remember, you are not directing or evaluating your mentoring partner – you are assisting, coaching, and supporting.
- Introduce your mentoring partner to colleagues outside of the department and institution whenever possible and appropriate. These colleagues might be in the same field or specialization, use similar research methods, have parallel teaching interests, or be at a similar or different career stage. Connections with different faculty will encourage your mentoring partner to build a network of mentors who can offer specific knowledge, skills, and new perspectives.
- Look for opportunities to connect face-to-face, but also explore other options for connecting (e.g., telephone, email, videoconferencing, etc.).

Suggested Activities to Do with Your Mentee

- Show a new faculty member the physical layout and resources of the department and campus, as well as to explain any local rules, customs, and practices.
- Help your mentoring partner find basic information on teaching, research, and administrative responsibilities in your department, college, and/or university (e.g., course management system, forms for annual faculty review, office of grants and contracts).
- Explain the various support systems within your college or university (e.g., the ombudsperson, psychological services, learning and other student support services).

Research

1. Discuss your mentoring partner's research focus. Is he/she developing a consistent theme, theory or model, and direction?
2. Advise on the kind of publications that are considered "first-tier" in your department and estimate a realistic benchmark in terms of the kinds and numbers of articles, monographs, or books expected.
3. Suggest appropriate journals for publication – both traditional and online, if appropriate – and offer feedback on the writing of research articles and conference papers.
4. Encourage participation in departmental and/or interdisciplinary research activities, such as informal discussions about writing projects, colloquia for ideas in progress, and visiting scholar presentations.
5. Introduce your mentoring partner to departmental and/or interdisciplinary research groups to provide an avenue for co-authored papers and co-

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authored/collaborative grant-writing or research projects (if viewed positively in your department).

6. Help your mentoring partner identify on-campus and external resources for research, such as sessions on professors as writers, grant proposal writing workshops, summer research grants, and funds for travel to professional meetings.

Teaching

1. Provide information to your mentoring partner about teaching, such as a profile of students, sample syllabi, teaching activities, technology resources, and office hours.
2. Discuss teaching expectations such as course structures, assignments, and assessment questions as well as program/department standards for assessing and grading students' work.
3. Visit your mentoring partner's classroom and ask questions about what you observed – and invite your mentoring partner to visit your classes for additional constructive feedback.
4. Encourage your mentoring partner to connect with the Center for Research, Teaching and Learning Excellence (CRTLE) to access development sessions on effective teaching practices, but also workshops and teaching fellowships programs and grants workshops sponsored by Vice President for Research's Office.
5. Discuss key student issues, such as advising, sponsoring independent study, and working with and supervising graduate students.
6. Discuss how to deal with student concerns, such as issues as student motivation, class management, emotional difficulties (such as de-escalating classroom discussions), students with disabilities, students who are under-prepared for a course, what to do about cheating and academic dishonesty, etc..
7. Discuss how colleagues in the department received, interpret, and use feedback on teaching from students (student course surveys) and peer teaching consultants and observations so mentee/mentors can improve his/her teaching and student learning.
8. Encourage discussions about teaching and learning among the early-career and senior colleagues in your department and/or college.

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Service

1. Advise your mentoring partner on what kinds and amount of service and/or outreach are expected in the department.
2. Advise your mentoring partner on how to select administrative duties and committee work that will support his/her research and teaching agenda (e.g., graduate student admissions and departmental speaker series).
3. Be alert to whether or not your mentoring partner's service to the department, school, university or external organizations is perhaps hindering his/her/their accumulation of evidence for tenure/promotion, and share your concerns with your mentoring partner.

Tenure and/or Evaluation Processes

1. Help your mentoring partner set challenging but realistic goals that match the particular mission and resources of your department and that align with the central missions of your college or university.
2. Encourage your mentoring partner to keep an ongoing log or record of his/her/their scholarly activities in teaching and learning, research, service, and outreach.
3. Regularly solicit feedback from your mentoring partner about his/her/their experience with the tenure process.
4. Encourage your mentoring partner to attend department, college, or campus-level seminars on preparing for tenure/promotion.

Balancing Professional and Personal Life

1. Help your mentoring partner develop a plan of short and long-term goals. Encourage your partner to measure progress and success on the goals identified.
2. Share your experiences of setting priorities, managing time, handling stress, and balancing workload effectively.
3. Connect your mentoring partner to special resources or networks on-campus that might be of relevance and support (e.g., networks for women or faculty of color).
4. Link your mentoring partner to information and services for dual-career couples and or flexible employee benefits such as parental leave, flexible time limits for tenure, and workload adjustments for childrearing and childcare.
5. Provide information and facilitate access to non-academic resources in the area, such as housing, schools, childcare options, as well as cultural, entertainment, and sporting events both on- and off-campus.

Section III: UTA Faculty Mentoring Program Application and Acceptance Process

Application

Mentee: New and Early Career Faculty: The application process will be open to all new and early-career faculty in October of each year. Mentee applications forms are digital and available at: [Mentee Application](#) Mentee applications open on October 1st and all interested new and early career faculty will be asked to submit their application by the last Friday in October. All applications are reviewed by the Mentorship Committee. Applicants will be notified of their status late October/Early November.

- Due to possible limited availability of mentors, accepted mentees might be assigned a mentor outside of their field of study, department, college.

Mentors: The application process will open for mentors on September 1st and close on September 30th. Mentor applications forms are digital and available at: [Mentor Application](#) All applications are reviewed by the Mentorship Committee. Applicants will be notified of their acceptance status in early October.

- Due to the limited number of early career mentees, submission of an application does not guarantee a mentor placement. All mentor applicants MAY NOT be placed.
- Mentors selected to participate in the UTA New and Early-Career Faculty Development Series will be eligible for Mentor of the Year Awards.

Selection Criteria

The evaluation of applications, selection of mentors, and the tentative pairing of mentors with new and early career faculty will be conducted by the Mentorship Committee.

Evaluation

A program and mentor evaluation is necessary to ensure programmatic success and growth. New and Early career mentees will be asked to complete an evaluation of their mentoring program and their mentor at the end of the first year of mentorship.

As part of the evaluation process, it is important to identify characteristics, attributes, and behaviors which foster successful mentoring partnerships.

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An engaged mentor...

- Is willing to share his/her knowledge and academic career experience.
- Listens actively and non-judgmentally – not only to what is being said, but also to how it is said.
- Asks open and supportive questions that stimulate reflection and makes suggestions without being prescriptive.
- Gives thoughtful, candid, and constructive feedback on performance, and asks for the same.
- Provides emotional and moral encouragement, remaining accessible through regular meetings, emails, calls, etc.
- Acts as an advocate for his/her mentoring partner, brokering relationships and aiding in obtaining opportunities.

An engaged mentee...

- Identifies what types of knowledge, relationships, and support could be potentially helpful and career-enhancing to a mentoring partner.
- Recognizes and accommodates the time constraints of his/her mentoring partners.
- Follows up promptly when a mentoring partner offers to make helpful introductions or referrals.
- Seeks– and also provides – feedback on how the mentoring relationship is working, or not working.
- Offers his/her expertise or support whenever appropriate; understands that the benefits of the mentoring relationship can be reciprocal.
- Suggests specific options and alternatives to improve a mentoring relationship, as needed.
- Treats all information exchanged ethically and confidentially.

The program and mentor information can be found: [UTA Faculty Affairs Mentorship Program](#)

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Nominations

Mentees can nominate exceptional mentors for Mentor of the Year awards. Nominated mentors can either be tenured or non-tenured faculty members. Nominations are due by May 31st are reviewed by the Mentorship Committee. Each college could be presented with a Mentor of the Year award. Winning Mentor of Year recipients will receive: Recognition of achievement during the Fall Faculty/Staff Banquet and UTA/College social media outlets and communication boards; Certificate of Accomplishment that can be included in any tenure/promotion dossier; and professional funds.

As part of the nomination process includes the mentee identifying specific characteristics, attributes, and behaviors which caused the mentor to exceed in their role and responsibilities as a mentor

The mentee is asked...

- What did your mentor do that exceeded in their roles and responsibilities a mentor?
- How did you mentor demonstrate exceptional leadership and support?
- What strategies/guidance did your mentor provide that had the greatest impact/result upon your teaching practices?
- What strategies/guidance did your mentor provide that had the greatest impact/result upon your research/service areas?
- Why do you believe your mentor should be Mentor of the Year?

For more information: [UTA Faculty Affairs Mentor Awards](#)

Mentor Nomination: [Mentor of the Year Nomination](#)

Section IV: Documentation and Faculty Resources

Program Resources and Documentation

The faculty member creates an online file on OneDrive to store electronic copies of the following:

- Copy of college and department bylaws/handbooks (provided by mentor)
- University Resources (Mentor Program - R)
- First Year Objectives Checklist (Form Mentor Program - 1)
- Second Year Objectives Worksheet (Form Mentor Program - 2)
- Mentor-Mentee Meeting Form (Form Mentor Program - 3)
- Conversations Starters (Form Mentor Program - 4)
- Mentee Observing Mentor Teaching Forms (Form Mentor Program - 5)
- Mentor Observing Mentee Teaching Forms (Form Mentor Program - 6)
- Professional Plan: 3-year benchmark and 5/6 year plan (Form Mentor Program - 7)
- Completed Faculty Development proposal(s) (Form Mentor Program - 8)
- Draft and final copy of manuscript(s)
- Current CV
- Course syllabi
- Copies of Student Feedback Surveys

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University Resources (Mentor Program - R)

Although this list is not exhaustive it provides a starting point for new and early career faculty.

Teaching:

UTA Library

Description: The mission of the UTA Library is to provide access to the information and materials that support the teaching, research, and public service programs of the university. The University of Texas at Arlington Libraries is a model 21st century urban academic library dedicated to elevating the research and scholarship of our diverse communities. Our departments work independently and collaboratively to support our strategic goals and serve our users from every level of the organization. Resources such as the OIT Help Desk, the Writing Center, and the FabLab are available to faculty and students. The second floor Academic Plaza provides student support with the I.D.E.A.S Center and University Tutoring & Supplemental Instruction among other programs. Library staff are also available to help boost and track scholarly impact of faculty publications and help faculty establish a robust digital identity.

<https://libraries.uta.edu/> and Research Services: <https://libraries.uta.edu/research>

Center for Research, Teaching and Learning Excellence (CRTLE)

Description: The mission of the Center for Research, Teaching and Learning Excellence (CRTLE) helps faculty develop research and program grant proposals that include transformative curriculum and instructional innovations in teaching and learning, and connects faculty across campus on interdisciplinary educational research and program grant proposals and initiatives. CRTLE engages faculty in relevant pedagogical research dialogue and seminars to inform teaching and strengthen skills in teaching and educational research. They offer professional development programs on teaching and learning, helps with course design, and offers guidance in solving teaching related problems and classroom management.

<https://utacrtle.org/>

Professional Learning Community, Collaborate UTA, Maverick Advantage for Faculty Engagement, and Service Learning

Description: These programs offer faculty programs for professional development in key areas tied to student success. For the last three years faculty and staff from across campus have joined together in groups to enhance their skills in various areas. The Professional Learning Community (PLC) gathers faculty to learn from each other, research together, and develop new and creative ways to enhance and assess collaboration in their classrooms. The PLC ties in with UTA's Quality Enhancement Program (QEP) that targets teamwork in the classroom. Research shows that teamwork is a core marketable skill that employers want in their employees. Collaborate UTA's goal is for every graduate of UTA to have refined those skills so that when they graduate they will have a competitive advantage in whatever path they choose. Maverick Advantage for Faculty Engagement (MAFE) focuses on how faculty can integrate and support students in UTA's major student initiative in their courses. The *Maverick Advantage* program aims to have every student during their matriculation at UTA participate in three of Five Distinguishing Activities (Leadership, Undergraduate Research, Career Development, Community Engagement, and Global Connections). Service Learning Service learning integrates community service into academic coursework, whereby students engage in classroom activities and reflection related to the performance of local service projects within the course. More than a volunteer opportunity, service learning benefits both the student and the community partner through reciprocity of needs, which furthers the students' educational goals while promoting civic responsibility.

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All of these programs offer fellowships to faculty to help them acquire techniques and skills needed to design projects and implement them in their courses.

Center for Research, Teaching and Learning Excellence: <https://utacrtle.org/>

Quality Enhancement Program and Collaborate UTA: <https://www.uta.edu/qep/index.php>

Maverick Advantage for Faculty Engagement: <https://www.uta.edu/csl/for-faculty/Maverick%20Advantage%20Faculty%20Initiative%20.php>

Service Learning: <https://www.uta.edu/csl/>

Research/Creative Activity:

Regulatory Services

Description: The Office of Regulatory Services ensures that research conducted at UTA is in compliance with university, state, and federal regulations. The Office of Regulatory Services supports comprehensive programs of academic research by assuring institutional and investigator compliance with applicable regulations, policies, and industry standards while engaged in regulated research or scholarly activities.

Contact: <http://www.UTA.edu/Administration/OfficeOfResearchIntegrity/>

Office of Grants and Contract Services, and Agreement Management

Description: The Office of Grants and Contract Services is the central resource and expert partner on research administration providing support and oversight of sponsored projects. OGCS represents the University of Texas at Arlington as the institutional official for proposal submission and award acceptance ensuring compliance with federal regulations, sponsor requirements and University policies.

Agreement Management supports UTA academic research by providing services on contract strategy and negotiation, contract administration, and contract portfolio management activities, for a wide variety of customary, as well as nonstandard and nonconforming, sponsored projects, contracts and grants on behalf of UT Arlington's Research Administration, and as requested through the Assistant Vice President for Research.

<https://www.uta.edu/research/administration>

Institutional Effectiveness and Reporting, University Analytics

Description: The mission of the Office of Institutional Effectiveness and Reporting (IER) is to support assessment efforts across the university, prepare required reports and surveys, and coordinate accreditation efforts. This office manages the Student Feedback Surveys as well. University Analytics facilitates institutional strategic planning, campus-wide decision making, teaching and learning by developing a campus culture of analytics and toolsets for performing research analyses and predictive modeling of internal and external data; to warehouse and datamart academic, learning, and operational data for internal use as well as state, federal, and external reporting needs, accreditation, compliance, and risk management. They work to bring the university to national and international prominence in the research and use of learning analytics to promote institutional and student success as well as emerging, complex models of teaching and learning. They publish the UTA Facts guide and statistical handbook. Faculty can fill out data requests as well.

IER: <https://www.uta.edu/ier/index.php>

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University Analytics: <https://www.uta.edu/analytics/>

Summer Writing Adventure

Description: Faculty Affairs hosts a writing group program open to all faculty. Faculty are grouped into small teams who meet regularly to read each other's work and provide feedback. There are weekly discussions on writing related topics. This program supports and encourages faculty while they reach their writing goals. Faculty work on either a paper or grant proposal.

Service:

Faculty Senate

Description: The faculty role in campus-wide shared governance is organized and effected by the Faculty Senate, which includes both tenure stream and contractual faculty. The Faculty Senate is the elected legislative and deliberative faculty body whose primary purpose is to represent the faculty to the University administration, UT-System administration, the Board of Regents of The University of Texas System, and such other parties as may be appropriate or necessary. The Faculty Senate reviews and advises on policy and enacts legislation on all matters pertaining to the professional concerns, duties, standards, ethics, responsibilities, privileges, and perquisites of the faculty.

<https://www.uta.edu/senate/new/index.php>

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First Year Objectives Checklist (Mentor Program - 1)

Teaching:

- Observe your Mentor teaching an on-campus course
- Schedule an Informal teaching observation with your Mentor as your peer observer
- Prepare your teaching statement for year 1
- Retrieve student feedback survey results for each course taught and upload into Digital Measures
- Complete self-paced Canvas Classroom on Foundational Teaching and Learning Practices (New Faculty Development Series) and upload Completion Certificate into dossier
- Attend a professional development workshop regarding teaching practices

Research/Creative Activity:

- Develop list of journals or other professional publication options to be included in your 5 year plan (Form PT-7)
- Develop focus statement(s) to be included in 5 year plan (Form PT-7)
- Submit one (1) artifact for peer-reviewed presentation or conference
- Submit one (1) artifact for peer-reviewed publication
- Attend a professional development workshop regarding research/creative activities

Service:

- Review service commitment with director/department chair annually
- Serve on one (1) Departmental or college level committee
- Serve on one (1) University level committee
- Retain contact information of fellow committee members for networking and peer acknowledge of service contribution(s)

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Second Year Objectives Checklist (Mentor Program - 2)

Teaching:

- Observe your Mentor teaching an online course (if applicable or a recommended faculty peer who teaches online courses)
- Complete an Informal teaching observation with your Mentor as your peer observer
- Schedule a formal observation (peer review) with your Mentor as your peer observer (if eligible) for your 3-year review dossier
- Secure a peer review letter regarding your teaching for dossier
- Review and reflect on your previous year's teaching statement and make teaching adjustments for the coming year.
- Prepare your teaching statement for your 3-year review dossier
- Retrieve student feedback survey results for each course taught and upload into Digital Measures
- Attend a professional development workshop regarding teaching practices

Research/Creative Activity:

- Develop list of journals or other professional publication options to be included in your 5 year plan (Form PT-7)
- Develop focus statement(s) to be included in 5 year plan (Form PT-7)
- Submit one (1) artifact for peer-reviewed presentation or conference
- Submit one (1) artifact for peer-reviewed publication
- Attend a professional development workshop regarding research/creative activities

Service:

- Review service commitment with director/department chair annually
- Serve on one (1) Departmental or college level committee
- Serve on one (1) University level committee
- Retain contact information of fellow committee members for networking and peer acknowledge of service contribution(s)

UTA Faculty Mentoring Program
 Mentor/Mentee Meetings (Mentor Program - 3)

Mentor and mentee should meet at least three (3) times per semester

Date	Topics Discussed

Mentor Signature _____ Mentee Signature _____

Date	Topics Discussed

Mentor Signature _____ Mentee Signature _____

Date	Topics Discussed

Mentor Signature _____ Mentee Signature _____

UTA Faculty Mentoring Program

Conversations Starters (Mentor Program - 4)

- In reviewing the mentee's CV, what areas should the faculty member focus on?
- How does Department/College/University measure faculty success?
- What is the role of the faculty member in the Department/College/University?
- What would staff/administration do in the Department/College?
- What would students do in the faculty member's research? How will the students participate?
- What resources are available from the Department / College/ University? How to does faculty access it?

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Mentee Observing Mentor Teaching Forms (Mentor Program - 5)

Mentees are encouraged to observe their mentor teaching an on-campus during their first year. In the on-campus course, mentees should be observing how their mentor teaches in the areas of:

- Content Delivery
- Organization
- Effective Communication
- Classroom Interactions
- Instructional Materials including Media
- Syllabus

During the mentee's second year, mentees are also encouraged to observe their mentor teach on online course. (If application or a recommended faculty peer who teaches effective online courses). Online course observations should cover the areas of:

- Course Overview and Objectives
- Organization
- Effective Communication
- Classroom Interactions
- Instructional Materials including Media
- Syllabus

Mentees observing their mentor teaching in either on-campus or online course, should follow and complete the same process and forms as faculty members who participate in Informal Peer Consultations.

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Mentee Observing Mentor Teaching Informal Process:

Informal Peer Consultations

Informal Peer Consultations are teaching observations to support faculty development in effective teaching practices through supportive feedback from teaching observations and mentorship from experienced and successful teaching faculty members.

- The mentee (faculty member) and the mentor (peer observer) set up a time for the pre-observation meeting. During the pre-observation meeting the mentee (faculty member) and mentor (peer observer) discuss what the mentor's teaching goals and learning objectives are for the course the mentee will observe. The mentee (faculty member) completes the Pre-Observation Meeting form (a final signature is not necessary if the mentee is observing the mentor. Only signatures are required if the mentor is observing the mentee). This meeting should take about 10-15 minutes and completed prior to scheduled course observation time.
- The mentee (faculty member) will observe the mentor's course during the scheduled time and the mentee (faculty member) completes the Course Observation Form (a final signature is not necessary if the mentee is observing the mentor. Only signatures are required if the mentor is observing the mentee).
- The mentee (faculty member) and mentor (peer observer) will set up a post-meeting (often within 72 hours after the course observation, however, it is recommended to conduct the post-meeting immediately following the observation). During the post-observation meeting, the mentee (faculty member) and mentor (peer observer) reflect upon what was observed during the course session and the mentee (faculty member) completes the Post-Observation Meeting form (a final signature is not necessary if the mentee is observing the mentor. Only signatures are required if the mentor is observing the mentee). This meeting should take about 15-30 minutes.
- After the post-observation meeting, the mentee (faculty member) completes the Reporting Form (a final signature is not necessary if the mentee is observing the mentor. Only signatures are required if the mentor is observing the mentee).
- The mentee (faculty member) retains all the completed documents (Pre-Observation Meeting, Course Observation Form, Post-Observation Meeting, and Reporting form) for their personal records.

All forms for informal pre-observation, on-campus or online observation, post-observation, and reporting forms can be found at: [UTA Faculty Affairs Informal Peer Observations](#)

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Mentor Observing Mentee Teaching Forms (Mentor Program - 6)

Mentors are encouraged to observe their mentees during their early years of teaching. Teaching observations should begin with an Informal Peer Observation to prepare the mentees, for Formal Peer Observation (Peer Review) which are required for tenure and promotion dossiers.

Both the Informal Peer Consultations and Formal Peer Observation (Peer Review) consist of a pre-observation meeting to discuss teaching goals and learning objectives for the course being observed, course observation that address on-campus and online teaching and learning practices (see below), post-observation meeting that includes a reflection piece, and a final reporting element that is evidence of an observation was conducted and submitted for any tenure and promotion dossiers.

On-campus course observations address:

- Content Delivery
- Organization
- Effective Communication
- Classroom Interactions
- Instructional Materials including Media
- Syllabus

Online course observations address:

- Course Overview and Objectives
- Organization
- Effective Communication
- Classroom Interactions
- Instructional Materials including Media
- Syllabus

Mentors observing their mentee teaching in either on-campus or online course, should follow and complete the same process and forms as faculty members and peer observers who participate in Informal Peer Consultations and, if applicable, Formal Peer Observation (Peer Review).

UTA Faculty Mentoring Program

Mentor Observing Mentee Teaching Informal Process:

Informal Peer Consultations

Informal Peer Consultations are teaching observations to support faculty development in effective teaching practices through supportive feedback from teaching observations and mentorship from experienced and successful teaching faculty members.

- The mentee (faculty member) contacts the mentor (peer observer) to set up a time for the pre-observation meeting. During the pre-observation meeting the mentee (faculty member) and mentor (peer observer) discuss what the mentee's teaching goals and learning objectives are for the course the mentor will observe. The mentee (faculty member) completes the Pre-Observation Meeting form (with a final signature from the mentor as the peer observer). This meeting should take about 10-15 minutes and completed prior to scheduled course observation time.
- The mentor (peer observer) will observe the course during the scheduled time and the mentor (peer observer) completes the Course Observation Form (with a final signature from the mentee as the faculty member).
- The mentee (faculty member) and mentor (peer observer) will set up a post-meeting (often within 72 hours after the course observation, however, it is recommended to conduct the post-meeting immediately following the observation). During the post-observation meeting, the mentee (faculty member) and mentor (peer observer) reflect upon what was observed during the course session and the mentee (faculty member) completes the Post-Observation Meeting form (with a final signature from the mentor as the peer observer). This meeting should take about 15-30 minutes.
- After the post-observation meeting, the mentee (faculty member) completes the Reporting Form (with final signature from the mentor as the peer observer). If applicable, the mentee (faculty member) can submit the completed Informal Peer Consultations Reporting Form in their annual review.
- The mentee (faculty member) retains all the completed documents (Pre-Observation Meeting, Course Observation Form, Post-Observation Meeting, and Reporting form) for their personal records.

All forms for informal pre-observation, on-campus or online observation, post-observation, and reporting forms can be found at: [UTA Faculty Affairs Informal Peer Observations](#)

UTA Faculty Mentoring Program

Mentor Observing Mentee Teaching Formal Process:

Formal Peer Observations (Peer Review)

Formal Peer Observations (Peer Review) are formal teaching observations that are required for tenure and promotion dossiers. Formal Peer Observations (Peer Review) are teaching observations to support faculty development in effective teaching practices through supportive feedback from successful teaching faculty members.

- Mentees (faculty member) wanting a Formal Peer Observation (Peer Review) and are in the timeframe to submit one in their tenure and promotion dossier, need to confirm their mentors (peer observers) are eligible to be a peer observer. If the faculty mentor is eligible to be a peer observer and the mentor would like training on how to be a peer observer, the faculty member should submit the name of the faculty mentor to peer.observation@uta.edu for training information. The faculty mentor is not required to have training to be a peer observer, but it is strongly suggested.
- The mentee (faculty member) and mentor (peer observer) set up a time for the pre-observation meeting. During the pre-observation meeting the mentee (faculty member and mentor (peer observer) discuss teaching goals and learning objectives from the course being observed and the mentee (faculty member) completes the Pre-Observation Meeting form (with a final signature from the mentor (peer observer)). This meeting should take about 10-15 minutes.
- The mentor (peer observer) will observe the course during the scheduled time and the peer observer completes the Course Observation Form (with a final signature from the mentee who is the faculty member).
- The mentor (peer observer) and mentee (faculty member) will set up a post-observation meeting (often within 72 hours after the course observation, however, it is recommended to have the post-observation meeting immediately following the course observation). During the post-observation meeting, the mentee (faculty member) and mentor (peer observer) reflect upon the observed course session and the mentee (faculty member) completes the Post-Observation Meeting form (with a final signature from the peer observer). This meeting should take about 15-30 minutes.
- After the post-observation meeting, the mentee (faculty member) completes the Reporting Form (with final signature from the mentor who is the peer observer).

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The Report form is required for all tenure and promotion dossiers and is evidence that a Formal Peer Observation (Peer Review) was conducted.

- The mentor (peer observer) gives all the completed documents (Pre-Observation Meeting, Course Observation Form, Post-Observation Meeting, and Reporting form) to the mentee (faculty member) for their personal records.

All forms for formal pre-observation, on-campus or online observation, post-observation, and reporting forms can be found at: [UTA Faculty Affairs Formal Peer Observation](#)

UTA Faculty Mentoring Program

Professional Plan: 3 year benchmark and 5/6 year plan (Mentor Program - 7)

Professional Goals:

Setting goals and planning your steps to achieve career advancement are necessary parts of professional development. Setting goals require a continual level of self-assessment and reflection along with flexibility in the planning process.

Setting Goals: Be SMART!

S – specific (simple, sensible, significant)

What do you want to accomplish? Why is this goal important?

Who needs to be involved? Which resources or limits are involved?

M – measurable (meaningful, motivating)

How can you determine if progress is being made?

How will you know if the goal was successfully completed?

A – Achievable (attainable, agreeable)

How can I accomplish this goal? Are there skills needed for me to reach that goal?

Are there some gaps in my knowledge that I need to learn?

R – Relevant (reasonable, realistic, resourced, results-based)

Why do I need to set this goal? Does it align with my overall objective?

Is it this right time for this goal?

T – Time-Bound (time-limits, time-sensitive)

Is there a deadline? Is the deadline realistic? Is there a sense of urgency?

Getting Started: Questions to ask yourself....

- I currently feel about teaching/research/service?
- Where do I want to be in teaching/research/service at my 3 year benchmark?
- To move in that direction, I need to sharpen my skills in.....?
- To reach my 5/6 year professional goal in teaching/research/service, I need to focus on.....?
- In order to close the gap of where I am today and where I want to be in my 5/6 year teaching/research/service, I need to do.....?
- What support and accountability do I need (and have) to grow in teaching/research/service?

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Professional Plan:

Teaching:

- Year 1: Teaching Goal:
- Year 1: Action Plan for Teaching Goal: *(What steps am I going to take to meet this goal?)*

- Year 2: Teaching Goal
- Year 2: Action Plan for Year 2 Teaching Goals: *(What adjustments and improvements build upon the action plan from year 1? What steps am I going to take to meet this new goal?)*

- Year 3 Benchmark: Teaching Goal:
- Year 3 Benchmark: Action Plan for Year 3 Teaching Goals: *(What adjustments and improvements build upon the action plan from the previous years? What steps am I going to take to meet this new goal?)*

- Year 4: Teaching Goal:
- Year 4: Action Plan for Year 4 Teaching Goals: *(What adjustments and improvements build upon the action plan from the previous years? What steps am I going to take to meet this new goal?)*

- Year 5: Teaching Goal:
- Year 5: Action Plan for Year 5 Teaching Goals: *(What adjustments and improvements build upon the action plan from the previous years? What steps am I going to take to meet this new goal?)*

- Year 6: Teaching Goal:
- Year 6: Action Plan for Year 6 Teaching Goals: *(What adjustments and improvements build upon the action plan from the previous years? What steps am I going to take to meet this new goal?)*

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Research/Creative Activity:

- Year 1: Research/Creative Activity Goal:
- Year 1: Action Plan for Research/Creative Activity Goal: *(What steps am I going to take to meet this goal?)*

- Year 2: Research/Creative Activity Goals:
- Year 2: Action Plan for Research/Creative Activity Goals: *(What adjustments and improvements build upon the action plan from year 1? What steps am I going to take to meet this new goal?)*

- Year 3 Benchmark: Research/Creative Activity Goals:
- Year 3 Benchmark: Action Plan for Research/Creative Activity Goals: *(What adjustments and improvements build upon the action plan from the previous years? What steps am I going to take to meet this new goal?)*

- Year 4: Research/Creative Activity Goals:
- Year 4: Action Plan for Research/Creative Activity Goals: *(What adjustments and improvements build upon the action plan from the previous years? What steps am I going to take to meet this new goal?)*

- Year 5: Research/Creative Activity Goals:
- Year 5: Action Plan for Research/Creative Activity Goals: *(What adjustments and improvements build upon the action plan from the previous years? What steps am I going to take to meet this new goal?)*

- Year 6: Research/Creative Activity Goals:
- Year 6: Action Plan for Research/Creative Activity Goals: *(What adjustments and improvements build upon the action plan from the previous years? What steps am I going to take to meet this new goal?)*

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Service:

- Year 1: Service Goal:
- Year 1: Action Plan for Service Goal: *(What steps am I going to take to meet this goal?)*

- Year 2: Service Goals:
- Year 2: Action Plan for Service Goals: *(What adjustments and improvements build upon the action plan from year 1? What steps am I going to take to meet this new goal?)*

- Year 3 Benchmark: Service Goals:
- Year 3 Benchmark: Action Plan for Service Goals: *(What adjustments and improvements build upon the action plan from the previous years? What steps am I going to take to meet this new goal?)*

- Year 4: Service Goals:
- Year 4: Action Plan for Service Goals: *(What adjustments and improvements build upon the action plan from the previous years? What steps am I going to take to meet this new goal?)*

- Year 5: Service Goals:
- Year 5: Action Plan for Service Goals: *(What adjustments and improvements build upon the action plan from the previous years? What steps am I going to take to meet this new goal?)*

- Year 6: Service Goals:
- Year 6: Action Plan for Service Goals: *(What adjustments and improvements build upon the action plan from the previous years? What steps am I going to take to meet this new goal?)*

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