

# Institute of Technology Mentoring Process

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## **Objectives**

There are three primary objectives associated with the mentoring process in the Institute of Technology:

1. To provide guidance to new faculty members on the academic landscape and career choices;
2. To acculturate new faculty members into the department, campus, and university; and
3. To provide guidance to new faculty members in developing their professional trajectory, linking this to the promotion and/or tenure process as appropriate.

## **Full-time Lecturers, Assistant Professors, and Associate Professors**

### *Assignment and Term of a Mentor*

During the first quarter the new faculty member arrives on campus, he/she meets with the Director and Associate Director to discuss the selection of a mentor. Because the new faculty member may not know the other faculty members well enough to suggest a mentor, it is often up to the Director to make the initial selection of a mentor. However, the new faculty member has the right to decline the choice after meeting with the mentor; similarly, the suggested candidate mentor can choose not to serve as the mentor. If either party rejects the choice, the process starts over.

Sometimes a mentor may work with a mentee from the time the mentee starts until he/she has been tenured and promoted. However, the mentee may request a different mentor at any point in his/her career. In addition, the mentor/mentee relationship is not exclusive to any pair of faculty members; any faculty member can serve as mentor or mentee to multiple other faculty members.

For some faculty members, not all of the mentorship objectives will be met solely by having a mentor within the Institute. In this case an additional mentor from outside the Institute can be arranged via a process similar to that outlined above. This external mentor can be suggested by the Director or requested by the faculty member.

### *Mentoring Meetings*

There is no required number of meetings that a mentor and mentee should have during the year. Throughout the year the mentor and mentee should meet often enough that the mentor and mentee feel that the objectives of the mentorship process are being met: academic and professional guidance, local acculturation, and linkages to the promotion and tenure process.

Meetings can take on many forms. All meetings need not be face-to-face. Email or phone conversations can be more efficient and just as effective.

## *Annual Review of Mentoring Process and Mentor-Mentee Relationships*

In the spring of each academic year, the Director will review the mentoring process and individual mentor-mentee relationships as follows:

Each mentee will meet with the Director and discuss how the mentoring relationship has worked during the year. This discussion may occur as part of the mentee's normal annual review meeting. At this meeting, the mentee is free to ask for a different mentor. If such a request is made, it is up to the Director to help identify a new mentor who is acceptable to the mentee.

Each mentor may also meet with the Director to discuss the mentoring relationship, if they choose. The Director may ask for such a meeting with any mentor after meeting with the mentees, if he/she determines it necessary to gather more information about the mentoring relationship.

The Director may also, at his/her discretion, ask for additional feedback from the faculty regarding the mentoring process; such feedback can be written (*e.g.*, a questionnaire) or involve additional discussions.

After the mentee and mentor meetings have occurred and any additional feedback has been gathered, the Director will present to the faculty an assessment of how well the mentoring process is satisfying the needs of the mentee. All feedback will be kept confidential by the Director, though it may be used in summary form to prepare the Director's report.