



## Mentoring Plan for Faculty in the School of Forest Resources

This mentoring plan is implemented for tenure-track faculty and new faculty members, to help them adjust to their new environment, and successfully complete annual reviews and attain promotion to Associate Professor with Tenure in the School of Forest Resources (SFR). The mentoring plan is intended to provide guidance concerning establishing and sustaining a leading research program, effective teaching and engagement of undergraduate and graduate students, and building institutional and disciplinary leadership skills and contributions. Assistance from a well-respected mentor can be an invaluable supplement to the guidance and assistance that the Director of SFR provides. The success of the plan will depend on the new faculty member (the “mentee”), their mentor(s), and the Director all taking an active role in the mentoring process. The faculty mentoring plan includes the following aspects:

- [1] As soon as the appointment is made, the Director assigns a mentor. The Director will review this Mentoring Plan with the faculty member at the time of appointment, and will annually evaluate the mentoring plan and progress.
- [2] Mentoring could involve more than one faculty mentor for each mentee, depending on needs and desires of the mentee. Mentors might involve senior faculty from other units in the same field as the mentee, especially if the specialization of the mentee is not similar to that of other tenured faculty within the school.
- [3] The mentor will contact the new faculty member (mentee) in advance of his/her arrival. The mentor and mentee will sign off on a written mutually agreed upon plan to be assessed each year by both and reported to the Director. The written document should include details plan for mentoring in the areas evaluated for promotion and tenure (research, teaching, and service). The plan should contain desired outcomes of the mentoring processing each area. The plan should include short-term goals, long-term goals, and common issues. For example:
  - [3.1.] Short-term goals:
    - [3.1.1] Familiarization with the campus and its environment
    - [3.1.2] Networking—introduction to colleagues, identification of other possible mentors.
    - [3.1.3] Developing awareness—help the mentee understand policies and procedures that are relevant to his/her work.
    - [3.1.4] Constructive criticism and encouragement, compliments on achievements.
    - [3.1.5] Helping to sort out priorities—budgeting time, balancing research, teaching, and service.
  - [3.2.] Long-term goals:
    - [3.2.1] Developing visibility and prominence within the profession.
    - [3.2.2] Achieving career advancement.



## Mentoring Plan for Faculty in the School of Forest Resources

- [3.3.] Common issues:
  - [3.3.1] How to establish an appropriate balance between teaching, research and committee work?
  - [3.3.2] What criteria are used for teaching excellence, how is teaching evaluated?
  - [3.3.3] How to obtain feedback concerning teaching? What resources are available for teaching enhancement?
  - [3.3.4] How to identify and recruit good graduate students? How are graduate students supported?
  - [3.3.5] What to expect from graduate students? What is required in the graduate program?
  - [3.3.6] What are the criteria for research excellence, how is research evaluated?
  - [3.3.7] What are funding resources for research?
  - [3.3.8] How does the merit and promotion process work? Who is involved?
  - [3.3.9] What committees should one be on and how much committee work should one expect?
  - [3.3.10] What social events occur in the department?

Additionally, work-life balance issues must be part of the training for mentors and the Director. For example, the mentor should inform the mentee the opportunities for altering the tenure clock as appropriate.

- [4] The mentor and mentee should meet on a regular basis, at least monthly during the mentee's first semester, bi-monthly the second semester, and quarterly thereafter. This formal mentoring relationship ends when the mentee is evaluated for Promotion and Tenure.
- [5] The mentor should treat all interactions and discussions with the mentee in confidence.
- [6] The mentoring program does not constitute a formal evaluation of individual trajectory towards promotion and tenure, only supportive guidance and constructive feedback.
- [7] The mentoring assignment will be considered as part of the workload for faculty and should be incorporated into their annual report.
- [8] The mentee should keep his/her mentor informed of problems and concerns as they arise.
- [9] In cases of changing commitments, incompatibility, or where the relationship is not mutually fulfilling, either the new faculty member or mentor should seek confidential advice from the Director. It is important to realize that changes can and should be made without prejudice or fault. The mentee, in any case, should be encouraged to seek out additional mentors as the need arises.
- [10] The mentor will serve as an ad-hoc, non-voting member of the mentee's Promotion and Tenure Peer Committee to represent the mentee and address issues of continuity within the Peer Committee.

## Mentoring Plan for Faculty in the School of Forest Resources

- [11] The mentee will be informed of the extensive University-level mentoring programs offered by the UMaine Advance Rising Tide Center and CETA, the Center for Excellence in Teaching and Assessment.