

Being a Mentor

Thank you so much for participating in the Peer Mentor Program. Your years of experience and your commitment to excellence in teaching make you an ideal mentor.

Benefits of being a mentor:

- Contributes to your 5.4.1. responsibilities of the [RFP](#) to provide service to the College
- As a mentor you will be invited to attend mentor conferences, training, etc
- Be a part of creating a cohesive community among faculty at your College

At a **minimum** all mentors will:

1. Complete mentor training (2 hours)
2. Meet with probationary faculty to consult with them about their IDP (at least 1 hour each semester)
3. Meet with probationary faculty to discuss classroom observation to decide on the purpose for the observation (1/2 to 1 hour each semester),
4. Spend time observing class (1 hour each semester),
5. Write up observation using Peer Mentor Observation Form (1 hour each semester), and
6. Submit and review observation report with probationary faculty member and review (so that they can write a reflection to include in their IDP Google Site) (30 minutes each semester).

Total time for each **year**: about 11 hours

A more **fully engaged** mentor will:

1. Assist in writing the probationary faculty member's IDP (Individual Development Plan). Please see template.
2. Co-create a contract with their mentee to describe the roles and expectations each party will play (to avoid confusion and hurt feelings later on when expectations are not met)

FOR MENTORS	FOR MENTEES
Accept the relationship on a temporary basis, for approximately 12 months or until one or both of you decides to end it.	Accept the relationship on a temporary basis, for approximately 12 months or until one or both of you decides to end it.
Meet as often as your schedules permit (two hours per month recommended)	Meet as often as your schedules permit (two hours per month recommended)
Provide help, serve as a learning broker, and be a sounding board for issues relating to the mentee's career goals and development.	Take initiative to drive the relationship and be responsible for your own career development and planning.
Provide and be open to feedback. When providing feedback, be honest, yet tactful.	Provide feedback about the mentoring relationship and be open to receiving feedback. When providing feedback, be honest, yet tactful.
Provide suggestions and advice on goals activities, and progress.	Ask for suggestions and advice early in the relationship. When advice is given, listen to the mentor, apply at least some of their ideas, and let him or her know the results.
Keep any commitments made.	Keep any commitments made.
Keep confidences with mentee.	Keep confidences with mentor.
Work out any minor concerns about the relationship.	Work out any minor concerns about the relationship.
Evaluate the relationship at various points (at least mid-point and ending) within the agreed-upon time period.	Evaluate the relationship at various points (at least mid-point and ending) within the agreed-upon time period.

UNREASONABLE EXPECTATIONS REGARDING MENTORS

It's easy for a mentee to assume that the mentor will be more actively involved than the mentor is able. These unrealistic expectations can cause irritation and disappointment on both sides. As a general guideline, the mentor should **not** be expected to:

- Provide the mentee with personal introductions to other people unless they're comfortable doing so.
- Spend more time on the relationship than he or she is willing or able to give.
- Take the lead in the relationship, setting up all meetings and driving the mentee's career development.
- Continue the relationship beyond the agreed-upon time period.