

THE UNIVERSITY OF MEMPHIS

COLLEGE OF COMMUNICATION
AND FINE ARTS

MENTORING GUIDE





"I've learned a lot from mentors who were instrumental in shaping me, and I want to share what I've learned."

— Herbie Hancock (Grammy Award winning musician, composer, and band leader)

"Colleagues are a wonderful thing - but mentors, that's where the real work gets done."

— Junot Diaz (Pulitzer Prize winning author and Professor of Writing at MIT)




INTRODUCTION || 3

CCFA Mentoring Guide || 3

Why Do I Need A Mentor? || 4

OVERVIEW || 5

Mentoring Through the Ranks || 5

How Are Mentors and Protégés Paired? || 5

The Three Limbs || 6

Let's Talk About Teaching || 6

Carving Out Time For Research || 7

How Much Service and What Kind || 7

Collegiality: The Gorilla in the Room || 7

Tips for Protégés || 8

Tips for Mentors || 8

SUGGESTED SCHEDULE FOR MENTORING ACTIVITIES || 9**TEACHING RESOURCES** || 11

SETEs: Student Evaluation of Teaching Effectiveness || 11

eCourseware || 11

Online Teaching || 12

Academic and Behavioral Misconduct || 12

ADMINISTRATIVE RESOURCES || 11

Faculty Handbook || 11 Faculty

CV || 11

Graduate Faculty Status || 11

Annual Faculty Evaluations || 11

RESEARCH RESOURCES || 12

Research Support Services || 12

NEH Summer Stipend || 12

University Research Foundation || 13

CCFA Faculty Seed Grants || 13

Institutional Review Board || 13

Travel to Professional Conferences, Exhibits and Performances || 13

Frequently Asked Questions || 14



Congratulations!
You're a new professor in the College of Communication
and Fine Arts at the University of Memphis.

So now what?

Well, you've probably talked with the chair of your department and maybe one or two colleagues about what comes next. You know the duties and requirements and hopefully the expectations. Or should. But as important as memorizing the job description is, you also need to learn what success looks like and how to get there.

You need a mentor.

Mentor, as you may know, was the wise old geezer Odysseus asked to look after his young son, Telemachus, when he set off on his long adventure-filled journey around the world. In recent years, a mentor has come to mean an experienced individual who shares wisdom and knowledge with a less experienced one. A mentor may be a teacher, colleague, role model, friend, or perhaps all of them rolled into one.

Why do I need a mentor?



A MENTOR CAN SHOW YOU THE ROPES – WHERE THE ROPES ARE LOCATED AND HOW TO UNTIE THE KNOTS YOU WILL INEVITABLY ENCOUNTER.

Even if you've been teaching for a while as a graduate student or adjunct, there are specific institutional guidelines you will need to know in order to develop as a full-fledged faculty member and colleague. The College of Communication and Fine Arts takes mentoring seriously. With this guide, and your assigned faculty mentor, we aim to give you a platform from which to launch your academic career at the University of Memphis.

CCFA's mentoring program is coordinated by the Dean's office and put into practice within each individual unit. The department chair/director serves as a de facto mentor to all faculty. He or she articulates departmental values and expectations and evaluates faculty performance on a yearly basis. But you will want someone in addition to your "boss" to meet with on a regular basis to talk about your teaching, how your research is progressing, and what kinds of service, and how much, you should be doing.



OVERVIEW: MENTORING THROUGH THE RANKS

Mentoring takes different forms at different points on an individual's professional path. In the early years, having a guide to navigate institutional policies and procedures and ease the adjustment to departmental and university cultures is critical to a new faculty member's success. As a new faculty member, you need someone whom you can confide in and ask questions about collegiality and the often unspoken protocols within a department. You may also need direction in establishing a research agenda and developing an appropriately balanced relationship among teaching, research, and service. Just knowing that there is someone in particular you can go to with problems and questions can be a comfort.

If you're on the tenure-track, the third-year or mid-term review is a significant milestone. Though you will receive feedback each year on your progress from your

department chair via the annual faculty evaluations, the mid-tenure review is conducted by the senior faculty in your department and their findings are sent up the line to the Dean. At this juncture, you should be given a clear idea of how successfully you are fulfilling expectations in teaching, research and service. If there are any glaring holes in your portfolio, they will be addressed now. The third year review is essentially a trial run, a dress rehearsal for tenure and promotion. Matters of collegiality may be taken up at this time especially if, as in some departments, they are critical to the departmental mission. Mentoring through these years is intensely individual and tailored to each faculty member's unique strengths.

Post-tenure, there continue to be situations in which faculty require guidance. How does one progress toward full professor? When is the right time to apply for promotion? What are the opportunities and drawbacks to taking on an administrative role?

HOW ARE MENTORS AND PROTÉGÉS PAIRED?

Department chairs or unit heads are responsible for matching new tenure-track faculty with a senior faculty colleague, depending on interests and temperament. Typically, your mentor will be from your own department and, ideally, your area. But, this will not always be the case and your mentor may even be from a department in another College. Realizing that some situations don't work out as planned, department chairs will review the mentoring arrangement at intervals and adjust the mentor/protégé assignments as necessary. You should feel free to talk to your department chair if the relationship is not working.

THE THREE LIMBS

The three limbs of a university appointment are teaching, research, and service. The fourth, as anyone who has been there will tell you, is collegiality. In practice, all of these areas overlap and often blend with one another. They are all important, but some may take precedence during different times in your career. It's up to you to decide what takes priority and how you will divide your time among these various concerns.

LET'S TALK ABOUT TEACHING

Make no mistake about it. Teaching is important. Unless you are Nobel Prize winning researcher, you will not succeed as a university professor unless you can prove yourself in the classroom (or studio, or lab). It's taken for granted that you are an expert in your discipline. You have the degree to prove it and would not have been hired otherwise. But it's also essential that you can effectively communicate what you know. Initially, you will undoubtedly spend a good deal of time working on syllabi, preparing presentations and materials, and honing your teaching style. What you may not have considered is how much "housekeeping" is involved in

being a professor. Keeping track of attendance, grading, holding office hours, knowing where to send students who need academic help, or psychological counseling, accommodating a student with a disability, dealing with a disruptive student or handling incidents of academic misconduct – these are all things that might keep you awake at night during your first couple of years. What you need to know is that there is someone – or some office – on campus to help. There are also on-line and on-ground resources to assist with getting you up to speed on the University's e-courseware system and putting your courses online.

CARVING OUT TIME FOR RESEARCH

The University of Memphis recently set an ambitious goal of achieving Carnegie Classification as a Research University with Very High Levels of Research (formerly referred to as Carnegie 1 classification). If you've been hired in a tenure-track line, you know that you have been selected because you have demonstrated a capacity to do independent research. Finding time to write and create amidst the multiple demands of teaching, service, and personal and family life can be difficult. Carefully consider how you will carve out a time, (early morning, late at night, or one day a week) to write or make art and keep it sacrosanct.

The College of Communication and Fine Arts values a wide range of creative activities, academic research, interdisciplinary and engaged scholarship. The Division of Research and Innovation has set a target of increasing our research expenditures and has generous research incentives for faculty who are able to attract external funding. Whatever your discipline and whatever your practice, work with your mentor to develop a research plan and determine the appropriate number, scope, quality and time frame for

your presentations, publications, exhibitions, and performances. What matters in the long run, is that your research production follows a sustained pattern of growth. You will not win favor (or tenure) with a one hit wonder, especially if it comes late in the game.

HOW MUCH SERVICE AND WHAT KIND

Most departments limit the service responsibilities of new faculty. This makes sense because you are still finding your footing, establishing your research priorities and honing your teaching skills. But service is an essential part of university life and you might as well get used to it. With luck, you will be able to work on a committee or project in which you make a valuable contribution to the ongoing work of your department, school, college, or university. Community outreach is strongly encouraged at the University and some units have well-established community partnerships. You will probably be assigned a committee (or maybe two depending on how large your department is) during your first year. Look at it as an opportunity to acquire valuable insights into

how things get done, and who gets them done, at the University. Service to state and national organizations in your field is also highly valued here. You should expect to take on more responsibility as you become more embedded in your role. Your department chair is a great resource for finding a service opportunity that aligns with your skillset. If interested in serving on a university committee, reach out to your department's faculty senator. There are always university sub-committees that need volunteers and these service opportunities can be a great way to develop relationships with colleagues outside of our college.

COLLEGIALITY: THE GORILLA IN THE ROOM

It's not rocket science. Collegiality is simply a matter of being a responsible, hard-working, reasonably congenial co-worker. You are a member of a community which functions best when its members are interested in and care for one another. There is, alas, such a thing as departmental politics. If you have concerns about departmental conflicts or other matters, you are encouraged to discuss them in confidence with your mentor.



TIPS FOR PROTÉGÉS

- Be proactive. At the end of the day, you are responsible for your own career choices and professional decisions.
- Work with your mentor to establish regular meeting times. Do not cancel except in case of an emergency.
- Share your values and goals with your mentor.
- Remember that no one person can provide all the answers. Ask for help from others when applicable. Build your network.
- Express your gratitude. Think about what you can do for your mentor.
- Listen to your mentor's wisdom and advice.

TIPS FOR MENTORS

- Work with your protégé to schedule regular appointments. Do not cancel except in the case of an emergency.
- Share your experiences, including your mistakes.
- Provide encouragement as well as advice to your protégé.
- Guide your protégé to other individuals when you don't have an answer.
- Make it clear that you can be trusted to keep your conversations confidential.
- Listen to your protégé's ideas and concerns.

A suggested schedule for mentoring activities

AUGUST

- New Faculty Orientation takes place the week before classes begin
- Meeting with mentor and protégé
 - Discuss goals for fall semester
 - Review department tenure and promotion guidelines
- Begin to develop research agenda
- Discuss CCFA Faculty Research grants
- Apply for Full Member graduate faculty status if you meet the minimum qualifications (https://www.memphis.edu/gradschool/resources/gradfac_guidelines.php)

SEPTEMBER

- Professional Development for Mentors/Protégés with Associate Dean
- Informal meeting with mentor and protégé

OCTOBER

- Informal meetings with mentor and protégé
- Submit mid-term grades via Navigate
- Professional Development for Mentors/Protégés with Associate Dean

NOVEMBER

- Informal meetings with mentor and protégé

DECEMBER

- Informal meeting with mentor and protégé.
 - Prepare for annual faculty evaluation
 - Review mid-tenure documents for those in 3rd year (see CCFA website for guidance)
- For those in 3rd year:
 - Compose and edit materials for mid-tenure review

JANUARY

- Informal meeting with mentor and protégé.
 - Review fall SETEs
 - Review University of Memphis CV format
 - Review next year faculty planning document
- Submit annual faculty evaluation
- For those in third year:
 - Upload dossier for review

FEBRUARY

- CCFA New Faculty Luncheon with Dean and Associate Dean
- Informal meeting with mentor and protégé

MARCH

- Meeting with Associate Dean and protégés to discuss tenure and promotion guide-lines and evaluate mentorship program
- Submit mid-term grades via Navigate
- Discuss external review for those applying for tenure and promotion in the fall
- Discuss faculty evaluation outcome

APRIL

- Mentor/Protégé meeting to assess progress and develop plans for the next year
- For those applying for tenure and promotion in the fall:
 - Submit external reviewer list to chair
 - Upload materials for external review

MAY – AUGUST

- Pursue Research interests
- Review Spring SETEs
- For those applying for tenure and promotion in the fall:
 - Compose and edit materials for promotion and tenure
 - Upload dossier materials in August

ADMINISTRATIVE RESOURCES:

Faculty handbook: Everything you always wanted to know about faculty life at the University of Memphis

https://www.memphis.edu/aa/resources/facres/facultyhandbook/docs/2019_faculty_handbook.pdf

Faculty CV: The required format for the University of Memphis Faculty Curriculum Vitae can be found at:

<http://www.memphis.edu/aa/resources/facres/cvinfo/index.php>

Graduate Faculty Status: In order to teach graduate level courses and/or serve on graduate committees, you must qualify for graduate faculty status. Consult with your departmental graduate coordinator about which level you should apply for.

http://www.memphis.edu/gradschool/resources/gradfac_guidelines.php

Annual Faculty Evaluations: Faculty are evaluated by department chairs on a yearly basis early each spring semester. Chairs/directors should request your input regarding activities and achievements.

<http://www.memphis.edu/aa/resources/facres/facultyevaluation/index.php>

CCFA Guide for Annual Faculty Evaluations:

https://www.memphis.edu/ccfa/resources/faculty_staff/facultyevaluations.php

TEACHING RESOURCES:

SETE's: Student Evaluation of Teaching Effectiveness: Required for every class and reviewed during yearly faculty evaluations.

<http://www.memphis.edu/sete/index.php>

eCourseware: This is the on-line course management system (also known as D2L or Desire to Learn) used by the University of Memphis. Each course you teach will have a "shell" on your MyMemphis page. The following websites offer on-line and in-person training workshops for faculty.

Center for Teaching and Learning

<http://www.memphis.edu/umtech/teaching/index.php>

(continued)

TEACHING RESOURCES:

Faculty eCourseware Training Resources

<http://www.memphis.edu/umtech/teaching/ecwfaculty.php>

Online Teaching: If you are assigned to teach or develop a new course online, the following resources are available.

Online Course Development and Implementation

<http://www.memphis.edu/instructionalimpact/design/index.php>

Academic and Behavioral Misconduct: If you encounter student behavior that is inconsistent with the University's core values or that impede your ability to function effectively in the classroom, you may request assistance from the Office of Student Accountability.

<http://www.memphis.edu/osa/>

RESEARCH RESOURCES:

Research Support Services: The Division of Research and Innovation is available to assist faculty in the development of proposals and budgets for research grants.

<http://www.memphis.edu/research>

NEH Summer Stipend: The National Endowment for the Humanities Summer Stipends provide \$6,000 for two consecutive months of full-time research and writing.

<http://www.neh.gov/grants/research/summer-stipends>

NEA Research Grants in the Arts: The National Endowment for the Arts provides matching/cost share grants of up to \$100,000 for research studies that investigate the value and/or impact of the arts, either as individual components of the U.S. arts ecology or as they interact with each other and/or with other domains of American life.

<https://www.arts.gov/grants/research-awards>

NEA Research Labs: The NEA Research Labs fund transdisciplinary research teams grounded in the social and behavioral sciences, yielding empirical insights about the arts for the benefit of arts and non-arts sectors. Matching/cost share cooperative agreements of up to \$150,000 can be awarded.

<https://www.arts.gov/grants/research-awards/nea-research-labs/program-description>

(continued)

RESEARCH RESOURCES:

Research Development Resources: All-inclusive resource for finding external funding opportunities.

<http://www.memphis.edu/research/researchers/funding/index.php>

CCFA Faculty Seed Grants: The Faculty Research Grant is intended to serve as seed money to establish your research agenda.

https://www.memphis.edu/ccfa/resources/faculty_staff/grants.php

Institutional Review Board: If your research involves the use of human subjects, please consult the Institutional Review Board website.

<http://www.memphis.edu/research/researchers/compliance/irb/index.php>

Communities of Research Scholars (CoRS): The University of Memphis (UofM) Division of Research and Innovation is pleased to offer the 2022 Communities of Research Scholars (CoRS) Program. Established in the fall of 2018, CoRS was created to cultivate interdisciplinary discourse and nurture the growth of research across the UofM. Each community is comprised of faculty representing multiple disciplines, perspectives and research approaches with a shared interest in exploring a common research theme. <https://www.memphis.edu/research/researchers/funding/cors/corscallforproposls.php>

Travel to Professional Conferences, Exhibits and Performances: Each unit has a process for distributing available travel funds to assist faculty who are giving papers, lectures, workshops and performances that promote professional development and bring recognition to the University. Ask your mentor, department chair, or departmental administrative assistant about deadlines and to help you develop a budget, fill out a request, make travel plans, and fill out a travel claim for reimbursement.

Frequently asked questions

I'd like to teach a course on a topic of special interest not currently in the curriculum.

How do I go about it?

Discuss your ideas with you mentor and your department chair. With their advice, develop a syllabus and submit it via Curriculog (memphis.curriculog.com) to your chair and/or the head of your curriculum committee early in the semester prior to offering the course. After a special topics course has been offered for three semesters, it should be proposed as a permanent course in the curriculum.

How do I handle Plagiarism or other incidents of Academic Misconduct?

Most professors have a boiler plate statement on their syllabi informing students that plagiarism and cheating violate the University's

code of conduct and that any breach of academic integrity will result in sanctions. The reporting process is quite clear and it's extremely important that you follow up on each case of plagiarism that you encounter. If you do not do so, it's possible that a student will accumulate multiple infractions in different courses before he or she is called to account. Remember the aphorism: "No good deed goes unpunished." The procedures for dealing with academic misconduct are a) summary discipline, a process that involves the student, the instructor, and the department chair or b) deferring disciplinary action to an academic integrity committee. Please consult the Office of Student Accountability website for specific instructions. <http://www.memphis.edu/osa>

FREQUENTLY ASKED QUESTIONS (*cont'd*)

I have a student who is disruptive. What can I do?

Behavior that damages the learning environment does not have to be tolerated. Do make your policies regarding use of electronic devices clear on your syllabus and establish guidelines for respectful civil discourse in the classroom. A student who is exhibiting disruptive behavior (outbursts, threats, bullying, harassment, etc.) may be asked to leave the classroom. If the behavior continues, you should bring it to the attention of your department chair and the Office of Student Accountability. <http://www.memphis.edu/osa/>

One of my students exhibits signs of being disturbed, perhaps even dangerous. What should I do?

If you feel there is an immediate threat, call Police Services at 678-3848 (Non-Emergency) 678-4357 (Emergency) or call 911.

Behavioral norms in the Arts are often more pliable than in other

areas. Nevertheless, if you become concerned about serious behavioral or mental health issues in one of your students, do not hesitate to contact the University's Behavioral Intervention Team (BIT). <http://www.memphis.edu/bit>

For less serious mental health issues, the University Counseling Center has a wide range of services including psychiatric counseling, stress management, and suicide prevention. <http://www.memphis.edu/counseling/>

A student has confided in me that he/she is a victim of sexual assault. Where can I send him/her for counseling or to make a report with the Title IX office and/or police?

The following information is from the University Counseling Center's website on sexual assault and rape: "If you or someone you know has been assaulted, contact the Counseling Center at 678-2068 and/or Police Services at 678-4357. If you are in the Memphis area,

FREQUENTLY ASKED QUESTIONS (*cont'd*)

you may contact the Rape Crisis Center at 901-222-3950. Sexual Assault Prevention and Awareness Center 24-Hour Hotline 1-800-656-HOPE.” More information is available at the following links: University Police: <http://www.memphis.edu/wellness-and-resources/sexual-assault-rape.php>, the University Counseling Center: <http://www.memphis.edu/counseling/resources/sexual-assault-rape.php>, and Office of Institutional Equity - Title IX and Sexual Misconduct <http://www.memphis.edu/oie/title9/index.php>

What do I do if I am sick and cannot meet a class? What if I must miss class for some other reason – conference presentation, religious holiday, etc.?

You can read the official policy in the faculty handbook: https://www.memphis.edu/aa/resources/facres/facultyhandbook/docs/2019_faculty_handbook.pdf.

It boils down to this: If your absence is unanticipated, notify your department chair, or her designee, who will make

emergency arrangements. If you know you will be away for a conference presentation, religious holiday, or other reason, you must cover your class in some manner. Let your supervisor know and fill out [this form](#). If it's going to be an extended absence, let's just say we'll cross that bridge when we come to it.

How do I get my teaching evaluated?

Each instructional unit has guidelines and criteria for evaluating teaching effectiveness. They include student evaluations, syllabi and other course materials, peer evaluations, student products, and statements of teaching philosophy. Remember that teaching takes place in different contexts, not only in the classroom, but in the rehearsal studio, in field research, in interdisciplinary settings and through mentoring and advising. The onus, it should be emphasized, is on you to develop a portfolio with adequate

FREQUENTLY ASKED QUESTIONS (cont'd)

documentation and to invite your colleagues to visit your classroom presentations and provide feedback.

If parents ask questions about students, what can I tell them?

Great question! Essentially there is nothing except the weather that you can disclose to parents of college age students. FERPA, the Family Educational Rights and Privacy Act, protects students' privacy and restricts third party access to their educational records. You are required to take the FERPA tutorial. It can be found on the Registrar's website: <http://www.memphis.edu/registrar/faculty/ferpa.htm>

I have a couple of questions about grades. What is the process for changing grades? What's the process for resolving a grade dispute?

To change a grade, faculty should access the Faculty Grade Change Application that is available on the Faculty page in the myMemphis portal. Look for the Grade Changes portlet. (myuofm.memphis.edu)

Grade appeals, on the other hand, are messy and take up a lot of time. You can avoid them by making your grading criteria clear at the outset of your course, giving students frequent feedback, and being consistent. If a student decides to appeal a grade, the process is laid out in excruciating detail in both the undergraduate and graduate bulletins. As with other procedures, it moves up the chain - from the instructor, to the department chair, to the dean, and finally to an appeals committee for re-view. Most grade appeals are settled, though not usually to both parties' satisfaction, at the department level.

Undergrad and Grad:
catalog.memphis.edu/index.php

How does this university work?

The University of Memphis is a large, complex organization. There are offices within areas, within

FREQUENTLY ASKED QUESTIONS (*cont'd*)

departments, within colleges, within divisions, – you get the idea. Like Russian nesting dolls. The Division of Academic Affairs (<http://www.memphis.edu/aa/>) is where you fit in – and your colleagues, your students, and your department. The Division of Business and Finance (<http://bf.memphis.edu>) includes Physical Plant, Human Resources, Parking, and Police Services. In the Division of Student Affairs, the Division of Research and Innovation, Housing and Residence Life (<http://www.memphis.edu/reslife>). The Office of The President coordinates all the functions of the University and reports to the Board of Trustees.

What is shared governance?

Shared governance means that all members of the community – faculty, staff, students, and administrators have a voice in the decision-making process. It's a flexible concept that changes in practice from one institution to another and from time to time within the same institution. At the University of Memphis, the

faculty senate (<http://www.memphis.edu/facultysenate/>) is the primary vehicle for the representation of faculty opinion.

Who do I talk to about writing a grant?

The first person you should consult about applying for grants is your mentor, especially if he or she is an active researcher. Next, you might seek out someone in your own department who has been successful in acquiring grants. You will need to identify granting agencies that fund projects in your discipline through your professional organizations and networks. Data bases with research opportunities can be researched through the University's Division of Research and Innovation, which also provides assistance in proposal and budget development and workshops and tutorials in grant writing. Once you have a proposal draft, schedule a meeting with the CCFA Business Officer, Merlina Conley (mlconley@memphis.edu) to review your proposed budget.



THE COLLEGE OF COMMUNICATION AND FINE ARTS

Anne Hogan, Dean

Ryan Fisher, Associate Dean

Dean's Office: Room 232, Communication and Fine Arts Building

Phone: 678-2350