

MENTORING: POLICY AND GUIDELINES
College of Fine and Applied Arts

Adopted: January 19, 2017

Policy

The academic units of the College of Fine and Applied Arts will maintain a mentoring program for faculty. Delivery and oversight of this program will be a responsibility of the academic units.

Guidelines

The mentorship program is intended to provide guidance and support that assists the College's largest resource – its faculty – excel in their positions. The mentor-mentee relationship will provide both an opportunity to be reflective, and allow the mentee to seek constructive and critical, but not evaluative, feedback from a mentor. The mentor-mentee relationship may cover research, teaching, and service, as well as areas of institutional culture, professional relationship, and work life balance.

This document outlines college expectations of unit efforts to this end and serves as a guide to meet those expectations. The following sections discuss some criteria for mentor selection, examples of potential activities, advice for reporting, and a template of illustrative questions for mentees.

I. Mentor Selection

The prospective mentee may work with the Unit Executive Officer (UEO) to identify and invite potential mentors. Mentoring arrangements may include more than one mentor. Mentors must be outside the immediate line of supervision of a mentee. Mentor identification may include the following criteria:

1. One mentor must be from the mentee's home unit and at a rank higher than the mentee.
2. If there is more than one mentor, the other mentors may be from outside the home unit.

The mentors should collectively be willing and able to advise the mentee on a broad range of issues. Unit leaders should prioritize mentorship for untenured tenure-track faculty in their stewardship of faculty time.

II. Possible Activities for Mentors and Mentees

The mentors and mentees will usually engage each other directly¹. Mentors may need to take the lead in nurturing the relationship earlier in the process. For example, mentors may invite mentees for informal meetings or to sit in on a mentor's class. Once the relationship is established, mentees will be primarily responsible for seeking mentors' assistance. These may include seeking advice on fit and appropriateness of scholarly opportunities, feedback on research proposals and manuscripts, and guidance on strategies for navigating the department and campus environment.

III. Reporting and Recognition

Mentor-mentee interactions are based on mutual trust and the substance of these interactions must be treated as private and protected from reporting requirements and evaluation. Mentors may consider mentoring activity a part of their university service responsibility and may report the names of mentees and approximate number of interactions with mentees in their annual report to their unit. UEOs are requested to submit a brief synthesis of their unit's mentoring program in their annual report to the college.

While mentor-mentee relationships are intended to be long term, either party may choose to discontinue the relationship at any time. Mentors or mentees may also engage in a confidential discussion with the UEO about making such changes.

IV. Resources:

The college aims to develop and maintain a webpage that will link to additional mentoring related materials, including those from the Provost's office and from other departments on campus.

¹ The college also plans to host a once-a-year appreciation lunch for mentors and mentees.

V. Template: Yearly Plan and Illustrative Questions

Mentees may use the following preliminary template to make or update yearly plans and share with the mentor ahead of a beginning-of-the-year meeting. Mentees may directly answer the following questions, add/edit questions, or prepare a narrative that broadly addresses the important issues.

Year X Plan

Goals:

- 1) What are my short-term and long-term goals?
 - a. How did I perform on my past goals?
- 2) How do I plan to divide my limited time into various responsibilities (for example, for research, teaching, life...)?
- 3) What concerns do I have towards reaching the goals? What are the uncertainties that may affect my performance?

Activities:

- 1) What ongoing efforts do I plan to continue?
- 2) What new activities do I expect to commence?
- 3) Are there opportunities that I would like to pursue but are unsure whether they are a good idea?

In addition, the mentees may find the following illustrative questions useful for discussion purposes:

A. Research:

- a) How do I devise and stay on a path to achievement and impact?
- b) What networking and self-promotion opportunities should I pursue?

B. Teaching:

- a) How can I achieve authority in the classroom?
- b) What are the important things to keep in mind for teacher-student relations? In the classroom? In research projects? In jointly authoring work?
- c) How should I protect the intellectual property developed in class? In a research project?
- d) What are some of the ways to make the time spent on teaching more efficient?

C. Service

- a) How should I divide my efforts between unit/college/campus service?
- b) What kind of service “pays you back”?
- c) When and how can I say no?
- d) How do I claim and receive credit for service?