



DEPARTMENT OF
CONSTRUCTION SCIENCE

Faculty Mentoring Manual

Revision 3.1

May 11, 2020

CSM FACULTY MENTORING MANUAL

The Initial DRAFT was developed by the Department of Construction Science Faculty Mentoring Manual taskforce with the following members:

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Revision 1.1	October 16, 2017
Revision 1.2	October 25, 2017
Revision 1.3	November 4, 2017
Revision 1.4	November 10, 2017
Revision 2.1	January 31st, 2019
Revision 2.2	February 11, 2019
Revision 2.3	February 25, 2019
Revision 2.4	April 15, 2019
Revision 2.5	April 23, 2019
Revision 2.6	June 06, 2019
Revision 3.1	May 05, 2020
Faculty Approval	May 11, 2020

INTRODUCTION

The *Department of Construction Science Mentoring Program* aims to guide the Tenure Track and Tenured faculty, improve their ability to conduct research, teach efficiently, and provide the expected levels of service. The process involves establishing a successful working relationship between the mentor and the mentee. A mentor is a trusted counselor or guide, who is detached and disinterested (Merriam-Webster Dictionary, quote by P. W. Keve). Mentoring (formal and informal) aims to address various facets of life (professional and personal) that a person might encounter during the academic career involving the pairing of a senior faculty with a junior faculty. The intention of the mentoring activity is to facilitate a relationship that results in helping the mentee achieve a balanced life, meeting personal and professional obligations, and a successful professional career (UTSA- 2015).

The document was developed to successfully facilitate the mentoring process, establish the ground rules for an effective mentor-mentee relationship, and enhance the successful implementation and continuous improvement of the program. The document has the following sections:

1. Mentoring program **Statement of Purpose**
2. **Participants Eligibility**
3. Mentoring Program **Timeline** and **Policies**
4. **Activities and Responsibilities** for mentors and mentees
5. **Mentor Acknowledgement and Mentoring Program Assessment/Benchmark**
6. **Resources**
7. **Appendices**
 - Appendix I – Graphical Depiction of the Mentoring Program **Timeline**
 - Appendix II - Template for **Mentoring Agreement** form
 - Appendix III - Template for **Mentor-Mentee Meeting Documentation** form
 - Appendix IV - Template for **Mentee - Program Annual Evaluation** form
 - Appendix V - Template for **Mentor - Program Annual Evaluation** form

Meeting the established minimum expectations from the mentor is not, in and of itself, a sufficient indication of positive progress toward tenure or promotion and does not guarantee tenure and/or promotion. However, the process should provide faculty mentee the opportunity to gain input for any adjustments that need to be made for successful tenure and/or promotion to Associate and/or Full Professor. Should there be any difference between this document and the “*UTSA Faculty Mentoring Program Resource Manual*”, the language in the UTSA Manual will have precedence.

SECTION 1 – STATEMENT OF PURPOSE

The goal of the Faculty Mentoring Program is to support and retain assistant and associate professors as they progress toward tenure and/or promotion. This is accomplished by helping tenure-track and tenured faculty members in the following areas:

- Excel in teaching, course preparation, and managing student issues.
- Excel in research, publishing, and securing external funding.
- Satisfy the service and community engagement expectations.
- Understand the tenure and evaluation process.
- Develop professional networks.
- Create work-life balance.

The desired outcome of the program is to facilitate the faculty mentee’s successful navigation through the (tenure and/or promotion to Associate and/or Full Professor) **process and maintaining a healthy work-life balance by utilizing the experience of the mentor.**

SECTION 2 - PARTICIPANT ELIGIBILITY

Stakeholders that are active participants in the mentorship program, provide support, and guidance to the tenure-track/tenured faculty member. Mentoring is mandatory for all early-career tenure-track faculty through their promotion and tenure review. It is also mandatory for newly hired faculty at Associate rank for the first two years.

These stakeholders are:

1. Mentee (Faculty within the Department of Construction Science).
2. Mentor (Tenured Faculty with a research track record within the Department of Construction Science or as approved by the Department Chair).
3. Chair of the Department of Construction Science.

SECTION 4 – TIMELINE AND POLICIES

The table below outlines the rough timeline, responsible party and actions to take as part of these mentoring program (Graphical depiction of the timeline is also provided in the Appendix I).

Table 1 – Department of Construction Science Mentoring Program Timeline

When?	Who?	What?
September Within two weeks of Hiring or Promotion to Association	Department Chair	Inform new TT faculty or newly promoted associated faculty of the mentorship program.
November	Mentee	Mentee consults with Department Chair to select a mentor. Mentee learned about possible mentors and talks with them.
December (Immediately after hiring or promotion)	Mentee	Mentee selects mentor
December (Immediately after hiring or promotion)	Mentee and Mentor	Fill out and sign “Mentoring Agreement” Form (Appendix II)
December (Immediately after hiring or promotion)	Mentee and Mentor	Schedule with UTSA Faculty Center the UTSA Mentee/Mentor training/Orientation
February	Mentee and Mentor	Attend UTSA Mentee/Mentor training/Orientation
May ⁽¹⁾	Mentee and Mentor	Meet regularly with at least one formal meeting documented with “Mentor-Mentee Meeting Documentation Form” (Appendix III)
December ⁽¹⁾	Mentee and Mentor	Meet regularly with at least one formal meeting documented with “Mentor-Mentee Meeting Documentation” form (Appendix III)

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December ⁽¹⁾ (16 months after hiring or promotion)	Mentee	Complete “Mentee - Program Annual Evaluation” Form (Appendix IV) and submit to the Construction Department Chair.
December ⁽¹⁾ (16 months after hiring or promotion)	Mentor	Complete “Mentor – Program Annual Evaluation” Form (Appendix V) and submit to the Construction Department Chair.
January ⁽¹⁾ (17 months after hiring or promotion)	Mentor	Upload to Digital Measures the two “Mentor-Mentee Meeting Documentation” forms corresponding to May and December (Appendix III)

Remark: (1) These items will also be done the following year to complete the mentoring program that is for a period of two years

The mentoring program shall adhere to the following primary policies that shall act as the guiding principles of the program:

1. The Department Chair shall inform the newly hired faculty about the mentoring program and provide a copy of this “Faculty Mentoring Manual” and its location on the website within two weeks of joining the program. If the program does not have a Department Chair, it shall be the responsibility of the Interim Chair to complete this item.
2. The Department Chair shall advise the new faculty member about potential faculty mentors. Mentors must be tenured faculty and willing to serve in the capacity.
3. All faculty mentee are expected to select a mentor before the end of the first academic semester of hire or promotion to an Associate Professor (normally December). Please refer to Table 1 and Appendix I (*Timeline for Faculty Mentoring*) for all timelines related to the mentoring process.
4. Selection of the mentor shall be conducted in consultation with the Department Chair.
5. If the faculty identifies a potential mentor, outside the Department of Construction Science, the identified mentor shall be approved by the Department Chair.
6. The faculty mentee, in consultation with the mentor, should fill out the “Mentoring Agreement” form (in Appendix II). The agreement shall be signed by both the mentee and the mentor and submitted to the Department Chair by the end of the first academic semester of the hiring of the mentee or promotion to an Associate Professor.
7. The mentoring program shall be evaluated annually by both the mentee and the mentor (*Appendix IV and Appendix V*) before the end of each calendar year (starting on the first complete year of the agreement).
8. Mentor and mentee shall meet on regular bases and shall have formal meetings at least twice during the academic year.
9. The two formal meetings a year shall be documented utilizing the “*Mentor-Mentee Meeting Documentation*” Form- in Appendix III.
10. The mentoring agreement should last for a period of two years, at which time it could be renewed by mutual agreement.
11. The mentoring agreement can be terminated at any time by the mentee or the mentor, by informing the other party and the Department Chair. A new mentor shall be selected by the faculty member, and a new Mentoring Agreement signed, within two months.

12. All mentors, within two months of signing the Mentoring Agreement, should get trained by UTSA Faculty Center. As per the Faculty Mentoring Guidelines Quality Committee (2018), “*Mentor training is available through the Faculty Center upon request.*”
13. All communication between mentor-mentee shall be deemed as confidential, unless agreed otherwise by both parties
14. If the mentee receives a poor faculty annual evaluation, the mentee shall set-up a meeting with mentor to develop a new mentoring agreement.
15. In order to recognize and reward mentors’ contributions, the mentor shall submit in January the two “*Mentor-Mentee Meeting Documentation*” forms (*Appendix – III*) through Digital Measure to be considered by the annual evaluation committee, The Department of Construction Science Annual Evaluation awards specific points to recognize the effort and time invested by mentor for supporting the mentoring activities.

SECTION 4 – MENTORING ACTIVITIES AND RESPONSIBILITIES

Even though the document outlines the basic set of policies from each of the stakeholder, this section establishes the program minimum activities expectations from mentor and mentee.

The Mentor shall:

1. Provide support in research endeavors, teaching improvement, and service engagement.
2. Dedicate special attention to share approach to prepare proposals and secure external funding.
3. Dedicate special attention to share approach to write peer-reviewed journal publications and conference proceedings.
4. Dedicate special attention to share good teaching practices for construction education.
5. Respect the mentee and their time and space.
6. Treat the mentee as a Colleague.
7. Provide Information about promotion and tenure processes.
8. Provide constructive and supportive feedback on specific work or career progress.
9. Support networking within and outside of the department, college, university and industry
10. Treat all interactions as confidential, unless agreed otherwise by both parties
11. Understand that the mentor provides suggestions and advice only.
12. Not be expected to evaluate mentee’s work. Mentor’s role is to help the mentee find resources to evaluate his/her work and give him/her emotional support. Faculty mentoring is separate from evaluation.
13. Try to create a level of confidence and trust with the mentee that promotes honest and open discussion about teaching, research and service.

The Mentee shall:

1. Fill-out the Mentoring Agreement form in Appendix II, obtain a signature, and submit to the Department Chair by the end of the first semester of the mentee.
2. Try to initiate meeting requests and schedule in accordance with the mentor availability.
3. Schedule the formal meetings at least twice during the academic year.
4. Document at least two formal meetings a year by filling out the “Mentor-Mentee” Meeting Documentation Form” in Appendix III
5. Dedicate special attention to prepare proposals and secure external funding.

6. Dedicate special attention to writing peer-reviewed journal papers and conference proceedings.
7. Dedicate special attention to prepare good lectures and deliver quality construction education
8. Dedicate special attention to the feedback provided by the Construction Industry Advisory Council (CIAC) members.
9. Dedicate special attention to the feedback provided by students during the on-line course evaluation.
10. Ask for advice and welcome constructive suggestions.
11. Respect the mentor, and their time and space. Treat the mentor as per his/her expectation.
12. Fulfill and respect the agreements with the mentor and meet as often as agreed upon.
13. Expect the mentor to provide professional advice and information that supports a successful tenure and promotion outcome.
14. Listen and be respectful to the mentor's opinion, advice, suggestions, and recommendations with an open mind.
15. Not expect the mentor to correct or fix the mentee's work, unless agreed otherwise by both parties
16. Treat all interactions as confidential, unless agreed otherwise by both parties.
17. Fundamental differences shall be discussed with the mentor, and if needed, the mentee could terminate the mentoring relationship. Make only positive or neutral comments about your mentor to others.
18. Understand that meeting the established minimum expectations from the mentor is not, in and of itself, a sufficient indication of positive progress toward tenure or promotion and does not guarantee tenure and/or promotion.

SECTION 5- MENTOR ACKNOWLEDGEMENT AND MENTORING ASSESSMENT/ BENCHMARK

The Department of Construction Science awards points during the faculty Annual Evaluation to recognize the effort and time invested by the mentors (for supporting the mentoring activities). In order to recognize and reward mentors' contributions, the mentor shall submit in January the two "*Mentor-Mentee Meeting Documentation*" forms in Appendix III through Digital Measure to be considered by the Annual Evaluation Committee.

The mentoring program will be evaluated, reviewed and benchmarked every two years during the spring semester of even years (2022, 2024, etc.) to effectively serve the mentees and to improve their ability to conduct research, teach efficiently, and provide the expected levels of service. This evaluation will be conducted by a "Mentoring Program Review Committee" to be selected by the Chair of the Department of Construction Science. This "Mentoring Program Review Committee" will use: 1- Their personal experiences with the mentoring program (if any), 2- The data collected from the "Mentee - Program Annual Evaluation" Forms (Appendix IV) submitted by the mentees in the previous years (without identifiers), 3- The data collected from the "Mentor - Program Annual Evaluation" Forms (Appendix IV) submitted by the mentors in the previous years (without identifiers), 4- "Faculty Mentoring Manual" of other departments at UTSA, and 5- Other resources within and outside UTSA.

SECTION 6- RESOURCES

1. Cornell University <http://www.advance.cornell.edu/documents/Exemplary-Junior-Faculty-Mentoring-Programs.pdf>
2. Harvard University <http://www.faculty.harvard.edu/development-and-mentoring/faculty-mentoringresources>
3. Michigan State University <http://fod.msu.edu/resources-faculty-mentoring>
4. Northern Illinois University <http://www.niu.edu/facdev/services/newfacmentoring.shtml>
5. SUNY Albany <http://www.albany.edu/academics/mentoring.best.practices.chapter2.shtml>
6. The Center for Teaching and Faculty Development at the University of Massachusetts at Amherst –
7. Mutual Mentoring, Mentoring Circles <http://www.umass.edu/ctfd/mentoring/index.shtml>
8. University of Michigan <http://www.rackham.umich.edu/downloads/publications/Fmentoring.pdf>
<http://www.crlt.umich.edu/faculty/facment>
9. University of New Mexico Mentoring Institute <http://mentor.unm.edu/home/>
10. UTSA- Biomedical Engineering Department
11. UTSA- Department of Architecture
12. UTSA- Department of Political Science and Geography
13. UTSA- Office of the Provost and Vice President for Academic Affairs
Chronicle of Higher Education articles:
14. The Difference Mentoring Makes: <http://chronicle.com/article/The-Difference-Mentoring/147765/?key=SmNxIgzrZS9EZHhhMWpBMT4EPCZsNUI1aiMZan1zb19QFg==>
15. [Seeing the Mentors You Need: http://chronicle.com/article/Seeing-the-Mentors-You-Need/131747/](http://chronicle.com/article/Seeing-the-Mentors-You-Need/131747/)
16. Why We Need ‘Reverse Mentoring’: <http://chronicle.com/blogs/conversation/2012/09/06/why-weneed-reverse-mentoring/>
17. The Contributions of Mentees to Mentors: <http://chronicle.com/blogs/innovations/the-contributionsof-mentees-to-mentors/30022>
18. Midcareer Mentoring: <http://chronicle.com/article/Midcareer-Mentoring-Part-3/132157/>
19. How to Treat Your New Faculty Colleagues: <http://chronicle.com/blogs/innovations/how-to-treat-yournew-faculty-colleagues/32789>
20. Why Not to Set Up a Formal New Faculty Mentoring Program:
<http://chronicle.com/blogs/profhacker/why-not-to-set-up-a-formal-new-faculty-mentoring-program/22766>

SECTION 7- APPENDICES

APPENDIX I
TIMELINE FOR FACULTY MENTORING

Period (Year and Month) Activity	Year 1												Year 2												
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
Newly hired faculty is informed of Faculty Mentoring Program	█																								
Mentee consults with Department Chair to select a mentor	█																								
Mentee selects a mentor			█																						
Mentee and mentor develop and sign "Mentoring Agreement" Form - (Appendix II)					█																				
Mentor and mentee attend training/orientation			█																						
Mentor and mentee meet regularly (at least one meeting per semester)						█																			
Mentee completes and submits the "Program Annual Evaluation" Form - (Appendix III)											█												█		
Mentor completes and submits the "Program Annual Evaluation" Form - (Appendix IV)											█												█		
Mentor and mentee complete and submit the "Mentor-Mentee Meeting Documentation" Form - (Appendix V)											█												█		

APPENDIX II
MENTORING AGREEMENT

A successful mentee-mentor relationship requires a commitment on the part of both participants. The following agreement is intended to provide a starting framework for the partnership. Either party should understand that they may withdraw from the relationship at any time by contacting the Department Chair and notifying the other party. Each party should keep a copy of this agreement and make every effort to fulfill the terms of the agreement.

	Name	Phone	E-mail
Mentee			
Mentor			

Mentor and mentee are encouraged to share as much contact information as needed.

AGREEMENT GOALS

1) The aim of the partnership is to facilitate the accomplishment of the following goals:

a. **Research:**

b. **Teaching:**

c. **Service:**

AGREEMENT

Both mentor and mentee agree to abide by the *policies and expectations* identified in the Faculty Mentoring Manual. The mentee understands that meeting the established minimum expectations from the mentor is not, in and of itself, a sufficient indication of positive progress toward tenure or promotion and does not guarantee tenure and/or promotion.

Mentor _____

Signature & Date _____

Mentee _____

Signature & Date _____

Department Chair _____

Signature & Date _____

(Chair Signature needed only if a new agreement is required after a poor annual evaluation)

APPENDIX III
MENTOR-MENTEE MEETING DOCUMENTATION FORM

Mentor Name _____

Mentee Name _____

Date of Mentor-Mentee Meeting 1 _____

Date of Mentor-Mentee Meeting 2 _____

Mentor Signature _____ **Date** _____

Mentee Signature _____ **Date** _____

(Please keep a copy for your records and provide the copy to the Faculty Annual Evaluation's Committee, during the "Annual Evaluations Period")

APPENDIX IV

MENTORING PROGRAM ANNUAL EVALUATION

(To be completed by the mentee)

Mentee _____

Contact Information _____

Number of formal contacts with Mentor _____

Mentor _____

Contact Information _____

Overall, how would you rate the mentoring experience? *(Please rate the following statements on the scale of 1 - 5). 5 - Strongly agree 4 - Agree 3 - Disagree 2 - Strongly Disagree 1 - Don't Know*

Statement	Scale (1-5)
I feel that I have reached all or some of my goals for professional development.	
I feel better about my potential for career.	
I feel more self-confident.	
I plan to continue my formal UTSA training and education.	
I plan to continue to work on reaching current and future career goals.	
I feel the mentoring program positively impacted my career success.	
I feel the mentoring program positively impacted my ability to conduct research.	
I feel the mentoring program positively impacted my ability to secure funding.	
I feel the mentoring program positively impacted my teaching abilities.	
I feel the mentoring program positively impacted my ability to perform service and community engagement.	

I would like to continue with the current Mentoring Agreement:

Yes: ____ Don't Know: ____ No: ____

I would like to serve as a mentor in the future:

Yes: ____ Don't Know: ____ No: ____

Feedback to improve the Mentoring Program:

Mentee _____

Signature & Date _____

APPENDIX V

MENTORING PROGRAM EVALUATION

(To be completed by the mentor)

Mentor _____

Contact Information _____

Number of formal contacts with Mentee _____

Mentee _____

Contact Information _____

Overall, how would you rate the mentoring experience? *(Please rate the following statements on the scale of 1-5). 5 - Strongly agree 4 - Agree 3 - Disagree 2 - Strongly Disagree 1 - Don't Know*

Statement	Scale (1-5)
I feel that the program enabled the mentee reach all or some personal growth goals.	
I feel better about his/her potential for professional growth since completing the mentoring program.	
I see in the mentee a greater self-confidence since we began the mentoring relationship.	
I feel that I have gained from the mentoring relationship.	
I would encourage others to serve as mentors.	
I found the mentor role to be too demanding.	

I would like to continue with the current Mentoring Agreement:

Yes: ____ Don't Know: ____ No: ____

I would like to serve as a mentor in the future:

Yes: ____ Don't Know: ____ No: ____

Feedback to improve the Mentoring Program:

Mentor _____

Signature & Date _____