FACULTY MENTORING POLICY

MIER COLLEGE OF EDUCATION

Autonomous

Recognised by the Govt. of J&K and
Permanently Affiliated to the University of Jammu
Accredited by the NAAC with 'A+' Grade

FACULTY MENTORING
POLICY

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1. PURPOSE

MIER College of Education is committed to creating a positive culture of faculty development and mentoring to support faculty members in their efforts to achieve their highest potential across their career span. Mentoring by senior and experienced teachers shall be an essential part of professional development of new teachers and an opportunity to familiarize and equip them with the skills necessary to carry out good academic practices. The policy shall serve as a guideline for different aspects related to mentoring and suggest mentor-mentee ways to work together and enhance professional competencies of mentee teachers.

2. RATIONALE

Teachers' responsibilities include learning new curricula, dealing with classroom management and discipline, integrating students with special needs, employing technology, personalising student programmes, managing extracurricular activities and being accountable to various educational stakeholders. Mentoring by a senior, experienced and skilled faculty member can greatly help less experienced/junior teachers to overcome challenges that come while performing the duties/tasks of a teacher and develop requisite skills in them. Mentorship is a supportive process in which a mentor, acting as a role model, advises, motivates, counsels, and connects with a less competent or experienced individual (mentee) in order to help the latter advance professionally. Mentoring functions are carried out within the context of an ongoing, caring relationship between the mentor and the mentee.

3. OBJECTIVES

The objective of this policy is to ensure that all faculty members have collegial support in the form of mentors, have the opportunity to exchange ideas and challenges with colleagues as their careers develop and are provided formal and informal channels to gain advice and feedback on performance.

In accordance with the UGC Guidelines for Induction and Mentorship for Teachers of Higher Education, following are the objectives of the mentorship policy:

- Help faculty members of HEIs identify and achieve career development and personal growth goals compatible to the objectives of HEIs

- Support building academic leaders who have knowledge, skills and abilities

- Foster higher levels of engagement and career vision

- Equip faculty members with the tools necessary to enhance their capability within their current roles

- Create opportunities to meet and partner with stakeholders

- Create a culture that sees mentorship as an effective way of developing proficient individuals

4. RESPONSIBILITY AND IMPLEMENTATION

- Orientation of Mentors: Mentors are expected to know about mentee teachers' background, skills, context of learning, teaching practicum requirements and teacher learning aspects. To bring uniformity in the approach of mentoring, an orientation-cum-training programme for Mentors and on implementation of the programme shall be organised.

- Mentoring of colleagues shall be the responsibility of all tenured faculty members. Mentoring assignments shall be considered part of the workload for faculty.

- Department Heads shall be responsible for implementing, overseeing, and assessing the effectiveness of their faculty development and mentoring programmes. Heads are expected to provide the Principal with a periodic review of their development and mentoring programmes including information on mentoring activities, successes and challenges.

- The duration of the programme shall be two years.

- The mentor teacher shall assist the mentee teacher in accomplishing specific tasks related to their new position and provides modelling of skills, sharing of strategies and observational feedback.

- A calendar of events for mentor-mentee programme shall be chalked out that will specify a schedule of activities to be conducted during the programme. A documented record of the mentoring process shall be maintained by the mentor teacher and the Head of the Department for reference purposes.

  - **Process:**
    - Selection of mentors
    - Selection of mentees
    - Pairing of mentor and mentee
    - Induction
    - SWOT analysis by mentees
    - Creating individual development plans
    - Planning interventions and tracking performance
    - Programme closure and follow-ups

The policy and the programme shall provide mentors and mentees with opportunities for professional growth and development through collegial support, reflective practices, collaborative learning and shall also create a pool of teachers equipped with essential skills that are a perquisite to mentor the students.

Renu Gupta

Chairperson

Principal

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