

**Bioagricultural Sciences and Pest Management
Faculty Mentoring Guidelines
Adopted Fall 2013**

Introduction

BSPM is committed to support the professional development of all faculty. Mentoring of junior faculty is especially important to their integration into the department, college, and university, and to their career success. The BSPM Code provides for the establishment and dissolution of Mentoring Committees for new faculty. The following guidelines provide Mentoring Committees and mentees with suggestions to facilitate effective mentoring. If mentoring relationships continue to serve useful functions, they may continue indefinitely either formally or informally.

Code Requirements

- A. During the first six months of each newly hired faculty member's appointment, the Department Head, in consultation with the Executive Committee and the newly hired faculty, will appoint a Mentoring Committee of three Academic Faculty.
- B. At any time, if the mentoring relationship is not satisfactory to the mentee or the Mentoring Committee, the Department Head, in consultation with the Executive Committee and the mentee, will appoint a new Mentoring Committee.

Mentoring Objectives

- A. Acquaint mentee with available resources.
- B. Educate mentee in the department, college, and university culture.
- C. Help mentee to be effective and efficient.
- D. Help mentee become an integral member of department.
- E. Help mentee avoid pitfalls.
- F. Help mentee develop a network.
- G. Help mentee develop a support group.
- H. Help mentee develop a professional portfolio (e.g. FSAS entry, promotion documentation materials).

Recommended Activities for Successful Mentoring

- A. Discuss short and long term career goals and professional interests.
- B. Share information on academic and student support services.
- C. Discuss effective educational techniques, outreach/course development.
- D. Explore research and sponsored funding opportunities and writing publications.
- E. Discuss departmental policies and university governance structure.
- F. Discuss student issues.
- G. Share experiences on managing time, handling stress, and balancing workload effectively.
- H. Discuss strategies for achieving tenure and promotion.
- I. Address special needs, questions, and provide guidance in difficult situations.

Recommended Mentoring Process

- A. Mentors and mentees meet often during the first year. Every other month or more frequently is suggested.
- B. Following the first year, the intensity of meetings may be reduced, but regular meetings are still recommended. Increased meeting frequency may be especially useful at certain times, e.g. during the mentee's first teaching of a class and prior to submission of annual activities reports and promotion and tenure documents.
- C. Confidentiality within the team is maintained to foster open communication and successful development of the mentee.
- D. Mentors act in a liaison role to promote good information flow back and forth between the mentee and the faculty as a whole.