

**Office of Faculty Affairs**  
**April 1, 2021**

## Introduction

The faculty is the most significant investment that universities make. The University of Maryland ensures its faculty's distinction through excellent and diverse hiring. We welcome new members at orientation events at the university, college, and unit levels. Building a strong faculty does not end with hiring and orientation but requires the further investment of time and energy to support individuals and nurture a community. In this document the term “the faculty” refers to all faculty members, which includes tenured and tenure-track, professional-track, adjunct, and active emeritus/a faculty members. Particular sections will refer to distinct groups, as not all of the guidance will be the same.<sup>1</sup> Strong mentoring and developmental networks require some effort, but will ultimately save time, energy, and money in improved faculty success in tenure and/or promotion; in the highest quality teaching, research, librarianship, and service; and in long-term commitments to the institution.

The purpose of this document is to guide unit heads, deans, and faculty members on (1) the particular requirements around mentoring at the University of Maryland; (2) recommendations from the Office of Faculty Affairs on optimal mentoring beyond the requirements; and (3) best practices for strong mentoring and developmental networks.

### Part 1: Brief Summary of Current Policies and Guidelines for Mentoring. (See Appendix II for full policy information.)

#### **A. Mentoring Plans**

All units are required to have a mentoring plan, which the Office of Faculty Affairs will collect annually.

#### **B. Assistant Professors**

Unit heads are responsible for making sure that every assistant professor has at least one mentor, as noted in the APT policy. The Office of Faculty Affairs will collect this information annually.

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<sup>1</sup> For a list of the faculty categories at UMD, see Appendix I.

**C. Associate Professors**

Unit heads are responsible for making sure that every Associate Professor is offered the opportunity to work with a mentor, as noted in the APT policy.

**D. Post docs**

By the nature of their position, post docs will have mentors.

**E. Librarians**

Librarians on track for permanent status should have mentors, according to the APP Guidelines.

**F. Professional Track**

Units must provide mentoring for faculty members on the professional track, according to the AEP Guidelines.

**Part 2: Creating a Robust Culture of Mentoring**

To maintain the best possible faculty and support the goals of TerrapinSTRONG, chairs and other leaders should consider the requirements listed above as a starting point. Units will benefit from robust mentoring programs that include the entire faculty.<sup>2</sup> Full professors will also benefit from mentoring, especially if they move into new research, teaching, leadership, and service areas. Adjunct faculty members will also benefit from mentoring and need to be onboarded. Emeritus/a faculty members can play an active role in mentoring.

This document offers a series of recommendations for mentoring new and continuing faculty members. We use the word "mentoring" in this document in the broadest possible sense. The term "mentor" can be traced back to Homer's *Odyssey*, which tells the story of a warrior returning home from the Trojan Wars. Odysseus left behind a son named Telemachus, and before leaving home, he had asked a friend named Mentor to oversee his son's education. But it is from the French writer François Fénelon that we get the contemporary meaning of "mentoring": his 1699 international best-seller *Les Aventures de Télémaque* tells the story of the son of Odysseus, threaded throughout with Mentor's advice about survival, flourishing, and ethics. Traditional mentoring has attempted to imitate this pattern by pairing a knowledgeable senior faculty member with a newer one. However, more recent scholarship recommends that mentees have more than one mentor, that additional mentors do not need to be senior faculty members in the mentee's field, and that all mentees are best served by developmental networks. Even in *Télémaque*, Mentor turns out to be Minerva, the goddess of wisdom, in disguise, suggesting that

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<sup>2</sup> Staff and students should be included in mentoring as well, but this document specifically addresses faculty mentoring needs.

the project of onboarding Telemachus is too complicated and vital to be handled by a single human.

Mentoring needs to be understood as part of the onboarding that, as [President Pines describes](#), "strengthens the UMD faculty community and affirm our mission, culture, and values as a diverse, united, proud, respectful, inclusive, accountable and empowered community of people from every background that works to impact positively our globally-connected society." How units welcome new faculty members and support continuing faculty members is crucial to achieving these goals.

### **Why is structured mentoring important?<sup>3</sup>**

- 1. A thriving climate of diversity, equity, and inclusion require well-structured mentoring.**  
The University of Maryland is committed to creating a diverse and inclusive faculty. A well-structured mentoring program will onboard new faculty members equitably and in ways that meet individual needs. The informal mentoring of past generations (the poker game; the softball team) often excluded women, faculty of color, and others who didn't "fit in." Units need to embrace the diversity that they have been working so hard to achieve by structuring inclusivity, and mentoring, as well as developmental networks, are crucial to this goal. Units need to make the pathways to success as clear and welcoming as possible to all.
- 2. Social dynamics can be a barrier to getting help for new faculty members.**  
Personality and patterns of faculty interaction are also factors in skewing who gets help. Some talented people might struggle in informal or poorly structured mentoring programs. They may fear to seek help from colleagues who they think might evaluate or constrain them. On the other hand, potential mentors may not see mentoring as their role or obligation. Or they may fear that their offers will be seen as interference. They may not have had effective mentors and may be unsure how to perform the role.
- 3. High standards for research productivity on the tenure track and significant expectations for librarians and postdocs add to the need for structured mentoring.**  
National surveys show that early-career faculty members are looking for more clarity, guidance, and collegiality. As demands on faculty members increase, newer faculty members have become more anxious about meeting complex challenges. Research funding has become harder to obtain, and university presses have seen shrinking budgets.
- 4. PTK faculty members and adjuncts teach a significant number of students and conduct substantial research.**

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<sup>3</sup> These reasons are prompted by the framework set out by David Kiel, author of *Developing Faculty Mentoring: A Comprehensive Handbook*.

Some also have service or leadership assignments. While UMD has put in place promotion ladders, there is still sometimes confusion over what qualifications are needed for promotion. Mentoring PTK faculty members is an investment in building community and maintaining strength in teaching and research.

**5. There is a growing recognition of the need for mentoring for mid-career and beyond.**

Once early-career faculty members are promoted or achieve permanent status as librarians, sometimes there are still challenges getting to the next level. Mid-career faculty members, especially those on the tenure track, are expected to take on leadership roles in and beyond the department. Some have little experience with leadership and significant service, as these expectations have been delayed before tenure. They may find it challenging to balance these new expectations with their research and teaching. Faculty members off the tenure track may be unaware of or have limited access to professional development opportunities. Full professors may need help moving into new research areas and leadership positions. Mentoring and developmental networks will help build a strong and diverse faculty whose members continue to grow and develop throughout their careers.

**6. Everyone thrives better in a supportive environment.**

While many aspects of faculty careers encourage and even demand competition, most people are more productive when they work in a supportive environment and when they develop a general sense that the accomplishments of their colleagues reflect well on them. Accomplished colleagues raise the profile of the unit. Faculty commitment to a strong, diverse, and inclusive community will attract, nurture, and set the tone for students. For more on this point, please see the Office of Faculty Affairs' information on [Faculty Expectations](#).

For these reasons and others, academic leaders have increasingly concluded that purely informal mentoring systems that rely on personal connection and tacit knowledge are inherently inequitable and ineffective. Onboarding new faculty members and maintaining a productive climate is part of the role of the chair/unit head (see [Chair Roles and Responsibilities](#)). [Current faculty members play a crucial role in supporting a climate of respect and inclusion](#). Units will need to go beyond the minimal requirements to build a strong faculty, a diverse community, and a positive climate. Enhanced mentoring and faculty development programs are a strategic institutional investment and a competitive advantage in productivity, recruitment, and retention.

### **Part 3: Mentors and Mentees**

#### **Who is the Mentee?**

- ❖ New faculty members
- ❖ Postdocs

- ❖ Faculty members working toward promotion (permanent status; tenure; PTK ranks)
- ❖ Experienced faculty members taking on leadership positions or moving into new research or teaching areas

### **Who is the Mentor and/or part of the Mentee's development network?**

For purposes of assigning an individual mentor (more on this to follow), the chair or unit head should select someone experienced in the area of the mentee, most likely a senior person in the mentee's field or an adjacent field. However, chairs and mentees should also take advantage of broader possibilities since no one can meet all of the mentee's needs.

- ❖ *A senior person in the mentee's field*
  - Will profoundly understand the mentee's project and will have a stake in their success.
  - Could introduce mentee into professional networks.
  - Could give highly informed feedback on the mentee's scholarship and teaching.
  - Could benefit the mentor by informing them about new developments in the field.
  - Could connect mentee with editors, etc.
  - Could advise mentee about the best outlets for their scholarship.
  - Consideration: this could also be a person who evaluates the mentee, so this person should not be the only mentor.
  - Consideration: there could be personality differences or disagreements about the research or teaching. The newer scholar could be overturning a paradigm in which the mentor is invested.
  
- ❖ *ADVANCE Professor*

Every college has an ADVANCE professor, who is trained to mentor newer faculty members, with particular attention to the needs of women and faculty of color on the tenure track. ADVANCE professors can be crucial figures in the mentee's developmental network. ADVANCE professors are

  - Informed about university policies around parental leave and other equity issues.
  - Informed about tenure and promotion policies.
  - Can be an excellent source of advice outside the unit.
  - Not necessarily in the mentee's field, but highly accomplished scholars.
  - An excellent source of advice for issues facing women.
  - An excellent source of advice for issues facing faculty of color.
  - An excellent source of advice for anyone facing equity issues.
  - An excellent source of advice for issues of sexual harassment, although please note that they are Responsible University Employees (RUEs) and as such are required to report any incidents to OCRSM.
  - Consideration: ADVANCE professors serve limited terms, so a particular mentee's ADVANCE professor may change from year to year.
  - Consideration: ADVANCE professors do not represent UMD from a policy or administrative perspective.

❖ *ADVANCE fellows*

- Are former ADVANCE professors and a great resource for mentoring and developmental networks.
- Have expertise in the workings of UMD gained as an ADVANCE Professor, especially regarding issues that are specific to women and faculty of color.
- Consideration: Policies frequently change, so an ADVANCE fellow may not be as up to date as an ADVANCE professor. An ADVANCE fellow, however, will be likely to know where to find the most recent information.

❖ *Department Chair or Unit Head*

- Should be available to support the mentee. Department chairs/ Unit Heads should invite new faculty members to go over the [new faculty checklist](#) provided by the Office of Faculty Affairs at New Faculty Orientation.
- Is a crucial person in the mentee's developmental network.
- Should connect mentee with designated mentor(s) and developmental networks.
- Organizes mentoring programs within the unit and helps create developmental networks.
- Consideration: The mentee could have a conflict with the Chair
- Consideration: The mentee could be intimidated by the Chair or reluctant to add to the Chair's busy schedule

❖ *Senior Faculty Member outside the mentee's field*

- Can provide valuable information and guidance about navigating a career in your department.
- Can provide valuable information about the department and institutional culture and expectations.
- Can serve as a teaching mentor.
- Consideration: This person will vote on the tenure and/or promotion of the mentee.

❖ *Senior Faculty Member in another department*

- Could provide support and insight without the drawback of eventually evaluating the mentee.
- Consideration: May not understand the culture of the mentee's department or their field.

❖ *Emeritus/a Professor*

Some emeritus/a professors are willing to mentor colleagues. Please think about the emeritus/a professors in your department as potential mentors. You could also contact the University of Maryland Emeritus Emerita Association (UMEEA). Members of this association have expressed interest in serving as mentors to newer faculty members. Emeritus/a professors

- Have considerable experience to share.
- Might, depending on when they retired, have a profound understanding of the department culture.

- Will understand the disciplines.
- Will have the advantage of not being in a position to evaluate the mentee.
- Would be particularly helpful in mentoring senior faculty members on retirement issues and application for emeritus/a status.
- Consideration: Some of the strategies that worked for them may no longer be effective, although many will be aware of this.

❖ *Faculty Member at another institution*

Some newer faculty members benefit significantly from mentoring by colleagues at other institutions. They will generally find these relationships independently through professional associations, although colleagues in their department can help them make these connections. Colleagues at other institutions

- Might have a greater understanding of the faculty member's subfield.
- Might help them navigate publication and funding opportunities.
- Can provide career advice.
- Could be willing to read drafts.
- Can help socialize them into the discipline.
- Can provide useful advice about pitfalls to avoid.
- Could provide advice on sensitive issues that the mentee might not be willing to discuss with colleagues.
- External mentors can be especially helpful if the mentee is the "only X" in their department.
- Considerations: Optimal strategies for success can vary by institution and department. Outside mentors could provide misleading advice.

❖ *Peers*

- Can be supportive mentors.
- Can visit each other's classes for supportive insights.
- Can advance each other's careers with productivity groups, either for manuscript exchange and/or accountability check-ins (Contact the Office of Faculty Affairs for more information).
- Considerations: Peers may share incorrect or incomplete information.
- Considerations: Unfortunately, peers sometimes see themselves as in competition with each other. Unit head can encourage a supportive atmosphere.

❖ *Newer Colleagues*

- Can inform senior faculty members about new research approaches and teaching practices.
- Can keep more experience faculty members connected to new generations of scholars.

❖ *Colleagues with different contract status*

- Unit heads might want to think beyond contract status in pairing mentors and mentees. For example, a TTK faculty member wishing to improve their teaching could be mentored by a PPK faculty member with more teaching experience.

There are benefits and considerations for different kinds of mentorship. For this reason and others, it is clear that no one person can meet all of the mentee's needs and that unit head and mentees themselves should seek multiple mentors and various mentoring strategies.

**Traits of a Good Mentor (adapted from [Making the Right Moves: A Practical Guide for Scientific Management for Postdocs and New Faculty](#))**

While no single person can meet all of the mentoring needs of newer faculty members, certain qualities are helpful and should be cultivated. [The National Research Mentor Network](#) offers training in this area. There are qualified NRMN trainers on campus. Please contact the Office of Faculty Affairs if you are interested in this training.

- ❖ *Accessibility*  
An open door and an approachable attitude.
- ❖ *Empathy*  
Insight into what the mentee is experiencing.
- ❖ *Open-mindedness*  
Respect for each mentee's individuality and working styles, which are likely to differ from the mentor's.
- ❖ *Consistency*  
Acting on stated principles regularly.
- ❖ *Patience*  
Awareness that people make mistakes and that each person develops at their own rate.
- ❖ *Honesty*  
Ability to communicate hard truths.
- ❖ *Savvy*  
Attention to the pragmatic aspects of career development.
- ❖ *Cultural Sensitivity*  
A good mentor needs to be aware that mentees may come from different cultures with different traditions.
- ❖ *Awareness in differences in privilege and power*  
These can include but are not limited to



- Gender
- Family Status
- Sexual Orientation
- Race
- Religion
- Family background
- Contract status
- Rank within the institution
- Ethnicity
- Nationality
- Age
- Disability

Differences on these points can be seen as deficits, but unit heads and mentors should also consider the extent to which non-traditional qualities of various kinds can be **assets**. Critical race theorist Tara Yosso, for example, points out that people entering academia from traditionally marginalized groups bring skills, capacities, and cultures that others do not.<sup>4</sup> Research has shown that such students educated in an asset-based framework succeed better than those taught in a deficit framework.<sup>5</sup> It seems likely that faculty members would also benefit from asset-based mentoring practices, although mentors are still responsible for demystifying institutional culture.

#### **Part 4: Recommendations and Resources for Mentors**

**We recognize that you cannot provide everything that your mentee needs.**

It will be better, then, to think of yourself not as a “guru” but as someone who can support your mentee’s various networking needs and direct them to opportunities. [The National Center for Faculty Development and Diversity](#) cautions against the "guru" model of mentoring and recommends a network-mentor model. Founder Kerry Ann Roquemore argues that it’s far “more effective to talk about specific needs than using the word ‘mentoring’ as a slush bucket for all new faculty needs. We have found that it's perfectly normal for new faculty members to have a wide range of needs, including 1) professional development, 2) emotional support, 3) intellectual community, 4) role models, 5) safe space, 6) accountability for what really matters, 7) sponsorship, 8) access to opportunities, and 9) substantive feedback.

So if we can acknowledge that it's normal for new[er] faculty to have needs (i.e., it doesn't mean they are incompetent, deficient, unprepared or in need of remedial assistance), all of those needs can't be met by a single guru-mentor, it begs the question: how can we imagine a model of

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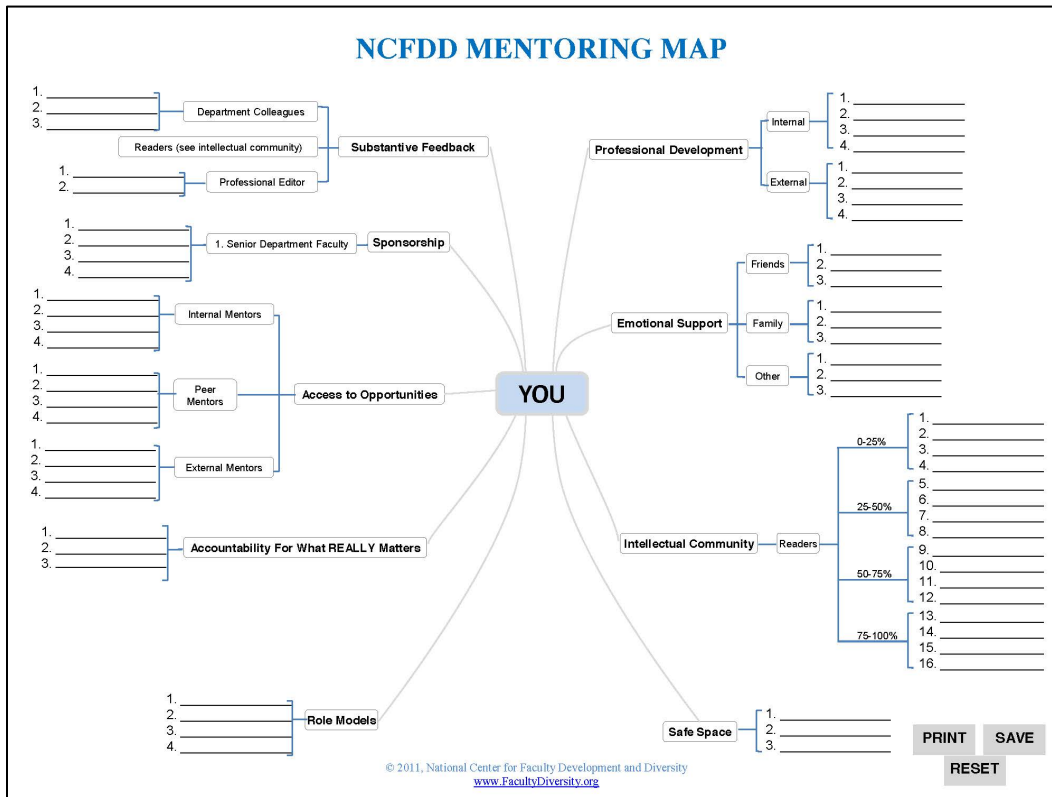
<sup>4</sup> Yosso, Tara J. “Whose culture has capital? A critical race theory discussion of community cultural wealth.” *Race Ethnicity and Education* 8 (2005): 69-91.

<sup>5</sup> See research by [Mesmin Destin](#).

mentoring that isn't dependent on a one-on-one relationship and where everyone has access to exactly what they need, when they need it, and how they need it."<sup>6</sup>

Because no individual has all the answers and everyone has their preferences and biases, we recommend that you think of yourself as the director of your mentee's developmental networking rather than the source for all the answers.

**Mentors should consider filling out this map with their mentees:**



The ADVANCE program at UMD has found that this map is excessively detailed and demanding for some mentees. You might find this version more productive:

<sup>6</sup> <https://www.insidehighered.com/advice/2013/07/22/essay-calling-senior-faculty-embrace-new-style-mentoring>; see also <https://www.facultydiversity.org/news/dearkerryann25>.

Category: _____ Those I Know/ Want to Know 1.                      1. 2.                      2. 3.                      3.	Category: _____ Those I Know/Want to Know 1.                      1. 2.                      2. 3.                      3.
Category: _____ Those I Know/Want to Know 1.                      1. 2.                      2. 3.                      3.	Category: _____ Those I Know/Want to Know 1.                      1. 2.                      2. 3.                      3.

**Board of Directors/  
Mentors**  
 1.  
 2.  
 3.

**Practical Guidance for Mentors (based on David Kiel, *Developing Faculty Mentoring Programs*, 512)**

- Be in contact at least once a month with your mentee.
- At your first meeting, discuss what each of you expects from the mentoring relationship.
- Alert your mentee to UMD's membership in the [NCFDD](#).
- Exchange CV's with your mentee to stimulate discussions about career paths and possibilities.
- Ask about and celebrate accomplishments
- Assist your mentee in developing short- and long-term professional plans
- Offer to read your mentee's manuscript drafts, syllabi, etc. Provide positive and constructive criticism and feedback.
- Help your mentee network in the school or department on campus and in the discipline.
- Discuss annual performance reviews, and where applicable, third-year reviews. Volunteer to review drafts of the documents your mentee must submit for reviews.
- Improve your skills as a mentor by attending mentoring workshops, reading about mentoring, and discussing mentorship with colleagues.
- Direct your mentee to opportunities for peer mentoring, such as writing and accountability groups.
- Join with other mentors and mentees for group discussions.
- Alert your mentee to professional development opportunities.

**Mentoring Agreements can be helpful. See Appendix IV for a Sample Mentoring Agreement**

- An agreement can make sure that both parties have their expectations aligned.
- An agreement can take the potential awkwardness out of the relationships.

**Part 5: Chairs, Unit Head, Deans**

You are responsible for making sure that every assistant professor has at least one mentor and that every associate professor is offered a mentor

- This hold for the duration of the faculty member's time in rank.
- Assigned mentors do not have to be the same person every year. (Some units have found it beneficial to change them.)

For the most inclusive environment, it will be necessary to go beyond these minimum requirements and create the opportunities to be mentored to full professors, professional-track faculty members, librarians, and adjuncts.

If a mentor pairing is not working out, assign an additional mentor but, to avoid placing the mentee in a vulnerable position, do not "fire" the original mentor.

There are several strategies for putting mentoring into practice beyond one assigned (or mentee selected) pairing. Much research suggests that these alternatives can be more effective (See Appendix III).

- Group mentoring: Several mentors can meet with several mentees.
- Peer mentoring: Peers have much they can learn from each other. Consider creating peer mentoring groups, possibly around particular topics, such as teaching or productivity or writing.
- Mentoring Circles: a mentor can meet with a group of mentees.

Consider holding topic-oriented faculty development events. Many units have research seminars, but some also hold events around pedagogy, grant-writing, diversity and inclusion, navigating the university, etc.

**Part 6. Best Practices by Mentee's Rank and Contract Status**  
**(See Appendix I for Full list of faculty contract status categories at UMD)**

There are many aspects of mentoring that are the same across ranks and contract status. All faculty members will benefit from information about the cultures, regulations, opportunities, and practices within the unit, college, and university as a whole. Some mentoring needs, however,

as particular to the mentee's rank and contract. *This section call attention to those particular needs.*

❖ *Assistant Professors*

Given the range of demands on assistant professors, it is apparent that they need advice from more than one person. The list below is just a broad outline; units should develop discipline-specific guidelines here.

- Mentoring is crucial and required to help assistant professors succeed at the third-year review and through tenure.
- Mentors should be available to advise about research development, including writing grant and fellowship proposals, submitting articles to journals, and consideration of long-term and short-term goals.
- If possible, mentors should offer to read drafts of grant/fellowship proposals, articles, and book chapters.
- Mentors should offer feedback on the mentee's teaching and how they can improve in this area. Ideally, the mentor would sit in on the mentee's class and check in with them about how the courses are going.
- Mentors should help assistant professors adjust to the area and point them to further resources to help them.
- Mentors should advise on time management and work-life balance. They should make sure that mentees are informed about family leave policies.
- Mentors should make sure that mentees are informed about department policies and department culture.
- Mentors should provide guidance about what kind of works tends to be valued and can recommend publication outlets.
- Mentors should discuss the mentee's service assignments and how to balance teaching, research, and service.
- For assistant professors with instructional and research assignment, much of the advice below for newer PTK research and PTK instruction will also apply to assistant professors as well. (See below.)

❖ *Associate Professors*

Some faculty members who become associate professors will be eager to start working toward the next promotion right away. Others, however, may become stalled at the associate professor rank. Mentors should work with mentees to come up with a plan to move to the next level. They should check in with them regularly about this plan.

Some association professors may have been 'protected' from service as assistant professors and find themselves overwhelmed with new demands.

- Department would be wise to start acculturating assistant professors into the unit's operations as soon as they are hired. While research and teaching remain vital priorities for assistant professors, they should be contributing in other ways for the following reasons:
  - It will benefit them to start developing leadership skills.

- It will help them network within the unit.
- The unit will benefit from having more people understand and contribute to its operations.
- It will help assistant professors with long-term success. They have some experience managing this essential aspect of the job and will be less likely to be overwhelmed as associate professors.
- Associate professor may be moving into leadership positions and will need mentoring for this. Unit heads (or a designee) should explain some practical aspects of leadership to anyone new to an assignment, such as chairing a committee. There is a tendency to assume that people can learn this by watching, but this is not necessarily the case. Also, leaving this part of faculty development to informal mentoring will allow for bias by gender, race, personal connection, and other factors.

❖ *Full Professors*

Full professors will need less mentoring, but this doesn't mean they don't need any mentoring. Full professors may be interested in moving into new areas. Mentoring will be useful to them in preparing documental for post-tenure reviews.

❖ *Permanent Status Track Librarians*

Mentorship for permanent status track librarians should foster individual growth and development within a librarian's current position and towards their future career, including guiding individuals towards promotion and permanent status.

❖ *Librarian I*

- Mentoring should focus on the requirements to be successfully promoted to Librarian II in accordance with current Libraries policies.
- Mentors should be available to advise about developing a research agenda and how to extend librarianship into research.
- If possible, mentors should offer to read drafts of grant/fellowship proposals, articles, and book chapters.
- Mentors should offer feedback on the mentee's librarianship and how they can improve in this area.
- Mentors should advise on time management and work-life balance. They should make sure that mentees are informed about family leave policies.
- Mentors should make sure that mentees are informed about Libraries policies and culture.
- Mentors should advise on identifying training and professional development opportunities and suggest ways to meet those needs through library-sponsored training and other opportunities.
- Mentors should discuss how to plan for service commitments and balance librarianship, research, and service.

❖ *Librarian II*

- Mentors should work with mentees to develop a plan for promotion to Librarian III in accordance with current Libraries policies. They should check in with them regularly about this plan.
- Mentors should work with mentees to ensure the appropriate balance of librarianship, research, and service in preparation for promotion to Librarian III.
- Mentors should provide guidance about what kind of works are valued and can recommend publication outlets.
- Mentors should advise on developing leadership skills in addition to planning for post-permanent status career goals.

❖ *Post doc*

The National Postdoctoral Association recommends that postdocs acquire the following [core competencies](#). Mentoring should be focused accordingly.

- Discipline-specific conceptual knowledge
- Research skill development
- Communication skills
- Professionalism
- Leadership and management skills
- Responsible conduct of Research

❖ *PTK Instructional*

Expectations for PTK instructional faculty should be made clear, including the possibility or unlikelihood of moving into a TTK position within the unit.

- The unit heads or their designee should make clear to PTK instructors which class they are eligible to teach (for example, honors courses, graduate classes, etc.)
- Colleges should include mentoring expectations for incoming instructional PTK faculty members in their AEP plans.
- Unit head should additionally direct instructional PTK members to the resources and training available through the TLTC.
- Unit head should make professional development opportunities available for instructional PTK faculty members, such as making funds available for travel to conferences if possible.
- The faculty member's participation in professional development activities on campus and off campus should be considered as factors in their promotion.

Promotion

- Instructional PTK faculty members need to be informed of the opportunities for promotion and the expectations they need to succeed. What counts toward promotion? Do research, service, outside experience, and/or engaged scholarship factor into promotion for an instruction PTK faculty member in this unit?
- Unit heads should encourage them to attend dossier preparation workshops managed by the Office of Faculty Affairs

- PTK faculty member should be evaluated based on their contract. Some instructional PTK faculty members may have research and service expectations; others will not.

#### Participation in department life

- Unit heads should find ways to bring PTK instructional faculty members into department life through intellectual and social events, and department events that focus on pedagogy. PTK instructional faculty members' role varies greatly across colleges and units, but unit heads are encouraged to structure inclusivity into their operations.
  - Most units have department talks and seminars about the latest development in research. It would be beneficial for everyone to have some programming on pedagogy that all instructors were encouraged to attend.
  - PTK instructional faculty members are a good resource for the unit in decisions about curriculum development.
- Research by PTK instructional faculty members. (Note: some instruction PTK faculty members have research as part of their contract. This section refers to those who do not).
  - Some instructional PTK faculty members will have a research program out of their passion for their field and/or because they are planning to move into a TTK position at some point.
    - The department should make resources available, to the extent possible, to support these ambitions. This will vary significantly by the unit.
    - PTK instructional faculty members should be welcomed into seminars, talks, etc., related to research in their field.
    - Departments should celebrate their accomplishments the way do those of TTK faculty members (for example, book launches)
  - Unit heads should not assume that all instructional PTK faculty members aspire to tenure track positions or want to conduct research. Some may have chosen PTK careers because they prefer teaching over research. They should not be placed under any pressure to conduct research if this is not in their contract.

#### Mentoring and leadership by PTK instructional faculty members

- Some faculty members in this category are extremely accomplished in the field they are teaching at UMD (for example, journalists; performers). The faculty members might be able to connect students and their colleagues to opportunities.
- Experienced instructional faculty could be excellent mentors for newer PTK and TTK instructors.
- Newer PTK faculty members will need guidance navigating the various service and leadership opportunities on campus, such as serving on the university senate. Some are new to academia and should be informed about governing structures. It



would be helpful to hold discussions about the protocols for various academic practices, such as serving on committees, chairing committees, and participating as faculty members beyond the department.

- Unit head should arrange for the mentoring of any PTK instructional faculty moving into leadership positions

#### ❖ *PTK Research*

Most colleges encourage the mentoring of PTK research faculty at the unit level. These faculty members would benefit from mentoring in the following areas:

- Grant writing is a significant part of the process for PTK research faculty members, most of whom are on soft money. Mentoring could help significantly here for
  - Networking and development of ideas
  - Improving proposal writing
  - Guidance on time management and work-life balance. Research faculty need in particular to manage a balance between grant writing and conducting research.
  - Managing rejection and its emotional cost.
  - Communicating with funding agencies
- Interaction with students
- Some PTK research faculty members have official teaching roles, while others do not. However, many will often interact with, advise, or supervise students. Mentoring can address how to best serve, cultivate, and make the best use of students participating in research projects.
- Units heads should provide mentoring to help research faculty navigate the promotion process and set career goals with attainable timescales.
- PTK research faculty engage in the full spectrum of scholarly or creative activity from performing original research or developing software and other products to the dissemination of the results through journal articles and conference presentations. Mentoring from inception through dissemination would be helpful.
- PTK research faculty members should be welcomed into department research seminars, talks, and panels.
- Unit heads should support the professional development of research faculty members by alerting them to opportunities on campus and, if possible, providing funds for them to attend conferences, training sessions, and other networking opportunities.

#### ❖ *PTK Clinical*

PTK faculty with a clinical appointment serve in a great variety of ways. Some of the advice regarding research faculty will apply here. Mentoring for clinical faculty should be appropriate to their work in the program and their assignment.

#### ❖ *Adjuncts*

Adjunct faculty members vary widely. Some are working professionals who enjoy teaching one course; some prefer to work part time; some are recent PhDs who see

adjunct positions as temporary situations on their way to full-time employment. Either way, they will benefit from mentoring and the unit will benefit from onboarding them.

Adjunct faculty members might be less invested in the institution overall. Some might benefit from further integration into department life, whereas others may not be interested. Onboarding and performance reviews, however, will help ensure the quality of their work. Some may appreciate development opportunities. They should be welcomed into departmental opportunities for faculty development, such as seminars and discussions of pedagogy.

### **Part 7. Best practices by mentee's identity**

Mentees will have distinct mentoring needs depending on gender identity, race, disability, age, religion, nationality, sexual orientation, parental status, family background, marital/partner status, and other factors. As the National Research Mentoring Network organizers point out, identity differences are no reason to give up on or offload mentoring. Simple demographics show that right now, more senior faculty members are white and male. However, this does not mean that a senior white male faculty member cannot mentor a newer faculty member with different identity factors. While the mentee will benefit from having those who match or approximate their identity in their developmental network, the unit head should seek out training for mentors and ways to alert them to their mentees' distinct needs.

Resources on campus include The Office of Diversity and Inclusion, the National Center for Faculty Development and Diversity, and the Office of Faculty Affairs. Unit heads and mentors should look out for mentor training events and networks on campus.

### **Part 8. Potential Negative aspects for the Mentor**

Mentoring research is characterized by optimism, but it is also helps to understand that mentoring is not without cost or risk.<sup>7</sup> The benefits to the mentor include: “the fulfillment of generativity needs (giving back to others); receipt of help and support of mentees; improved reputation based on mentee success; development of creative synergy; and opportunities to engage in positive emotional connections.” Mentoring can thus be extremely rewarding.

- Even when mentoring is working well, costs to the mentor include
  - Material and time investment.

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<sup>7</sup> Laura G. Lunsford, Vicki Baker, Kimberly A. Griffin and W. Brad Johnson, “Mentoring: A Typology for higher Education Faculty.” *Mentoring and Tutoring: Partnership in Learning* 21:2, 126-149. The phrase that the authors use is “maniacal cheeriness.”

- Emotional energy.
  - Relationship-induced stress.
  - Ethical risks.
- When mentoring does not go well, mentoring can lead to conflict and even sabotage. Costs of unproductive experiences to the mentor can include:
- Burnout
  - Anger: Mentors may experience anger from working with mentees who do not respond their advice.
- Grief and loss: Often the mentee will become a career-long colleague. They may, however, leave the institution and/or later reject the mentor.
- According to Lunsford, et. al, “faculty from under-represented communities may be at greater risks for experiences some of these costs” (132)
- While some negative effects are inevitable, unit heads can mitigate them by
- Ensuring that the burdens of mentoring are distributed evenly, considered important contributions, and balanced against other service assignments.
  - Supporting mentors through recognition, expressions of gratitude, and any other reward possible (such as a small research or travel stipend)

### **Part 9. Potential negative effects for the Mentee**

Many of the mentee's potential adverse effects can be solved by finding or being assigned multiple mentors. They include:

- Mentor not having the full or correct information
- Mentor has a skewed perspective on the unit
- Mentor tries to recruit the mentee into a particular perspective or faction with the unit
- Mentor does not create enough availability
- Mentor is burned out
- Mentor is insensitive to the particular identity or life situation of the mentee (see above)

In extreme cases, the mentor could sexually harass the mentee or undermine them in some other way. This should be immediately reported to the unit head or to the associate dean for faculty affairs in the college (if the abuser is the unit head)

## Appendix I Faculty Ranks at the University of Maryland

### Eligible for Tenure

TTK

Assistant

Associate

Full

### Extension

Agent

Senior Agent

Principal Agent

### Eligible for Permanent Status

Librarian I

Librarian II

Librarian III

Librarian IV

### Not Eligible for Tenure

#### Adjunct and Affiliate Faculty

Assistant

Associate

Full

#### Clinical Faculty

Assistant

Associate

Full

#### College Park Professor

#### Professor Emeritus/ Emerita

#### Field Faculty

Agent Associate

Senior Agent Associate

Principal Agent Associate

#### Instructional Faculty

Lecturer

Senior Lecturer

Principal Lecturer

Professor of the Practice

Research Faculty

Faculty Assistant

Post-doctoral Associate

Associate Research Faculty

Associate Research Professor

Associate Research Scientist

Associate Research Scholar

Associate Research Engineer

Senior Faculty Specialist

Research Faculty

Research Professor

Research Scientists

Research Scholar

Research Engineer

Principal Faculty Specialist

Artist in Residence

Assistant Artist in Residence

Associate Artist in Residence

Artists in Residence

University of Maryland Professor

Visiting Professor

## Appendix II Policy Information

### **I. Tenured and Tenure-Track Faculty Members and Post docs**

Below are the mentoring requirements and role of mentors as specified in the APT Policy and Guidelines.

- ❖ *UMD APT Policy Requirements for Assistant and Associate Professors*  
<https://policies.umd.edu/policy/1afb7240-747f-4ca5-8446-38a1945f0e1a/>  
(II.A.3 of UNIVERSITY OF MARYLAND POLICY & PROCEDURES ON APPOINTMENT, PROMOTION, AND TENURE OF FACULTY)

Each first-level unit will provide for the mentoring of each Assistant Professor and of each Associate Professor by one or more members of the senior faculty other than the Chair or Dean of the unit. Each unit will have a mentoring plan that is filed with the Office of the Associate Provost for Faculty Affairs. Mentoring should be done systematically and provide for a formal meeting at least annually for tenure-track faculty, until the tenure review is completed. In addition, each unit will offer mentoring by one or more members of the senior faculty to each Associate Professor. Mentors should encourage, support, and assist these faculty members and be available for consultation on matters of professional development. Mentors also need to be frank and honest about the progress toward fulfilling the criteria for tenure and/or promotion. Following appropriate consultations with members of the unit's faculty, the Chair or Dean of the unit shall independently provide each Assistant Professor and each untenured Associate Professor annually with an informal assessment of his or her progress. Favorable informal assessments and positive comments by mentors are purely advisory to the faculty member and do not guarantee a favorable tenure and/or promotion decision.

- ❖ *Policy Requirements for Post-doctoral faculty members*
  - Post-Doctoral Scholar  
The appointee generally shall hold a doctorate in a field of specialization earned within three (3) years of initial appointment to this rank. An exception to the time from degree requirement must be approved by the Office of the Provost. Appointment to this rank shall allow for continued training to acquire discipline-specific independent research skills under the direction of a faculty mentor.
- ❖ *UMD APT Guidelines for Assistant and Associate Professors*  
<https://faculty.umd.edu/apt-manual>
  - While each tenure-track candidate will be assigned at least one mentor, the candidate is encouraged to seek out multiple mentors. Suggestions include senior faculty in the unit, who can provide valuable information regarding the history and culture of the unit, as well as recently promoted faculty who can provide recommendations for navigating the process. Mentoring should not end with an award of tenure, but should

- be continued if so desired by the candidate. Each unit will offer mentoring by one or more members of the senior faculty to each Associate Professor, on an ongoing basis to support the professional development of the candidate. Associate Professors may decline the offer for continued mentoring by formally notifying the Department Chair. Candidates should meet regularly (at least annually) with their academic mentors in order to seek guidance and obtain constructive feedback on progress toward meeting the unit's requirements for tenure and promotion. Units should also help faculty members locate mentors in other units, if desirable. (11)
- Because the tenure dossier will be reviewed by so many people who may or may not be familiar with the candidate or his or her work, the information provided in the dossier should be well-prepared and in a form that is as clear as possible. The candidate's mentor(s) can help with advice about preparation of those materials. The information in the dossier must remain the same as it moves from one review level to the next, other than any necessary addenda to the CV. (13)
  - Mentor for Teaching: The use of a teaching portfolio for describing and demonstrating teaching-related activities places a stronger emphasis on teaching quality and student learning than information provided simply from student course evaluations. The teaching portfolio provides an opportunity for faculty to document their teaching performance beyond these course evaluations or other metrics of teaching performance. The preparation of a portfolio also serves as an impetus to improve teaching, as it requires faculty to reflect on their practice, recognize weakness, and seek assistance for improvement. In that way, portfolios are best prepared in consultation with a teaching mentor and should be envisioned as a process that is pursued over time, allowing for reflection and improvement. (64) (emphasis added)
  - Dossier preparation: The candidate's mentor can help with dossier preparation (13).
  - Distribution of this document: The Chair should give a copy of the Guide for Mentors and Mentees (available at [http://www.faculty.umd.edu/faculty/mnt\\_ndx.html](http://www.faculty.umd.edu/faculty/mnt_ndx.html)) to each mentor and mentee, which outlines expectations for each party. It is suggested that the mentors be mutually agreed upon between the Chair and the candidate. A list of new tenure-track faculty and their mentors is due in the Office of the Associate Provost for Faculty Affairs by March 1.
  - Mentoring and excellence: Mentoring Assistant and Associate Professors is key to maintaining excellence at the University and is essential to the APT process. Mentoring for tenure-track faculty should be done systematically with annual formal meetings, at least until the tenure review is completed, with supportive and constructive feedback given to the candidate. The Chair also should meet at least annually with each tenure-track candidate and provide written feedback to the candidate following the meeting; the Chair should also oversee the unit's mentoring process to ensure its effectiveness. In addition, the Chair should discuss options for

multiple mentors who can provide guidance on different areas of responsibility and for issues related to any particular challenges the candidate may face. Mentoring should not end after an award of tenure, but should be continued if desired by the faculty member, on an ongoing basis to support the professional development of the faculty member. Each unit will offer mentoring by one or more members of the senior faculty to each Associate Professor. The administrator is responsible for filing the unit's mentoring plan with the Office of the Associate Provost for Faculty Affairs; an example of such a plan is available on the Faculty Affairs website. (32)

## **II. Librarians**

- ❖ University of Maryland Policy On Appointment, Promotion, And Permanent Status Of Library Faculty

No specific requirement for mentoring as found in the APT Policy.

- ❖ *University of Maryland Guidelines for Appointment, Promotion, and Permanent Status of Library Faculty:*

The library faculty want librarians applying for promotion and permanent status to succeed, and offer them opportunities for support throughout the process in the form of mentoring, library research funds, professional development funds, advice from colleagues and supervisors, and the performance review committee (PRC). (2)

## **III. Professional Track and Adjunct Faculty**

- ❖ *UM Guidelines for Appointment, Evaluation, and Promotion of Professional Track Faculty Passed by the Senate April 23, 2015. Approved by the President May 4, 2015.*

- Units shall provide for the mentoring of PTK faculty by appropriate senior faculty, either tenured/tenure-track or PTK faculty. Mentors shall encourage, support, and assist these faculty members and be available for consultation on matters of professional development. Mentors also need to be frank and honest about the progress toward fulfilling the unit's criteria for promotion. Favorable informal assessments and positive comments by mentors are purely advisory to the faculty member and do not guarantee a favorable promotion
- Policies and procedures addressing the appointment and promotion of PTK faculty ... shall explicitly address mentoring of junior PTK faculty by senior PTK faculty, and, where appropriate, mentoring of graduate students by PTK faculty. Policies and procedures should address how PTK faculty who are active in only one or two dimensions of the three dimensions evaluated for promotion, e.g., teaching, research and service, will be evaluated upon application for promotion.



- Professional Track: [≥50%] Professional development opportunities for PTK instructional faculty should be supported to the extent possible. This may include extending invitations to departmental, institutional, and external faculty development events. Full-time PTK faculty are eligible for financial support for attending professional conferences when funds permit.
- Adjunct [<50%] For new Adjunct faculty, departments should provide:
  - departmental orientation and overview
  - campus orientation
  - introduction to teaching policies and resources
  - training in using UMEG, TESTUDO, ELMS and/or other course administration and instructional information technology.
- ❖ *Performance Evaluation*
  - Departments should have written procedures in place for evaluating PTK faculty on a regular schedule.
  - The standards used to evaluate the teaching of PTK faculty should be the same as those used to evaluate Tenure-Track faculty.
  - Evaluations should be kept on record in a personnel file and should be consulted when making decisions about promotion, salary and contract renewals.

Individual Colleges have policies about PTK mentoring embedded in their AEP policies: see <https://faculty.umd.edu/main/appointments/professional-track-faculty#links-to-college-aep-policies>

**Appendix III Varieties of Mentoring Strategies**

	<b>Potential Benefits</b>	<b>Potential Drawbacks</b>	<b>Campus Examples</b>
<p>Individual Mentoring</p> <p>Description: Individual mentoring relationships that occur one on one in dyads. There are multiple types of one-on-one mentoring, the most common being a formal relationship between a senior faculty member and an early career faculty member within the same department.</p>	<p>For Mentee</p> <ul style="list-style-type: none"> <li>• Personal, strategic advice in an ongoing way</li> <li>• Greater confidentiality</li> <li>• Specialized knowledge (e.g., of field, department)</li> </ul> <p>For Mentor</p> <ul style="list-style-type: none"> <li>• Gain new insight into research and teaching</li> <li>• Expand of network</li> <li>• Shape next generation in the field</li> </ul>	<p>For Mentee</p> <ul style="list-style-type: none"> <li>• Bad fit</li> <li>• Power differentials</li> <li>• Lack of intercultural competence / awareness</li> </ul> <p>For Mentor</p> <ul style="list-style-type: none"> <li>• Lack training</li> <li>• Time consuming, especially if there are few senior faculty members in a unit.</li> </ul> <p>For Both</p> <ul style="list-style-type: none"> <li>• Mismatch of expectations between mentor and mentee</li> <li>• Generational disagreements</li> <li>• Assumption that mentor-mentees who share one individual characteristic (e.g., race, gender) automatically will be a good match</li> </ul>	<ul style="list-style-type: none"> <li>• Departmental Mentors</li> </ul>
<p>Mentoring Networks</p> <p>Description: Sometimes referred to as developmental networks, mentoring networks assume that mentees need</p>	<p>For Mentee</p> <ul style="list-style-type: none"> <li>• Multiple points of view</li> <li>• Different mentors for different aspects of career and/or personal advancement (e.g., research, teaching, tenure/promotion, work-life)</li> </ul>	<p>For Mentee</p> <ul style="list-style-type: none"> <li>• Timely to create and maintain</li> <li>• May receive conflicting advice</li> </ul> <p>For Mentor</p> <ul style="list-style-type: none"> <li>• Mismatch of expectations if the mentee pursues alternative path</li> </ul>	

	Potential Benefits	Potential Drawbacks	Campus Examples
diverse, formal and informal mentors who address different aspects of professional development.	<ul style="list-style-type: none"> <li>Do not need to rely on one person for all advice</li> </ul> <p>For Mentor</p> <ul style="list-style-type: none"> <li>Opportunities to expand own network through mentee</li> <li>Opportunities for collaboration</li> </ul>		
<p><b>Group Mentoring</b></p> <p>Description: Typically one senior faculty member assigned a small group of 5-6 early career faculty</p>	<p>For Mentee</p> <ul style="list-style-type: none"> <li>Facilitates sense of belonging, professional networks, social capital</li> <li>Needs can be driven by group members</li> <li>Generate different perspectives on same problems</li> </ul> <p>For Mentor</p> <ul style="list-style-type: none"> <li>Can reduce service commitments for senior faculty (especially when there are few senior faculty of color)</li> </ul>	<p>For Mentees</p> <ul style="list-style-type: none"> <li>Potential lack of confidentiality</li> <li>Lack of intercultural competence/awareness</li> <li>May not be aimed at discipline-specific advancement</li> </ul> <p>For Mentors</p> <ul style="list-style-type: none"> <li>Can be time-consuming if senior faculty member still takes on the individual mentor role for some/all group members</li> <li>Lack of training</li> </ul> <p>For All:</p> <ul style="list-style-type: none"> <li>Generational disagreements</li> </ul>	OFA/Graduate School Mentoring Circles ADVANCE Professors in Individual Colleges
<p><b>Peer Mentoring</b></p> <p>Description: Typically across units around some aspect of</p>	<p>For Mentees</p> <ul style="list-style-type: none"> <li>Facilitates a sense of belonging, professional networks, social capital</li> <li>Creates “safe space” for</li> </ul>	<p>For Mentees</p> <ul style="list-style-type: none"> <li>Typically requires a facilitator or convener</li> <li>Potential lack of confidentiality</li> <li>Inadequate knowledge of department/institutional norms/culture</li> </ul>	ADVANCE Peer Networks

	Potential Benefits	Potential Drawbacks	Campus Examples
identity (e.g., gender, race) or career stage (pre-tenure, associate professors). Sometimes referred to as mentoring circles.	<p>individuals with common concerns to discuss strategically</p> <ul style="list-style-type: none"> <li>Needs can be driven by group members</li> <li>Generate different perspectives on same problems</li> <li>Facilitates greater organizational learning</li> </ul> <p>For Mentors N/A</p>	<ul style="list-style-type: none"> <li>Not aimed at discipline-specific advancement</li> </ul> <p>For Mentors N/A</p>	
<p>Sponsorship</p> <p>Description: Sponsors are influential advocates in positions of power who promote the advancement of individuals with untapped potential.</p>	<p>For Sponsee</p> <ul style="list-style-type: none"> <li>Enhances career advancement for individual being sponsored</li> <li>Can increase visibility, recognition for individuals typically overlooked or who do not self-nominate</li> </ul>	<ul style="list-style-type: none"> <li>Can reproduce advancement of homogeneous groups (i.e., the ole boys club)</li> <li></li> </ul>	

#### **Appendix IV Sample Mentoring Agreement (from David Kiel)**

- 1) The goals of our mentoring relationship are:
- 2) The duration of this agreement is (months/years/career milestone)
- 3) This agreement is renewable on the following basis (e.g., annually)
- 4) The formal responsibilities of the mentor under this agreement, as defined by the program's sponsoring unit, are
- 5) The primary responsibilities that are accepted by the mentor are as follows:
  - Example: The mentor agrees to serve as a [listener, advisor, or guide, or to provide contacts for or advocate for the mentee] with respect to [teaching, research, service, leadership, promotion, tenure, permanent status, post-tenure review, organizational culture and conflicts, time management, work/life balance, etc.]
- 6) Practical contributions by the mentor will include [reading manuscripts, observing classes, discussing protocols for service and leadership opportunities]
- 7) The responsibilities of the mentee under this agreement are as follows (e.g., Keep the mentor informed of progress and problems, make and implement plans, meet deadlines and follow up on agreements, etc.)
- 8) The mentor will/will not share information about the mentee's progress with the chair or other departmental faculty members.
- 9) We agree to meet on a [weekly, monthly, quarterly, other] basis.
- 10) When either party sees a problem arise with the mentoring relationship, we will:
- 11) The mentor agrees to connect the mentee with resources as the needs become apparent (e.g., Other established faculty members doing related research; professional organizations; resources on campus such as ADVANCE or the Office of Diversity and Inclusion; the TLTC; the NCFDD).
- 12) The mentee would be interested in learning about the developmental network that could help with (e.g., teaching, work/life balance, problem solving)
- 13) Mentors and mentees will acknowledge progress and celebrate success by:

**Appendix V Advancing Professional Track Faculty Peer Network**  
**Mentor-Mentee Meeting Report Form**

Mentee name:

Mentor name:

Meeting date:

Type of meeting:

- Face-to-face
- Virtual conference
- Telephone
- Other \_\_\_\_\_

Summary:

## **Appendix VI Essential Resources on Campus**

- [ADVANCE program](#)
- [Faculty Staff Assistance Program](#)
- [Office of Civil Rights and Sexual Misconduct](#)
- [Office of Diversity and Inclusion](#)
- [Office of Faculty Affairs](#)
- [Teaching and Learning Transformation Center](#)

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