



Saurashtra University Student Mentoring Cell

University Mentoring System

Introduction:

Mentorship is considered as a very important component of higher education institutions. At Saurashtra University, we promote the excellence in education by exploration, understanding, explanation and transformation of the world through teaching, learning, research and scholarly activities as well as services to local, state, national and global communities.

More than 120 faculty provide mentoring and advising for approximately 2,000 students of 29 departments pursuing their masters or doctorate studies.

There are many ways in which mentoring can be defined. Of which here we are accepting the definition, which appropriately describes the University Mentoring System.

“A professional relationship in which an experienced person (the mentor) assists another (the mentee) in developing specific skills and knowledge that will enhance the mentee's professional and personal growth”

Expectations from Both Mentor and Mentee

- Respect confidences and trust each other.
- Discover common ground and respect your differences.
- Be available as and when required with prior planning

Expectations from Mentee

- Identify realistic goals. Discuss your needs and expectations with your mentor; think about what you want out of the program prior to each meeting.
- Negotiate ideas and activities with your mentor.
- Be committed to carrying out agreed-upon goals; follow through.
- Be receptive to suggestions and feedback.
- Keep mentor informed of progress.
- Contact mentor if unable to attend scheduled meetings in a timely manner.
- Realize that having a mentor is a privilege and work hard to take advantage of the opportunity.
- Contact program staff if there is a concern with the mentor relationship.

Accordingly following is the list of expectations from a mentor

- Listening actively with interest, holding the focus on the mentee's agenda
- Managing the framework of the mentoring sessions, while encouraging the mentee to take responsibility for the content

- Taking appropriate approaches for betterment of the mentee
- Helping the mentee to frame long term objectives instead of short term interests and see holistic image
- Helping a mentee to have a different point of view for the situation and explain possible perspectives
- Taking an interest in the mentee's progress

A mentee is expected to be:

- Responsible for his or her development, rather than expecting sole help from his/her mentor.
- Committed, attending planned sessions and taking the actions suggested by with the mentor.
- Punctual and respecting agreed rules.
- Transparent in behaviour with his/her mentor.

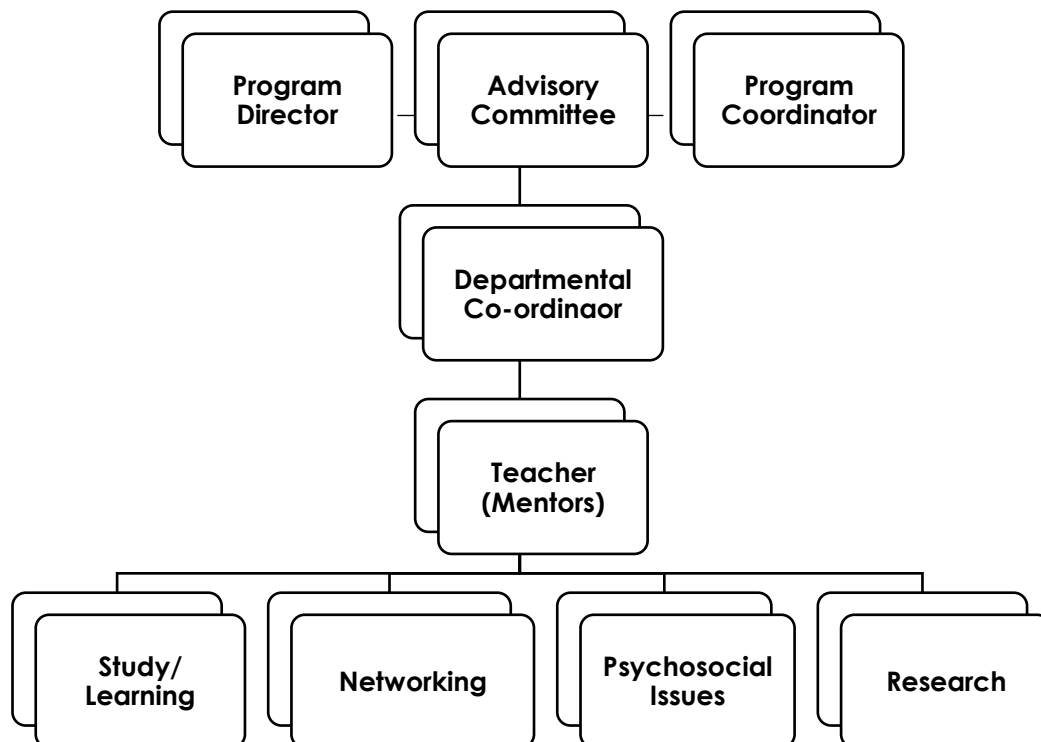
Objectives:

1. To provide support and guidance on teaching, research, the mentoring of students.
2. To support the professional advancement of the mentees by relaying experiences and knowledge of mentors in the key performance areas of teaching, research and support service.
3. To address psychosocial issues of the mentees for in time remedy and to avoid things deteriorate further.
4. To improve the study environment by improving relationships between teachers and their students and make the teaching more effective.

Activities:

1. Preparing mentors for the mentoring activity.
2. Providing constructive reviews of the institution.
3. To help mentee understand and acquaint with the routine activities of the department.
4. Guiding to improve learning, monitoring performance and helping in developing skill of student.
5. Helping the mentee with networking in the campus.
6. Advising the mentee on group dynamics, study material, research, paper/dissertation writing, scholarships, and other schemes relevant to the mentee.
7. Assisting for problem solving or conflict resolution.

System Hierarchy



Roles:

1. Program Director:
 - a. The Program Director will induct Departmental Co-ordinators to look after mentoring activities in the department concerned.
 - b. The Program Director shall organise training for newly inducted Mentors.
2. Program Coordinator:
 - a. The Program Director shall supply mentors and junior faculty members with sources of information regarding good mentoring practices.
 - b. Program Director shall co-ordinate with Departmental Co-ordinators for periodic assessment and communication.
3. Departmental Co-ordinator:
 - a. Departmental Co-ordinators will induct Teacher Mentor/s for respective departments and facilitate the smooth functioning of the system.
 - b. He/She will monitor the progress of the relationship between mentor and mentee. Also will provide feedback to the mentors and mentees.
 - c. He/She will be also reporting and record keeping authority for the department.
 - d. He/She will meet the mentors of the Departmental once a month to review the progress of the mentoring activity and prepare a summary of the same during the period.
4. Teacher Mentor:
 - a. Teacher mentor will help the mentees to get study material, reference books and most important, will help them build network in the organisation, guide mentees about possible career openings and thrust areas or research for doctorate/post-doctorate study.
 - b. He/She will help the students feel comfortable and homely so that they can freely share their issues.
 - c. He/She will meet the mentee in groups or in person at least once every fortnight, provide room for openly sharing their problems or issues, and help them solve.
 - d. He/She can seek help of higher authorities, if needed, to mitigate the issue, or if the problem exaggerates report to the concerned authorities.
 - e. He/She will be putting the discussion with mentee on record and keeping track of mentee's progress.
 - f. Teacher Mentor will meet the Departmental Co-ordinator once a month to report the progress of the mentoring activity in the previous month.

- g. At the end of every term, the mentor shall provide a short written summary of the mentoring activities over the course of the past term and the perceived benefits to the mentee as part of the term review.
- h. At the same time, mentor should collect from the mentee a brief written summary of what he/she has done, what he/she is currently doing, what he/she plans to do and any issues, problems, or challenges being faced during this period in his/her words.

Guidelines for Mentors

1. Each mentor is allotted with a batch of students, as suggested by the Departmental Coordinator in consultation with Head of the Department.
2. Mentors should conduct at least four meetings per semester with the mentees.
3. Mentors should take care of mentee's batch for academic interests and support them for improvement.
4. Mentors should encourage students for extracurricular activities within the institute and at University as well as inter-University level.
5. Mentors should interact with parents only in case of extreme situations.
6. Mentors should maintain records of all the meetings held with mentees/ parents.
7. Mentors should update regularly the record in the formats supplied.
8. Mentors should provide information about possible financial assistance available to mentees.
9. Every Department has to conduct "Open House" once in an academic year.
10. The record has to be handed over to the new mentor in case mentors are changed.
11. Annual report in form of summary has to be prepared by each Mentor and to be submitted to the Departmental Coordinator.

Self-Assessment, Personal Goal and Professional Development Plans

Each student must prepare a self-assessment individually and Professional Development Plan with his or her mentor. When the plan is complete, both the mentor and the student will sign the plan. The plan should be brought to all mentoring meetings and may be adapted to meet the objectives in consultation with mentor.

The purpose of the exercise is:

- To assess skills, strengths, weaknesses and areas where development is needed.
- To identify achievable learning goals.

The plan requires following things:

1. Declaring personal goal
The personal goal should identify the student's values and vision inclusive of ethical considerations for personal and professional development.
2. Self-assessment
3. Conversation Topics
They refer to all type of discussions permitted mutually for the personal and professional betterment of mentee.

Every student is encouraged to periodically review and revise plan with his or her mentor as needed. Periodic reviews allow the pair to note progress as well as to identify goals that need continued attention.

Instructions for preparing Professional Development Plan for the student

Personal Goal: (to be prepared by Student keeping in mind his/her values, vision and ethics)
Self-assessment:(to be prepared by Student) <ul style="list-style-type: none">▪ Assessing skills, strengths and weaknesses where development is needed▪ Ask peers, mentors, family and friends what they see your skills, strengths and weaknesses development is needed▪ Outline long-term career opportunities▪ Short term goals<ul style="list-style-type: none">○ What type of work I like to be doing○ What is important to me in a career
Skill
Strengths
Weaknesses
Professional Realistic Goal: (to be filled by student in consultation with Mentor)
Plan to achieve the Goal: