

Engineering Department Junior Faculty Mentoring Plan

Updated: March 30, 2020

The goal of the mentoring plan is to provide junior faculty with the guidance toward acquiring key competencies in scholarship, teaching, and service to advance their professional career through major personnel reviews at UMass Boston. With this goal in mind, the mentoring program has been developed with a structured and assigned pairing of mentor and mentee with target outcomes, time duration, meeting frequency, feedback and recognition mechanisms.

Mentorship Plan and Expectation of Roles

1. The Department Chair will assign each newly hired, tenure-track faculty member to at least one mentor with the consideration of overlap in research and teaching interests and with the agreement of the assigned mentor. The mentee may also participate in this assignment process by choosing or changing the mentor in consultation with the Department Chair. The Department chair is also responsible for making necessary adjustments based on any feedback received from the mentor or mentee. The mentorship of tenure-track faculty is a component of the Engineering Department's service expectations of tenured faculty.
2. Junior faculty are ultimately in charge of their own career development. In the interest of efficiency and effectiveness, mentees are primarily responsible for soliciting career guidance that works for them, making meeting arrangements, keeping records of discussions, and following up on recommendations from the mentor. Junior faculty are encouraged to periodically consult the Engineering Department Mentoring Handbook for ideas and specific resources related to academic mentoring.
3. The mentorship shall begin as soon as the newly hired junior faculty joins the Department in order to assist them in making a smooth transition to UMass Boston. The mentor and mentee are expected to meet at least twice during the first semester and at least once a semester thereafter.
4. The assigned mentor will work with the mentee to develop a career plan that addresses all aspects of professional advancement. Such a plan needs to be balanced and sustainable with adequate consideration given to the expectation of the Departmental development.
5. Periodical reviews of the career plan should be conducted between the mentor and mentee, and adjustments should be made, if necessary, by examining the progress that was made since the previous review.
6. During their periodical meetings, professional activities in all three categories, namely, research, teaching and service shall be discussed. Specifically:
 - i) If a particular area of potential weakness is identified, a focused plan should be developed to address the issue.
 - ii) In the area of scholarship, the mentor is expected to assist the junior faculty in developing a realistic path for a successful research program and to assess the progress they have made in the context of the expectations from the Department in research output at the time of major reviews, such as quality and quantity of publications, level of external grant success and effort, as well as their research impact to their professional community.
 - iii) In teaching, mentors should provide useful information regarding common practices in classrooms, expected level of breadth and depth, and grading systems as well as informing the new junior faculty about university resources available for them to be successful in their classes. At the end of each semester, the mentor should meet with the mentee to discuss

teaching evaluations and strategies for improvement when needed. The mentee may request that the mentor observe them in the classroom for informational feedback on teaching. The junior faculty must initiate this classroom observation, and the mentor's feedback will not be written down or otherwise included as part of the mentee's AFR or the major personnel reviews. Classroom observation is optional.

- iv) Mentors are expected to guide the junior faculty in balancing their service obligations towards the Department, the College, and the University against their teaching and research responsibilities while considering the needs of the department and the benefit of serving their profession.
7. The mentors will work with the junior faculty to put together their packages for the 4th year and tenure reviews and to uphold professional standards for the records and documents submitted in such packages.
 8. For accountability and recognition purpose, records of the mentoring meetings should be shared with the Department Chair. The DPC is expected to recognize and comment on the mentoring service conducted by the senior faculty in their AFRs. Both parties are required to contact the Chair should any issue or concern arises in the mentoring relationship.