

Faculty Mentoring

The following expectations for faculty mentoring in the College of Art and Design include:

1. All mentors must read over [Faculty Mentoring @RIT Guidebook](#) before accepting this role and the responsibilities
2. Minimum of three (3) meetings between mentor and mentee each term
 - Suggest: Week 2, Week 7, Week 14
3. Mentor must complete a [peer teaching observation](#) experience prior to the mentee's mid-tenure review
4. Mentorship is service to the College of Art and Design and must be considered in balancing a faculty member's teaching, scholarship, and service load.
 - Mentorships must be noted in a faculty member's plan of work and assessed in the annual faculty review

The following information is pulled from the Faculty Mentoring Guidebook to assist School Directors in selecting mentors for incoming faculty:

Identifying Faculty to Serve as Mentors (page 6)

While “mentor” is not an official role, it does entail a commitment of time and effort so department heads are encouraged to include mentoring as part of a faculty's service commitment. It can be difficult to ask faculty to add yet another task to a full schedule, but can be easier if you:

- Point out that mentoring can count toward one's service commitment.
- Emphasize that mentoring is not an open-ended obligation, and it is appropriate to set reasonable limits with a mentee.
- Remind potential mentors that they will be only one element in a mentee's mentoring network—a network that they can also encourage the mentee to expand.
- Recruit “near peer” faculty to act as mentors, not just highly experienced faculty

Mentoring Competencies (page 11)

Successfully fulfilling the role requirements of a mentor requires certain competencies; these are the knowledge, skills and personal attributes that are demonstrated in the mentor's interactions with his or her mentee.

Competency	Mentoring behaviors	
<i>Unbiased acceptance</i>	<ul style="list-style-type: none"> Acts non-judgmentally Conveys empathy Readily provides support and caring Appropriately questions the mentee's assumptions 	<ul style="list-style-type: none"> Seeks to understand the mentee's background and unique issues Fosters self-confidence Presents an approachable demeanor
<i>Coaching and counseling</i>	<ul style="list-style-type: none"> Conveys information clearly Role-models appropriate behaviors/practices Effectively encourages, motivates and challenges mentee Encourages and facilitates self-discovery Creates and connects mentee with individuals and learning experiences 	<ul style="list-style-type: none"> Gives recognition and feedback Shares advice and experiences constructively Recognizes and articulates cultural norms and informal practices at the university Promotes and encourages the mentee's advancement
<i>Interpersonal communication</i>	<ul style="list-style-type: none"> Listens actively Uses open-ended questions to elicit thoughtful responses 	<ul style="list-style-type: none"> Flexes communication style to meet the mentee's needs Encourages self-reflection
<i>Integrity</i>	<ul style="list-style-type: none"> Maintains confidentiality and trust Speaks knowledgeably about policies and practices Communicates authentically Constructively reflects personal impressions of the mentee Maintains professional boundaries with the mentee 	<ul style="list-style-type: none"> Does not take credit for a mentee's work or successes Actively networks on behalf of a mentee Advocates for the mentee when necessary
<i>Analytical skills</i>	<ul style="list-style-type: none"> Successfully recognizes connections between events Identifies obstacles in the mentee's career development plan 	<ul style="list-style-type: none"> Engages the mentee in interpreting cause and effect relationships Recognizes differences in mentee's personality, preferences, and goals, and takes these into account when providing advice
<i>Process management</i>	<ul style="list-style-type: none"> Adapts process to a mentee's needs and personal style Uses a variety of techniques to help the mentee achieve goals Maintains a store of generic questions to elicit discussion Sets development goals for the mentee 	<ul style="list-style-type: none"> Demonstrates awareness of how relationships evolve Interacts appropriately with mentee according to the situation Understands current, relevant promotion and tenure policies and procedures
<i>Professional achievement</i>	<ul style="list-style-type: none"> Exemplifies teaching excellence, funded research, scholarly dissemination and/or effective service Displays a high degree of self-awareness Maintains a robust network of colleagues inside and outside the university 	<ul style="list-style-type: none"> Receives satisfactory teaching evaluations Has a research and publication record that meets college requirements Has served on college and university committees