

FY 11 Final Mentoring Plan
School of Forest Resources & Environmental Science
November 15, 2010

Activities for a formal and informal mentoring process:

- Dean and possibly other faculty will have an orientation for new faculty.
- Assign a transitional mentor to incoming new faculty (this will be done for all “new” untenured faculty) – Example: Biology’s transitional mentoring plan (<http://www.csa.mtu.edu/stratplan/stratplan10append.html#appendix5>)
- Develop topics and a list of senior faculty (Associate and Full Professor) who are willing to be a mentor for Teaching, Research (Publications & Grants could be separated), Service and how much time they can devote to mentoring.
- Develop a “cluster” mentor program where assistant professors (and possibly associate professors) can meet with three senior faculty to discuss a particular topic – could be related to the list of topics generated above.
- Have Assistant and Associate Professors submit individual mentoring plans for review by the Dean (and possibly the P & T Committee) – these should be evaluated to see if there are holes in their plans (and lack of resources) that will hinder their ability to reach their career goals – review every other year. Share plans when possible with each other and with School’s TPR committee
- For Assistant Professors - when possible, pass around proposals for comments from other Assistant Professors – “Reviewing Coop”.
- Try and find an external and/or internal one-on-one mentor that can help with questions about certain topics, processes, or procedures. Start to develop a list of potential external mentors
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Other Activities:

- Create a coffee so interactions can happen more often – once week - “spontaneous mentoring room”. Other venues may be needed (i.e, social “garden” to share travels associated with career development and collaborations)
- Have discussions on what aspects of mentoring should be covered (is it a tenure & promotion issue or a career issue?), what do senior faculty want to see in a mentoring program, how do you manage your time?, is it important to become an expert now or after tenure?, how does one decide on their long term career plans, how do you start to line up external reviewers and what characteristics do you need to have in an external reviewer.

- Incentivize mentoring for both the mentor and the mentee by putting it in the matrix (question – are you mentoring when you travel with a junior faculty member to a conference or writing a proposal together or ? - recognize significant mentoring efforts by junior faculty that seek professional mentoring/guidance outside the department, e.g. the REF mentoring program)
- Incorporate an aspect of mentoring into the DELS seminar series? Perhaps ask invitees if they would meet with a junior faculty group to discuss mentoring & career tips?