Brief Description of Mentoring Program Currently in Place

- The program is intended to supplement, not replace, the chair as a natural mentor.
- The program is mandatory for all pre-tenured faculty, but voluntary for mentors. Mentors must meet specific criteria such as being well-established, willing to make time for the mentee, being professionally active, and approachable.
- Mentors are not in the same department as their mentee.
- The Professional Development Committee assigns mentors to new hires based on interests, strengths, and availability. In years with several new hires, the first year may be spent in a group situation with one mentor for more than one new hire.
- The mentor/mentee pair outlines goals for the relationship: what they want to gain from the relationship, scheduled activities, and regular meetings.
- Mentors are provided with lists of suggested/encouraged activities and other resources.
- Mentees are encouraged to be proactive in the relationship – they should ask questions and take responsibility to make the relationship work.
- A tenure workshop is conducted every fall to familiarize new hires with the tenure process and portfolio requirements.
- There is a process by which either one of the mentoring pair can request reassignment if the relationship is not working.
- The program is formalized in documents that include: Responsibilities of Mentors; Encouraged/Suggested Activities; Meeting Ideas; Responsibilities of Mentees; Role of Chair.
Selected Additional Readings with Brief Notations


*Study of same and cross-gender, formal and informal relationships.*


*Model of school district program*


*Overview of expectations*


*Short description of one mentoring pair's experience*


*Principal’s program, characteristics*


*Practical tips for developing mentors*


*Practical tips for welcoming and mentoring new hires*


*Qualities of a good mentor*


*Good practice principles, inventories, examples of approaches*


*Contains a chapter of guidelines for mentoring*