

BIMTECH's Revised Faculty Mentoring Program Policy

1. Overall Philosophy:

The BIMTECH Faculty Mentoring Program is designed to foster professional growth, support, and collaboration among our faculty members. This program aims to facilitate the exchange of knowledge and skills, enhancing personal, institutional, and career success. The core philosophy is to encourage voluntary, mutually agreed-upon mentoring relationships tailored to the unique needs of each mentee. Mentors from senior faculty members are encouraged to guide and support mentees, regardless of their academic field or administrative unit.

2. Program Goals:

The goals of the BIMTECH Faculty Mentoring Program are as follows:

- a. **Provide Instructional Support:** To offer guidance and support to new faculty members in their instructional endeavors.
- b. **Promote Faculty Cohesion:** To create a sense of collegiality and mutual support among both junior and established faculty.
- c. **Strengthen Professional Relationships:** To foster positive professional relationships among faculty members.
- d. **Enhance Mentor's Skills:** To provide experienced faculty members with opportunities to develop their instructional support skills.
- e. **Acclimatization with Institute's Culture:** To induct a new faculty into the culture of the institution.

The mentoring relationship is intended to be collegial, informative, and flexible, rather than supervisory or evaluative.

3. Characteristics:

The mentoring is centered around the individual mentee's career development and personal growth. Mentors should not be in the direct "chain of command" of the mentee to ensure a non-conflicting relationship. Frequent communication is encouraged, and the frequency of interactions should be determined based on the specific needs and preferences of the mentor and mentee. Mentoring extends beyond subject matter expertise to encompass skills that benefit the organization, such as competencies. Mentoring is recognized herewith as a valuable aspect of departmental service.

4. Mentoring Committee:

The Mentoring committee will decide Mentor for a mentee faculty. Dean Academics will chair the committee. The members of the committee will be decided by the Dean-Academics.

- 4.1 If the mentee is Assistant or Associate Professor, a faculty of Professor Level will be the mentor.
If the new joinee is a Professor, he/she will be assigned a Senior Professor buddy.
- 4.2 The mentor / mentee can seek a change in the mentor, with reasons.

5. Expectations:

a) Department Head:

- i) Ensure the entire department understands its responsibility to mentor junior faculty for their success.
- ii) Recognize that specific candidates may face unique challenges and support them accordingly.
- iii) Acknowledge that mentorship should be both a formal and informal activity, deserving recognition and rewards.
- iv) Facilitate the establishment of mentoring relationships for all junior faculty members within their first year.
- v) Guide and facilitate the assignment of mentors, which could be delegated to a Mentoring Committee.
- vi) Establish best practices for the type and frequency of mentoring.
- vii) Avoid serving as a mentor within their own department, but consider mentoring fellow junior/new Department Heads with caution.
- viii) Ensure mentoring continues beyond tenure for associate professors.
- ix) Encourage larger group mentoring sessions and activities at the College-level, such as seminars and workshops.

b) Mentor:

- i) Be proactive in seeking out mentees and building rapport.
- ii) Be understanding and approachable, addressing any concerns or questions that mentees may not feel comfortable asking.
- iii) Be available for regular meetings, communication, and collaboration.
- iv) Listen attentively, act as a sounding board, and empathize with mentees' interests and concerns.
- v) Facilitate mentees' access to resources, solutions, and guidance.
- vi) Be accountable for the mentoring process and provide regular acknowledgment of meetings and support.
- vii) In practice, mentors can play various roles, including a sounding board, resource, advisor, guide, interpreter, reviewer, role model, and advocate, depending on the mentee's needs.
- viii) The mentor will be generally from the area of the mentee.

c) Mentee:

- i) Actively engage with the mentor by asking questions, sharing comments, and voicing concerns.

- ii) Seek and utilize opportunities for professional growth in teaching, research, and service.
- iii) Take personal responsibility for your academic career and actively guide your career advancement.
- iv) Develop a portfolio of mentors, including those within your home unit/department, across the college, and beyond, to expand your network and support base.

d) ELIGIBLE FACULTY:

- i) Faculty who have newly joined.
- ii) Faculty member who is advised by his reporting head (to achieve performance improvement)
- iii) Any faculty member who desires to have a mentor.

6. THE PROCESS OF MENTORING:

- a) For the new faculty, Dean Academics decides the mentor at the time of acceptance of the offer of appointment in consultation with the Director. In other cases, it will be done as and when needed.
- b) One to one mentoring model will be adopted.
- c) Within a week of joining of the new faculty, he/she will be introduced by HR Dept. to the Mentor assigned. BIMTECH Mentoring Program enrollment form (Annex-1) will be filled up within a week after assigning Mentor mutually by mentor and mentee. The Mentee will provide a copy of the duly filled form to Dean Academics and HR dept.
- d) Dean (Academics) will assess the effectiveness of the mentoring programs every year. With report from the mentor (s) and mentee(s). Mentorship program will be tracked with inputs from mentor/mentee on a quarterly basis. For this purpose, Mentor and Mentee will fill the following forms on quarterly basis and provide a copy to Dean Academics and HR dept.
 - i) Annexure 2A to be filled by Mentee
 - ii) Annexure 2B to be filled by Mentor

By implementing this revised Faculty Mentoring Program, BIMTECH aims to promote a culture of collaboration, growth, and support among its faculty members, contributing to the overall success of the institution.

Enclosures:

- i) Annexure 1
- ii) Annexure 2A
- iii) Annexure 2B

Registrar

Dean – Academics

Director

BIMTECH's Mentoring Program Enrollment Form

Mentor's Information

Emp. Code		Name	
Designation		Area	

Mentee's Information

Emp. Code		Name	
Designation		Area	

Mentoring Program Duration

Start Date	End Date
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Mentoring Objectives mutually decided by Mentor and Mentee

Please describe the specific objectives and goals for this mentorship relationship, in alignment with BIMTECH's mentoring policy	
1. Mentor's Objectives:	
a. Provide Instructional Support	
Enhance the teaching skills and strategies of mentee:	
Assist the mentee in creating effective instructional materials.	
b. Promote Faculty Cohesion	
Foster a sense of community and inclusion among faculty:	
Encourage active participation in departmental and college activities:	
Encourage active participation in departmental and college activities:	
c. Strengthen Professional Relationships	
Facilitate networking opportunities for the mentee within and outside the department	

Provide guidance on building positive professional relationships	
2. Mentee's Objectives	
a. Intellectual Contribution	
Seek guidance from the mentor to develop skills in research and publication.	
Learn from the mentor about effective strategies for grant applications	
Work with the mentor to improve research paper writing skills	
Collaborate on research projects and co-author papers	
Gain mentor's insights on making significant intellectual contributions in the field of management.	
Explore avenues for presenting research at conferences and contributing to scholarly journals	
b. Institution Building Program	
Engage in discussions on institution-building strategies and techniques.	
Learn from the mentor about enhancing the institution's reputation and contributions	

Meeting Frequency and Format

Frequency of Meetings (e.g., bi-weekly, monthly)	
Preferred Meeting Format (e.g., in-person, video conference, phone call)	
Expected Duration of Each Meeting	

Communication Plan

Outline how you plan to communicate and stay in touch between formal meetings (e.g., email, text messages, online meeting etc.). Additionally, specify any preferred communication guidelines or expectations.

Topics of Discussion

List the topics or areas you plan to discuss during your mentoring sessions, focusing on the objectives mentioned above:

(Insert rows as per the requirement)

Topic of Discussion	Meeting Date	Duration	Outcome of Meeting	Any other Remark

Mentorship Agreement

By signing below, both the mentor and mentee acknowledge their commitment to this mentorship program and agree to adhere to the expectations and goals set forth in this form. This agreement does not imply any contractual obligations but represents a mutual commitment to the mentorship relationship.

Mentor's Signature

Date

Mentee's Signature

Date

Program Coordinator/Supervisor (if applicable)

Name			
Signature		Date	

Additional Notes/Comments

Please use this space to include any additional information or comments related to the mentorship program:

FACULTY MENTORSHIP EVALUATION FORM (To be filled by Mentee)

Instructions:

This form is to be filled by mentee at the end of every quarter of the Mentoring Program. A copy of the duly filled and signed copy of the same is to be submitted to Dean Academics Office and HR dept. also.

It's time to do a "check-up" at every quarter, as you have gotten to know each other reasonably well and have done a variety of activities together. You can also use this worksheet when things get rocky and you feel some honest mutual feedback might help.

Name of Mentee: _____ Name of Mentor _____

Period under Review: _____

Circle One: 1 = Disagree strongly 2 = Disagree 3 = Agree 4 = Agree strongly

SN	Topics	Rating:	Comments (additional comments may be written in the relevant column or on back of this form)
1	Intellectual Growth and Development		
a	Encourages my inventiveness including identification of new research topics and discovery of new methodologies	1 2 3 4	
b	Helps me develop my capacity for theoretical reasoning and data interpretation	1 2 3 4	
c	Helps me to be critical and objective concerning my own results and ideas	1 2 3 4	
d	Helps me become increasingly independent in identifying research questions and conducting and publishing my research	1 2 3 4	
e	Provides constructive feedback on my experimental designs	1 2 3 4	
f	Provides thoughtful advice on my research progress and results	1 2 3 4	
2	Professional Career Development		

a	Provides counsel for important professional decisions	1 2 3 4	
b	Provides opportunities for me to meet with visiting experts, faculty and peers	1 2 3 4	
c	Maintains balance between supporting his/her own research , teaching workload and developing my own career	1 2 3 4	
d	Helps me to envision a career / promotion plan	1 2 3 4	
3	Academic Guidance		
a	Provides advice on my coursework and academic teaching goals	1 2 3 4	
b	Ensures that I am firmly grounded in rules regarding ethical behavior and teaching responsibility	1 2 3 4	
c	Provide advice in developing effective pedagogy for my teaching course	1 2 3 4	

4	Skill Development		
a	Helps me to work effectively with other individuals	1 2 3 4	
b	Provides constructive feedback on my presentation/teaching and student handling skills	1 2 3 4	
c	Encourages me to present my work at in- house meetings	1 2 3 4	
5	Personal Communication		
a	Listens carefully to my concerns	1 2 3 4	
b	Routinely monitors my progress and reviews proposed timelines and milestones with me	1 2 3 4	

c	Takes into account gender, ethnic, and cultural issues in interacting with me	1	2	3	4	
d	Does not take advantage of my time and abilities	1	2	3	4	
e	Provides timely feedback	1	2	3	4	
f	Helps me to clarify my responsibilities such as contributing to team effort, working diligently and responding to criticism	1	2	3	4	
g	Is appropriately accessible to me	1	2	3	4	
6	Serves as Role Model					
a	Conveys high ethical standards and concern for research subjects	1	2	3	4	
b	Illustrates active teamwork and collaboration	1	2	3	4	
c	Illustrates good mentoring skills	1	2	3	4	
d	Illustrates good work habits	1	2	3	4	

Signature of the Mentee:

Date:

Faculty Mentor's Self Evaluation Form

Name of Mentor: _____ Name of Mentee: _____

Period under Review: _____ Due Date: _____

How Are We Doing?

Instructions:

This form is to be filled and share with your mentee at the end of every quarter of the Mentoring Program. A copy of the duly filled and signed copy of the same is to be submitted to Dean Academics Office and HR dept. also.

It's time to do a "check-up" at every quarter, as you have gotten to know each other reasonably well and have done a variety of activities together. You can also use this worksheet when things get rocky and you feel some honest mutual feedback might help.

1. My mentoree and I have been meeting for _____ (amount of time).
2. I feel we have established enough trust between us that we can work well together.
___ Yes ___ No ___ Not Sure
3. If s/he is upset or unhappy with me or our relationship, I am confident my mentee would talk to me about what is going on.
Strongly Agree Agree Disagree Strongly Disagree
4. If I were upset or unhappy with my mentee or our relationship, I would feel comfortable talking with my mentee about what is going on.
Strongly Agree Agree Disagree Strongly Disagree
5. I feel we have made real headway in helping my mentee set goals and take steps to implement them.
Strongly Agree Agree Disagree Strongly Disagree
6. Three things I feel are going great in our mentoring relationship are:
 - a.
 - b.
 - c.
7. One thing I wish I could change about how we interact with each other is...
8. If I had to guess, what my mentee likes best about how we work together it would be...
9. Sometimes I think my mentee wishes I would...

Signature of the Mentor: _____

Date: _____