

**Collaborative FACULTY Mentoring Program**

**New Protégés**

**Planning for and Defining a Mentoring Relationship**

It is important to spend some time thinking about what you want out of your mentoring relationship(s). Since mentoring in this program involves perfect strangers, the most successful relationships happen when partners have thought through their definition of mentoring, and their own preferences and parameters for their relationships.

Once you have defined for yourself what mentoring means (see worksheets attached), confer with your mentoring partners to see whether they share your view of mentoring. Having this initial discussion with your mentoring team will help to avoid potential problems.

In the past, problems that surfaced in some of the established mentoring relationships were:

1. Miscommunication: Protégés have been hesitant to “bother” their mentors with “silly questions” when they are obviously such busy people. Conversely, Mentors who were not being asked for help did not want to interfere in their Protégé’s life by seeming pushy and thus did not contact their Protégés without express invitation. In certain cases, this concern for the mentoring partner’s freedom, time and independence lessened the impact and usefulness of the mentoring relationship for new women faculty. *It is important for you to be pro-active in your relationship with your mentors* so that you get what you need. Your mentors cannot begin to help if they do not know what your questions and concerns are.
2. Expectations: Protégés’ expectations for their partners can be unrealistic. One or two Mentors cannot be the *only* resource on every topic. Mentors should be able to admit that they do not have expertise in a particular area, ***but*** should then look for other people who might be appropriate resources on that topic. *Protégés should be looking for additional mentors* to help them get their questions answered.
3. Mentoring Teams: a large part of the success in mentoring teams lies in the trust that builds up over time when you get to know the other members of the team. This trust is what will allow you to ask important questions about being effective as a faculty member and get honest answers. The teams that have worked best have made the effort to meet outside the formal events—even if just a couple of times a year. Consider setting up your own breakfast, lunch or dinner opportunity with your team to build trust and collegiality necessary for honest exchange. *Teams that did not make an effort to meet more often have been less effective in their mentoring activities than those that did*.
4. Realities: Remember that we are putting complete strangers into a mentoring team or partnership. This is a somewhat artificial way of establishing mentoring relationships and means that, through no fault of the Protégé or the Mentors, some relationships may not gel. This possibility is much less likely if you begin your mentoring relationships with a frank and honest discussion about what you want and need, and have the Mentors speak frankly about how they see the role of Mentor.

**Important**: as a new faculty member, you need to look for ***several*** mentors so that you get all the relevant information and guidance that you need.

***One—even two—mentors are not enough*!**

The following pages are designed to help you think through your relationship with your Mentors and mentoring teams.

**Reflection**

**Who I am, and how that will affect how I work with my Mentoring Team.**

1. Do I feel comfortable asking for advice and accepting criticism? In what contexts, if any?
2. How often and under what circumstances would I like to meet my mentors and communicate with them?
3. Do I want to share everything with my mentors and mentoring peers or be selective about what I discuss with those people? What kinds of things do I want to share? What kinds of things seem best **not** to share?
4. Am I comfortable sharing **personal** reflections with others, or do I prefer to maintain a purely professional relationship?

**Planning your Mentoring Relationships**

This worksheet is designed to help you plan your relationships and guide your first meeting with your mentors and CFMP peers. Please add your own items whenever you do not find them listed.

1. A mentor might be defined as
   1. a guide, trusted counselor
   2. an advocate
   3. a friend
   4. a sympathetic ear
   5. a resource for information
   6. other?

***Ideally***, which of these roles do I see my mentor(s) playing for the next 12 months?

What do I see as the most useful role my peers can play?

1. What types of issues do I want to discuss with my mentors?

(Rank the topics from most important [ 1 ] to least important [ 10 ])

[ ] Feedback on my teaching

[ ] Feedback on my research agenda

[ ] Assistance in developing a coherent service agenda

[ ] Guidance in setting pre-tenure goals and preparing my tenure packet

[ ] Assistance in developing networks on campus or nationally

[ ] Balancing family obligations and my career

[ ] Managing my time

[ ] Handling conflict (in the classroom, with colleagues)

[ ] Dealing with departmental politics

[ ] Other; describe:

1. What kinds of activities would I like to engage in with my mentors or CFMP peer members?

[ ] Go to formal mentoring events

[ ] Meet over coffee, lunch or dinner

[ ] Go to educational events (lectures, talks, discussions etc)

[ ] Engage in non-academic activities (hiking, art museums, movies)

[ ] Other; describe:

1. What kinds of things are off-limits in our mentoring relationship?

[ ] Going to restaurants to meet

[ ] Using non-public places to meet

[ ] Sharing private aspects of our lives

[ ] Other; describe:

1. How much time can I spend with my mentors or mentoring team each week?
2. How much time each month?

**Your Goals: A Reflection**

Being successful as a faculty member requires skill in teaching, research and service, as well as skill in networking with others in the department and the university. It also requires being able to balance these demands in such a way that you maintain personal equilibrium and health. The following questions are designed to give you the opportunity to explore where you stand on these issues. You do not need to share this reflection, but it may be usefull to look back at it one year from now.

1. In what ways are you **satisfied** with your progress in personal and professional development at this point?
   1. Professional
   2. Personal
2. In what ways are you **dissatisfied** with your progress in personal and professional development at this point? What would you like to develop?
   1. Professional:
   2. Personal:
3. What groups/networks are you already in that can help you personally and professionally?
4. What groups might you want to join or what people might you get to know for personal or professional development?
5. What steps do you need to take to make contacts with such groups or people? How can your mentors or peers help in this process?

## Long-term Goals

NOTE: Faculty with experience who have recently attained tenure should be able to help you to decide whether your timelines are reasonable given the expectations of your College.

1. What questions do you have about what you need to do in the next 5 years as you work toward tenure and promotion (remember that you will submit your applications for tenure and promotion in the summer prior to starting your sixth year)?
2. What are your current strength in research, teaching, and service? Envision your role and your accomplishments in the University and your professional community five years from now.
   1. How do you want to be known at the university and in your professional community?

* 1. What adjectives or metaphors come to mind that will describe you and your accomplishments at that time?
  2. What steps do you think you will need to take to achieve that role and those accomplishments over the next 5 years? You can “calibrate” these with your mentors later this semester.

Short-term Goals

In light of your long-term goals, make lists of those things that you need to get done in your first year at UTEP to get off to a good start. Concentrate on your ***top*** professional goals: break it down into its parts. The first entry below is an example. Once you formulate all the things you believe you need to do, you can check with your mentors and colleagues to see if your plan is realistic. They can be your sounding board. Many things can take longer that you may expect.

Once you have identified the professional projects you want to complete, think through each one and develop a detailed timeline with milestones and task to be completed for each.

**Things I need to do Professionally this Year at UTEP**

|  |  |  |
| --- | --- | --- |
| **Goal** | **Actions to Achieve Goal** | **Timeline** |
| ***“Establish Citizenship in my Department”*** | * Meet with Chair to inform about research agenda   + Create my agenda   + Present to mentors for feedback   + Present to chairs * Have conversations with colleagues to share research ideas * Discuss teaching strategies with colleagues teaching similar courses * Join a task force or a committee important to the department (without overloading myself!!) | October 09   * September 15 * Complete and revised by Oct 1 * Oct 1   Visit with relevant coll. Sept 4; set up series of follow up meetings  Set up biweekly mtngs by Sept 1  Etc… |
| ***Other….(expand as necessary)*** | * Actions… |  |

# Things to do for myself, my family

|  |  |  |
| --- | --- | --- |
| **Goal** | **Actions to Achieve Goal** | **Timeline** |
| **“When I’m with my family I will “be in the moment” with them.”** | * I will present the tasks and time needs to my wife and involve here in a conversation about balancing work and family life * Other actions…. | No later than October 15 after I have a clear plan developed and checked it with colleagues. |
| ***Other….(expand as necessary)*** | Actions… |  |

Now you have a document with which you can approach your Mentor or Mentoring Team.