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 was launched in 2010 to support tenure-track faculty. Under the guidance of Faculty Career Development Services (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 worksheet 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.

This material is based upon work supported by the National Science Foundation under Grant No. 1209115. Any opinions, findings, and conclusions or recommendations expressed in this material are those of the author(s) and do not necessarily reflect the views of the National Science Foundation.
A successful mentoring relationship starts with an appropriate pairing of mentee with mentor.

**Potential Mentees: Please answer the questions below to help us pair you with a mentor.**

In a few sentences, describe your research interests.

Describe in a few sentences the kinds of teaching you do or expect to do (i.e., lectures, seminars, laboratory teaching, graduate advising, etc.).

Each mentor/protégé will agree on a plan for the mentoring partnership. Select three areas (e.g., see "Areas" tab) where you feel a mentor could help you:

State any preferences you might have regarding your potential mentor (i.e., gender, race, applied vs. theoretical, emeritus vs. current faculty, etc).

Do you desire a mentor inside or outside your department?

If you have already chosen a mentor, please provide that person’s name* and school/department below:

Please return this form by August X to ??.

*We will need to receive a completed application from him/her, also.

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A successful mentoring relationship starts with an appropriate pairing of mentee with mentor.

**Potential Mentors: Please answer the questions below to help us pair you with a mentee.**

In a few sentences, describe your research interests.

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

Describe your particular strengths as a mentor (for example: teaching techniques; time management; networking with other faculty; etc.).

How available can you be to your mentee?

State any preferences you might have regarding your potential mentee (i.e., gender, race, applied vs. theoretical, emeritus vs. current faculty, etc). Do you desire a mentee inside or outside your department?

If you have already chosen a mentee, please provide that person’s name* and school/department below:

Please return this form by August X to ??.

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There are many areas that may be addressed in a mentoring relationship. It is recommended to select no more than three areas on which to focus during an academic year. It may help to designate a primary focus area.

<table>
<thead>
<tr>
<th>RESEARCH</th>
<th>TEACHING</th>
<th>SERVICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewing papers and proposals</td>
<td>Teaching collaborations</td>
<td>Within RIT</td>
</tr>
<tr>
<td>Research collaborations</td>
<td>Teaching feedback</td>
<td>How many committees?</td>
</tr>
<tr>
<td>Funding opportunities</td>
<td>Resources for teaching development</td>
<td>How much committee work?</td>
</tr>
<tr>
<td>Working with student researchers</td>
<td>Classroom management</td>
<td>Which committees?</td>
</tr>
<tr>
<td>Publishing in my field</td>
<td></td>
<td>Department, college, or university</td>
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<tr>
<td>Conferences in my field</td>
<td></td>
<td>Outside RIT</td>
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<tr>
<td></td>
<td></td>
<td>How much?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What type?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NETWORKING &amp; PEOPLE</th>
<th>CAREER DEVELOPMENT</th>
<th>WORK-LIFE BALANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductions to key people</td>
<td>Developing a career plan</td>
<td>Family leave policies</td>
</tr>
<tr>
<td>Invitations to conferences</td>
<td>Nomination for awards</td>
<td>Work-life balance support</td>
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<tr>
<td>Department social events</td>
<td>Negotiation</td>
<td>Child care</td>
</tr>
<tr>
<td>Sexual harassment</td>
<td>Balance of research, teaching and service</td>
<td>Elder care</td>
</tr>
<tr>
<td>Conflict resolution</td>
<td>Tenure/promotion criteria</td>
<td>Employee assistance program</td>
</tr>
<tr>
<td></td>
<td>Tenure/promotion process</td>
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Mentee:
Mentor:
Academic Year:

What are the purposes / goals of this mentoring relationship?
   Primary
   Secondary

First Meeting
   Meeting Date ________
   What are the first steps toward achieving these 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?

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 ____________________.

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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?

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**MENTORING TEMPLATE SOURCES**

*ADVANCE Schools*
- Duke University: https://www.hr.duke.edu/training/resources/mentoring/mentoringagreement.pdf

*Other Universities*
- Tulane University:
  - http://tulane.edu/provost/Faculty/mentoring/upload/sample-mentorship-agreement.pdf
  - https://tulane.edu/provost/Faculty/mentoring/upload/sample-mentoring-worksheet.pdf
- Deakin University (Australia): https://www.deakin.edu.au/hr/assets/resources/staff-dev/sample-mpp-agreement.pdf
- The University of Sydney: https://www.itl.usyd.edu.au/projects/mentoring_agreement.pdf

*Government*
- U.S. Office of Personal Management:
- National Oceanic and Atmospheric Administration:
- The Ohio Department of Job and Family Services:

*Industry*
- Warringale Employment (Australia):

*Web Sites*
- Building Effective Mentoring Partnerships:
  - http://pcaddick.com/PDF/MentoringPartnershipAgreement%20template%20final_000.pdf