Extension Mentoring Program for New Faculty

Reference Guide

March 4, 2020

Overview

The goal of University of Nevada, Reno Extension's Mentoring Program is to provide a professional, educational and personal support system for new faculty of the Extension system. This mentoring guide provides detail about the mentoring program. The program is designed for academic and administrative faculty with programmatic responsibilities, except LOAs, temporary faculty appointments, or soft funded administrative faculty. Exceptions for administrative faculty may be granted by the Area Director provided a mentor can be found.

New faculty will benefit from the guidance of a mentor and the program will provide an easier transition into the University of Nevada, Reno Extension system, thus accelerating the productivity of the mentee and enhancing the effectiveness of Extension.

A useful mentoring program will enhance the mentee's job performance by:

- Identifying resources and resource persons for the mentee
- Educating the mentee in all organizational philosophy, goals, policies and values
- Sharing skills and knowledge of an experienced and successful Extension professional to meet the need of the mentee
- Strengthening the mentee's leadership skills and self-confidence
- Fostering open communication and dialogue
- Ensuring that tenure track faculty have the best opportunity to achieve tenure and non-tenure track faculty have the best opportunity for promotion within their position

Mentoring Approaches

Two approaches are available—traditional one-on-one mentoring or multiple mentors. The traditional mentoring approach matches the mentee with one seasoned mentor to provide support and guidance. The multiple mentor approach allows mentees to enlist multiple mentors with various expertise to build a team of support and guidance. However, new tenure-track faculty need to have at least one mentor focused on the tenure-track process that has gone through the tenure process with UNR. Other than tenure-track, matching should be based on needs of the mentee.

Roles

Mentee refers to the new faculty member who has been hired and who has been assigned a mentor. The mentee should be willing to take the advice of mentors seriously and realize that mentors are acting in the mentees' best interest. Mentees should understand what they want from the mentoring relationship and communicate their goals and aspirations to the mentor. They should follow up with resources and references that the mentor gives to

find answers to questions or needed information. All mentees are expected to develop a mentoring plan and document that they worked on the mentoring plan they created.

Mentor refers to the experienced faculty member who provides the mentoring. The role of the mentor should be perceived as a coach who has strong respect and concern for the mentee. The major contribution made by the mentor is their willingness to devote time and energy on behalf of the mentee. Every mentor has a specific body of professional knowledge and skills to share. The knowledge that the mentor has must be transformed into a relationship that will meet the mentee's maturity and experience level. The mentor is one of several support groups that will help the new faculty get a successful start in their Extension career. Being a mentor is totally voluntary, but active mentors will receive recognition for their activity and commitment to the mentoring program. This recognition may take the form of public recognition by administration or supervisors and should be included in faculty role statements and performance evaluation documents.

The **Immediate Supervisor** (if different than the Area Director) will help the new faculty become acquainted with the basic Extension policies, procedures and employee guidelines that all Extension employees must follow. Extension philosophy and overview of program planning, implementation, evaluation, reporting and interpretation also will be addressed by the supervisor. The supervisor and employee together, with the input of others, will set forth a professional development plan to aid the new faculty in their continued success. The mentoring process will play an important role in this professional development plan. The immediate supervisor will work with the mentee to establish a match to a mentor.

Area Director (if different than the immediate supervisor) will assist the new faculty in becoming familiar with program development in Extension, including current programming efforts and initiatives. They will be the new faculty's key resource for programming contacts and resources. They will also provide input to the supervisor on the employee's professional development plan.

The **Associate Director of Extension** is responsible for coordinating the overall mentoring program. The Associate Director will develop and implement an orientation for mentors, send out the annual call for mentors (as needed), maintain an updated list of mentors, and develop a standardized assessment of the mentoring process in partnership with Area Directors.

The **Director of Extension** gives the final approval of the Extension Mentoring Plan and approves any expenses incurred in carrying out the plan.

Benefits of Mentoring

For Mentee
- Feel supported

- Build professional skills, such as program development and delivery, research and scholarship, or office management
- Receive non-evaluative feedback
- Learn organizational values and norms
- Build a sense of competence and worth
- Learn the importance of taking professional responsibility for requirements of the position
- Gain the opportunity to be successful

For Mentor
- Give something back to the organization
- Pass on knowledge and ideas to the next generation of faculty
- Experience a sense of accomplishment through mentee's success
- Help the organization meet its goals

For Extension
- See new employees become competent in a timely manner
- Establish continuity of organizational culture
- Experience less job turnover
- Increase teamwork
- Increase productivity

Mentoring Process Guidelines

1. Once a year, as needed, a call for mentors is released to faculty to identify areas of expertise and/or skills faculty would be interested in sharing with others. Commitment to the formal mentoring relationship is one year and can be renewed on a year to year basis. Possible mentors receive an initial orientation on the mentoring process, including expectations, being a coach, and the importance of confidentiality.

2. All new faculty (hereafter referred to as mentee) will have a mentor or multiple mentors.

3. Within the first week of hire the Immediate Supervisor (if different than the Area Director) provides the *Extension Mentoring Program for New Faculty Reference Guide* and *Mentee Self-Assessment* to the mentee. The mentee reviews the *Extension Mentoring Program for New Faculty Reference Guide* and completes a *Mentee Self-Assessment* of professional strengths, needs, goals, skills, values, interests, etc.

4. Within the first two weeks of hire the mentee meets with their Immediate Supervisor to discuss their assessment and mentoring needs.

5. The supervisor looks through the mentor list and contacts potential mentors to determine interest and availability. If the supervisor is different than the Area Director, the supervisor should consult with the Area Director beforehand for mentee names and discussion of who is already mentoring. The supervisor discusses potential matches with the mentee. By the end of the first month of hire mentor and mentee relationship(s) should be established.

6. The mentor should contact the new mentee within the first week after the relationship has been determined to set up an initial meeting.

7. Within the first two months of hire mentee and mentors meet to develop a specific plan (see *Mentoring Plan and Goals*), focusing on issues such as needs assessment, research, program development and implementation, communications, personal effectiveness, scholarship, tenure, organizational policies, procedures, and culture, and career goals and recognition.

8. Within the first three months of hire, the mentee meets a second time with their supervisor to review the plan and secure supervisor signature.

9. The supervisor should send the signed plan to the Area Director (if not the direct supervisor), Associate Director of Extension, and Associate Dean/Extension Director so the plan can be considered in relation to the annual evaluation.

10. A minimum of four quarterly contacts with mentors per year is required. Mentees can set the time, date, and place for meetings and set out an agenda for what they hope to

accomplish. If feasible, the initial meeting should be face-to-face. Subsequent meetings can take place in person, over the phone, or via video conference. Any associated travel expenses as part of the mentoring process during the first year will be reimbursed by state funds. A budget must be submitted with the plan to cover first year of expenses, at which time it will be denoted which expenses will be covered.

11. Mentors and mentees keep a written record of the nature and frequency of contacts (see *Mentoring Log*).

12. Mentoring is not optional—all new faculty must document that they worked on the mentoring plan they created.

13. At end of the first year, the mentee and mentor(s) complete an individual assessment of the mentoring process and outcomes. Results will be used to improve the mentoring program continuously.

14. Although specific mentors may change, mentoring will continue until tenured (for tenure track academic faculty) or signed mutual agreement of mentee and supervisor (for non-tenure track academic or administrative faculty).

Timeline of Key Dates and Tasks

Date	Task
First week of hire	New faculty reviews mentoring program guide and takes self-assessment.
First two weeks of hire	New faculty meets with supervisor to discuss assessment and mentoring needs.
By end of first month of hire	Mentee and mentor relationship(s) established.
Within a week after establishment of relationship	Mentor contacts mentee to set up initial meeting.
First two months of hire	Mentee and mentors meet to develop a mentoring plan and goals.
First three months of hire	Mentee meets with supervisor to review plan and obtain supervisor's signature.
During first year	Four quarterly contacts between mentee and mentor(s).
End of first year	Mentee and mentor(s) complete individual assessment of the mentoring process.

Acknowledgements

Mentee Self-Assessment

Complete this self-assessment before the initial meeting with your mentor. Send it and the biographical information to your mentor before the first meeting. This is a discussion tool only, not an assessment to be used for evaluation purposes.

Communications

Rank using each number only once from
1 = greatest need to discuss
7 = low priority topic to cover

Writing newsletters _____
Interacting with the media _____
Presentation skills _____
Interpersonal skills _____
Managing conflict _____
Radio/TV presentation skills _____
Computer skills/web site development/social media _____

Program Development & Delivery

Rank using each number only once from
1 = greatest need to discuss
13 = low priority topic to cover

Needs assessment _____
Program planning _____
Managing & acquiring resources for programming _____
Program development _____
Curriculum development & adaptation _____
Marketing programs _____
Program implementation _____
Teaching strategies _____
Program evaluation _____
Disseminating program results to professional audiences _____
Communicating program results to clientele _____
Resources available to support programming _____
County programming _____

Research & Scholarship (if applicable)

Designing studies   _____

Survey development   _____

Quantitative data analysis   _____

Qualitative data analysis   _____

Peer-reviewed journal publications   _____

Extension publications   _____

Collaborating with campus-based faculty   _____

Grant writing and management   _____

Personal Effectiveness

Supervising others   _____

Work effectively   _____

Balancing personal & professional life   _____

Work and time management   _____

Developing oneself   _____

Interacting with clientele   _____

Managing walk-ins, phone calls & email   _____

Career and Recognition

Professional associations   _____

Awards & recognition   _____

Annual evaluation process   _____

Tenure and promotion process   _____

Writing useful role statements   _____

Organizational Structure and Culture

Extension Organization   _____
(area/state/college/university/regional/national)
Organizational goals and priorities   _____
Informal/unwritten rules   _____
Language in extension   _____
Building relationships & networking   _____
Cultural competence/diversity   _____

Other Needs

_____

_____

_____

What one quality would you like to have in your mentor that would help you collaborate?

_____

_____

_____

What are the most important things you would like to get from this relationship?

_____

_____

_____

Mentoring Plan and Goals

List your professional goals for the coming year. Be as specific as possible, and indicate how you will assess if the goal was accomplished (expected outcome) and steps you and your mentor will take to get there.

1. Goal:

    Expected outcome:

    Steps will you and your mentor take to get there:

2. Goal:

    Expected outcome:

    Steps will you and your mentor take to get there:

3. Goal:

Expected outcome:

Steps will you and your mentor take to get there:

I agree with this plan

Mentee Name: _____ Signature _____ Date_____

Mentor Name: _____ Signature _____ Date_____

Mentoring Log

Use this form to record the discussion points in each of your mentoring meetings.

Date:

Check-In (e.g., urgent issues, work questions, work-life balance, etc.):

Goal Discussion:

Action Items:

Next meeting date: