Department of Allied Health Sciences (DAHS) Faculty Mentoring and Development Program

**PURPOSE**

The Faculty Mentoring and Development Program will help provide faculty with support, direction, accountability and intentional academic guidance through collaboration with experienced faculty mentors.

The program will:

- Foster general support for faculty members to thrive in the academic health center environment
- Stimulate development of a successful career plan based on teaching, clinical practice, professional service, and research
- Review academic activities, ensuring that they meet established performance goals
- Facilitate productive networking and collaborative partnerships, both inside and outside the Department of Allied Health Sciences and the University of North Carolina
- Help identify funding opportunities and provide support for improved productivity
- Provide written feedback for the faculty member, Division Director, and Department Chair

**ELIGIBLE FACULTY**

Faculty members who are on the UNC main campus and at the rank of Assistant Professor will participate. The faculty member’s Division Director, with input from the Department Chair, will ensure that the individual is participating in the program. Other (non-Assistant) faculty members are not required to participate but are encouraged to do so if they and/or their Division Director feel that the program will help them achieve their academic goals. The faculty member will have both a Primary Mentor and a Faculty Mentoring Committee to help meet the goals of the program.

Mentoring Program Coordinator: Dani Burkhart dani_burkhart@med.unc.edu (919) 966-9040
Revised May 2018
FACULTY MENTORING COMMITTEE

The creation of one’s Mentoring Committee is one of the early and important opportunities to take charge of one’s career, as is the initiative with which one makes use of their committee. The faculty member and the Division Director will propose committee members by submitting to the Mentoring Program Coordinator minimum of 3 individuals from both the Department of Allied Health Sciences and other appropriate departments inside and outside of UNC. Faculty members will begin assembling their committee as they begin their appointment in the Department, under the approval of the Department Chair. The composition of committees may change over time, reflecting change and evolution in scholarly interests.

Ideally, at least one individual from outside of Allied Health Sciences will be included on each committee. Among identified committee candidates, the primary mentor will serve as chair of the committee, but the position can be held by other interested members. The Department Chair and/or the Mentoring Program Coordinator will ask each of the committee candidates if they are willing to serve on the committee. Once at least three members have agreed to serve, they will receive information on committee composition, chair designation, goals of the program and next steps.

FACULTY MENTORING COMMITTEE ACTIVITY

- The faculty member will meet with the entire mentoring committee at least once a year for Fixed Term faculty and twice a year for Tenure Track faculty.
- One member of the committee will be designated as the primary mentor and will be responsible for meeting regularly with the faculty member. The frequency of these meetings will vary according to the faculty member’s needs and mission focus.
- The faculty member will provide the mentoring group with both short-term and long-term goals on an annual basis. The committee will provide appropriate written feedback.

WRITTEN FEEDBACK

The faculty member will receive written feedback after each committee meeting. The faculty member must provide a copy of the feedback to their Department Chair, Division Director, and Mentoring Program Coordinator. These reports will serve as part of the documentation of faculty member performance during annual faculty member reviews and for promotion and tenure applications.

Reminders that meetings and reports are due will be issued periodically by the Mentoring Program Coordinator. However, the chairperson and mentee share responsibility and should work together with the committee chair to schedule meetings.

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EXPERIENCES FOR FACULTY MEMBER AND PRIMARY MENTOR

The faculty member will develop a formal plan for academic development that will include specifics about goals and further training. The faculty member and primary mentor will meet regularly and will focus on progress toward the goals of the plan and consideration as to how the plan should be modified, per changes in the faculty member’s focus. Under the mentor’s guidance, the faculty member will develop core academic skills, including but not limited to:

- Oral communications and presentations
- Scholarly writing and critiques
- Grant, program, and/or contract development
- Academic and other professional networking and collaboration
- Leadership and professionalism training
- Annual discussion with mentee about their team contributions

COMMON QUESTIONS

1. Will established mentoring committees be incorporated into this program?
   a. If an existing mentoring committee, for example related to the K Award, is working well and fits the program’s description, there is no need to replace that committee. Faculty members who have questions about whether an existing committee is sufficient should contact Dr. Stephen Hooper.

2. Who makes sure mentee assessments are completed? What’s done with the committee’s recommendations, and what if they are not practical?
   a. It is the faculty member’s responsibility to organize the meetings, define goals and supply them to the mentoring committee. The Primary Mentor is responsible for completing and submitting the assessment form annually, with input from the faculty member and other committee members. The assessment forms are given to the Division Director initially, then to Dr. Hooper for review. Committee recommendations will be highly considered, which serves to benefit the mentees. The Division Director and Dr. Hooper will alert the faculty member and their respective committee to recommendations that seem impractical.

3. Mentors outside of the Department: How do mentees find them, and what is their incentive for mentoring Allied Health Sciences Faculty?
   a. Faculty members should ask their Division Director and others (such as other collaborators) for recommendations. The likelihood of a positive response to a faculty member’s request for mentorship is high. The Department will continue discussions about how best to reward/thank faculty members who act as mentors, both in and outside of the Department.

4. Must mentors hold higher ranks than the people they are mentoring?
   a. No, as long as their experience and expertise are appropriate to serve in a mentoring role for that faculty member.

5. Is the mentoring program mostly for researchers?
   a. No. It is for all faculty members regardless of mission focus.
6. Will clinical performance be addressed/managed by this program?
   a. No. The mentoring program is to support faculty member development, not evaluate a faculty member’s clinical performance.

7. Can the committee change over time?
   a. Yes. If the faculty member’s focus changes, it may be appropriate to change the committee membership.

8. Who decides how often the committee meets?
   a. The mentoring committee and faculty member shall meet at least one time annually for fixed term faculty and twice annually for tenure track. The frequency of meetings between primary mentor and faculty member will vary according to the needs and focus of the faculty member.

SUGGESTED RESOURCES


Personal Best—Top Athletes and Singers have Coaches. Should You?
   http://www.newyorker.com/reporting/2011/10/03/111003fa_fact_gawande?currentPa

Things to Do Together During Mentor-Mentee Meetings: NIH-HHS Mentoring Program
Department of Allied Health Sciences (DAHS) Faculty Mentoring and Development Program

**UNC Center for Faculty Excellence** website, mentoring section
[http://cfe.unc.edu/mentoring/index.html](http://cfe.unc.edu/mentoring/index.html)
Faculty Member:

**Introduction:** The Department of Allied Health Sciences supports mentoring at all levels of faculty development and ranks. We wish to facilitate professional growth, aid in faculty retention and use the talents of more experienced faculty members in faculty development. Mentoring plans (see mentoring plan form) are developed for all assistant professors on either fixed term or tenure track, or any associate professor who wishes to participate in the program. The mentoring plan should involve 2-5 mentors as appropriate to the faculty member’s goals. This committee is encouraged to include faculty members from outside DAHS and UNC-Chapel Hill. This mentoring team will assist the faculty member’s development and achievement of scholarly excellence, and is not a performance evaluation. The faculty member and the mentors should be proactive in both defining expectations for one another and setting a regular meeting schedule; although, frequency will vary according to the needs of the faculty member.

**Expectations:** The mentoring team will help guide the faculty member in developing a program consistent with the expectations of their division for scholarly, teaching, and service activities; and assist the faculty member in meeting these career development goals in a timely fashion. The mentoring team, along with the faculty member’s division director, will guide the faculty member toward building an academic identity and body of scholarship, learning the institutional culture and developing a network of experts locally and nationally.

The mentors, together with the faculty member, will develop a specific mentoring plan and help the faculty member in achieving their goals. Mentoring types can include research, teaching, academic career guidance, skill development, personal development and professional development. The mentoring plan can include objectives such as submission of publications 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. The mentoring team will assist the mentee’s development in developing research proposals and will provide peer reviews of proposals and scholarly works and help the mentee obtain appropriate supports and interdisciplinary consultations.

The mentoring committee and faculty member will meet as a full team at least twice a year, but are encouraged to meet more often or provide individual mentoring opportunities on a specified schedule (see mentoring plan) as best meets the needs of the mentee. A log of the meetings, including progress toward the specified objectives, should be maintained by the faculty member. The mentoring team will provide the Division Director and Department Chair with a brief report each year documenting the faculty member’s development and his/her success in meeting developmental timelines and milestones.

This agreement will last for the approximate time period until promotion, and then informally thereafter. Everything discussed in the agreement will be confidential unless otherwise specified at the time of the discussion. This mentoring agreement sets forth the objectives that the mentors and faculty member commit to working on together. All agree to follow the guidelines of this agreement for the period specified and to make a good faith effort to resolve any issues that may arise between them. This mentoring relationship may be dissolved (in writing) by any party. In that case, discussion should involve the division director so alternate mentoring plans can be devised.

We agree to enter into a team mentoring relationship:

________________________________ (Faculty Member) date ___/___/

________________________________ (Primary Mentor) date ___/___/

________________________________ (Mentor) date ___/___/

________________________________ (Mentor) date ___/___/

________________________________ (Division Director) date ___/___/
**Department of Allied Health Sciences (DAHS) Faculty Mentoring Plan**

**Faculty Member:**

**DATE:**

**STEP 1: IDENTIFY MENTOR COMMITTEE** Capitalize on the experience and knowledge of faculty members within and outside the Department of Allied Health Sciences.

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**STEP 2: LIST GOALS** Define the goals you wish to achieve, and capitalize on the skills and knowledge of your mentoring committee to facilitate goal accomplishment and provide accountability as an AHS faculty member.

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<tr>
<th>GOALS:</th>
<th>SHORT TERM/LONG TERM</th>
<th>STRATEGIES</th>
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**STEP 3: DEVELOP A MEETING SCHEDULE** The full committee is required to meet at least twice a year, but individual meetings with mentors are encouraged throughout the year.

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Department of Allied Health Sciences (DAHS) Faculty Mentoring Committee
Meeting Form

This form is to be filled out after each mentoring session. At a minimum, two of these reports must be submitted each year

Faculty Member: _____________________ Date of Meeting: _____________________

Mentors Present: _____________________ _____________________ _____________________

1. Topics of Discussion:

2. Career plans:

3. Assessment of overall job satisfaction:

4. Other issues/concerns:

5. Mentoring committee assessment of progress toward established goals:

Signatures:

Faculty Member _____________________ Date _____________________

Primary Mentor _____________________ Date _____________________

The Mentee will provide a copy of this report to the Department Chair, Division Director, and the Mentoring Program Coordinator