

# CBE Junior Faculty Mentoring Policy

The College of Built Environments (CBE) recognizes the importance of mentoring and professional development in supporting junior faculty. CBE is committed to fostering a collaborative environment that offers multiple forms of mentorship, enabling junior faculty to engage, connect, and build community within the College. Mentoring is a key resource to support successful integration and development of junior faculty at CBE.

While mentoring programs are designed primarily to benefit the mentee, they offer important reciprocal advantages. Mentors gain insight into the experiences and challenges faced by junior faculty, and senior faculty may be exposed to new perspectives, methodologies, and approaches. Through this exchange, mentors strengthen their effectiveness as teachers, researchers, and leaders. Junior faculty benefit from shared knowledge and guidance that supports their career development and professional growth.

Mentoring allows mentees to gain insight and knowledge that they may not otherwise encounter until later stages of their careers. These relationships broaden perspectives, enhance skills, and encourage collaboration and leadership development.

## Procedure

CBE mentoring guidelines require all new assistant professors to identify potential mentors by the end of their first academic year in residence. The mentor-mentee relationship is established informally and allows mentees to select mentors of their choosing within CBE, potentially forming a mentor team.

Mentees should select mentor(s) based on their professional goals in research, teaching, and professional engagement. Appropriate mentors include active tenured faculty within CBE.

Mentees are encouraged to seek at least one mentor within their home department and one outside the department, as aligned with their professional objectives. In addition, department chairs are expected to serve ex officio as mentors to their junior faculty.

If an assistant professor is unable to identify a suitable mentor, the Associate Dean for Academic Affairs and/or the department chair are available to assist with this process.

## Policy

At the end of the first academic year, the mentee selects mentor(s) and meets with them to establish goals, expectations, and a plan for the following year.

At minimum, the mentoring programs spans one full academic year, beginning in September and concluding on June 15. The program includes a total of six meetings per year, structured as two meetings with each of the three selected mentors.

Based on the mentee's progress and preferences, additional or ongoing mentoring opportunities may be arranged at the mentee's request.

## Responsibilities of Mentor(s)

The role of the mentor will vary depending on the faculty member's needs and the other forms of mentoring the mentee may receive within CBE, the University of Washington, or nationally. Establishing a clear structure early in the mentoring relationship is essential for success.

Mentors are expected to provide feedback as needed on curriculum development, grant proposals, and manuscripts. They may also offer guidance on research, teaching, service opportunities, works in progress, and professional development activities that support career development.

In addition to formal guidance, mentors should be available for informal discussions that address a broader range of topics. These may include confidential advice on workplace dynamics, strategies for working with colleagues, personal or relocation concerns, and adjustment to the local community.

Mentors are expected to meet their mentees a minimum of two times per year, with three meetings preferred. Meeting formats may vary and can include in-person, virtual, or off-site locations, based on the needs of both parties. Mentors should plan appropriately to support the mentoring process.

Mentors may request reimbursement of up to the meal per diem rate (rates will vary for meal type and location) for up to three mentoring meetings per year if meetings are held at a restaurant.

Reimbursement requests should be submitted through the appropriate administrative channels.

## Responsibilities of Mentee (Junior Faculty)

Junior faculty are expected to be proactive in identifying their professional goals, needs, and challenges when seeking mentorship and advice. Mentees should actively contribute to building a productive and respectful mentoring relationship.

Junior faculty are encouraged to take advantage of opportunities to engage with colleagues within and beyond their department, including informal gatherings, hosted meals, and college-wide events. These activities help build a broader professional network and support long-term career development.

## Disengagement from the Mentoring Relationship

CBE recognizes that mentoring needs may evolve over time. If either the mentor or mentee determines that the mentoring relationship has fulfilled its intended purpose or is no longer effective, the first step is to discuss the situation with the department chair or the Associate Dean for Academic Affairs.

This discussion will initiate the process of identifying a new mentor, if appropriate. Faculty are encouraged to raise concerns as early as possible. All discussions and actions related to changes in mentoring relationships will be handled with strict confidentiality.

## Policy Administration

Effective Date: April 20, 2023

Date Issued: April 20, 2023

Revision: April 8, 2026