

Moreover, they can be confronted with a confusing and
junior faculty members may benefit from career guidance
and advice provided by more experienced faculty members
of a successful career. It is therefore critical to provide
one core aspect is a *voluntary* mentee/mentor relationship
and Mentoring Program has been established in an
within all of the schools and departments of the Faculty



II. The Career Guidance and Mentoring Program

For the mentor:

- Broadens his/her skills and knowledge

- Enables him/her to demonstrate additional skills in developing other individuals

- Consolidates and extends his/her professional and personal network

Benefits of a Mentoring Structure

- Ensures mentoring support happens at an appropriate time

- Mentees know that they will be introduced properly to the University and that there will be continuing support as they progress in their professional careers

In general, with the assistance of the Chair or Director of the academic unit, *each junior faculty member will be matched with a mentor*. A list of potential mentors should be provided by the department chair or school director, containing the names of faculty members who have *volunteered* to be mentors and who would serve appropriately.

It is recommended that the mentor be an *experienced* member (e.g., tenured Associate or Full Professor) of the same academic unit who is familiar with academic affairs within that unit and preferably knowledgeable about the mentee's research community. A mentor should be a source of information about identifying internal and external research resources and how to exploit them. The mentor should also assist in understanding the mechanics of administration and teaching responsibilities, in understanding the campus and local communities, in interpreting announcements from governmental and other administrative sources, and in

Expectations and Responsibilities of the Mentor

Meet with the mentee at regular intervals.

Discuss candidly and provide feedback on any issues of concern to the mentee.

Provide advice to the mentee on the paths to professional development and success.

Learn about different mentoring methods and models in order to become an effective mentor (see references).

Report to the Chair or Director on progress.

Expectations and Responsibilities of the Mentee

Meet with the mentor at regular intervals (the number and timing of the meetings should be determined by the mentee's needs).

Discuss candidly any issues of concern with the mentor, as well as the Chair or Director.

Process

The following processes are part of the mentoring program.

Mentor Assignment: Each Chair or Director must assign mentors to the new junior faculty members in their unit, in writing, with a copy to the Associate Dean for Academic Affairs, within 60 days of the initial appointment of the junior professor.

Timing: The first mentee/mentor meeting should be held within the first 30 days of the pairing.

Framework: The mentee and mentor should agree upon the areas and issues that will be discussed, e.g., will the mentoring relationship extend to personal issues in addition to those related to work? Trust and mutual respect should also be the foundation for the relationship between the mentee and the mentor.

Changing Mentors: Following the first few meetings, the Chair or Director should review the operation and progress of the mentoring scheme. If at this stage the mentee wishes to change mentors, he or she may request this without being required to give a reason. The Chair or Director should make an effort to accommodate this request.

Reporting: Chairs and Directors must report to the Dean's Office, by May 31, their mentoring assignments for all Assistant and untenured Associate Professors (including those who turned down the opportunity to have a mentor) and their views as to the success of each mentoring relationship. This information will be used to evaluate periodically the career guidance and mentoring process and to modify it as necessary.

References

The academy as community: A manual of best practices for meeting the needs of new scholars, Canadian Federation for the Humanities and Social Sciences, 2004. www.fedcan.ca.

Mentoring and diversity: A handbook for faculty monitoring. LSAMP Indiana Students in Science, Technology, Engineering, and Mathematics Fields, 2004.

Career guidance guidelines for junior faculty in the College of Engineering, Purdue University, 2004.

<http://www.city.ac.uk/sd/mentoringacademic.html>

<http://academicaffairs.ucsd.edu/faculty/programs/fmp/default.htm#Responsibility%20of%20the%20Mentor>

https://hrapps.fsu.edu/mentor/mentoring_guidelines.pdf