Discussion Guide for Mentoring Relationships

Every mentoring relationship is unique... Each person brings distinctive skills, resources, and experiences. Each mentee has different goals. And each relationship has its own dynamic.

The RIT Faculty Mentoring Program (https://wallacecenter.rit.edu/services/faculty-development/faculty-mentoring) was launched in 2010 to support Tenure-Track faculty. Under the guidance of Faculty Career Development Services (https://www.rit.edu/academicaffairs/facultydevelopment/), this program includes new faculty orientation, workshops and seminars to support professional development, faculty mentoring grants, and guidebooks for mentees, mentors, and department heads. In addition, each of RIT's colleges has processes and guidelines for mentoring relationships – check with the Dean's Office in your college for details.

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.

Possible Areas to Explore in Mentoring Relationship

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

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?

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?

FIRST Meeting Flow and Talking Points

Mentee: _____

Mentor: _____

Academic Year: _____

Meeting Date: _____

What are the purposes / goals of this mentoring relationship? Consider selecting up to three areas from Table 1 on page 1, and designating a primary focus area if helpful, in which to set your goals.

What are some first steps toward achieving the above goals?

Establish a timeline for the first steps identified above.

Set the time and place for the next meeting.

How and when will you communicate between now and then?

Discuss ground rules for this relationship.
Confidentiality expectations - can/will your discussions be shared with colleagues? With the department chair?

How will authorship of collaborative work be determined?

Who will be PI vs. co-PI on collaborative grant proposals?

C. Marchetti, M. Bailey

Evaluation of the mentoring relationship

Is progress being made towards the goals?

Are there any barriers to the success of the mentoring relationship?

Is there still a need and/or desire for mentoring?

How often will we evaluate the relationship?

To discontinue this relationship we will _____.

Subsequent Meetings

Meeting Date:_____

Have the goals been met?

Have the steps from the previous meeting been completed? If not, what were the barriers to completion?

What can be done to move forward?

Identify next steps toward achieving the goals.

Establish a timeline for the next steps identified above.

Set the time and place for the next meeting.

How and when will you communicate between now and then?

Ground Rules

Are the ground rules working well for this relationship?

Are any changes or additions needed?

Mentoring Relationship

Is it time to evaluate the relationship?

Useful Resources (Links checked on 2/9/17)

Thomas, Rachel. Exemplary junior faculty mentoring programs . Diss. Hunter College, 2005.
https://blogs.cornell.edu/facultydevelopment/files/2016/01/Exemplary-Junior-Faculty-Mentoring-Programs-105ab08.pdf

University of Rhode Island. (2005). Faculty mentoring handbook. Best practices compiled by the NSF ADVANCE program at the University of Rhode Island.
http://oied.ncsu.edu/faculty/wp-content/uploads/2013/04/Faculty_Mentoring_Handbook_pdf-1.pdf

University of Sydney: https://www.itl.usyd.edu.au/projects/mentoring_agreement.pdf

U.S. Office of Personnel Management:
http://www.opm.gov/Wiki/uploads/docs/Wiki/OPM/training/Mentoring%20Toolkit%203-18-10.pdf

National Oceanic and Atmospheric Administration:
http://www.ago.noaa.gov/acquisition/docs/fai_mentoring_guide.pdf

Building Effective Mentoring Partnerships: http://pcaddick.com/index.html
http://pcaddick.com/PDF/sample%20completed%20%20mentoring%20partnership%20ageemenr.pdf
http://pcaddick.com/PDF/MentoringPartnershipAgreement%20template%20final_000.pdf