

UNIVERSITY OF MASSACHUSETTS

AT

LOWELL MASSACHUSETTS

DEPARTMENT OF CIVIL AND ENVIRONMENTAL
ENGINEERING

MENTOR PROGRAM

PREPARED BY
UML ALUMNI
CEE INDUSTRIAL ADVISORY BOARD
MENTOR SUBCOMMITTEE
JANUARY 2001

University of Massachusetts Lowell
Department of Civil and Environmental Engineering
Mentor Program

TABLE OF CONTENTS

- I. MISSION STATEMENT
- II. PHILOSOPHY
- III. PROGRAM
- IV. MENTOR PROFILE
- V. SUBCOMMITTEE MEMBERSHIP
- VI. PROGRAM FEEDBACK

University of Massachusetts Lowell
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MISSION STATEMENT

The mission of the Mentoring Program is to provide a pathway and vehicle for UML students to establish a one-on-one relationship with experienced professionals, in order to access, explore, and better understand the practice of civil engineering. Its goal is to complement and enhance academic programs at the University, by creating and maintaining interest and enthusiasm in the profession, by introducing students to the diverse spectrum of civil engineering specialties, and by providing students with an opportunity for professional interaction and counseling.

University of Massachusetts Lowell
Department of Civil and Environmental Engineering
Mentor Program

PHILOSOPHY

The philosophy of the UML Mentor Program is to provide an opportunity for those students who demonstrate an **initiative** to interact with practicing civil and environmental engineers. The primary objective is to impart a better understanding of the engineering profession and the environment in which civil engineers practice.

University of Massachusetts Lowell
Department of Civil and Environmental Engineering
Mentor Program

PROGRAM

I COMMUNICATION

1. Students will be introduced to mentors selected by the subcommittee through academic and social meetings and on a *mentoring* page on the Civil and Environmental Engineering (CEE) Department's web site. Basic information on each active mentor will be available for public review via the world wide web; a more complete professional profile on each mentor will be accessible by UML students by use of a password and/or by internal access through a university server. While the subcommittee will develop recommendations and guidelines for such profiles, the amount of information posted on these web pages will be at the discretion of the mentor. In general, mentors will be encouraged to provide information on their current position, education, area(s) of professional interest, availability, and, where appropriate, details on the nature, frequency, and scope of possible mentoring activities.
2. Students interested in exploring the possibility of a mentoring relationship will contact a potential mentor via an email hot link provided on the mentoring web page. A template will be provided on the web page outlining the information the student needs to convey to the potential mentor at this point of contact. Such information will include: the student's name, telephone number, class, area(s) of interest, mentoring objectives and expectations, and mentoring time frames. The student will specifically indicate whether he/she is interested in pursuing a "short-term" relationship, to obtain an introduction to the mentor's area of specialization, or a "long term" relationship, to obtain a continuing and ongoing commitment for communication and interaction. In general, students will be limited to one mentor at any one time.
3. The potential mentor will respond to each student's request via email or telephone, indicating his or her availability and/or interest in pursuing a short or long-term relationship. If the parties agree, the mentor will schedule a meeting, typically at the mentor's place of business.
4. After the initial meeting, the student and potential mentor will either finalize a general approach and plan for mentoring, or individually or mutually decide to terminate further interaction.

II IMPLEMENTATION

1. Upon entering into a relationship with a student, a mentor shall scope out and implement a specific program and schedule of activities and interactions for the upcoming semester. Such activities may include:
 - field trips
 - office tours
 - attendance at project meetings, client/vendor conferences, client/vendor negotiations, construction meetings, and/or staff meetings
 - observation of application of 3-D models, CAD drawings
 - site inspections
 - condition assessments
 - inspection of testing facilities
2. After each semester, the mentor and student will evaluate the progress, success, and utility of the mentoring effort, together with mutual time commitments and availability, and make a determination to either continue or terminate their relationship.
3. In general, mentors will only be expected to make individual mentoring commitments in one-semester intervals, with options for continuing renewals.
4. Mentors will be expected to provide a brief communication to the CEE office at the end of each semester of mentoring, to indicate the status of existing and ongoing relationships, and/or availability for future mentoring activities.

III MENTOR EXPECTATIONS AND RESPONSIBILITIES

1. Mentors will be expected to participate in the mentoring program for at least one year. During this time period, participants will be expected to respond to all student inquiries, and will be encouraged to engage in a short or long-term relationship with at least one student.
2. Mentors entering into a relationship with an individual student will be expected to commit to at least one semester of interaction with that student, and will be encouraged to participate in at least one formal or informal communication with the student during each month of the semester. Meetings, office visits, and/or field visits are encouraged, based upon the mutual interests and availability of the mentor and student. At least one face-to-face interaction is strongly recommended per semester.
3. Mentors may be requested and would be encouraged to attend a student/faculty event or participate as a guest speaker.

IV MENTOR GUIDELINES

1. A mentor must understand and accept program responsibilities and commitments.
2. A mentor must be a good listener.
3. A mentor should focus on the individual goals and needs of the student.
4. In general, a mentoring program should include consideration and discussion of:
 - the student's strengths and development needs
 - the technical and interpersonal skills required for success in a given field
 - advice on how to effectively participate within organizational structures
 - advice on career goals and advancement strategies
5. At any given time and in any given relationship, a mentor may function in one or more of the following capacities:
 - communicator
 - coach
 - advisor
 - broker
 - referral agent
 - advocate

V PROGRAM BENEFITS

An effective mentoring effort is expected to provide the following programmatic benefits:

- broadened student knowledge of a practicing professional
- enhanced student knowledge base to assist in career decisions
- increased student recruitment at freshmen and sophomore level
- increased student retention at junior and senior level
- improved communication skills at all levels
- increased awareness of the importance and consequence of individual initiative
- increased understanding of network development

University of Massachusetts Lowell
Department of Civil and Environmental Engineering
Mentor Program

MENTOR PROFILE

The intent behind a profile is to provide a real picture of the mentor who may become a role model for the Student. An executive summary of the Mentor's experience is one alternative to developing a Student's perspective of a practicing professional. This would help the Student to clarify his or her learning, career goals and opportunities.

(Sample Profiles are available upon request via UML CEE Department)

PERSONAL INFORMATION

Name
Company Name & Address (include website address)
Phone#
Fax#
e-mail

OCCUPATION

Current position
Corporate Title
Functional Title

EDUCATION

Engineering degrees, specialization, University
Licensing

EXPERIENCE SUMMARY

- BIOGRAPHY
- CAREER LIFE

How you joined the various firms and what positions have you assumed.

Significant accomplishments.

Brief (1 paragraph) of an exciting project you were/are involved in.

- LIFE OUTSIDE OF WORK

Family life, sports and hobbies, community participation.

MENTOR'S INTERACTION PLAN

(May be developed and tailored during discussions with the student. Detail plan left to Mentor's discretion)

Type of Interaction

- Frequency and location of meetings
- Interaction at project/vendor/staff meetings
- Field / Laboratory visits
- Mentor's requirements and limitations

Suggested Interaction with Student

- Why and how you studied engineering and became an engineer (affinity to science, influence from family or outside event).
- General advice for students "If I could do it over again" ...
- What does your typical workday consist of (peers, customers, suppliers, travel ...)
- How and where do you use your engineering training.
- What do you like best about your job.

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Mentor Program

SUBCOMMITTEE MEMBERSHIP

1. Term – same as for Advisory Committee membership
2. Number – 6 Advisory Committee members, 1 faculty representative, 1 student liaison
3. Selection – nominated and confirmed by full Advisory Committee
4. Meeting frequency – as determined by members
5. Primary Responsibilities
 - Program enhancement via feedback process
 - Recruitment of mentors

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Mentor Program

PROGRAM FEEDBACK

1. Mentors will be encouraged to provide formal or informal feedback on program experiences, ideas, and lessons learned to subcommittee members.
2. Students will be encouraged to provide formal or informal feedback to the UML Student Liaison who in turn will assist the subcommittee in undertaking enhancements to the program.