Mentor Discussion Guide

This document is a guide for mentor/mentee discussion as the relationship is established. The questions are intended to clarify expectations and provide a framework as the relationship develops.

1. Possible Areas to Explore in Mentoring Relationships

There are many areas that may be addressed in a mentoring relationship. Below is a listing of some options. It is recommended to select no more than three areas on which to focus during an academic year. Ideally, this will focus your attention to the most critical areas and may help you designate a primary focus area.

Table 1: Possible Areas to Explore

RESEARCH	TEACHING	SERVICE
Reviewing papers and proposals Research collaborations Funding opportunities Working with student researchers Publishing in my field Conferences in my field	Teaching collaborations Teaching feedback Resources for teaching development Classroom management	Within RIT: How many committees? How much committee work? Which committees? Department, college, or university? Outside RIT: How much? What type?
NETWORKING & PEOPLE	**CAREER DEVELOPMENT**	**WORK-LIFE INTEGRATION**
Introductions to key people Invitations to conferences Department social events Communication techniques Expanding mentoring network Conflict resolution	Developing a career plan Nomination for awards Negotiation Balance of research, teaching and service Mid-tenure criteria, process, policy Tenure criteria, process, policy Promotion criteria, process, policy	Family leave policies Tenure clock extension Work-life balance support Child care Elder care Employee assistance programs

A successful mentoring relationship starts with an appropriate pairing of mentee and mentor. The following questions/ suggestions will help you find an ideal mentor or mentee to add to your evolving and expanding mentoring network

2. Thought Questions for MENTEES in Preparation of Mentoring Relationship

- In a few sentences, describe your research interests. Consider devising a 3-minute "elevator speech" for your research area for your first encounter with your mentor.

- Describe in a few sentences the kinds of teaching you do or expect to do (i.e., lectures, seminars, laboratory teaching, graduate advising, etc.) and the courses you will likely teach in the coming year.

- Each mentor/mentee will ideally agree on a plan for the mentoring partnership. Select three areas (from Table 1 on page 1 of this guide) where you feel a mentor could help you.

- Do you have preferences in regards to specific characteristics you might have regarding a potential mentor, such as in regards to gender, race, hearing status, applied vs. theoretical research focus, interdisciplinary vs. traditional focus, emeritus vs. current faculty, internal or external to RIT, etc.?

- If you desire a mentor within RIT, would the mentor ideally be inside or outside of your department or college?

- How frequently would you like to interact with your potential mentor?

3. Thought Questions for MENTORS in Preparation of Mentoring Relationship

- In a few sentences, describe your research interests. Consider devising a 3-minute "elevator speech" for your research area for your first encounter with your mentee.

- Describe in a few sentences the kinds of teaching you do (i.e., lectures, seminars, laboratory teaching, graduate advising, etc.) and the courses you teach.

- Each mentor/mentee will ideally agree on a plan for the mentoring partnership. Select three areas (from Table 1 on page 1 of this guide) where you feel that you could help a mentee.

- Do you have preferences in regards to specific characteristics you might have regarding a potential mentee, such as in regards to gender, race, hearing status, applied vs. theoretical research focus, interdisciplinary vs. traditional focus, etc.?

- Will the mentee ideally be from inside or outside of your department or college?

- How frequently would you like to interact with your mentee?

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