College of Health and Public Service Research Mentoring Program[1]

A. Purpose:

The Research Mentoring Program supports tenure-track faculty and research assistant professors with at least a 40% research load in their job description (hereafter referred to as early career faculty) in the College of Health and Public Service (HPS). The program aims to support early career faculty in establishing successful research programs, improving their grant writing and research skills, and increasing their scholarly output.

B. Goals:
- Establish a professional network within their field of study and/or closely related fields.
- Meet the department publication requirements.
- Develop and submit an external research grant proposal to federal agencies, state agencies, foundations, or corporations before the 4th-year reappointment review.

C. Mentor-Mentee Pairing:

Early career faculty members should consult with their department chair, senior faculty within the college, or the Associate Dean for Research (ADR) to identify at least one suitable research mentor affiliated with UNT within their first semester of appointment or the first semester this program is active. This research mentor does not necessarily need to be affiliated with the early career faculty member's home department. If early career faculty members believe it is necessary, they may also seek additional mentors outside of UNT. Faculty members may change their designated mentor as needed throughout their pre-promotion or pre-tenure period. Department chairs should report the pairings or any changes to the ADR through email during their first semester of appointment.

D. Faculty Mentoring:
- Early Career faculty should have a research mentor available to them until promotion or tenure, and newly promoted or tenured faculty should have a mentor available to them until they mutually agree with the chair that they no longer need one.
- Mentoring relationships should last for a year at a time, with the possibility of renewal. Either party can terminate faculty mentoring relationships at any time with no fault. When necessary, department chairs should help new faculty find a new mentor and report the new pairing to ADR through email.
- The mentors and mentees are expected to maintain regular communication and to be available to meet at least two or three times per semester. Unless the mentoring

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[1] This program is required for early career faculty members hired after the effective date of this plan. Existing early career faculty members may opt in if they choose to.

pair agrees otherwise, the mentees are expected to schedule mentoring meetings and set the topics of discussion according to their needs.

- A group approach to mentoring at the departmental and college levels is encouraged. If a department has multiple new faculty members, adding a departmental mentoring group may reduce the workload for individual mentors.
- An early career faculty shall develop a concrete research plan in collaboration with his/her mentor. This plan shall include provisions for regular meetings, the identification of funding resources, a schedule for publication and proposal development, timelines for grant submissions, and a strategy for conference presentations.

E. Required Documents:

The mentee is required to submit the following documents in accordance with the guidelines provided in Section H.

- Annual Research Mentoring Report: Each year, during the annual review process, mentees must submit their 'Annual Research Mentoring Report' to their department chair. Please do not submit it to the FIS system. The chair will then share the report with the associate dean of research after reviewing the report. This report is intended to support the mentee's research narrative and should not be considered in evaluating the faculty member's research productivity.
- Evidence of Mentoring Document: Mentees must prepare the 'Evidence of Mentoring and Support Throughout the Reappointment, Tenure, and Promotion Process' document (hereafter referred to as the Evidence of Mentoring document). This document must be included in both the 4th-Year Reappointment Review dossier and the 6th-Year Tenure and Promotion Review dossier.

F. Incentive:

- Early-career faculty members who choose to submit a high-quality external research grant proposal—as the lead investigator—to federal agencies, state agencies, foundations, or corporations before their fourth-year reappointment review may be eligible for a one-course release during their fourth or fifth year[2].
- Submitting such a proposal is entirely optional and is not a requirement for faculty. This incentive does not apply to untenured faculty members who were hired without a fourth-year reappointment review requirement.
- Mentors who support early career faculty members in preparing such proposals should include this activity in their service load each year and will be given priority

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[2] The timing of the course release should be determined in consultation with the department chair of the early career faculty member to ensure it fits the department's capacity.

for the HPS Faculty Travel Award during the fall semester in which the mentee's proposal is submitted.

G. **University Resources for Mentors:**

- **Mentor Training**

  In response to the needs assessment, Faculty Success has invested in creating two mentoring trainings that will be available later this fall on Bridge. In the meantime, please direct your faculty mentors to our UNT Mentor Quick-Start Guide, which provides a short overview of faculty mentoring best practices and mentoring discussion topics.

- **Mentoring Resources**

  Faculty Success has added several mentoring resources on its website that may be helpful for faculty. These resources include a fillable Mentoring Map that faculty can use to brainstorm sources of support that relate to different career goals and an initial mentoring agreement, and a yearly summary faculty can use to discuss and document the expectations, goals, and outcomes of their mentoring relationships. Faculty are invited to use these documents as evidence of mentoring for tenure or promotion dossiers for mentees and evidence of service for mentors, and you are free to recommend or even require them of your faculty if you wish.

H. Guidelines for Early Career Faculty's *Annual Research Mentoring Report* and *Evidence of Mentoring documents*

The following guidelines provide a template for early career faculty to develop their *Annual Research Mentoring Reports*. This guideline can also be used for the 4th-year reappointment and 6th-year tenure/promotion dossier's Evidence of Mentoring documents. Early career faculty should adjust the language accordingly for each type of document. When early career faculty members have multiple research mentors, either within or outside of UNT, they can document their interactions and progress with all research mentors.

When preparing the Annual Research Mentoring Reports and Evidence of Mentoring documents, early career faculty members may utilize both narrative and bullet point formats as appropriate. The maximum word limit for the Annual Research Mentoring Reports is 650 words; however, this limit does not apply to the Evidence of Mentoring documents for the 4th-year reappointment and 6th-year tenure/promotion review.

The Annual Research Mentoring Reports and Evidence of Mentoring documents can be used to support the required research narrative during the annual, 4th-year reappointment, and 6th-year tenure/promotion reviews, but they should differ from the research narrative document. These documents should focus on mentee-mentor interactions, collaborations, and consultation.

For the *Evidence of Mentoring* document required for the 4th-year reappointment and 6th-year tenure/promotion, please provide a comprehensive report that discusses your mentoring experience as an assistant professor. This report should detail the impact of mentoring on your research development.

1. **Introduction:** Provide a brief overview of the goals of your mentorship relationship and outline your key research objectives for the current year (or review period).
2. **Research Progress:**
    - Grants and Funding (when applicable): List any external or internal grants you applied for and mention any grant-writing efforts supported by your mentor's guidance.
    - Publications: Describe how your mentor's guidance (even if indirect) contributed to your publication process.
    - Projects (when applicable): Detail ongoing or completed research projects, focusing on how your mentor provided guidance throughout these processes.
3. **Skill Development** (when applicable)**:** Identify any new research-related skills or methodologies you have acquired under your mentor's guidance.
4. **Challenges and Support** (when applicable)**:** Highlight any research challenges you encountered and explain how your mentor assisted in overcoming them.

5. **Collaboration and Networking** (when applicable):
   - Opportunities: Describe any conferences, workshops, or collaboration opportunities facilitated by your mentor with other researchers or practitioners within research networks.
6. **Mentorship Interaction Questionnaire:** To remain objective and protect mentors and mentees, the following five questions should be used to evaluate mentorship interactions. The questions measure the frequency of interactions, relationships, goals, approaches/methods, and overall rating of the interaction.

   Q1: How often did you meet with your UNT mentor(s) during the review cycle?
   ☐ Never   ☐ As needed   ☐ Monthly   ☐ Bi-weekly   ☐ Weekly

   Q2: To what extent do you agree or disagree with the following statements about the mentoring you have received at UNT during the past calendar year? There are no right or wrong answers. We just want to know your opinion.

   Q2-1: I have an excellent working relationship with my mentor(s).
   ☐ Strongly   ☐ Disagree   ☐ Neutral   ☐ Agree   ☐ Strongly
   disagree   agree

   Q2-2: The mentor-mentee meetings/sessions aligned with the research goals you want to pursue.
   ☐ Strongly   ☐ Disagree   ☐ Neutral   ☐ Agree   ☐ Strongly
   disagree   agree

   Q2-3: The mentor-mentee approach fits your research needs.
   ☐ Strongly   ☐ Disagree   ☐ Neutral   ☐ Agree   ☐ Strongly
   disagree   agree

   Q2-4: The mentor-mentee program exceeded my expectations.
   ☐ Strongly   ☐ Disagree   ☐ Neutral   ☐ Agree   ☐ Strongly
   disagree   agree
7. **Future Goals:**
   - Research Plans: Outline your research goals for the upcoming year (or following reappointment or tenure/promotion) and describe your mentor's guidance on these future objectives.
   - Upcoming Projects (when applicable): Mention any forthcoming grant applications, publications, or new projects, and detail how your mentor will assist in these endeavors.
   - Conclusion: Reflect on the overall impact of the mentorship on your research development. Summarize key insights and explain how you plan to continue progressing with your mentor's ongoing support.