

# Guidelines for the Mentoring of New Faculty & Lecturers/Instructors

## College of Engineering

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### Introduction

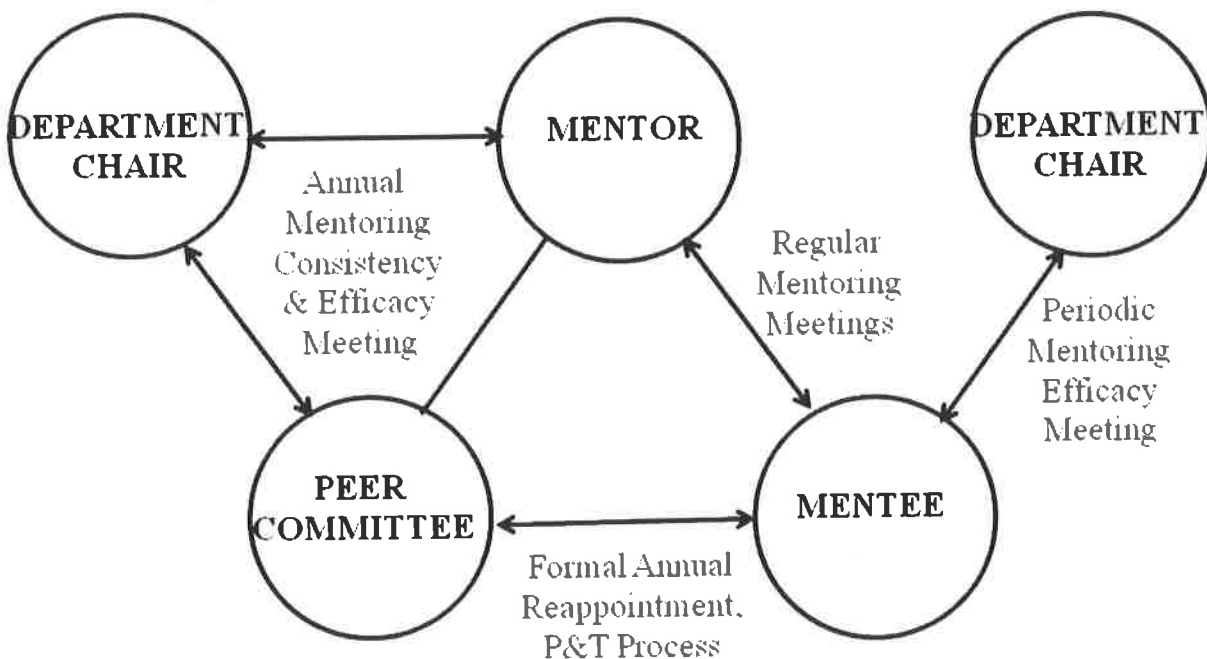
These guidelines were developed for untenured, Tenure Track Faculty who are new to the University of Maine, in addition to Lecturers and Instructors in the first five years of an ongoing appointment (for ease of reference these shall be referred to collectively as Junior Faculty). The purpose of establishing a formal mentoring plan is to:

- Create an environment of support and guidance for Junior Faculty in achieving career satisfaction, advancement, and excellence; including promotion and tenure/ongoing contract
- Aid Junior Faculty in understanding the cultural and professional expectations/norms of their Department, College and the University
- Foster increased awareness of the need for Junior Faculty to clearly articulate and set career goals, personal values, strengths, and priorities
- Facilitate Junior Faculty in determining how success in their career and personal goals will be achieved
- Make Junior Faculty aware of resources available to them on-campus and beyond
- Create an awareness and an understanding of the need to balance the many competing demands placed upon Junior Faculty

- Promote increased awareness of gender and power issues, in addition to collegial and institution support for the under-represented and physically challenged in relation to career goals
- Facilitate recognition that junior Faculty meeting their career and personal goals will inherently benefit not just them but their Department, College and the University through the forging of a collaborative and collegial team

### Structure

The entities involved in the mentoring process include the Department Chair, the Peer Committee of the Department which makes recommendations with regard to Annual Reappointment and Promotion/Tenure, the Mentor who is a member of the Peer Committee (or eligible to be so), and the Mentee (the Junior Faculty member). The inter-relationship of these entities is presented in Figure 1.



**Figure 1:** *Inter-relationship between the various entities involved in the mentoring process.*

### Role of the Department Chair

Upon acceptance by the new Faculty member of UMaine's employment offer, the Chair shall request that the Peer Committee nominate a Mentor. Assuming the Chair accepts the nomination, the Chair will put the Mentor and Mentee in contact in advance of the Mentee commencing at UMaine. Upon arrival at UMaine, the Chair will provide the Mentee with a copy of the Department's guidelines for Promotion and Tenure/Reappointment. The Chair shall meet periodically with the Mentee (suggest on a biannual basis) to assess the efficacy of the Mentoring process and identify any issues, deficiencies or opportunities that exist for improvement. On an annual basis the Chair shall also meet with the Peer Committee and all Mentors in the Department to assess the consistency and efficacy of the ongoing mentoring processes. The intent of this meeting is to ensure that all Mentees are receiving consistent support and guidance, and that such support and guidance is aligned with the Promotion and Tenure/Reappointment guidelines of the Department. It is noted that mentoring is a critical, time- and effort-intensive, valued activity; as such the Peer Committee and the Chair shall weight the work of Mentors appropriately in Promotion (if applicable) and Four Year Post Tenure Reviews.

### Role of the Peer Committee

Upon the request of the Chair, the Peer Committee shall nominate one of its members, or a non-member who is eligible to serve on the Peer Committee, as the Mentor of the newly hired Faculty member. The decision shall be made with regard to the perceived 'best fit' and include weighing of factors such as research area, teaching philosophy, and expressed preferences or concerns of the mentee.

The Peer Committee shall participate in an annual meeting with the Chair and all Mentors to ensure consistency in mentoring of all Mentees, and alignment of the support and guidance provided to the Mentees with the Promotion and Tenure/Reappointment guidelines of the Department. Beyond this meeting, the role of the Peer Committee is limited to that prescribed by the mandated Promotion and Tenure/Reappointment guidelines of the relevant Faculty contract (annual evaluations with regard to reappointment/continued contract and Promotion and Tenure). It is noted that mentoring is a critical, time- and effort-intensive, valued activity; as such the Peer Committee and the Chair shall weight the work of Mentors appropriately in Promotion (if applicable) and Four Year Post Tenure Reviews.

### Role of the Mentor

The role of the mentor is one of guidance, support, familiarization, assistance, encouragement, and constructive criticism. The relationship with the Mentee should be strictly supportive-not evaluative. It is essential that the mentoring relationship be confidential. The Mentor should meet regularly with the Mentee (suggest on a monthly basis, at least for the first several years). The mentor should provide advice to the Mentee on a range of topics-most particularly those relating to career satisfaction and advancement, including promotion and tenure/ongoing contract. Advice may be provided on, but not limited to, topics as diverse as teaching, research (where appropriate), service, support services on campus, networking, grant writing, time management, and expectations and norms. For a more extensive and explicit list of topics where a mentor may assist their mentee see the relevant section below. The Mentor should endeavor to be

accessible to the Mentee (beyond the regularly scheduled meetings), and to ensure that the intellectual independence of the Mentee is preserved.

### Role of the Mentee

The Department, College and University are heavily vested in the success of the new Faculty/Staff member. It is to the benefit of all entities that junior Faculty meet their career and personal goals. As such the Mentee should approach the mentoring process openly with the expectation that the Mentor has the Mentees best interests in mind. The Mentee should be open, honest and forthright with the Mentor. The Mentee should make their Mentor aware of any problems or concerns as soon as they arise in order to gain timely advice. Note that the Mentor/Mentee relationship is confidential-the Mentee should have full confidence that it will remain so.

### Means by which an Alternate Mentor may be Appointed

On occasion the Mentor/Mentee relationship may become unproductive or non-tenable for reason of personalities, absence of either party due to extended sabbaticals, leave etc. In such cases the Mentor, Mentee or both may request that the Chair facilitate the appointment of an alternate Mentor. The Chair shall subsequently request that the Peer Committee nominate an alternate Mentor. It is noted that the original Mentor may remain a serving member of the Peer Committee. It is expected that the confidentiality of the Mentor/Mentee relationship will be maintained irrespective of dissolution of the relationship. If a conflict of interest should arise, the ex-Mentor shall declare it, as appropriate.

## Mentoring of Mid-Career and Senior Faculty New to UMaine

While these guidelines have been established with a view to Junior Faculty, it is evident that many aspects are highly relevant to, and would be beneficial for, mid-career and senior faculty new to UMaine. Such aspects may include familiarization with resources available on campus, expectations and norms of the Department, College and University, etc. It is highly recommended that a modified/tailored version of these guidelines be adopted for mid-career and senior faculty new to UMaine. The specifics of the tailored guidelines should be determined in consultation with new Faculty member to ensure optimal impact/benefit.

## Potential Topics for Mentor/Mentee Discussion

### *General:*

- The importance of setting specific short and long term goals for career advancement
- Time management, prioritization, and techniques
- Review of the Annual Reappointment and Promotion and Tenure/Ongoing Contract Processes (see Appendix B)
- Maintaining appropriate documentation for the Reappointment and Promotion and Tenure/Ongoing Contract Processes
- Department, college and university events and expectations in terms of participation
- Visibility at the department, college and university levels
- Policies regarding career-life balance, leave, balancing travel and teaching obligations, etc.

- Building effective collegial relationships in the department, in the college, across campus, and with support units

*Research:*

- Establishing a research identity and starting a research laboratory/group
- Expectations in terms of peer reviewed journal publications and conference proceedings
- Expectations in terms of research grantsmanship
- Research grant identification
- Contact with Program Managers
- Grant writing resources on campus,
- Assistance with proposal preparation, writing, and review prior to submission
- PARS grant submission approval process
- Conflict of Interest Training
- Conference attendance and networking
- Introduction to potential collaborators on-campus
- Collaborative vs independent research
- Membership and participation in professional societies
- Identification of research leaders in the field as future letter writers for P&T
- Recruiting graduate students
- Mentoring of undergraduate and graduate students in research
- Research laboratory safety

### *Teaching:*

- Expectations in terms of quality and quantity of teaching
- Assessment of student learning outcomes
- The ABET process including establishing course goals and learning objectives, the continuous improvement process, required course records, encouraging student professionalism, promoting participation in the relevant pre-licensure exams such as the FE exam, etc.
- Engineering education related publications/textbooks
- Attendance at and/or participation in education related conferences and workshops
- Resources available on campus including those offered by Information Technologies such as the IT Faculty Development Center, the FirstClass Help Center, AV Services and the test scoring center; Disability Support Services; Office for Community Standards, etc. ,
- CETA library and workshops regarding effective teaching methods, student motivation, grading standards, discrimination in the classroom, team teaching, quest lectures, influences on student evaluations, etc.
- Identification of education related grants including internal grants such as Women in the Curriculum Grants, Faculty Research Funds, CETA Learning Circles, etc.
- Means of assessing effectiveness and opportunities for improvement

### *Service:*

- Expectations in terms of amount and public vs department, college, university



- Service to the profession, for example conference organization, activity in professional societies, grant proposal review panels, peer review of journal publications etc.
- Committees of the department, college and university
- Outreach and service in K-12 education, Girls Engineer Maine, E-week etc.

*Administrative Duties:*

- Undergraduate advising, department policy and expectations
- Annual Faculty Report
- ABET accreditation and obligations

## References

A review of the following documents was performed in order to assess best practices in field. The current document draws upon aspects of each of these, in addition to significant original contributions

‘Mentoring of Pre-Tenure Faculty Members in the School of Biology and Ecology’, University of Maine

‘Developing a Mentoring Plan for New Faculty’ UMaine ADVANCE Rising Tide Center

‘Passages Program’, Emory University

‘Faculty Mentoring Program’, University of California, San Diego

‘Women Faculty Mentoring Program’, University of Wisconsin

‘Women Faculty Resource Network Mentoring Program’, University of Oregon

## Appendix 1: Resources for Mentors and Mentees

A) The Center for Excellence in Teaching and Assessment , CETA, <http://umaine.edu/teaching/> , and the ADVANCE Rising Tide Center, <http://umaine.edu/advancerisingtide/> offer support for the mentoring process including workshops related to:

- Mentor training
- Chair training
- Peer committee training
- the promotion and tenure process
- advancing research
- work-life balance
- teaching practices

Such workshops would be of benefit to Chairs and Peer committees, in addition to Mentors, and Mentees. Additional structured mentoring opportunities may be available such as peer mentoring or group mentoring around specific topics. All participants in a mentoring relationship are encouraged to take advantage of relevant training and workshops to enhance the mentoring process.

In addition, participants are encouraged to contact the ADVANCE Rising Tide Center Liaison if uncertainty exists regarding how to approach specific career barriers. The Liaison works with faculty members to identify University policies, offices, and resources to resolve problems and overcome obstacles.

B) Office of Human Resources <http://www.umaine.edu/hr/>

The office of Human Resources provides access to a wide array of resources including

- Payroll
- Benefits
- Policies and Information
- The AFUM collective Bargaining Agreement and AFUM Contract
- Promotion and Tenure Guidelines