



***Boston Campus Mentoring Program
Toolkit***

January 2007

Mentors are guides. They lead us along the journey of our lives. We trust them because they have been there before. They embody our hopes, cast light on the way ahead, interpret arcane signs, warn us of lurking dangers, and point out unexpected delights along the way.

Effective Teaching and Mentoring: Realizing the Transformational
Power of Adult Learning Experiences

Laurent A. Daloz, 1986

Mentoring is a dynamic, reciprocal relationship between an advanced career incumbent (mentor) and a less experienced professional (mentee) aimed at promoting the development and fulfillment of both.

Mentoring Relations: A Definition to Advance Research and Practice

Charles C. Healy, Alice J. Welchert, 1997

LETTER OF WELCOME

January 2007

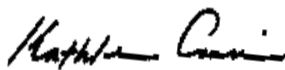
We would like to welcome you to the Tufts University Boston Campus Mentoring Program. This initiative was developed to respond to a need for more junior scientists and faculty to benefit from the guidance of more senior scientists and faculty on issues of professional development, research, problem-solving and teaching. Human Resources and Robert Russell, Director of The Jean Mayer USDA Human Nutrition Research Center on Aging (HNRCA), partnered to sponsor the program; additionally, Dean Eileen Kennedy of The Friedman School of Nutrition Science and Policy, Dean Michael Rosenblatt of the Medical School, and Dean Lonnie Norris of the Dental School sponsored and endorsed the program.

As you may know, the program has several goals, including:

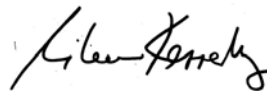
- To increase the level of professional satisfaction for mentees
- To cultivate productive professional relationships among colleagues
- To expand the awareness and practice of mentoring in the organization
- To establish and evaluate a program that may be used more widely throughout the University.

We have developed this Mentoring Toolkit in order to facilitate a successful program, and to support the mentoring pairs in establishing strong and positive relationships. We hope you will find it helpful in deciding whether to be a mentor or mentee and useful if you do choose to participate.

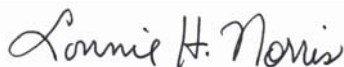
Thank you for your interest and involvement in this exciting initiative. We are confident it will prove beneficial to all who participate, to the organizations they are part of, and to Tufts University.



Kathe Cronin
Vice President of Human Resources



Eileen Kennedy
Dean, Friedman School of Nutrition
Science & Policy



Lonnie Norris
Dean, Dental School



Michael Rosenblatt
Dean, Medical School



Robert Russell
Director, HNRCA

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WHAT THE BOSTON CAMPUS MENTORING PROGRAM IS

Program Description

The Tufts University Boston Campus Mentoring Program is designed specifically for faculty at the Boston campus. The program was developed in response to an identified need for more junior faculty to benefit from the guidance of more senior faculty. Through the program, experienced, insightful, and trusted senior faculty serve as guides and coaches for more junior faculty. The program is completely voluntary and aims to encourage and support early and ongoing professional success.

Mentoring is a formal relationship between a more junior faculty member (mentee) and a more senior one (mentor)*. Relationships will differ, however, according to the needs and goals of each mentee, and the agreements developed between mentee and mentor.

However, in general, the relationship is one that:

- Is voluntary
- Is based on a full understanding of the purpose of and expectations for the relationship
- Provides junior faculty another resource to support their work, development, and accomplishments
- Supplements, but in no way substitutes for, the Lab Director or Department Head relationship.

**Note:* The use of “more” junior and “more” senior is meant to convey that a person may be senior (i.e. experienced) in some aspects of his or her work and, at the same time, feel junior (i.e. less experienced) in another aspect and would like to benefit from mentoring.

Mentoring Program Goals

- To help more junior faculty reach their full potential as effectively and quickly as possible
- To facilitate the entry of new faculty members into the School or HNRCA culture, including the structures, processes, and interpersonal climate of the University
- To increase the level of professional satisfaction for mentees and mentors
- To cultivate productive professional relationships among colleagues
- To take advantage of the experience and valuable talent of senior faculty
- To facilitate the development of appropriate skills related to the balance and evaluation of teaching, scholarship, and service
- To enhance decision-making skills related to the mentee's career management and advancement
- To retain talented junior faculty through mentoring involvement by senior faculty
- To expand the awareness and practice of mentoring on the Boston Campus.

What the Program is Not

The mentoring program is not intended to be:

- A track to tenure
- An advocacy program for the mentee
- Therapy
- A guarantee of employment, advancement, or promotion
- A replacement for development conversations between the mentee and his/her Lab Director or Department Head.
- A contract between Tufts and either participant or between the participants themselves



Senior Faculty Who Have Served as Mentors in the Boston Campus Pilot Mentoring Program for 2005-2006

We wish to extend our thanks and acknowledgement to the following senior faculty and staff who have contributed their time and experience to our mentees and the mentoring process:

Human Nutrition Research Center on Aging

- Roger Fielding
- Liz Johnson
- Mohsen Meydani
- Simin Meydani
- Sue Roberts
- Katherine Tucker

The Dental School

- Paul Leavis
- Maria Papageorge

The Medical School

- Laura Liscum
- Brian Schaffhausen
- Cathy Squires

The Friedman School of Nutrition Science and Policy

- Lynne Ausman
- Miriam Nelson
- Bea Rogers

HOW TO BECOME A MENTEE OR MENTOR

Eligibility

Any faculty member at the Tufts University Boston Campus is eligible to participate as either a mentee or a mentor. Even if you are a more senior member of the faculty, you may feel more junior in some aspect of your position or career. Therefore, you should feel free to enter the program as a mentee. Although every effort will be made to provide a mentor for all interested individuals, a suitable mentor may not be available necessitating a delay in matching, or inability to match, every potential mentee.

Application Process

To become a mentor or a mentee:

1. Complete the application form (sample on page 25 and available on the web at <http://www.tufts.edu/hr/forms/forms.html>)
2. Update your CV or Bio
3. Send the completed application form, with your CV or Bio, to your sponsor:
 - Dean Eileen Kennedy – The Friedman School of Nutrition Science and Policy
 - Dean Lonnie Norris – The Dental School
 - Dean Michael Rosenblatt – The Medical School
 - Director Robert Russell – HNRCA
4. Send a copy of the completed application form, with your CV or Bio, to *Regina Corrao, Director of Organizational Development and Training, at TAB Medford*

Selection and Pairing

When your sponsor has received the completed application form, his or her office will:

1. Contact you to discuss your application, in order to facilitate an appropriate match
2. Notify you when you have been paired with someone, or
3. Discuss the option of you directly inviting someone to be your mentor.

Mentoring Partnership Plan and Agreement (sample form on pages 26 and 27 and available on the web at <http://www.tufts.edu/hr/forms/forms.html>)

Once the sponsor's office has contacted you to inform you of your pairing, **the Mentee is responsible for:**

1. Initiating contact with his or her mentor
2. Scheduling a time for a first meeting.

During the first meeting, you should use the Mentoring Partnership Plan and Agreement (sample form on pages 26 and 27) to help guide your conversation and establish goals for your work together.

Faculty/Staff Roles and Responsibilities

Sponsors (Deans/HNRCA Director)

The sponsors are ultimately responsible for the professional development of individuals within their respective Schools/HNRCA. In this capacity, each sponsor will:

- Promote the Mentoring Program within his or her School/HNRCA
- Make information about the program available
- Match mentees to mentors, and
- Serve as a resource for questions and other information about the program.

Lab Director or Department Head

As part of the responsibility to manage and develop the mentee professionally, the Lab Director or Department Head should:

- Encourage the mentee/mentor relationship
- Provide time for mentee/mentor meetings
- Seek to support the mentee's goals and professional growth
- Participate in periodic updates about how the mentoring process is going
- Share his or her own expertise and experience
- View the mentor as an ally in developing the more junior faculty member.

Organizational Development and Training (OD&T)

Serving as a resource at the University level, OD&T will:

- Provide program materials, information, and education
- Serve as an additional resource for questions about the program
- Sponsor informational meetings and training
- Solicit evaluation of the program in general and revise it as necessary
- Solicit specific feedback and evaluation from pairs at the end of the program year.

WHAT YOU CAN EXPECT IF YOU BECOME A MENTEE
OR A MENTOR

**Testimonials of mentors and mentees from the Boston Campus Pilot
Mentoring Program, 2005-2006**

“The value in having a structured mentoring program should prove to be invaluable for faculty at various points in their career.”

“The structure of formal meetings to ‘check in’ were of great benefit in terms of me being able to reflect on things on a regular basis.”

“ Knowing that you can speak with this person with confidence is extremely comforting.”

“.... helped me be a better mentor to my students.”

“Makes the mentor more conscious of/aware of the trade-off and decision-making necessary in a career.”

“Defining problems gives more opportunities for solving them.”

If You Become a Mentee

Benefits

If you choose to be a mentee, you can typically expect to gain:

- Advice on balancing teaching, research, civic engagement, and other responsibilities
- Advice on research and teaching
- Information about the inner workings of your School or the HNRCA, and the University at large
- Access to your mentor's professional network of colleagues
- Individual recognition and encouragement
- Informal feedback on strengths and areas for improvement
- Knowledge of the informal and formal rules for advancement
- The opportunity for sharing an off-campus meal with your mentor once per quarter (see page 27 for details).

Responsibilities

Because the program is set up primarily for your benefit, you should take considerable responsibility for making the relationship work. You should expect to:

- Contact your mentor to set up the first meeting, at which both of you should reach a clear understanding of what you expect from each other.
- Formulate your goals for the mentoring relationship
- Define any problems you want to discuss with your mentor
- Take responsibility for the relationship and the outcomes
- Follow all university policies and procedures, within the context of the mentor/mentee relationship, such as the sexual harassment and anti-discrimination policies.

Criteria for Participation

To gain the full benefit of the mentoring relationship, you must be willing and able to:

- Commit to a one-year mentoring relationship
- Be open to feedback
- Learn and try new things
- Be accessible
- Take ownership for your own professional growth
- Listen and communicate effectively
- Surface and resolve conflicts
- Maintain confidentiality of information provided to you by your mentor, or as agreed between the two of you.

If You Become a Mentor

Benefits

If you choose to be a mentor, you can typically expect to gain:

- The satisfaction of assisting in the development of a colleague
- A network of knowledgeable colleagues who have passed through the program
- Overall quality improvement of the department and the faculty, resulting in a higher caliber research environment for the mentor and better education for the graduate students
- The opportunity for sharing an off-campus meal with your mentee once per quarter (see page 28 for details).

Responsibilities

As a mentor, your role doesn't substitute that of the Lab Director or Department Head; you cannot guarantee the happiness or work environment of your mentee and you cannot make promises about advancement and/or salary issues. You can, however, offer support, guidance, encouragement, and useful information. You are expected to:

- Respond in a timely fashion to your mentee's request for meetings
- Reach a clear understanding, with your mentee, of what you expect from each other
- Engage your mentee's Lab Director or Department Head in early conversations, (and conversations periodically throughout the process) to ensure collaborative support
- Follow all university policies and procedures, within the context of the mentor/mentee relationship and, as applicable, advise the mentee of these, such as the sexual harassment and anti-discrimination policies.

Criteria for Participation

It is essential that, if you take on the mentoring role, you are willing and able to:

- Commit to a one-year mentoring relationship
- Share your professional expertise and experiences
- Listen and communicate effectively
- Surface and resolve conflicts
- Maintain total confidentiality of information provided to you by your mentee, or as agreed between you the two of you.

Phases of Mentoring

The mentoring program is intended to last a full year. In the course of the year, you should expect to meet several times a semester, to maintain contact by phone or email, and when possible to attend events sponsored by the program, including relevant information and development workshops. Your conversations, over the course of the mentoring relationship, will generally fall into the following phases:

Getting Acquainted (Typically Months 0 – 3)

During this phase you will

- Establish goals and a mentoring plan
- Clarify your roles
- Explore any concerns
- Introduce the mentee's Lab Director or Department Head to the Mentoring Program

Working Together (Typically Months 4 – 10)

During this phase you will

- Share expertise
- Generate ideas and solutions
- On a regular basis, calibrate and re-negotiate your initial mentoring plan
- Delve deeper into the relationship--facilitate increasing openness, depth, and trust
- Work toward accomplishing goals
- Identify accomplishments and results
- Identify what else needs to be examined or accomplished
- Celebrate successes

Saying Goodbye or Extending the Relationship (Typically Months 11-12)

During this phase you will

- Evaluate the experience
- Decide whether to end or extend the relationship
- Agree on how to make the transition
- Acknowledge and celebrate the work and the relationship



Topics That Might Arise as Part of the Mentoring Conversations

Adapted from Rachel Thomas's "[Exemplary Junior Faculty Mentoring Programs](#)"

General

- How are the mentee's department and committees organized? How are assignments and decisions made? What are the opportunities for junior faculty involvement?
- Is support staff available to junior faculty? What can be expected of support staff? What supplies and expenses are covered by your School or HNRCA? Are there other resources available to cover expenses related to teaching and research?

Research and Resources

- What conferences should the mentee attend? How much travel is allowed/expected/supported? How do you choose between large conferences and smaller events? What can you do at professional gatherings to gain the type of exposure that can lead to good contacts?
- Authorship etiquette: on collaborative efforts, how are the authors listed? Where do graduate student names go? How important is first authorship? How is alphabetical listing of authors viewed?
- Where should you publish? What should you publish? How much/how often? What are your School's/HNRCA's expectations regarding publication before tenure and promotion? How do journal/chapters in edited collections/conferences compare? How much "new" work is necessary to make something a "new" publication? Where should your publishing energy go: is a single-author book always preferable to an edited collection? May material published be submitted elsewhere? When is it time to worry if you haven't published?
- Is it worthwhile to send published reports to colleagues here, and elsewhere? What's the line between sharing news of your accomplishments and appearing self-congratulatory?

Research and Resources in a "Soft Money" and/or Laboratory Environment

- What research resources are available to you as a faculty member?
- How important are grants? How do you get hooked into the grant-writing process? How much effort should you be investing in capturing research funding? How can you find people to assist you in writing the best possible proposal, to draw up the budget? What are departmental expectations of percent of your salary to be supported by external grant funding?
- What is the expected percent of indirect cost funding on grants you receive? Are there funding agencies to which you should not apply for grants because of inadequate indirect cost recovery? For laboratory space, what is the expectation of the amount of indirect funds recovery per square foot of laboratory space you occupy? How does the School/HNRCA assess shared cost for use of common equipment and its service contracts?
- What do you see as your research "niche" in your School/HNRCA, in your area of research? What does your Lab Director or Department Head see your research contributing to the School/HNRCA?
- For clinicians, what is the expected level of clinical duty while trying to write and acquire external funding? Is clinical research funding equivalent to basic research funding?

Presentations on Research

- Should you give presentations within your department? How often? How are colloquia in your department organized? What are the opportunities for your graduate students to present their work?
- Should you give presentations about your work at other universities/institutions/ public settings? How often? How important is this? If it is important, how do you get invited to give these talks?

Collaborative Research

- Is collaborative work encouraged or discouraged in your School/HNRCA; with other members of your School/HNRCA; with international colleagues; with colleagues who are senior/more established; with other junior faculty/graduate students? If yes, are you encouraged to have long-standing collaborations, or single efforts? How important is it to have some (or all) single-author papers to your credit or papers with multiple authors where you are first author or senior author?
- Should you form a research group? What sort of activities should the group do, as opposed to work you should undertake individually?

Teaching

- Will you be expected to assemble a teaching portfolio for your tenure review or when your contract comes up for renewal, depending on which is applicable? What goes into such a portfolio?
- What are you expected to teach? Are the classes at the graduate, undergraduate, seminar, lecture, practicum, recitation, special topic, service course level? Are some types of teaching more valued? How much flexibility is there in teaching schedules? Who controls the schedule?
- Which are the "good" subjects to teach? Is it good to teach the same course semester after semester, staying with a single area? Or should you "teach around"?
- Is it good to develop new courses, and specialized courses in your research area?
- How can you use a special topics course to get a new research project off the ground?
- How much time should you spend on your course preparation? Where's the line between sufficient preparation and over-preparation?
- Will you have a teaching assistant? Who will select him/her? What can you expect of a teaching assistant, and what are your responsibilities for evaluation of his or her performance?

Teaching (*continued*)

- Are there School standards for grading? What degree of freedom do you have in determining course content? Does your School/HNRCA expect comprehensive final exams?
- How are you evaluated on teaching? What importance is placed on peer observation of your teaching, and on student evaluations? If senior faculty observe your classes, who has asked them to come? To whom do they report, and in what way? What resources are there for improving your teaching?
- If a classroom problem arises and you aren't sure how to handle it, what are your options for seeking advice, help?
- What documentation related to teaching should you keep, for example: syllabi, exams, and abstracts?
- How should you develop a teaching portfolio? What form should it take? What should it include?

Student Supervision

- How important is your work with graduate students? How many should you expect to supervise? How many is too many? How much advising should you expect to do? How do you set limits on the amount of time/effort you invest in graduate students?
- How do you identify "good" graduate students? What qualities should you look for? How strongly should you recruit them to work with you? What should you expect from your graduate students? How do you identify a research (scholarly) problem for your graduate student?
- How important is it to the School/HNRCA that you are a PhD student adviser, and on PhD student committees? Is it important to be a mentor for a professional school thesis, or a mentor for an independent honors thesis? What should you keep in files on your students? (Remember that you have to write reviews and recommendations for them.)
- Should you hire postdoctoral associates? What are the advantages/ disadvantages?
- How are the pay scales set for the graduate students and doctoral students? Should you be involved in writing training grants?

Service

- How much committee work should you expect to perform within your School/HNRCA, and the University at large? At what stage in your career should service be given? What committees should you advocate to serve on? Are there any you should avoid pre-tenure? How much time should you expect to devote to committees and other forms of service as a junior faculty member?
- How important is professional service outside of the University? How much paper and proposal reviewing is reasonable, in participating in review boards, or in journal assistant editorships?
- How do you weigh the prestige of organizing a national event in your field versus the time commitment?

Review Process

- How long is your appointment? When will you come up for review? What sort of reviews? How is a fourth-year review, for example, different from the tenure review? What is the process? (What do you submit for review? When? How do you hear the results? How are the reviewers selected when appropriate? Do you have a role in that process?)
- What do you include in your annual report? How do you discuss the annual review with your Lab Director or Department Head?
- Who do you go to for tenure and promotion standards?
- If you are responsible for submitting your own list of potential outside reviewers, how do you go about assembling such a list? What kind of reviewers should you try for? Are international and domestic reviewers regarded equally? How is the reviewer's own eminence evaluated? How much prior contact with a potential reviewer makes them unsuitable for your list? (Is having been on a panel together acceptable, but not a professional friendship?) What is an "arms-length" reviewer?
- What information is important in your vita? Is there any activity too trivial to include? Should you send copies of congratulatory letters to your Lab Director or Department Head, or simply retain them for your dossier? What should be included in your reflective teaching and research statements?
- How are raises determined in the School/HNRCA? How will you find out about your raise? What's the process for discussing your raise in a given year?
- How can you get feedback on how you're doing at any point in your pre-tenure career?

Personal Issues

- What policies do HNRCA and the Boston Schools have for family and personal leave? How do you go about asking for such leave? Do you begin at the School/HNRCA level? Is there an appeals process if your request is turned down?
- How can you access Tufts Employee Assistance Program? What problems does the program deal with?
- How visible must one be in the School/HNRCA? Is it acceptable to work at home?
- What are the University's anti-discrimination and sexual harassment policies?
- If you're involved in a controversy or dispute, where do you go for help?

Guidelines / Tips for the Mentoring Relationship

There isn't a one-size-fits-all approach to the mentoring process. However, some general guidelines and tips can facilitate the process and ensure greater success of the mentee/mentor relationship.

Tips for Mentees

Adapted from Rachel Thomas's "[Exemplary Junior Faculty Mentoring Programs](#)"

- Show initiative in planning your career. Write a personal statement about your educational philosophy and amend it as needed. Exchange CVs with your mentor for discussion.
- Learn about how the University and your field operates. Write down questions as they occur to you and then begin finding the answers.
- Realize that your success is important not just to you but also to your School or HNRCA and the University. Consider that "going it alone" doesn't work that well for anyone.
- Make your scheduled meetings with your mentor a priority, and take advantage of e-mail and the telephone to keep in touch informally.
- Be willing to ask for help.
- Let the Director of Organizational Development and Training, who oversees the Mentoring Program, know if you have questions or concerns about the program.
- Make and maintain contacts with other junior faculty within your School/HNRCA, as well as in other departments, institutes, and schools.
- Become familiar with the resources available to support and strengthen your teaching and research.
- Assemble a library of information about your institution, School, or HNRCA. Include the latest strategic plan for your School or the HNRCA.
- Set a meeting with your Chair to discuss the School's/HNRCA's expectations for tenure and promotion.

Tips for Mentors

Adapted from Rachel Thomas's "[Exemplary Junior Faculty Mentoring Programs](#)"

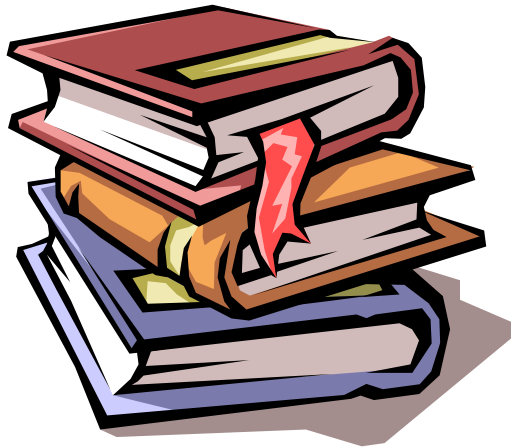
- Exchange CVs with your mentee to stimulate discussion about career paths and possibilities.
- Ask about and encourage accomplishments and provide informal feedback on strengths and areas for improvement.
- Use your knowledge and experience to help junior faculty members identify and build on their own strengths.
- Attend mentoring events.
- Try to be in contact twice monthly to discuss your mentee's career and activities.
- Discuss annual performance reviews with your mentee: how to prepare, what to expect, how to deal with different outcomes.
- Aid your mentee in exploring the University and School/HNRCA culture (i.e., What is valued? What is rewarded?)
- Check in with the Director of Organizational Development and Training, who oversees the Mentoring Program, to share any concerns or problems. Respond to occasional calls from the Director of Organizational Development and Training to see how the program is progressing.
- Encourage and demonstrate University citizenship.
- Tell your mentee about important University and professional events that he or she should attend. Invite and participate with the mentee in important University events.

Books and Articles

- Allen, T. "When Mentors and Protégés Communicate: Lessons from Universities." *Mentoring International* 4.1 (1990): 24-28.
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Web Sites

- Stanford University School of Medicine [Faculty Mentoring Program](http://facultymentoring.stanford.edu/)
<http://facultymentoring.stanford.edu/>
- Online [article](#) about mentoring in University settings <http://www.ntlf.com/html/lib/bib/95.3dig.htm>
- University of California, San Diego [Faculty Mentoring Program](http://academicaffairs.ucsd.edu/faculty/programs/fmp/INTRODUCTION)
<http://academicaffairs.ucsd.edu/faculty/programs/fmp/INTRODUCTION>
- [The Womentor Group](http://www.womentor.com/index2.htm) <http://www.womentor.com/index2.htm>
- University of Wisconsin System Women's Studies Librarian's Office,
"[Mentoring women in higher education: an annotated bibliography.](http://www.library.wisc.edu/libraries/WomensStudies/bibliogs/mentor.html)"
<http://www.library.wisc.edu/libraries/WomensStudies/bibliogs/mentor.html>
- CTE Occasional Paper: [Mentoring Faculty](http://ase.tufts.edu/cae/) <http://ase.tufts.edu/cae/>
- APA Monitor Online: "[Mentoring Program Helps Young Faculty Feel at Home.](http://www.apa.org/monitor/mar99/mentor.htm)"
<http://www.apa.org/monitor/mar99/mentor.htm>



You can make a copy of this form or download it at
<http://www.tufts.edu/hr/forms/forms.html>

TUFTS UNIVERSITY MENTORING PROGRAM APPLICATION

Please include a CV or Bio with this application
and send a copy of both to either your HNRCA Director or School Dean
and to the Human Resources/OD&T Director

Name: _____

Campus Phone Number: _____

Email Address: _____

Date Submitted: _____

Focus of Research: _____

Current Title: _____

Primary Position Responsibilities:

Do You Want to Become a _____ Mentor? _____ Mentee?

Why? What do you hope to contribute/gain from the experience?

How would you describe your ideal mentoring relationship?

Do you have anyone in mind with whom you would like to be paired?

You can make a copy of this form or download it at
<http://www.tufts.edu/hr/forms/forms.html>

Tufts University Mentoring Program Partnership Plan and Agreement *(page 1 of 2)*

Following are questions to address and discuss in your initial meeting. We suggest that you complete it individually, discuss it, then draft a summary document at the end of your first meeting. Each of you should keep a copy so you can periodically revisit, and possibly renegotiate, your plan and agreement.

Expectations

1. What are the specific outcomes that I would like?
2. At the end of this mentoring time, how will I know if it has been successful?

Guidelines and Boundaries

3. What are the norms and guidelines I would like for us to will follow?
4. How do I protect confidentiality between us?
5. How will I communicate/coordinate with the mentee's Lab Director or Department Head to ensure that that individual is included in the process?

Introductions/Benefits to the Community

6. What are the benefits of introducing your mentee or mentor to others in the organization?
7. How and to whom would you make those introductions?
8. What do you see as the benefits to Tufts and your School/HNRCA of this mentoring relationship? How will you talk about it to others?

MENTORING PARTNERSHIP PLAN AND AGREEMENT *(page 2 of 2)*

Time Management

9. Can I agree to a one-year commitment for this process?
10. How will I allocate sufficient time to meet our needs?
11. How do I protect this time when other demands encroach upon it?

Communications

12. How often will we meet?
13. How will we schedule our meetings (all at once, after each one, etc.)?
14. What are my communication strengths and weaknesses?
15. Based on our individual communication styles, how do I plan on starting this relationship?
16. Besides face-to-face meetings, how will I use other forms of communication (e.g., email, memos, telephone)?

Strategies for Addressing Stumbling Blocks

17. What stumbling blocks might we encounter?
18. What process should we have in place to deal with them as they occur?

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TUFTS UNIVERSITY MENTORING PROGRAM MEAL REIMBURSEMENT

To provide some quality time in a more relaxed atmosphere, Tufts Human Resources invites you to share a meal with your mentor or mentee, off-campus, once each quarter. There is a \$25 budget per meal for breakfast or lunch and \$60 budget per meal for dinner. Please complete this form, attach your receipt and send to HR/OD&T *Lauren Montefusco-Ruiz, TAB 211, Medford Campus.*

Date submitted _____

Date of meal _____

Name of Mentor _____

Name of Mentee _____

Name of person to be reimbursed _____

Amount \$ _____

*Meal receipts must be attached.
Thank you.*