



NATA Foundation Faculty Mentor Program

What is mentoring?

- A shared professional experience forged between two individuals, one with more experiences (mentor) than the other (mentee), in which the more experienced individual helps the novice learn to navigate the world and the world of work.

What is the purpose of the NATA Foundation Faculty Mentor Program?

- To support and facilitate the transition of the new athletic training faculty member into the faculty culture as they navigate their development as a new faculty member in higher education.
- To provide a supportive external environment for the athletic training faculty member as they develop as a teacher, researcher, and professional while seeking tenure and promotion.

| Mentor Relationship Timeline | |
|-------------------------------------|---|
| Late May / Early June | Mentor pairings are established |
| Late June | Attend NATA Luncheon for face to face meeting with mentor/mentee <ul style="list-style-type: none"> ✓ Discuss each of the Responsibilities / Expectations listed below ✓ Establish timeline for planned, frequent communication that meets the needs and expectations for mentor and mentee. ✓ Determine the best method to communicate (i.e. phone, FaceTime, Skype, oremail) ✓ Establish SMART Goals ✓ Consider scheduling a meeting every 2-3 months where you check in to discuss your progress, goals, and plan of action for the following 3 months. |
| September | Check-in to discuss your progress, goals, and plan of action. <ul style="list-style-type: none"> ✓ Allow this to be an open conversation where each individual can reflect upon how the mentoring relationship is going thus far and what each individual's goals are. ✓ Suggested discussion points include: <ul style="list-style-type: none"> • Discuss your overall level of satisfaction with your mentoring relationship at this stage. <ul style="list-style-type: none"> ○ What characteristics do you value in your mentor/mentee? • Discuss your interactions with your mentor/mentee since you began the program. <ul style="list-style-type: none"> ○ How frequently and in what way do you interact? ○ Is this going well and or does it need to be improved? • Discuss where you are at in the process of meeting your goals of the mentor relationship. <ul style="list-style-type: none"> ○ What road-blocks have you faced and how have you/do you plan to overcome them? |
| December | |
| March | |

| Requirements/Expectations | |
|--|---|
| Mentor | Mentee |
| Commit to mentee through communication and collaboration. Be available and approachable to your mentee. | Commit to mentor experience by asking questions and reaching out to mentor. Demonstrate initiative and professionalism. |
| <p>Provide mentee with knowledge and information on aspects that can help them grow professionally.</p> <p>Pre-tenured faculty may desire support in one or more of the following areas:</p> <ol style="list-style-type: none"> Research: Help them establish a research plan that includes timeframe, realistic projects and goals, and information on grant agencies/opportunities. <i>*Many previous mentor program participants believe collaboration on a project or paper lead to the success of their mentoring relationship.*</i> Teaching: Provide feedback on and strategies for effective teaching, including assistance with digesting teaching evaluations and strategies for ongoing development. Administrative Tasks: Act as a resource for questions they may have related to administration (e.g. program director or clinical education coordinator duties) Service Obligations: Mentees may appreciate you expanding their professional network and connecting them to potential professional service opportunities. Provide support and advice for work-life balance and finding a balance of work roles and responsibilities. | <p>Communicate to your mentor what you are hoping to get out of the mentoring relationship.</p> <p>What areas of your roles and responsibilities require support?</p> <ol style="list-style-type: none"> Research: Do you need help establishing a research plan, timeframe, realistic projects or information on grant agencies/opportunities? <i>*Many previous mentor program participants believe collaboration on a project or paper lead to the success of their mentoring relationship.*</i> Teaching: Do you need feedback on and strategies for effective teaching, teaching evaluations or other strategies? Administrative Tasks: Do you have questions or problems related to your administrative roles? (e.g. program director/ clinical coordinator duties) Service Obligations: Do you wish to expand your professional network or connect to potential professional service opportunities? Do you need support, tips or strategies or advice for work-life balance and finding a balance of work roles and responsibilities? |
| Listen to your mentee. | Share and review your professional goals and aspirations, include a research plan and ideas. |
| <p>Discuss expectations with mentee.</p> <p>Your expectations of the relationship and mentor experience.</p> <p>Their expectations of the relationship and mentor experience.</p> | <p>Discuss expectations with mentor.</p> <p>Your expectations of the relationship and mentor experience.</p> <p>Their expectations of the relationship and mentor experience.</p> |
| <p>Make time for the mentoring process.</p> <p>Establish specific goals that can be realistic, measurable, and attainable.</p> <p>Maintain consistency with communication as established in initial meeting.</p> <p>Make time to review the mentor relationship, revisit goals or create new goals every 3-4 months</p> | |

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