



Mentoring Handbook Tenure Track



Terry B. Rogers College of Education and Social Sciences

- [Department of Education](#)
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Table of Contents

CHAPTER 1: PURPOSE	3
CHAPTER 2: UNDERSTANDING THE MENTOR-MENTEE RELATIONSHIP	4
CHAPTER 3: SEE PROMOTION & TENURE GUIDELINES.....	7
CHAPTER 4: EXPECTATIONS OF GOALS FOR TEACHING, INTELLECTUAL CONTRIBUTIONS, AND SERVICE.....	7
CHAPTER 5: CONTINUOUS IMPROVEMENT PLAN	12
CHAPTER 6: RESOURCES	13
REFERENCES	14
APPENDIX.....	15
MENTORSHIP AGREEMENT	21

Chapter 1: Purpose

The purpose of the Terry B. Rogers College of Education and Social Sciences Professor Mentors and Mentees Handbook is to provide a comprehensive framework and practical guidance for establishing, nurturing, and maximizing the benefits of mentoring relationships within the academic context. This manual is not evaluative and is only a guide. This handbook serves multiple key functions:

1. Foundation for Effective Mentoring Relationships:

The handbook aims to lay a solid foundation for the development of effective and mutually beneficial mentoring relationships between college professors and their mentees. By outlining the roles, expectations, and responsibilities of both parties, the handbook ensures that these relationships are built on a clear understanding and mutual respect.

2. Resource for Best Practices:

The handbook compiles and shares best practices in mentoring, drawn from research, expert insights, and successful mentoring experiences. It provides mentors and mentees with strategies, tools, and techniques to engage in productive interactions, overcome common challenges, and achieve their defined goals.

3. Guide for Personal and Professional Development:

It serves as a guide for both mentors and mentees to facilitate personal and professional development. Through goal setting, continuous learning, and reflection, the handbook encourages participants to grow and evolve within their academic and professional journeys.

4. Enhancement of Academic Culture:

The handbook contributes to the enhancement of academic culture by promoting mentoring as a valued and integral part of the educational environment. It aims to foster a supportive community where knowledge sharing, collaboration, and empowerment are encouraged.

5. Tool for Continuous Improvement:

Recognizing the dynamic nature of educational environments and individual needs, the handbook emphasizes the importance of continuous improvement. It encourages feedback and adaptation to ensure that mentoring practices remain relevant, effective, and aligned with evolving educational standards and expectations.

6. Facilitator of Networking and Community Building:

By promoting mentoring, the handbook facilitates the expansion of professional networks and the building of a community of practice among educators and learners. This network serves as a valuable resource for sharing experiences, challenges, and successes, further enriching the mentoring experience.

In summary, the Terry B. Rogers College of Education and Social Sciences Professor Mentors and Mentees Handbook is designed to empower emerging scholars to engage in meaningful mentoring relationships that contribute to individual growth, academic success, and the cultivation of a vibrant and supportive academic community. The Induction and Mentoring program serves as a support mechanism rather than an evaluative tool.

The mentoring program participation is required for first-year new faculty and is encouraged for all tenure-track faculty members.

Chapter 2: Understanding the Mentor-Mentee Relationship

2.1 The Role of a Mentor

A mentor is an experienced and knowledgeable person who plays a crucial role in providing guidance, support, and feedback to their mentees. They share their own experiences, skills, and knowledge to help mentees achieve their professional and personal goals. Mentors serve as role models to their mentees by demonstrating positive behaviors, attitudes, and practices. In addition, they act as advocates for their mentees by promoting their interests, supporting their decisions, and helping them navigate challenges and opportunities (Daloz, 1999; Zachary, 2011).

Establishing a professional rapport between mentor(s) and mentee transcends mere guidance. Mentors should strive to evolve beyond the initial orientation phase, fostering an atmosphere of collegiality where mentees feel comfortable expressing their thoughts and emotions. Through active engagement, mentors should take the initiative in nurturing a relationship that encourages mentees to explore ideas and seek guidance within a framework of support and camaraderie.

Key Characteristics:

- **Experience and Expertise:** Possess a wealth of knowledge in their field or area of expertise, which they share with their mentee.
- **Guidance and Support:** Offer advice, feedback, and support to help mentees overcome challenges and make informed decisions.
- **Commitment to Development:** Invest time and effort in the mentee's personal and professional development.
- **Communication Skills:** Possess strong listening and communication skills to effectively guide and support their mentee.

Expectations:

Mentors are entrusted with aiding the mentee's development across various domains:

- Schedule meetings with the mentee at least biannually (refer to the Mentorship Agreement for detailed meeting arrangements).
- Document all meetings and submit records to the Department Head (consult the Mentoring Worksheet for guidance).
- Assist the mentee in delineating development goals aligned with departmental priorities, which may involve imparting insights into university and departmental culture and values.
- Collaborate with the mentee to review annual performance evaluations, promotion and tenure materials, and formulate strategies to address any identified concerns.
- Offer constructive feedback on the mentee's course delivery and teaching evaluations, along with recommendations for enhancement.
- Conduct at least one PEER Evaluation per semester for the mentee's benefit.
- Provide input on grant proposals and manuscripts and discuss strategies for handling rejected reviews.
- Foster the mentee's involvement in service activities, including participation in student organizations and engagement with departmental, college, and university initiatives.
- Facilitate networking opportunities for the mentee with faculty, staff, and industry professionals relevant to their field.
- Maintain accessibility and approachability for the mentee.
- Exhibit effective communication skills by offering clear instructions while also demonstrating empathetic and supportive listening.
- Uphold confidentiality regarding any shared information.

2.2 The Role of a Mentee

A mentee is a person who seeks guidance, support, and feedback from a mentor to achieve their learning and development goals. Mentees must take an active role in their own learning and development by setting goals, identifying areas for improvement, and seeking feedback. They should be open to feedback and willing to take on challenges to enhance their skills and knowledge. Mentees should also communicate their needs, goals, and progress with their mentor to ensure mutual understanding and collaboration (Kram, 1988; Eby, 2007).

To foster a meaningful professional bond with the mentor(s), the mentee must invest both time and dedication. Active participation is crucial, as the mentee cannot expect the mentor(s) to simply dispense knowledge while they remain passive. Rather, the mentee should seize this opportunity for guided professional growth and advancement.

Key Characteristics:

- **Willingness to Learn:** Demonstrates a strong desire to acquire new knowledge and skills.

- **Proactivity:** Takes initiative in the mentoring relationship by setting goals, seeking advice, and applying learned concepts.
- **Openness to Feedback:** Receptive to constructive criticism and uses it for personal and professional development.
- **Engagement:** Actively engages in the mentoring process by preparing for meetings, following up on recommendations, and maintaining open communication with the mentor.

Expectations:

The mentee is tasked with wholeheartedly embracing the mentoring dynamic and making the most of available resources:

- Arrange meetings with mentor(s) at least biannually (refer to the Mentorship Agreement for scheduling details).
- Assume personal accountability for career progression.
- Establish goals and timelines for project completion, reviewing progress during mentor(s)/mentee meetings.
- Maintain a receptive attitude, viewing constructive criticism as an avenue for learning and development.
- Actively engage by asking questions and being open to advice, feedback, and suggestions.
- Foster honest and transparent communication, as relationships thrive on openness.
- Confide in the mentor regarding challenges faced in classes, research, service, and navigating departmental or campus cultures.
- Share mistakes and areas for improvement openly.
- Uphold the confidentiality of the mentoring relationship.
- Recognize that mentoring is a professional partnership.

2.3 Protocol for Addressing Issues and Concerns of the Induction and Mentor Program

Any issues or concerns that arise during the mentorship should be addressed directly and promptly, first between the mentor and mentee. If unresolved, the faculty member is free to consult the committee, department head, or dean at any time with any issues or concerns. To review more, see the faculty handbook “D. Faculty Grievances 1. Ombuds Officer” to review.

2.4 Benefits of the Mentor-Mentee Relationship

The mentor-mentee relationship has several benefits for both parties. For mentors, it provides an opportunity to give back to their community by sharing their knowledge and skills. It also enhances their leadership and coaching skills by working with mentees from diverse backgrounds, experiences, and mentoring programs reduce feelings of isolation and promote a sense of professional well-being, especially for females (Palepu A., et al., 1998). Moreover, mentors gain fresh perspectives and insights from their mentees, which can broaden their horizons and stimulate their creativity. For mentees, the mentor-mentee relationship offers accelerated learning and development by tapping into the mentor's expertise and experience. It

also expands their networks by connecting them with other professionals in their field while building future positive leaders and mentors.. Finally, it provides career development opportunities by helping mentees identify their strengths, weaknesses, and career paths.

Academic mentoring programs often increased productivity among faculty in areas of teaching, research, grants and service (Dovat, Gowda, Mailman, Parent, & Huang, 2022). Further research on mentoring has indicated these programs can elevate the department's overall collegiality and friendship (Tong & Hung, 2018), reduce feelings of isolation, and increase well-being, particularly among female faculty members (Dennehy & Dasgupta, 2017). Solid academic faculty mentoring can also boost faculty success, satisfaction, and achievements while also improving retention rates (Shen, Tzioumis, Andersen, Wouk, McCall, Li, Girdler & Malloy, 2022). For more information on the A&M University's System Diversity, Equity, and Inclusion (DEI) policy for "08.01 Civil Rights Protections and Compliance," [found here](#).

The Mentors and Mentees Handbook is a valuable resource supporting the mentorship process in academic environments. We have developed a continuous improvement strategy to keep it relevant and effective. This summary outlines the key components of our approach to refining and updating the handbook based on user feedback and changing educational landscapes.

*The handbook is not an evaluation tool and only for guidance.

Chapter 3: Promotion & Tenure Guidelines can be found Below:

[Promotion & Tenure Guidelines](#)

Chapter 4: Expectations of Goals for Teaching, Intellectual Contributions, and Service

The Terry B. Rogers College of Education and Social Sciences has published, as a component of its mission statement, clear expectations regarding the distribution of faculty effort in teaching, intellectual contributions, and service. With prior approval of the Dean, we provide consideration for flexibility for the individual faculty by using a set of ranges for individual distribution of effort. The overall range emphasizes the Terry B. Rogers College of Education and Social Sciences from the Faculty Handbook and Annual Professional Summary (WTAMU Faculty Handbook can be [found here](#) under 1. Rules and Procedures for the Annual Review of Faculty (ARF/formerly APS) as follows:

- Teaching— 55% to 65%
 - Evaluations of IOTA scores and comments (35%)
 - Additional measures of teaching effectiveness, teaching load, and instructional contributions (35%)
 - Communication and engagement with students (10%)
 - Academic innovation (15%)
 - Pedagogical professionalism (5%)
 - (Bonus) Teaching honors and/or awards (5% added weight)

- Intellectual Contributions—15% to 25%
 - Refereed publications, juried exhibits or performances, funded grant proposals and contracts, patents or commercialization of research, and/or professional consultations or commissions of creative work (60%)
 - Professional presentations of knowledge or creative expressions (20%)
 - Honors for research or creative expressions
 - Collaboration, communication, participation, professionalism (20%)
- Service—10% to 25%
 - Service to the university
 - Professional service to the community, state, or nation
 - Service to professional organizations
 - Honors for service
 - Collaboration, communication, participation, professionalism

The mentor will use a blank example to help the mentee understand the expectations and overall goal of their mentoring program. Although the example is only a guide, the mentee should consider their actual strengths and weaknesses for continuous improvement, from a 3-year review to a 5-year tenure.

Chapter 5: Initial Mentorship Matching Process

The path to achieving tenure can be both rewarding and challenging, especially for new tenure-track faculty who are balancing teaching, research, and service responsibilities. Recognizing these demands, many institutions establish structured mentorship programs to support tenure-track professors in achieving their academic and professional goals. These programs pair tenure-track faculty with experienced mentors who provide guidance, encouragement, and insight on navigating the tenure process.

The following is an example of a structured mentorship matching process. This framework is designed to ensure that mentees are paired with mentors who not only align with their research and teaching interests but also match their preferred communication and feedback styles. By setting clear goals, providing ongoing support, and fostering professional growth, this process helps mentees develop the skills and confidence needed to excel in their academic roles and ultimately secure tenure.

This example outlines each step of the process, from initial matching through to post-tenure check-ins, offering a roadmap for both mentors and mentees to follow as they work together toward the mentee's success.

1. Initial Matching

- Step 1: Application & Interest Survey (Appendix A)
 - The tenure-track mentee fills out an application detailing their specific field, research interests, career goals, and areas where they seek mentorship. This survey may also include preferences regarding meeting frequency, feedback style, and preferred research methods.
- Step 2: Mentor Pool Review

- Senior faculty members, particularly those with tenure in similar fields or with aligned research interests, review mentee applications. The institution's mentorship committee or department head facilitates this process.
- Step 3: Mentor-Mentee Pairing
 - A panel or designated faculty member matches mentees with mentors based on compatibility in field, research focus, and mentee needs. Both mentor and mentee meet to ensure a good fit, with an opportunity for adjustments.

2. Formalizing the Mentorship Agreement

- Setting Goals and Milestones
 - The mentor and mentee draft an initial mentorship plan that outlines career and research goals, teaching development, publication expectations, and service requirements. They establish key milestones, such as submission of a first major publication, development of a new course, or grant proposals.
- Timeline and Commitment
 - Together, they agree on a timeline and preferred meeting frequency (e.g., monthly check-ins and quarterly in-depth reviews). This helps the mentee track their progress and stay on course for tenure.

3. Ongoing Support and Check-ins

- Monthly Meetings
 - Monthly meetings are used for progress tracking, where the mentor offers guidance on research development, addresses any teaching challenges, and provides feedback on service obligations.
- Research Collaboration
 - To bolster the mentee's research profile, the mentor might invite them to collaborate on a publication or grant, providing opportunities for co-authorship and experience with the publication process.
- Teaching Observations and Feedback
 - The mentor may periodically observe the mentee's classes and provide constructive feedback. If the mentee needs development in certain pedagogical areas, the mentor could suggest workshops or resources to enhance their teaching skills.

4. Professional Networking and Service Involvement

- Conference and Association Introductions
 - The mentor introduces the mentee to influential networks, professional organizations, and research conferences, helping them make connections within their field.
- Encouragement of Service and Committee Roles
 - The mentor advises the mentee on manageable service roles that contribute to their visibility and service portfolio without overwhelming their schedule.

5. Annual Reviews and Feedback

- Mock Review Process

- Each year, the mentor conducts a “mock review,” similar to a tenure review. This process includes assessing publications, teaching evaluations, and service contributions. Constructive feedback ensures that the mentee understands the standards and expectations for tenure.
- Adjusting Goals as Needed
 - Based on the feedback from annual reviews, the mentor and mentee revise goals and adjust focus areas to align with institutional expectations and the mentee’s career trajectory.

6. Preparation for Tenure Review

- Final Year Preparation
 - In the last year before the tenure application, the mentor assists the mentee in assembling their tenure dossier, ensuring all materials meet institutional standards.
- Mock Tenure Review Panel
 - Some institutions may conduct a formal “mock tenure review” with other tenured faculty, where the mentee receives additional feedback. The mentor plays a guiding role, advising on the dossier’s presentation and addressing any potential gaps.

7. Post-Tenure Check-in

- After obtaining tenure, the mentor conducts a final debrief with the mentee, celebrating their achievements and discussing future goals, such as pursuing leadership roles or taking on new research directions.

This structured mentorship process ensures that the tenure-track professor receives consistent, field-specific guidance and adheres to general guidelines for effective mentoring, such as establishing clear goals, offering constructive feedback, and fostering professional development. By balancing research, teaching, and service requirements, this approach supports the mentee’s growth in all key areas and encourages open communication, goal-setting, and regular progress reviews. Ultimately, the mentorship culminates in a successful tenure application, providing the mentee with the skills, confidence, and professional network needed for a thriving academic career. General guidelines for effective Mentoring can be found in Appendix B.

Chapter 6: Timelines

Effective mentoring involves a well-structured timeline that helps both mentors and mentees navigate through the mentoring process successfully. The timeline goal is to follow and guide the tenure-track mentee until the mentee receives tenure. Here are some general guidelines for establishing an effective mentoring timeline:

1. Orientation and Goal Setting (1-2 months):
Conduct one or more meetings to get acquainted, establish rapport, and understand each other's backgrounds, interests, and expectations. Work together to set clear, achievable short-term and long-term goals for the mentee, aligning with their professional development needs.

2. **Development Plan Creation (1-3 months):**
After setting the goals, create a detailed development plan that includes specific actions, needed resources, and milestones. This plan should be revisited and adjusted regularly.
3. **Regular Check-ins and Adjustments (Monthly/Quarterly):**
Schedule regular meetings (at least monthly or quarterly) to discuss progress, challenges, and successes. Use these meetings to provide feedback and make necessary adjustments to the development plan.
4. **Mid-term Review (6 Months):**
Conduct a formal review halfway through the planned timeline to assess overall progress, re-evaluate goals, and make significant adjustments to the plan if necessary.
5. **Skill Development and Networking (Ongoing):**
Throughout the mentoring relationship, focus on continuous skill development and expanding the mentee's professional network. Integrate opportunities for the mentee to attend workshops, conferences, and other networking events.
6. **Feedback Loops (Every 3-6 Months):**
Establish a regular feedback loop where both mentor and mentee can share their perspectives on the mentoring process, what is working well, and what could be improved.
7. **Preparation for Conclusion (1-2 Months Before End):**
As the end of the mentoring timeline approaches, prepare for the conclusion of the formal mentoring relationship. This may involve a final project, a comprehensive review of achievements, and discussions on the mentee's next steps.
8. **Formal Conclusion and Celebration (End of Timeline):**
Hold a formal meeting to conclude the mentoring relationship, celebrate achievements, and discuss the future. Consider setting up a plan for how the mentor and mentee might continue to stay in touch informally.
9. **Post-Mentoring Follow-up (3-6 Months After Conclusion):**
Schedule a follow-up meeting a few months after the conclusion of the formal mentoring relationship to check in on the mentee's progress and offer further advice or support if needed.

As outlined, the structure and timeline for effective mentoring relationships align with best practices in the field, emphasizing the importance of clear goal setting, regular progress reviews, and formal conclusion processes. These practices are supported by the literature on mentoring, including works by Allen and Eby (2007), Johnson and Ridley (2004), and Zachary (2000), which highlight the importance of structured mentoring processes for successful outcomes. A sample agreement can be found in Appendix C.

Chapter 7: Continuous Improvement Plan

The Mentors and Mentees Handbook is a valuable resource to support the mentorship process in academic environments. We have developed a continuous improvement strategy to keep it relevant and effective. This summary outlines the key components of our approach to refining and updating the handbook based on user feedback and changing educational landscapes.

Feedback Collection:

We collect feedback through surveys, questionnaires, focus groups, and one-on-one interviews with mentors and mentees who use the handbook. We gather insights on its usefulness, clarity, and applicability.

Key Areas for Evaluation:

We evaluate the relevance of the handbook's topics and guidance to ensure they align with current educational and mentoring best practices. We also assess the handbook's format, structure, and accessibility to make it more user-friendly and easier to navigate. Additionally, we review the included case studies and examples to ensure they reflect a wide range of disciplines, scenarios, and challenges in mentor-mentee relationships. We examine the additional resources section for outdated links or references and identify new resources to include.

Improvement Implementation:

We update and expand sections of the handbook based on feedback to address emerging trends in education and mentoring, new challenges, and best practices. We explore options for making the handbook more interactive, such as incorporating multimedia elements, interactive checklists, and reflection prompts. We ensure the handbook is accessible to all users, including those with disabilities, by adhering to accessibility standards and incorporating diverse learning styles. We encourage contributions from the broader academic and mentoring community, such as guest-written sections, shared experiences, and tips.

Monitoring and Review Cycle:

We establish a regular review cycle to ensure the handbook is evaluated and updated consistently. We monitor the impact of implemented changes through follow-up surveys and feedback mechanisms to measure their effectiveness and user satisfaction.

Continuous improvement is integral to the handbook's success in fostering effective and enriching mentoring relationships. By actively seeking and incorporating feedback from our diverse community of mentors and mentees, we can ensure that the handbook remains a valuable, practical, and relevant resource for all users, adapting to the ever-changing landscape of higher education and mentorship.

Chapter 8: Resources – Continuous Improvement Process

[Links to Resources](#)

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Appendix A

The Terry B. Rogers College of Education and Social Sciences **Tenure-Track Faculty Mentorship Application & Interest Survey**

Section 1: Basic Information

1. Name:
 2. Date:
 3. Department:
 4. Research Field/Specialization:
 5. Years on Tenure Track:
 6. Degree(s) Earned and Institutions:
-

Section 2: Research and Teaching Interests

1. Briefly describe your current research focus and any specific topics or methodologies you are working with:
 2. List any key publications, grants, or ongoing projects you're currently working on:
 3. What are your primary teaching areas?
 - Courses you currently teach:
 - Courses you would like to develop or teach in the future:
 4. Are you interested in collaborating on research or projects with your mentor?
 - ☐ Yes
 - ☐ No
 - ☐ Maybe
-

Section 3: Career Goals and Aspirations

1. What are your primary career goals over the next 3–5 years? (Check all that apply)
 - ☐ Strengthen research portfolio and publications
 - ☐ Improve or diversify teaching strategies
 - ☐ Take on leadership roles in the department or university
 - ☐ Build professional networks and visibility
 - ☐ Increase involvement in community or professional service
 - ☐ Other (please specify): _____
2. What are your top three goals for this mentorship?

3. What is your timeline for tenure?
 - Planned application year:
 4. What specific guidance would you like to receive regarding the tenure process?
-

Section 4: Skills Development and Support Needs

1. Please rate the areas where you feel you need the most mentorship on a scale of 1 (low need) to 5 (high need):
 - Research and publication strategy: __
 - Grant writing and funding: __
 - Teaching practices and student engagement: __
 - Balancing research, teaching, and service: __
 - Navigating university politics or department dynamics: __
 - Community outreach or service roles: __
 - Work-life balance and stress management: __
 2. Do you have any areas where you feel especially skilled or experienced and could offer support to others? (optional):
-

Section 5: Meeting Preferences and Communication Style

1. How often would you prefer to meet with your mentor?
 - ☐ Weekly
 - ☐ Biweekly
 - ☐ Monthly
 - ☐ Quarterly
 - ☐ Other: _____
2. What is your preferred communication style?
 - ☐ Direct and structured feedback
 - ☐ Collaborative and conversational
 - ☐ Combination of structured feedback and open conversation
 - ☐ Other (please specify): _____
3. Would you prefer in-person meetings, virtual meetings, or a combination of both?
 - ☐ In-person
 - ☐ Virtual
 - ☐ Combination of both

4. Do you have any specific requests or preferences regarding your mentor's background or expertise? (e.g., field experience, similar research interests, experience with teaching-intensive tenure roles)

Section 6: Additional Information

1. Is there any other information you'd like us to consider when matching you with a mentor?
2. Are there any topics or areas you would prefer not to discuss with a mentor?

Thank you for completing this survey! Your responses will help us match you with a mentor who can support your growth, help you reach tenure, and align with your professional goals and interests.

Appendix B

The Terry B. Rogers College of Education and Social Sciences General Guidelines for Effective Mentoring

Consistent Meetings:

- Regularly scheduled meetings are essential for fostering a successful mentoring relationship.
- Understanding the mentee's background, goals, interests, and needs is key to the mentoring process.
- Have an agenda which meets the needs and situation of your mentee. Each meeting should have a clear agenda tailored to the mentee's current position and professional trajectory, addressing timely and pertinent topics.

Allow for Informal Discussions:

- While meetings shouldn't serve as therapy sessions, it's important to reserve time for informal conversations about challenges faced by the mentee.
- Mentors should be prepared to lend a listening ear as mentees navigate their roles as new faculty members.
- These discussions can provide insights into support services required by the mentee and serve as informal needs assessments.
- Always treat conversations with professionalism and confidentiality to establish trust, which is fundamental to the relationship.

Facilitate Professional Networking:

- An important aspect of mentoring is introducing mentees to colleagues within the department, college, or campus at large.
- Mentors can enhance this process by inviting mentees to various meetings and activities, fostering a sense of community and collegiality.

Explore the Campus Together:

- Spend time with your mentee exploring the campus while enjoying a cup of coffee at Starbucks. This activity helps build a sense of community and

familiarizes the mentee with campus amenities such as dining options, library services, and support resources.

Engage with the Mentee's Work:

- To provide effective feedback, mentors should observe mentees classes to provide feedback.
- Observe mentees' classes
- Discuss strengths and areas for improvement, and conduct peer evaluations
- Mentors can offer to review scholarship items like grant proposals and journal articles
- Invite mentees to advising sessions or participate in service-related activities together

Create Collaboration Opportunities:

- Explore ways to collaborate with your mentee on research projects or joint initiatives that align with shared interests.
- Collaboration can enhance mentees' confidence and experience in their faculty roles.

Proactive Inquiry:

- An integral aspect of mentoring involves aiding them mentee in managing departmental, college and university deadline, encompassing tasks like annual reports and applications for internal development or research opportunities
- Mentees may often be unsure of which questions to pose or may hesitate due to concerns about appearing incompetent. Consequently, mentors should initiate specific inquires to better grasp the mentee's needs and address any existing challenges

Example Inquiries:

Outlined below are proactive questions designed to initiate discussion on teaching, research, se5rvice, external networking, and logistical matters:

Teaching:

- How's your teaching progressing?
- How are you managing the dynamics of a large class environment?
- What's your experience been like with grading thus far?
- I've noticed limited student participation in my classes. How are your students engaging during discussions?

Research:

- How's your research advancing?
- You mentioned pursuing a grant for a research project? Any updates on that front?
- Are you pursuing funding for graduate students?
- Are there any collaborative projects with other faculty or industry partners in the works?

Service:

- Are you actively involved in committee work? How's that going?
- Do you have any queries regarding the advising process? How many advisees are you overseeing? Have you initiated contact with them or outlined your preferred meeting approach?
- Have you considered taking on an advisory role for a student organization?
- Are you engaged in recruiting students for your program or department?

External Networking:

- How can I assist you in establishing external contacts?
- Have you made connections with industry professionals? Are you planning or participating in any external service-related initiatives?
- Are you serving on professional committees or affiliated with professional organizations?

General/Logistics:

- Do you have a ProCard? How's the allocation process progressing for you?
- Did you attend the most recent departmental, college or university meetings?
- Have you discussed startup funds, travel funds, or lab funds with the department head?
- Do you have any inquiries regarding the frequency of student availability or office hours?

Appendix C

The Terry B. Rogers College of Education and Social Sciences

Mentorship Agreement

This mentoring program is designed to be a support mechanism, rather than an evaluative tool.

This Mentorship Agreement is made between [Mentor Name] ("Mentor") and [Mentee Name] ("Mentee") to outline the structure, expectations, and objectives of their mentoring relationship.

1. Purpose of the Mentorship

The primary purpose of this mentorship is to support the Mentee's professional and personal development through guidance, knowledge sharing, and support from the Mentor. The specific objectives of this mentorship are as follows. Select the topics you will address in mentoring sessions.

- Office/campus relationships
- Professional/Industry networking
- Research
- Review & Evaluation (annual, third year, tenure & promotion)
- Self development
- Service
- Teaching
- University resources
- Work/life balance
- Other (please specify)

2. Duration of the Mentorship

This mentorship will commence on [Start Date] and will conclude on [End Date], subject to extension upon mutual agreement.

3. Meeting Schedule

In addition to the group convenings, the Mentor and Mentee agree to meet at least twice during one calendar year. The Mentor and Mentee agree to meet [frequency of meetings, e.g., once a month] for approximately [duration of each meeting, e.g., one hour]. Meetings will be held in various formats (e.g., in person, via video call) at a time and place (or via a platform) mutually agreed upon.

4. Roles and Responsibilities

Mentor will:

- Provide guidance and feedback relevant to the Mentee's goals and challenges.
- Share experiences, knowledge, and insights to aid the Mentee's development.
- Maintain confidentiality regarding shared information, except where disclosure is required by law or institutional policy.
- Encourage and support the Mentee's professional growth and development.
- Provide emotional support.
- Advocate for the mentee.
- Other (please specify).

Mentee will:

- Take initiative in their development and actively engage in the mentoring process.
- Prepare for meetings by setting agendas and identifying specific topics for discussion.
- Provide materials (e.g., updated CV, articles, narrative of topics to be discussed) prior to each meeting.
- Act on agreed-upon tasks and goals and provide updates on progress.
- Respect the Mentor's time and commitments and maintain confidentiality.
- Other (please specify).

5. Communication

Outside of scheduled meetings, communication will be conducted via [preferred communication methods, e.g., email, phone] and responded to within [response time, e.g., 48 hours] unless otherwise specified.

6. Problem Resolution

Any issues or concerns that arise during the mentorship should be addressed directly and promptly, first between the Mentor and Mentee. If unresolved, the faculty member is free to consult the committee, department head, or dean at any time with any issues or concerns.

7. Feedback and Evaluation

The Mentor and Mentee agree to review and update the mentorship agreement each year, to determine whether to continue or terminate the mentorship.

Both parties agree to provide ongoing feedback throughout the mentorship and will conduct a formal evaluation at its conclusion to assess the achievement of goals and overall effectiveness of the mentorship.

8. Conclusion of Mentorship

Upon conclusion, both the Mentor and Mentee will participate in a final meeting to review the mentorship outcomes, discuss future plans, and formally close the mentorship relationship.

9. Signatures

This agreement satisfies the first-year tenure track new faculty participation requirement and may be modified by mutual consent of both parties. It is a statement of intent, not a legally binding contract.

Mentor Signature: _____ **Date:** _____

Mentee Signature: _____ **Date:** _____