

# UNIVERSITY OF MARYLAND EXTENSION (UME) POLICY AND PROCESSES FOR MENTORING PROFESSIONAL-TRACK (PTK) FACULTY

(Excludes FSNE PTK Faculty – see \*\*\*)

Updated: June 15, 2018

## **Purpose:**

The Associate Director of UME and the Dean of The College of Agriculture and Natural Resources establish, through this policy, a formal mentoring program for UME PTK faculty. The mentoring program will be implemented at the program-specific unit through this Extension-wide policy statement.

UME policy and processes for mentoring of PTK faculty are subject to change in accordance with the needs of UME and in accordance with applicable established procedures of the University System of Maryland, the University of Maryland, and the College of Agriculture and Natural Resources.

## **Procedure:**

1. The supervisory Program Leader will assign one Mentor to every PTK faculty within 60 days of that person's first day of employment in UME. The Program Leader will continue to work with the Mentee to help orient them to UME. Once assigned, Mentor-Mentee pairings will remain intact until the Mentee is successfully promoted to Senior rank or 5 years, whichever comes first. PTK faculty not promoted to Senior rank within 5 years will have to request continued mentoring. UME recognizes that not all Mentor-Mentee pairings may last the AEP cycle, due to resignations, sabbaticals, or other personal/professional reasons, necessitating a change or removal of a Mentor. UME recognizes the importance of informal mentors and encourages the Mentor-Mentee pairing to seek out informal mentors that can support and provide guidance to the mentee at a local and/or campus level. Informal mentors will have no official reporting or meeting requirements.
2. The Mentor(s) and Mentee will sign a document agreeing to work together (note Mentor-Mentee Agreement).
3. Senior and principal PTK faculty will serve as Mentors on a rotational basis as appropriate to their subject matter. Training and resources will be identified and available to Mentors regarding developing best practices for an effective working relationship with their Mentees.
4. Soon after the arrival of a new PTK faculty, the supervisory Program Leader for that subject area will meet with the new faculty member to discuss "UME's Mentoring Policy and Processes", "UME AEP Criteria", "UME AEP Timeline", and other materials as outlined in the UME onboarding guidelines.

5. The primary purpose of a Mentor is to advise a Mentee as they plan and conduct Extension programs and progress toward promotion to Senior Agent Associate/Faculty Specialist. It is not the Mentor's responsibility to provide training in the 11 other areas in the UME Professional Development process (note Professional Development Inventory diagram). If it is helpful, view the Mentor as a 'professional friend' for the Mentee.
6. Mentor recognition: Following University Guidelines, UME recognizes that Mentors are important for junior faculty development and department success. For this reason, mentoring will be highlighted on the annual self-evaluation form and acknowledged in the annual review.
7. The following Mentor-Mentee process will be followed to ensure successful mentoring of new faculty:
  - a. Upon assignment, the Mentor will advise the new Mentee with Extension operations and help them initiate program planning, scholarship, teaching, and service, as appropriate to their PTK title.
  - b. Quarterly, the Mentee will meet with the Mentor to discuss his or her Extension activities (planning, scholarship, teaching, and service – as appropriate) and the Mentor will provide feedback. In the beginning, Mentors and Mentees are encouraged to meet face-to-face, but after they know each other, phone calls / WebEx meetings are acceptable. Currently, the exact structure/documentation of these meetings is undetermined, but the guiding principle is that the Mentor is providing helpful advice to the Mentee so that they may be successful in the tenure and promotion process.
  - c. The Mentor will advise the Mentee with their annual formal Individual Extension Plans and will continue meeting with them on a quarterly basis until the Mentee goes up for promotion to Senior rank or 5 yrs, whichever comes first.
  - d. Mentors should observe and evaluate Mentees' teaching once per year.
  - e. In a situation where travel funds may limit the Mentor and Mentee face-to-face meetings, they are encouraged to explore additional resources from their respective AEDs.
8. The following Administrative evaluative process will be followed to ensure successful mentoring of new PTK faculty:
  - a. The Program Leader will either meet or have a conference call with the Mentor and Mentee once per year to monitor their progress.
  - b. Annually (September), the Associate Director will schedule a face-to-face meeting with each Mentee, Mentor and Program Leader team. The Program Leader may join in-person or via conference call. It is anticipated that this meeting will add increased accountability to the UME mentoring program.
  - c. Prior to that meeting, the Mentee will provide their CV to the participants in the meeting. They will highlight in yellow their scholarship, teaching, and service activities, as appropriate, since they were hired into the current position. For those new hires without a CV, the Mentee should provide a letter (no more than 2-pages

in length) that provides a summary of their activities to this point. For those Mentees with a CV, they may provide an optional letter describing their ongoing extension efforts that might not be reflected on their current CV.

- d. At the meeting of the Mentee, Mentor, and Program Leader with the Associate Director, the group will review the Mentee's CV, discuss progress to date and make suggestions for going forward. The tone of this meeting is one of *advocacy* in helping the Mentee to achieve his or her professional goals and be promoted. These meetings are completely independent of annual AFRs.
  - e. After the meeting, the Associate Director and Program Leader in consultation with the Mentor, will develop a summary of the discussion and recommendations generated at the meeting and send a copy of the summary to the Mentee, copying the Mentor as well as to the UME Administrative Programs Coordinator to place in the Mentee's file. The Mentor should discuss this letter with the Mentee to make sure it is understood.
9. Senior Agent Associate/Faculty Specialist participation in a Mentoring process as a Mentee, while they pursue promotion to Principal ranks, is voluntary.