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### Setting S.M.A.R.T. Goals

<table>
<thead>
<tr>
<th>Specific</th>
<th>Measurable</th>
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<tbody>
<tr>
<td>What do you want to accomplish?</td>
<td>How will you know you have accomplished your goal?</td>
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<table>
<thead>
<tr>
<th>Attainable</th>
<th>Relevant</th>
<th>Time-Bound</th>
</tr>
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<tbody>
<tr>
<td>How can the goal be accomplished?</td>
<td>How important is this goal for my career?</td>
<td>By when will the goal be accomplished?</td>
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Mentoring Partnership Agreement

Tailor and complete this template with your partner to explicitly establish ground rules and expectations to guide the development and trajectory of your partnership.

Mentee (print name): __________________________________________________________

Mentor (print name): __________________________________________________________

As participants in this formal departmental mentoring relationship, we agree:

• to participate in the partnership through ____________________ (define length of partnership) example: through tenure review process (anticipated date of completion: DD/MM/YYYY);

• to meet at least ________________ , for ________ (example: once a month, for about 1 hour);

• that it will be the responsibility of the ______________________ (role) to coordinate schedules to establish meeting dates and times at the interval specified above via ________ (medium) by at least the ________________ of each month;

• to maintain confidentiality to build a trust-based partnership and maintain this “safe space”;

• to communicate honestly and openly within this partnership;

• to make and honor realistic commitments to one another within this partnership;

• if applicable, to clarify protocol with my partner as to when and how someone outside of the partnership should be involved as a resource, whether as a potential collaborator or mediator;

• that the mentor guides and supports the mentee but is not responsible for mentee’s promotion and tenure outcomes;

A-7
• to contact ____________________________ (example: Mentoring Committee Chair) if challenges occur that will prevent continued participation in the mentoring partnership.

• ANY ADDITIONAL DEPARTMENT-SPECIFIC SPECIFICATIONS

Additional Points for Discussion:

(Think: Who, what, where, when, and how?)

• What type of in-between follow-up would be helpful?
• Where and how will we meet (in person/virtual)?
• How will we handle meeting cancellation?
• What preparation should be done for which meetings? Who is responsible?
• How will we provide feedback to each other?

Establish Mutual & Explicit Expectations:

Mentee’s Expectations of Mentor:

Mentor’s Expectations of Mentee:

Department’s Expectations of Mentee:
Define Success & Accountability:

No-Fault Termination:

In the event that either party needs to discontinue participation in the partnership prior to the established end date, it is that individual’s responsibility to communicate this clearly and respectfully to his/her partner and/or seek the assistance of the previously identified departmental authority as mediator for resolution or dissolution as soon as possible.

Any early terminations of partnerships should be conducted with respect and professionalism—neither party will be penalized in this event.

Mentee Signature:______________________________________________ Date: ___________

Mentor Signature:______________________________________________ Date: ___________
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<tr>
<th></th>
<th>Interests</th>
<th>Values</th>
<th>Aspirations</th>
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<tr>
<td><strong>Similarities</strong></td>
<td><em>Professional</em></td>
<td>#Personal</td>
<td></td>
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<tr>
<td><strong>Differences</strong></td>
<td><em>Professional</em></td>
<td>#Personal</td>
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Glossary

Abelism: Discrimination against disabled people.

Accountability Groups: A group, usually consisting of peers, who create a mechanism of social support and control around a specific aspect of their professional life by communicating their goals, their timetables for achieving those goals, and the typical challenges they face—internal and external—that might impede goal achievement. The group sets specific times for task completion and provides reminders, encouragement, and other forms of support for goal achievement.

Advocate: To create opportunities, provide access to new networks, procure resources, etc., for mentees, such as by promoting their accomplishments to elevate their status. Also, one who performs those actions.

Advanced-career Faculty: Often referred to as senior faculty. If on the tenure track, are often considered full professors.

Classism: A bias or discriminatory attitude based on distinctions made between social and economic classes.

Coach: To provide regular support to mentees on the path toward a goal they have set for themselves. Poses strategic questions and plans exercises that enable mentees to recognize barriers and challenges—and develop their own strategies to overcome them—in order to reach their goal.

Early-career Faculty: Often referred to as junior faculty. If on the tenure track, these faculty members are considered pre-tenure and often classified as assistant professors.

E-Mentoring: Mentors and mentees communicate electronically using email, videoconferencing, or phone.

Formal Mentoring: A form of structured mentoring in which mentees and mentors are assigned to the mentoring relationship.

Group Mentoring: A model in which multiple mentees are mentored simultaneously on a chosen topic by one or more mentors.

Informal Mentoring: A form of unstructured mentoring in which mentees and mentors self-select into the mentoring relationship.
Interdisciplinary Mentoring: A mentoring model in which mentees are matched with mentors from outside of their department.

Mid-career Faculty: Faculty who are at the associate level — whether on tenure, research, clinical, or teaching track — or faculty who have been in their positions for about 10 years.

Mentoring Committee: A mentoring model in which a mentee is matched to a small group of departmental and/or interdisciplinary mentors organized around acquiring specific skills or addressing particular challenges and needs.

Mentoring Network: A mentoring model in which a single mentee consults individually with a group of mentors, each of whom meet different developmental needs of the mentee. Also referred to as a mosaic of mentors, a developmental network, or a mentoring board.

Peer Mentoring: A non-hierarchical mentoring relationship among faculty at comparable career stages.

Role Model: One who serves as a positive example for mentees in an area of their career where they need support or growth, such as by engaging in behavior and activities that the mentee might emulate.

Sponsor: To vouch for the quality of the work and the excellence of mentees by actively promoting them to the next level in their careers, such as by nominating them for awards, to serve on prestigious committees and panels, or to deliver keynote addresses. Also, one who performs those actions.

Traditional Mentoring: A structured mentoring model based on hierarchical mentoring relationships between senior and junior faculty members that are either self-selected or assigned.

Underrepresented Faculty: Faculty belonging to historically disadvantaged populations who often comprise a numerical minority within the institution.

Unconscious Bias: Sometimes referred to as implicit bias. Stereotypes, prejudice, or unsupported judgment about groups of people that an individual is not aware s/he possesses.