

OFFICE OF THE VICE RECTOR OF ACADEMIC AFFAIRS**MEMORANDUM**

TO: Prof. Andreas Efstathiou, Rector, Chair Senate

FROM: Prof. Loizos Symeou, Vice Rector of Academic Affairs &
Chair of the Internal Quality Assurance Committee 

DATE: 05/04/2022

SUBJECT: EUC Framework on Mentoring Scheme for Newly Hired Full-Time Academic Staff and/or Part-Time Academic Staff

Following a decision of the 70th Senate Meeting (13.12.2019) for the development of a framework for the Mentoring of newly hired full-time and part-time academic staff by an Ad-Hoc Committee consisting of the Senate Standing Committee on Academic Programs, the Vice Rector of Research and External Affairs and the Director of Human Resources Department, the Ad-Hoc Committee has now submitted to the C.I.Q.A. its proposal. The Ad-Hoc Committee worked on the proposal since its first meeting on 13.11.2020 to its last meeting 9.3.2022. The Framework aims at providing mentoring support to all newly hired academic staff (either full-time or part-time) during the first year of their employment at EUC.

The Framework named **Framework on Mentoring Scheme for Newly Hired Full-Time Academic Staff and/or Part-Time Academic Staff** was then reviewed and finalized by the C.I.Q.A. Upon approval by the Senate the Framework will be used by Departments and Schools starting from September 2022 and it will concern all newly hired academic staff (either full-time or part-time) who will start their employment at EUC in the Fall Semester 2022.

**EUC Framework on Mentoring Scheme for Newly Hired Full-Time
Academic Staff and/or Part-Time Academic Staff**

Basic Premises of Mentoring:

A Mentoring program is based upon providing a support system to promote a symbiotic interchange and it embraces the primary pillars of the mentor concept:

Manages the relationship

Encourages

Nurtures

Teaches

Offers mutual respect

Responds to the Mentee's needs

Mentoring is based on promoting a synergetic purposeful conversation and reflection on experience with aim to:

1. Challenge
2. Motivate, and
3. Inspire.

The effectiveness of the process is based on mutual trust, a genuine belief in the process, helping the mentee's ideas to flourish, and inspiration of a vision.

The principles applied include:

Synergy:

- Enriching for both mentor & mentee;
- It's all about learning – not teaching;
- Mentee is empowered to take responsibility of their life.

Relationship:

- Mentoring is a “power-free” partnership;
- Develop mentee's independent thinking –not make them independent.

Uniqueness:

- This is not coaching or counselling;
- Provides direction to channel efforts;
- Nourishes ideas.

Mentoring Schemes

1. Introduction/Induction/On-Boarding/Orientation Program

Basic Premises:

- Aims to familiarize newly hired academic staff (both full-time and part-time) with the educational model of the School and the Department, the basic principles and means of teaching, as well as the rules and policies of European University Cyprus.
- The School/Department introduces its programs' curriculum, the facilities and other necessary information for the newly hired academic staff to integrate effectively and quickly into the programs of study.
- As we have professionals, we began to include support information for their integration into the Cyprus professional community.
- On-boarding is offered when instructors first start. In addition, many instructors who have participated in on-boarding programs are recruited to help with the orientation of new part- or full-time staff. The process of "see one, do one, teach one", further supports their understanding, but more importantly encourages engagement and investment into the program.

2. Dyad Mentoring

Structure Meetings around the Survey on "Students Feedback on their Learning Experience" (SFLE)

- Novice newly hired academic staff can actively be mentored by a senior member of the faculty or leader/line manager.
- Upon receipt of students' feedback/evaluations/surveys, a one-on-one meeting is scheduled to discuss the outcomes.
- While the meeting is designed around the students' feedback, it provides the opportunity for a mentor-mentee discussion that includes not only teaching, but also research, professional development and personal dilemmas, and/or goals.
- By planning the meeting aims to discuss teaching, research, development and personal dilemmas, and goals based on review of students' feedback outcomes, the new members are able to reflect on their personal development. The aim is not only to improve their teaching skills under close supervision, but to help the member become more engaged and invested, and ultimately satisfied.
- At the end of this programmed meeting, a form is co-signed that outlines the items discussed for teaching, research, professional development, etc., including:
 1. Observations/outcomes from students' feedback
 2. Goal-development
 3. Goal-activity alignment.
 4. Goal-time alignment.

3. Peer-Mentoring Model

- Peer-groups form a critical basis of peer-mentoring. Peer-groups offer:
 1. Psychosocial support: friendship, confirmation, emotional support, empathy;
 2. Mutual professional development;
 3. Collaborative problem solving.
- Schools/Departments can support peer or near-peer mentoring by introducing new members into the networks of the School/Department. This is typically done, by putting new members into committees of the School or Department. Members can be rotated among different committees, until they find a network niche that they feel comfortable in (this part will take careful monitoring by the leadership of the Department/School.)
- Hence, the School/Department encourages peer mentoring by the construction of ad-hoc committees:
 1. This creates deliberate networks – giving a “jump-start” to individual networking;
 2. This creates common goals among the committee/network members;
 3. This ensures peer or near-peer mentoring by frequent meetings imposed by their roles in the committee.
- Finally, by participation in these committees, the newly hired academic staff is introduced and exposed to the other aspects of their duties.

Portfolios

- An electronic portfolio system may include CV material, publications prizes, etc., but reflection and professional development outline as discussed with mentor and advisors.
- Mentoring is a crucial component for portfolio learning, as they assist not only in successfully compiling the information that goes in the portfolio, but also understanding outcomes and devising goals.
- A portfolio is a “living document” that includes both CV – type material, as well as reflection upon goals, key experiences, etc.
- The typical CV update material, included in a Portfolio are:

Contact Information

Biographic Information

Goals

- Educational goals
- Professional goals
- Personal goals

Professional Development

- Educational history
- Certifications
- Memberships
- Awards/recognitions

- Leadership

Achievements

According to year & discipline
e.g. End of placement report and feedback

Academic Courses

- Courses taken by semester
- End of semester report and feedback

Service

Professional service
Community service
Employer service

Conference Attendance

In-Service Professional Development

Scholarly Activity

- Presentations
- Publications
- Research

Curriculum Vitae

- The second section is designed as “reflective portfolio”, to support learning, personal growth and achievement.
- The aim is to be widely used in the assessment of professional learning, as it promotes individuals to review their outcomes and reflect.

Portfolios as a Mentoring Model

- Self-Assessment of Professional Growth through Reflective Portfolios:
 - This involves establishing a critical reflection and learning plan (self-directed learning plan)
 - The portfolio will provide space for reflective pieces by each individual, to reflect on performance, set goals, etc.
 - By creating a safe and supportive environment for candid reflection, this will facilitate structured meetings with a mentor/leader, for feedback on experiences and goals by senior mentors.
 - This will also provide the opportunity to discuss development and design of strategic prompts, so that the individual can move forward in their career path.
 - Portfolios are also effective in promoting leadership development.
- Mentoring Portfolios
 - Mentoring enhances the feedback process and stimulates reflection by individuals
 - During individual meetings based on the portfolio, mentors, as well as mentees are stimulated by input to introduce subjects for discussion

- Individual meetings begin with highlight the main themes of the previous meeting, and formulating agreements for the upcoming period
- Small group (peer group mentoring) are useful for learning to discuss experiences, developing reflective skills and sharing experiences.