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Welcome to Ph.D. Pathways!

The coordinators of the Ph.D. Pathways program are excited to welcome you to the 2015-2016 Ph.D. Pathways program. This program guide describes the Ph.D. Pathways’ vision, mission, processes, and previous year’s accomplishments. Ph.D. Pathways exists as a program because of the vision of Dr. Charles Payne, former director of the Office of Institutional Diversity, and continues today because of his spirit and knowledge that were crucial to the program’s implementation during Fall 2012.

Ph.D. Pathways is a mentoring program based in relationships, community, information, and leadership. We believe Ball State University students, with the support from faculty and staff, can be guided to success. We look for the best students on campus with the potential to become future faculty at the university who will continue to instill the program’s values in future generations.

MISSION
Ph.D. Pathways is a mentoring program that matches undergraduate and graduate students from underrepresented backgrounds with faculty, professional staff, community professionals, and distinguished alumni associated with Ball State University. By meeting with a mentor on a consistent basis, interacting with other protégés, and participating in Ph.D. Pathways and University-sponsored events, protégés gain knowledge and establish networks beyond the scope of Ball State University in order to build crucial relationships and leadership skills for achieving graduate education and pursuing the professoriate.

STRUCTURE
In order to achieve the major goal of mentoring students to the professoriate, the structure of the Ph.D. Pathways program includes community and leadership-building gatherings, one-on-one mentoring partnerships, and a set of university-sponsored programming for students to advance their professional development.

ACCOMPLISHMENTS
During its first year, the Ph.D. Pathways program met its main objective by matching 13 undergraduate students and two graduate students with 12 faculty and staff mentoring partners. By the Second year when Teachers College was added, there were with 18 students and 22 volunteer faculty mentors within the College of Communication, Information, and Media and Teachers College. In the 2014-2015 academic year, the program added College of Science and Humanities and the program nearly doubled in size with 35 students and 35 volunteer faculty members. The program also began recruiting freshman and sophomores to allow for stronger relationships to be formed between mentors and protégés.
**Mentors:**
- “I have built a relationship with my protégé that will continue to grow and flourish well past graduation.” – CSH Mentor
- “I was very impressed and satisfied with the organization of the program. I also loved having the meal cards!” – TC Mentor
- “What I love about it is that Ph.D. Pathways gave our relationship more structure and purpose. It was nice to have that structure. We used the forms to make a meal out of it.” – CCIM Mentor

**Protégés:**
- “My mentor has been awesome. It’s been great meeting with someone who knows my needs and patterns our meetings around that.” – TC Protégé
- “I got stuck writing my personal statement for graduate school. I couldn’t have finished it without my mentor. She also listened to all of my dramatic stories and it was a great place to come relax.” – CSH Protégé
- “My favorite event was the Leadership Event where we got to interact with other protégés and gain new contacts” – CSH Protégé
- “She has encourage me by being aware of what I am involved in.”-CCIM protégé.
- “Encouraging and a great listener.”-CCIM protégé
Program Objectives

1. To motivate, encourage and support students working toward the professoriate;
2. To establish positive and supportive relationships between mentors and protégés;
3. To develop leadership skills that students can use in undergraduate and graduate studies, as well as, in professional career development;
4. To support students in their academic journey and career development;
5. To promote awareness of opportunities for careers in higher education;
6. To motivate students to pursue careers in higher education;
7. To provide connections and guidance through dedicated mentors who assist students with the graduate school application process;
8. To educate and increase the skill level of faculty and professionals at Ball State through mentor and diversity training and education;
9. To ultimately create and develop fruitful relationships between current protégés in the program and prospective students in high school in order to establish peer-mentoring opportunities.

Outcomes

1. To inspire students to return to Ball State University to work and teach;
2. To communicate the University’s value of diversity;
3. To instill in students an identity with and commitment to Ball State University because of relationships formed through the mentoring program;
4. To create lasting mentoring relationships for protégés, mentors and prospective Ball State students.

Graduate Assistant Job Description & Responsibilities

Graduate Assistants for the Ph.D. Pathways program are organized, process-driven, professional and detail-oriented individuals who assist with the implementation, coordination, maintenance and evaluation of the mentoring program. These individuals possess strong written and oral skills and are proficient in executing program evaluation procedures. The responsibilities of the Ph.D. Pathways program include, but are not limited to the following:

- Creating a detailed, structured program plan with specific goals, timetables and systematic assessment;
- Communicating with faculty, professional staff, community professionals to recruit mentors;
- Collaborating with departmental and academic college organizations to promote the goals of the Ph.D. Pathways program;
- Communicating with department chairs and faculty to identify prospective protégés;
- Ongoing communication with mentors and protégés about expectations, needs, and meetings;
- Collaborating with the campus offices to promote protégé attendance at professional development programming;
- Updating the program website with information about the program, its events, current events, and all other relevant information;
- Creating and publishing a monthly e-newsletter to disseminate information to the group about upcoming research, conference, funding, and internship opportunities, program events, university events, and group achievements;
- Conducting ongoing program evaluation to learn protégés’ and mentors’ feedback, mentoring experience, academic progress, and organizing an annual review of the program;
- Researching best practices for mentoring underrepresented students.
Program Structure

Program Events
In order to facilitate scheduled and structured mentoring interactions between protégés and their mentoring partners, formal mentoring gatherings occurring at least once each month will aid in consistency across mentoring groups. The program coordinators will organize events, which will take place in a building within the College of Communication, Information and Media, Teachers College or other appropriate college on campus. Formal mentoring gatherings will include social and group dynamic activities as well as facilitated discussions related to students’ academic, leadership and social development. See Also: “Program Events” – p. 12

University-sponsored Programming
Because of the large number of offices at the university with existing programs offering training, sessions and workshops related to students’ academic and professional development, protégés will participate in some of these events as part of the structure of the program. While protégés will not be required to attend all events offered by the university, at the start of the semester, protégés will commit to attending at least three events after learning about the various options. Ph.D. Pathways encourages students to attend Career Services, University Libraries, Student Life-Excellence in Leadership, and Multicultural Center programming. See Also: “University Sponsored Programming for Protégés” – p. 13

Informal Mentoring
In addition to the scheduled gatherings coordinated by the program, unstructured mentoring meetings will provide more informal interactions between protégés and mentoring partners. Mentoring pairs will collaboratively decide on the frequency and medium for communicating beyond the minimum requirement for informal mentoring interactions. This communication can come in the form of email correspondence, phone calls, informal meetings over lunch or other non-academic activities. These decisions will be documented in the mentorship agreement initialed by both parties at the beginning of the program. Weekly communication between protégés and mentoring partners is strongly encouraged. See Also: “Ideas for Informal Meetings” – p. 14

Program Events
To maintain and evaluate the mentoring program, scheduled events including an initial welcome reception, faculty experiences panel and end-of-the-year reception event will occur to facilitate regular communication among the larger cohort of protégés and mentoring partners.

Collaborative Events
One of the long-term objectives of the program is to create and develop fruitful relationships between current protégés in the program and prospective students in high school in order to establish peer-mentoring opportunities. In order to do this, the mentoring program will present the option for protégés to participate in assisting with the one major event held at the university that target minority high school students (e.g. Dream Makers). Additionally, mentoring program coordinators will collaborate with the coordinators of these annual events to bring awareness about the program in order to target future program protégés.
The Matching Process

The mentoring program will adopt a matching process that combines both student preferences for mentors and faculty referrals in order to pair mentors and protégés. This process is described below:

1. **Faculty Referrals** — Faculty will informally recommend students for potential involvement in the program. Faculty can email graduate assistants with name and contact information of the potential protégé.

2. **Program Coordinator Referrals** — In addition to faculty who will identify students, the program coordinators will identify students through a list of students who meet program criteria based on their status as enrolled in the college, grade point average, classification as belonging to an underrepresented population and admission exam scores (e.g., ACT, SAT, GRE).

3. **Protégé-Mentor Applications** — After referrals, students and mentors will complete an online application and answer questions about their mentor/protégé preferences, academic and professional interests and demographic information.

4. **Preference Matching** — Based on the feedback from students’ applications regarding availability, major, hobbies and information based on faculty’s interest in participating as a mentoring partner with a specific student, mentoring partners and protégés will be matched.

5. **Notification of Mentoring Match** — After mentors and protégés are matched based on preference and academic and professional interest criteria, both parties will be notified of their match via a formal email invitation to the program’s Welcome Reception in which the two will officially meet (if they have not already met). Mentoring partners will be encouraged to contact their protégé prior to the Welcome Reception.

6. **Pre-Program Assessment** — After protégés and their mentoring partners have been matched and have agreed to participate in the program, both parties will be asked to complete an online pre-program assessment.
Protégé Responsibilities

Protégé Responsibilities Pre & Post Program Assessment
In order to evaluate the effectiveness of the program and receive feedback, all protégés will be asked to complete an assessment survey at the beginning and end of the mentoring program each semester. Additional focus groups and interviews will also take place in order to understand protégés’ experiences.

Mentorship Agreement
After the first meeting, mentoring partners and protégés will collaboratively decide on their goals for the semester, submit goals to a program coordinator and decide on a plan of action to accomplish the defined goals.

Program Events
Protégés will be asked to attend scheduled program events as organized by the program coordinators and graduate assistants. Protégés should come prepared with all completed tasks required (e.g., written personal statement, list of potential graduate programs they are considering). Such events include, but are not limited to, the Leadership Summit, GRE workshop, and social gatherings.

Informal Mentoring Communication
As agreed upon between the mentor and protégé, the protégé will engage in some form of informal mentoring interaction periodically throughout the semester. Should either party cancel a meeting, it will be the canceling party’s responsibility to reschedule. It is recommended that the mentoring pair meet either in person or via other communication at least once per month.

University-sponsored Programs Attendance
As part of students’ professional and academic development, students will attend a number of scheduled university-sponsored events throughout the semester. While these programs are not mandatory, students are encouraged to attend.
Mentoring Partner Responsibilities

Mentor Training
The program coordinators and graduate assistant will facilitate two mentor training sessions: one in the fall and one in the spring. The fall training will be an introduction to the program for new mentors and collaboration and best practices for continuing mentors. It is important to attend so that there is consistency on program objectives and goals, as well as, to establish and maintain a community among Ph.D. Pathways mentors. In the spring, the training will focus on the reviewing assessments from the fall semester and collaborating on improving the program to meet protégé needs.

Pre & Post Program Assessment
In order to evaluate the effectiveness of the program and receive feedback, all mentoring partners will be asked to complete an assessment survey at the beginning and end of the mentoring program each semester. Additional focus groups and interviews will also take place in order to understand mentoring partners’ experiences.

Mentorship Agreement
Mentoring partners and protégés will be asked to meet with the graduate assistant assigned to their college and will collaboratively decide on their goals for the semester, submit goals to the program coordinator and decide on a plan of action to accomplish the defined goals.

Mentoring Gatherings
Mentoring partners will be asked to attend scheduled mentoring gatherings as organized by the program and facilitate discussions with protégés at this event. At these meetings, mentoring partners will also be asked to work with protégés to develop, review and finalize graduate program application materials (e.g., personal statements, portfolios, résumés).

Informal Mentoring Communication
As agreed upon between the mentor and protégé, mentoring partners will engage in some form of informal mentoring interaction periodically throughout the semester. Mentoring partners will receive a list of suggested activities (p. 14), events and topics for informal mentoring meetings at the start of the program.

Faculty & Graduate Student Experiences Panel Luncheon
While each faculty member is not required to participate as a panelist, all faculty will be asked to attend this event (p. 11) with their protégé in order to answer any other additional questions protégés might have and offer an additional perspective to the faculty and graduate student experience.
Program Expectations for Protégés and Mentoring Partners

Informal Mentoring
In order to facilitate trusting, long-term and close mentoring relationships, the protégés are expected to be receptive to informal, and frequent communication from their mentoring partners. This means promptly responding to all forms of communication. Mentoring partners are also expected to be proactive about frequent communication with their protégés by initiating and scheduling meetings, emailing, Skyping or calling to touch base. Though three mentoring gatherings are required throughout the semester, mentoring pairs should meet and communicate outside of the structured space in order to establish a closer relationship.

Informal Mentoring Meetings
While the program encourages frequent contact and communication between mentoring partners and protégés, meetings should not take place at either party’s residence, dormitory or any other private place. This expectation is necessary in order to protect both individuals in the mentoring relationship and prevent accusations of inappropriate behavior. Additionally, protégés or mentoring partners should not feel obligated or forced to meet in a private setting and should communicate such a request to a program coordinator as soon as possible.

Counseling Students
While mentoring partners are encouraged to offer advice related to research, academics, and graduate school, faculty and staff should not counsel students in areas outside of the goals of the program (e.g., physical and mental health). Rather, mentoring partners should contact a coordinator to provide the student with the appropriate resource for help and counsel.

Canceled Meetings
Mentoring partners and protégés should work together to inform one another if a meeting is canceled. Attempts to reschedule should also occur to maintain frequent communication.

Confidentiality Agreement
To protect the safety and interests of all students, faculty, staff and the university, the confidentiality of student information shared with individuals involved with the program will remain confidential unless the information disclosed involves information regarding any acts against Ball State University’s code of conduct policy (bsu.edu/student rights).

Problematic Mentoring Matches
One of the goals of the program is to establish nurturing and fruitful relationships between mentoring partners and protégés. Though a careful matching process works to bring together compatible individuals, unsuccessful matches might occur. Protégés and mentoring partners should communicate dissatisfaction to a program coordinator as soon as possible.
**Communication with Program Coordinators**

In order to cultivate an open communication environment, continuously evaluate the program and adapt to the needs of the group, mentoring partners and protégés will be expected to communicate with a program coordinator about their experiences related to the program. This communication will come in the form of routine check-in emails, phone calls throughout the semester, contact at midterm and at the end of the semester. Additionally, program coordinators expect communication from mentoring partners and protégés about any issues, questions or concerns related to the program.

Communication from program coordinators will come in the form of emails, phone calls, e-newsletters, information on the program’s website, and on the group’s Facebook page.

Website - http://cms.bsu.edu/about/administrativeoffices/institutionaldiversity/students/pathways

Facebook Group – [https://www.facebook.com/groups/471399869549420/](https://www.facebook.com/groups/471399869549420/)
Program Events

Welcome Reception
The program kick-off event will help to orient protégés and mentoring partners to the program. This is a social event, where mentors and protégés can get to know one another in a relaxed setting. There will be music, food, and games at this fun community-building activity.

Program Events
As the structured, routine component of the program, mentoring gatherings will bring together all mentor-protégé pairs in order to facilitate the following:

- Social activities between protégés and mentors
- Common discussions about topics related to students’ professional development
- Re-visitations to the mentorship agreement to assess progress

Past Events Include:

- “Graduate School +You” — protégés were given a private viewing of the presentation by the Ball State Graduate School that discussed the process of going to graduate school and the experiences of being a graduate student.

- Camille Mason, Assistant Director Career Center, Leader Ship Summit Part I & II—Ms. Mason assisted students with creating career and life plans and the importance of planning goals and taking steps to accomplish those goals. Ms. Mason also discussed the roles and responsibilities of being a leader in the community.

- Underrepresented Faculty and Graduate Student Panel (Previous panelist included Dr. Maria Williams-Hawkins, Dr. Robin Phelps-Ward, Christopher Moore, Dr. Sheron Fraser-Burgess)- panelist shared their experience as faculty and as graduated students and provided protégés with helpful tips and insights. In addition, protégés were able to ask questions to gain a better understanding of the experience as an underrepresented graduate student and faculty.

- GRE Workshop—Students were given information about registering and taking the GRE. In addition, students were given test-taking tips and study strategies. Information about where to obtain additional GRE study material was also available.
University Libraries
Another large component of working toward the professoriate and graduate education is strong research skills. Through the collaboration with University Libraries, Sponsored Programs and the college’s library liaisons, students will attend and benefit from tailored presentations and guidance related to thesis research, grant writing and scholarly work.

Career Center
Central to the goals and objectives of the Ph. D. Pathways program are the career and professional development goals of protégés in the program. Through programming focused on résumé and portfolio building, interview skills and networking, protégés will have the opportunity to gain the knowledge necessary for enhancing their career-related skills.

Fulbright Scholars Program
In order to facilitate the development of protégés and introduce them to new ideas, the program will work with Dr. Dom Caristi, Fulbright Scholar Program Advisor, to present opportunities for students to work abroad and learn more about countries outside of the United States through the Fulbright Scholars Program.

Honors College
Because identifying funding for master’s and doctoral programs is a major part of the process of pursuing higher education, Dr. Barb Stedman, Director of National and International Scholarships and Honors Fellow, will offer programming to assist protégés. This assistance includes the following:

- Tailored presentations about scholarships, fellowships and grants available that target specific students and majors
- Identification of resources for applying for funding
- Assistance and mentoring through the funding application process

Student Life – Excellence in Leadership
The Excellence in Leadership workshops offered by the Office of Student Life provides a wide array of events related to leadership, communication and self-discovery. These workshops are both an opportunity for students to meet other students on campus and a chance to learn more about themselves.
**Ideas for Informal Mentoring Meetings**

The following list includes ideas and suggestions for informal outings and events mentoring partners and protégés can attend together in order to engage in contact outside of the structured mentoring gatherings organized by the program.

**Meet for Lunch or Dinner**
Bonding over a meal can be one of the best ways to get to know another person. Because of this, the program has allocated funding to provide dining cards for mentoring partners and protégés to eat at any of the dining locations on campus throughout the semester.

Mentoring partners have the option of using two dining cards per semester, both with a $15 limit for each card.

**Mentoring partners should contact a program coordinator to receive a dining card at least three days before the meeting.**

**Attend a Guest Speaker Event Together**
A number of different speakers will appear to speak on campus throughout the semester about a wide array of topics from entrepreneurship to social media. Mentoring partners and protégés are encouraged to attend these event together or correspond after to discuss the event.

**Make Plans for Collaborative Research**
As mentoring pairs begin to know more about each other's research interests and academic goals, the opportunity for collaborative research might develop. One venue for showcasing collaborative research is through the university's annual Student Symposium held each spring in the Student Center. More specific research can also be presented at the CCIM Diversity Symposium.

**Attend an Emens Performance Together**
This year, Emens Auditorium will bring a wide range of musicals, concerts and dancing performances to the stage. Protégés can take advantage of their one free ticket to both an Artist Series and Muncie Symphony Orchestra event by using their Ball State ID.

**Attend a BSU Athletics Event Together**
Whether over a football, basketball or volleyball game, Ball State athletics events are yet another fun way mentoring partners and protégés can share time together.

**Meet to Debrief After a Protégé University-sponsored program event**
Though mentoring partners are not required to attend the University-sponsored programs events, mentoring pairs can meet after the event to discuss the event and make graduate school planning goals related to the topics presented.
Memorandum of Understanding

The purpose of this document is to protect all parties involved with the mentoring program through a signed agreement of understanding whereby all involved individuals are aware of the expectations, goals and guidelines of the program. This document will help to facilitate a supportive, productive and collaborative environment for constructive and positive mentoring partnerships to develop. By signing this document you are acknowledging and agreeing to uphold professional expectations of behavior while participating in the program and conceding that you understand the following descriptions of the program.

The Ph.D. Pathways Program:

- Is completely voluntary and either party (protégés or mentoring partners) may discontinue involvement at any point after notifying the program coordinator.
- Is a two semester-long program organized to motivate and assist students in pursuing the professoriate through the cultivation of a mentoring partnership, career development programming and a collaborative learning community.
- Does not guarantee any specific outcome related to securing employment, graduate status or funding.
- Will communicate all resources and information necessary to assist with the goals of the program through its program coordinators.

All individuals participating in the program are expected to maintain professional and appropriate relationships. As such, mentoring partners are expected to do the following:

- Mentor protégés to the best of their ability through regular communication;
- Attend scheduled mentoring events and notify protégés of canceled meetings;
- Refer students to the appropriate campus resources for non-academic guidance;
- Exhibit professionalism, objectivity, integrity and a willingness to provide academic guidance;
- Report any and all information disclosed regarding any acts against Ball State’s code of conduct policy;
- Avoid the appearance of a romantic and/or sexual relationship with protégés;
- Avoid meeting in private places with protégés;
- Communicate with the program coordinator about the progress of the mentoring partnership and any questions, concerns or issues.

Additional expectations also exist for protégés. Protégés will be expected to do the following:

- Attend scheduled mentoring events and notify mentoring partners of canceled meetings;
- Attend at least 3 university-sponsored program events;
- Communicate with the program coordinator about the progress of the mentoring partnership and any questions, concerns or issues;
- Report any and all information disclosed regarding any acts against Ball State’s code of conduct policy;
- Avoid the appearance of a romantic and/or sexual relationship with mentoring partners;
- Avoid meeting in private places with mentoring partners;
- Exhibit professionalism and integrity when interacting with mentoring partners and other protégés.

By signing this document, I acknowledge my understanding of the above program guidelines.

Protégé Name (Print) ____________________________ Signature __________________
Date ____________

Mentor Name (Print) ____________________________ Signature __________________
Date ____________
**Mentoring Partnership Agreement**

Each mentoring partner and protégé pair should collaboratively complete the agreement form in detail and submit the document to the program coordinator.

<table>
<thead>
<tr>
<th>MEETINGS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>How often will we meet each week/month?</td>
<td></td>
</tr>
<tr>
<td>For how long?</td>
<td></td>
</tr>
<tr>
<td>What time of day will we meet?</td>
<td></td>
</tr>
<tr>
<td>Where will we meet?</td>
<td></td>
</tr>
<tr>
<td>How will unplanned changes be handled?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GOALS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Goals we hope to achieve:</td>
<td></td>
</tr>
<tr>
<td>How will we accomplish these goals:</td>
<td></td>
</tr>
<tr>
<td>When do we hope to accomplish these goals?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EXPECTATIONS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the desired outcome of our partnership?</td>
<td></td>
</tr>
<tr>
<td>What are the benefits for both of us?</td>
<td></td>
</tr>
<tr>
<td>What are the ground rules for our discussions? (e.g., confidentiality, openness, truthfulness, etc.)</td>
<td></td>
</tr>
<tr>
<td>How will we communicate between meetings? (e.g., Email, phone, Facebook, Twitter, etc.)</td>
<td></td>
</tr>
<tr>
<td>What behaviors does the protégé expect from the mentoring partner?</td>
<td></td>
</tr>
<tr>
<td>What behaviors does the mentoring partner expect from the protégé?</td>
<td></td>
</tr>
<tr>
<td>Are any topics off limits?</td>
<td></td>
</tr>
<tr>
<td>If problems arise, how will they be resolved?</td>
<td></td>
</tr>
<tr>
<td>Additional areas/issues we have discussed and agreed to:</td>
<td></td>
</tr>
</tbody>
</table>
Mentoring Partnership Agreement

Our primary goal is to ...

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Our plan to achieve this goal is to ...

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Protégé Name __________________________ Signature ____________ Date ___________

Mentor Name __________________________ Signature ____________ Date ___________
## Mentoring Partnership Work Plan

Use these questions to help articulate the goals you will work on during your time in the Ph.D. Pathways program.

<table>
<thead>
<tr>
<th>What are our objectives?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>How do we plan on achieving our goals?</td>
<td></td>
</tr>
<tr>
<td>What tangible and measurable results do we expect from achieving our goals?</td>
<td></td>
</tr>
<tr>
<td>How will they contribute to our growth and development?</td>
<td></td>
</tr>
<tr>
<td>How will these goals challenge us?</td>
<td></td>
</tr>
<tr>
<td>How will we measure our success?</td>
<td></td>
</tr>
</tbody>
</table>
## Feedback Checklist for Mentors

<table>
<thead>
<tr>
<th>Use the List Below to Give Yourself Feedback on Your Feedback Effectiveness</th>
<th>Yes</th>
<th>Strategies for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>I pay attention to and build on my mentee’s unique experiences.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I encourage my mentee to reflect on past experiences and use it as a learning opportunity.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I allow enough time for my mentee to integrate and reflect on the feedback I give.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I regularly check in with my mentee to confirm that the learning process is effective.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My feedback focuses on behavior that the mentee can actually act on.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I use a tone of respect in providing feedback</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am sensitive to my mentee’s learning style when giving feedback.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I avoid giving feedback when I lack adequate information or the timing is inappropriate.</td>
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<tr>
<td>I encourage my mentee to welcome feedback and see its value in making progress.</td>
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</tbody>
</table>
## Mentoring Motivation Checklist – For Protégés

Instructions: Check all the reasons that becoming a mentor appeals to you. Seven or more checkmarks in the “yes” column indicates that you are probably ready to begin the work.

<table>
<thead>
<tr>
<th>Reasons Mentoring Appeals to Me</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have specific knowledge that I want to pass on to others.</td>
<td></td>
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<tr>
<td>I find that helping others learn is personally rewarding to me.</td>
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<tr>
<td>I enjoy collaborative learning.</td>
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<tr>
<td>I find that working with others who are different from me is energizing.</td>
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<tr>
<td>I am always looking for new opportunities to further my own growth and development.</td>
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<tr>
<td>I want to see this person succeed.</td>
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<tr>
<td>I am seeking an opportunity to enhance my service to my department and academic college.</td>
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<td></td>
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<tr>
<td>I want to do the right thing.</td>
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<td></td>
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<tr>
<td>I want to pay it forward.</td>
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<td></td>
</tr>
<tr>
<td>I am interested in mentoring a particular person.</td>
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<td></td>
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</tbody>
</table>
## Closure Conversation – Core Elements

<table>
<thead>
<tr>
<th>Core Element</th>
<th>Questions to Address</th>
</tr>
</thead>
</table>
| Coming to a learning conclusion: the specific learning derived from the mentoring experience | Did I achieve my learning goal?  
If yes, what did I learn as a result?  
If no, what got in the way?  
What was the most valuable thing my mentor taught me?  
What specific insight, approach, or perspective did I gain?  
What else do I need to learn?  
What did I learn about mentoring? About being a mentee?  
What did I learn about myself as a person?  
What has being in this relationship taught me about myself as a learner?  
What would I do differently in my next mentoring relationship? |
| Integrating learning: applying and integrating what you learned and taking it to the next level | How will you apply what you’ve learned?  
What will you do as a result of what you’ve learned?  
What specific action steps you will take? |
| Celebrating success: reinforcing learning and expressing appreciation         | What are meaningful ways to celebrate what you’ve accomplished?  
How will you express your appreciation to your mentor? |
| Redefining the relationship: spelling out how your relationship will be different once this phase of the relationship ends | What happens after the mentoring relationship?  
Do you want to continue to be in contact? If so, on what basis? |