



SRM UNIVERSITY - AP, ANDHRA PRADESH

SRMAP / Reg. Off / Policies / 07 / 2023-24

06th September 2023

MENTOR - MENTEE POLICY OF SRM UNIVERSITY - AP

MENTOR-MENTEE POLICY

1. SHORT TITLE AND COMMENCEMENT

The Policy shall be called the SRM AP University "Mentor-Mentee Policy".

2. AIM

The policy aims to provide guidelines for the student mentoring program of the University.

3. APPLICABILITY

The Policy shall apply to all the students who are enrolled in a full-time program at the University.

The University may selectively make this policy applicable to part-time students, as well.

4. DEFINITIONS

- i. "University" means the SRM AP University.
- ii. "School" means a constituent unit of the University. A School may have two or more Departments imparting instruction.
- iii. "Dean" means the Dean of a School of the University.
- iv. "Department" means a unit of a School or a Centre of the University for the delivery of academic programs; or is headed by a 'Head of Department' (HoD).
- v. "Head of Department (HoD)" means the Head of a Department under a School.
- vi. "Registrar" means the Registrar of SRM AP University.
- vii. "Counselor" means a person trained to provide help and guidance to students, parents, and employees on personal or psychological issues.
- viii. "Career Counselor" means a person trained to assist students in making informed decisions about their career choices based on their interests, skills, and aspirations.

They guide the students in identifying potential opportunities and aid in their career aspirations and development process.

- ix. "Faculty Mentor" means a faculty member of a department who mentors the students. He/she facilitates optimizing the students' learning potential and helps them reach their academic goals.
- x. "Mentee" means a student who is advised, trained, or mentored by a mentor.
- xi. "Program" means a fixed educational study offered by the University leading to the conferment of a degree.
- xii. "Mentoring Program Coordinator" means a faculty member of a department designated as Mentoring Program Coordinator.

5. IMPORTANCE OF STUDENT MENTORING

- i. Students at SRM AP University come from diverse backgrounds including varying socioeconomic settings, cultures, geographical contexts, and languages. This diversity brings unique perspectives and challenges to the learning environment. The mentoring program helps to address these differences and provides personalized guidance to meet individual students' needs.
- ii. Diverse educational backgrounds: Students may require additional support to bridge the gaps.

Mentor-mentee program has a holistic approach towards student development focusing on career, placements, achieving personal goals, and pastoral care.

6. OBJECTIVES OF THE MENTORING PROGRAM

- i. The mentoring program of SRM AP University is designed to serve the following objectives:
 - a. Help in acclimatizing students from diverse backgrounds to the education system and ensure a smooth transition in the University.
 - b. Provide a safe space for the students without bias, to share academic and personal challenges arising in a new environment.
 - c. Resolve specific teaching-learning-related difficulties of mentees and help them cope with problems arising out of academic rigor or perceived inadequacy of academic support.
 - d. Mentor and motivate slow learners to keep pace with the academic activities, both inside and outside the class.
 - e. Help students address reasons for shortfalls in their academic performance and class participation and render advice on overcoming low attendance.



- f. Extend support beyond the classroom, for enhancing the overall student experience and suggest tailor-made interventions to facilitate successful completion of the graduate program.
 - g. Guide them to resolve day-to-day administrative problems that a student may generally face.
 - h. Help students to enhance their self-confidence and aid in maximizing their potential.
 - i. Guide them to make informed career choices.
- ii. The mentoring program shall also help the University in receiving constructive feedback on students' concerns. This feedback will be used to design a suitable mechanism to take corrective actions.

7. MENTORING POLICY OF THE UNIVERSITY

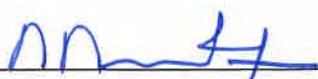
- i. As a policy, the mentoring facility shall be extended to all students at the University.
- ii. Every student shall be assigned a faculty mentor. Each mentor may be allocated up to 20 to 25 mentees. Mentors may appoint one or two student representatives from their assigned group of students. The student representatives will assist the mentors in the process of mentoring.
- iii. The faculty mentors shall meet the assigned mentees during the Orientation Session for a formal introduction. Thereafter, the mentor shall hold a familiarization meeting with assigned mentees to learn about their educational background, objectives, and goals.
- iv. The mentor shall ensure regular monthly meets, with the mentees individually or in groups, as the situation demands. Additional mentoring sessions can be need-based as and when the students progress to the final year of the program.
- v. The mentoring shall be held during office hours and the mentees shall be informed by faculty mentors through LMS, about the schedule of mentoring meetings along with the time and place.
- vi. To facilitate the smooth functioning of the program, one hour slot per week in the mentors 'office hours, shall be exclusively allocated for this purpose.
- vii. The faculty mentors should be flexible and approachable, especially for students from other states/ countries with different cultural backgrounds to ensure inclusivity. Mentors with the help of department faculties may facilitate the inclusion of the students during their initial months of stay in the University, by monitoring their seating arrangements. Example: Seating arrangements according to alphabetical order and periodical shuffling can promote inclusion and prevent isolation.



- viii. The mentoring shall cover academic issues (non-participation in the classroom for any reason), personal concerns, or other concerns faced by the mentees. For personal and psycho-social problems, the faculty mentors shall either partner with the University Counselor(s) or refer the case to them confidentially.
- ix. Besides stressing the importance of attending the mentoring sessions, the mentors shall encourage the students, in effective time management and productivity.
- x. The mentors should encourage the mentees both during times of disappointment as well as success. He/she shall be mindful of signs of emotional and physical distress. They can provide emotional support for issues other than academics. If necessary, such mentees should be referred to the University Counselor(s) or Mentors can facilitate them to take remedial measures with the help of counselors.
- xi. The mentors shall assess the progress of assigned mentees quarterly by reviewing the attendance/grades and any other available information.
- xii. Issues like bullying, ragging, etc. shall be brought to the notice of the Directorate of Student Affairs, through the Head of the Department and Dean. If necessary, refer to the University Counselor for counseling. Cases of serious nature should be reported immediately without delay to the Registrar/Vice Chancellor for appropriate action.
- xiii. The mentors shall record mentor-mentee interactions on 'Feedback Forms' specifically designed for the purpose. Such records should be uploaded on the 'Mentoring Portal' every time the student approaches the mentor for mentoring.
- xiv. The mentors shall also provide career guidance to make informed decisions thereby accelerating the mentees' career development process, whenever required.

8. MENTORING PROGRAM FORMAT

- i. The mentoring program shall be overseen by five 'Mentoring Program Coordinators' at the University level. Three mentoring program coordinators from the School of Engineering and Sciences (SEAS) will be appointed. One from the Computer Science and Engineering Department, one from the non-computer Science and Engineering Department, and one from the Sciences to ensure equal representation. The fourth and fifth mentoring program coordinators will be appointed from the School of Liberal Arts and Social Sciences (SLASS) and the Paari School of Business (PSB) respectively. The mentoring program coordinator will be appointed by the Deans of the Schools respectively.
- ii. At the end of a semester, each mentoring coordinator shall forward mentoring feedback to the respective Department and Dean of the School for detailed analysis and appropriate action.



- iii. The mentors may use the online counseling portal or Google Classroom to schedule regular follow-up sessions and to maintain a record of the feedback received.

9. ROLE OF MENTORING PROGRAM COORDINATOR

- i. The Mentoring Program Coordinator shall oversee and coordinate the functioning of the Faculty Mentors of the respective School.
- ii. The tenure of the 'Mentoring Program Coordinator' shall be two years and can be extended or cut short depending on his/her performance.
- iii. The role of the Mentoring Program Coordinator shall be to:
 - a. Disseminate and help understand the aims and objectives of the mentoring program to the faculty mentors and share the context and common concerns of the students.
 - b. Plan and coordinate the mentoring activity with the faculty mentors of the Department.
 - c. Coordinate training programs for faculty mentors, to ensure uniformity in mentoring program delivery in the Department and across the schools.
 - d. To be a single point of contact for overall information concerning the mentoring program at the Department level.
 - e. Make timely mentor-mentee allocation and monitor the effectiveness of the program.
 - f. Maintain mentor-mentee lists submit the mentoring reports to the Dean of the School every month and compile the report annually.
 - g. Convene interactive sessions every semester with faculty mentors to understand the challenges faced by them and address their concerns.
 - h. Analyze the feedback received from mentees and recommend action to the Head of the Department/Dean.
 - i. Keep regular checks on the online portal and encourage mentors to participate actively and report technical issues in the online mentoring portal, if any.
 - j. Review the delivery of the mentoring program, whenever required, to improve mentoring practices and the overall effectiveness of mentoring.
 - k. Attend monthly coordination meetings with the Wellness Centre for the exchange of inputs concerning the resolution of problems faced by students, both academic and non-academic.



10. ROLE OF FACULTY MENTORS

- i. The faculty mentors at the Department shall be responsible for the actual mentoring of the mentees assigned by the direction of the Mentoring Program Coordinators.
- ii. The faculty mentors shall be identified by the Heads of the Departments and appointed by the Deans of respective Schools for a tenure of two years, which can be extended or cut short depending upon their performance.
- iii. The faculty mentors play the most crucial role as they directly interact and engage with the mentees assigned to them. The roles of the mentor shall be to:
 - a. Help newly admitted students with a supportive environment and facilitate them to adhere to the University's academic policies.
 - b. Be familiar with the socio-cultural backgrounds of mentees to help them overcome challenges arising from a multicultural classroom environment.
 - c. Establish good rapport with the mentees and encourage them to come up with their problems.
 - d. Conduct interactive mentoring sessions to engage with the mentees to identify and understand their strengths and areas of improvement. Also identify their short-term, and long-term goals and guide them towards achieving the same. The sessions can be one-on-one or in a group depending on the requirement.
 - e. Be available to the mentees and keep them informed in case of unavailability.
 - f. Be empathetic, unbiased, non-judgmental, and good listeners.
 - g. Maintain regular feedback on mentees' attendance regularity, academic performance, conduct, etc., and advise on shortfalls, if any.
 - h. Communicate to the concerned faculty to help the mentee on issues related to the respective courses.
 - i. Keep the Mentoring Program Coordinator informed of the issues that require attention and action.
 - j. Identify mentees with attitudinal problems requiring psychological counseling and refer them to the University Counsellor for suitable interventions.
 - k. Direct the students to the Head of the Department or the Dean of the School for any academic-related issues that require attention and action.
 - l. Steer the students to get guidance and assistance from Corporate Relations & Career Services (CRCS), International Relations and Higher Studies (IHRs), and Entrepreneurship Cell (E-Cell) for career-related issues.
 - m. Faculty mentors may reach out to the Mentorship program coordinator in case of any issues with the assigned mentees.



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- n. To maintain strict confidentiality on mentees' sensitive concerns.
- o. Submit mentoring feedback forms on a monthly basis with their assessment to the Mentoring Program Coordinator for carrying out detailed analysis.

11. MENTEES' RESPONSIBILITY

- i. The primary aim of the mentoring program is to facilitate the student's learning efforts and provide an enabling campus environment. The mentee should, in their interest, make use of the same in the best possible manner.
- ii. All mentees are, therefore, expected to:
 - a. Take maximum advantage of the mentoring program of the University and meet designated faculty mentors regularly.
 - b. Follow the instructions of the Faculty Mentors to resolve academic issues or any other concerns.
 - c. Have a sense of responsibility and commitment towards their learning pursuits.
 - d. Take the feedback provided by the Faculty Mentors positively and make serious efforts to act upon and improve.
 - e. Be open and receptive to the new methods of teaching-learning and seek help, whenever required.
 - f. Be focused on achieving desired results.
 - g. Be disciplined and make the best use of the University facilities and experience to maximize their potential and develop skills to enhance their learning experience.

Students may reach out to the Mentorship program coordinator in case of any issues with the assigned mentors.

12. FEEDBACK ANALYSIS AND FOLLOW-UP

- i. The mentees' feedback shall be carefully studied and compiled by the Faculty Mentors and forwarded to the Mentoring Program Coordinator on a monthly basis.
- ii. The Mentoring Program Coordinator shall carry out a detailed analysis of the nature of the problems frequently faced by the mentees and steps taken at the Faculty Mentors level to address those.
- iii. After carrying out the analysis, the Mentoring Program Coordinator shall submit a detailed report with his assessment to the Dean of the School, including the corrective actions taken to address the concerns of the mentees.
- iv. The Dean of the School after carefully examining the report and the recommendations made, shall submit a quarterly report to the Vice Chancellor.

- v. The Vice-Chancellor and Dean of the respective School shall review the quarterly report and recommend the concerned faculty members, academic support staff, and other administrative departments for resolution of the concerns raised by the mentees, in case of unresolved issues by the concerned Head of the Department and faculty. The compliance report is also documented in the Dean's office.
- vi. Deans and Heads of Departments shall ensure that the provisions of the Mentor-Mentee Policy are being followed and are put into practice.



Registrar

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