**GUIDELINES FOR TT MENTORING**
(Felton for FSAC discussion, Feb 11, 2015)

## Administrative Guidelines

Program Leaders and Assistant Director of Operations Roles

Program leaders (PLs) will implement mentoring for tenure – tenure track (TT) faculty. There are four program leaders to divide the labor. The PLs are responsible for assigning and managing the TT faculty mentorship process. Implementation includes assembling of mentors and putting together the new TT faculty and the mentoring committee, filling out appropriate forms, and insuring that the new TT faculty member has every opportunity for being mentored well. In the terms on the UME Answers mentoring site (https://wiki.moo.umd.edu/display/umeanswers/Mentoring), the PLs are the "Process Administrator".

The ADOs office is responsible for oversight of the mentoring process. This entails insuring that the PL-new hire meetings and the mentor-new hire meetings are occurring and that records of the meetings are being kept. The first meeting of a new hire may be with the ADO, at which the mechanics of the mentoring process will be explained.

The PL will meet with new hires shortly after their start date and at least within the first six (6) months. The PL will ensure that the most senior person in the new hire's office or cluster describes the tenure process and explains "academic performance" prior to the PL meeting with the new hire. The PL will assign a mentor at or before this meeting, introduce the new hire to the mentor if necessary, and discuss the mentoring process with the new hire and the mentor.

The PL will be the ultimate "Process Administrator", responsible for seeing that mentoring process is carried out appropriately. The ADO will be responsible for overseeing the mechanics.

Area Extension Directors Role

The AEDs and specialist directors will support PLs with new TT faculty through the orientation and on-boarding processes which will include introductions to programmatic and personal colleagues within first week, introduction and explanation of expectations regarding AA/EEO and Central Files, and distribution and explanation of University of Maryland and Extension operating policies.

Mentor and Program Leader Interactions

Mentoring will be included on the annual faculty review (AFR) of the mentor, which is conducted by the Program Leader. The Mentoring Annual Summary can be included in the annual AFR discussion with the mentor. The mentee will complete the Mentoring Annual Summary Form, which will be included in the annual AFR discussion between the PL and the protégé.

Periodic mentor/mentee meetings with Program Leaders may be called by the PL, the mentor, or the new hire. "Periodic" is not defined here but should include one meeting after six months and one after one year. After that, the mentor and the new hire can decide how often "periodic" needs to be.

Mentoring Committee

The chair of the mentoring committee should be someone in close proximity to the new TT faculty; either in the same office or an adjacent county. The chair should be in the same general area as the TT faculty (Ag, 4H, FCS). The mentor and the new hire can recruit additional people to the mentoring committee as needs arise. The mentoring committee for a new hire can be a committee of one (the mentor aka chair) or the chair and the TT faculty can decide what additional people would help them. The additional person (people) can come from outside the program area but with UME system knowledge and/or outside Extension with APT knowledge and/or area knowledge (e.g. campus based specialists). These members can come and go as the TT faculty's program matures.

CAUTION: Just because someone is tenured, not everyone is suited to be a mentor. At some point, a new hire will likely be paired with a mentor that is not a good fit. The PL should initiate a change. This means the "Process Administrators" needs to develop a feedback mechanism to evaluate the new hire's level of satisfaction with the mentor.

**Guidelines for the Protégé and Mentor**

There is an expectation of senior faculty that they will mentor new faculty. It is important to agree on the level of support as you begin the mentoring/protégé relationship and keep the commitment you choose to make to each other. Any faculty member is eligible to be a mentor but it is recommended that junior faculty not be assigned as mentors except under unusual conditions.

Consider the following types of communication in your time commitment:

Face-to-face: Schedule at least quarterly face-to-face meetings in a year's time frame. Refer to the Protégé Needs Self-Assessment and Meeting Protégé Needs sections to guide your discussions. Allow plenty of time for questions and discussions. When travel and time are of concern, a Connect session can easily be arranged for the face-to-face time.

Phone/Email: Work to touch base at least every other week if not more. Establish a regular time to interact and check in with each other. Keep committed to those scheduled times.

Informal Contacts: Remember to invite one another to see each other in action. Events like educational programs where you're teaching and/or facilitating, leading discussions, chairing committee meetings and other Extension events will be good to observe. There may be regional and/or state Extension events where you can connect and check in from time to time.

<u>Flexibility in the above guidelines:</u>

1.      Quarterly face-to-face meetings. For the first year, at least quarterly meetings are essential.  Later, that may seem too frequent. Following the first year, the frequency can change as the protégés program matures. The new hire and the Mentoring Committee Chair should each be able to call a meeting, but should also be able to work together to set an appropriate frequency for meeting.  After the first year, the entire Mentoring Committee may not need to meet every time a meeting is called.  The mentoring chair can select who needs to meet for each meeting

2.      Does the organization (UME) need to track each and every contact?  At least somewhat.  That said, a form with perhaps 3 check boxes for topics is all that is necessary; APT, programming, and other.

3.      The Mentoring Committee Chair will write an annual narrative report documenting a years' mentoring process and progress and send it to the PL.  This is a personnel matter and must be strictly confidential.