



Dr. Harley E. Flack Student Mentoring Program

Professional Mentor Commitment Form

Please type or print clearly in ink. You may choose to reproduce this form electronically or attach additional sheets as necessary.

Please identify which component you would like to mentor: <input type="checkbox"/> Male Mentoring <input type="checkbox"/> Ujima Mentoring
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Last Name: _____ First Name: _____ MI: _____

Department: _____ Title: _____

Campus Email: _____ Campus Phone: _____

Indicate how you would like to be involved with the mentoring program (check all that applies):

- Facilitate a Speak and Eat
 Serve as a Chaperone on Trips
 Mentor 1, 2, 3, or 4 Participants (circle one)

Other: _____

Please answer the following if you are interested in serving as a mentor to one or more program participants:

Social Interests/Hobbies:

Please rank the areas in which you feel that you can best support a mentee (1st, 2nd, and 3rd):

Intended Major _____ Professional/Career Goal _____ Campus Involvement/Social Interests _____

Give us some details on your answers:

In completing this commitment form and signing below you are agreeing to adhere to the *General Roles of Professional Mentors*. Additionally, if you will be serving as a mentor to one or more participants please sign the *Responsibilities of Active Professional Mentors*. Both are outlined on the reverse side of this page.

Signature: _____

Date: _____

The Dr. Harley E. Flack Student Mentoring Program

The Role of a Professional Mentor

“Students in the traditional college age group ... make many changes in how they think, how they feel, what they believe, what they value, and how they act in the world” (Ender & Newton 2000). As such, the role of the Professional Mentor is to help students navigate the challenges of those changes in order to achieve personal and professional growth.

General Roles of Professional Mentors

As a general rule it is assumed that in committing yourself to the mentoring program you will serve as:

- A special and trusting person who, knowing more through experience, commits his/her time, attention and energy to assist a less knowing student.
- A facilitator who creates and maintains an environment that is conducive to the learning of mentees.
- A facilitator of learning in such a way that knowledge, skills, or abilities connect to action in the present and possibly in the future.
- A developer of a learning-based mentoring relationship which fosters mentee growth, responsibility, and independence.
- A role model who is admired, observed, and emulated for your special qualities by participants.

Adapted from the Mentor’s Guide by L. S. Zachary

Responsibilities of Active Professional Mentor

Specifically, by committing to actively mentor one or more participants you will:

1. Attend *Professional Mentors’ Welcome Back Meeting/Training* at the beginning of the year.
2. Attend the *Ujima Ladies’ Tea Opening Ceremony* or the *Male Component Opening Ceremony* respectively.
3. Complete a *Mentor/Mentee Contract* with each mentee in which they outline a set of clear achievable short term goals for the course of the academic year.
4. Support mentees with gaining knowledge and understanding of their academic requirements.
5. Introduce mentees to career possibilities available to them in their chosen major.
6. Support mentees with networking and building relationships with other faculty and staff.
7. Support mentees in understanding their rights and responsibilities as a student.
8. Support mentees with personal difficulties as they arise.
9. Support mentees in understanding the importance of graduate and professional degrees.
10. Serve as a lifeline, go-to-person, and general sounding board for mentees.
11. Meet with mentees (formally or informally) **at least four times** during the course of each semester.
12. Meet with mentees and their respective peer-mentees at least once during the course of each semester.
13. Assist with assessment of the program by completing and submitting **Mid-Semester and End of Semester Mentoring Logs** documenting your meetings and interactions with mentees.
14. Invite and participate in at least one mentoring program event or activity with mentees (i.e. workshops, educational trip, or mentors vs. mentees game night).
15. Attend the *Professional Mentor/Potential Mentee Meet and Greet Luncheon* at the end of the spring semester.

Signature: _____

Date: _____