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CBBS believes in the power of mentoring and the effect that mentoring can have on the mentee’s academic, social and professional success. The Tiger Ties Mentorship Program was created to provide a unique and valuable opportunity for students to gain skills, knowledge and expertise from someone with first-hand knowledge. Mentors are graduates and friends who are successful and accomplished, and who have offered to volunteer their time and talents to mentor our CBBS students.

The mission of the Tiger Ties Mentoring Program is to provide students with a real-world opportunity to explore and discover professional goals while guided by successful and talented Clemson graduates. Interactions will promote engagement, career and professional development, and a successful transition from backpack to briefcase.

Most have heard the phrase “you get out what you put in,” and mentoring is no different. A mentoring experience can further develop a student as a leader, question student thought processes and turn a student into a different person. Mentoring requires communication, vulnerability, willingness and accountability – these four components will make for a positive interaction and will help both mentor and mentee meet professional and personal goals.

Student participants gain a head start on creating professional networks that extend beyond University borders while also benefiting from the exchange of skills, knowledge and expertise shared by mentors. The mentoring relationship is a partnership and mentors benefit as much as mentees do. Mentors are able to give back to their alma mater by helping a student who is experiencing what they experienced as a collegiate.

All Tiger Ties mentors and mentees must agree to and adhere by the Tiger Ties Code of Conduct. The Tiger Ties Mentorship Program is managed by the Office of Student Enrichment who works closely with mentors and mentees to ensure a successful mentoring experience. The program uses a web assisted software tool that provides resources needed for a successful mentoring experience. The unique match formula pairs mentees and mentors who have the right skills and competencies to assist them in achieving their goals and objectives.

This manual provides an introduction to mentoring and the Tiger Ties Mentorship Program. It is to be used as an information resource and a step-by-step guide as you engage in the process. Each mentoring relationship is unique, which is why the Office of Student Enrichment works closely with each mentee and mentoring pair to ensure a successful experience. As you progress through the Tiger Ties Mentorship Program, additional resources and tools will be provided to ensure that you are able to capitalize on the mentoring experience.
**Mission:** To provide CBBS students with a real-world opportunity to explore and discover their professional goals guided by successful and talented graduates. These interactions will promote engagement, career and professional development, and a successful transition from backpack to briefcase.

**Objective 1:** Help students develop his/her career vision

**Objective 2:** Create an environment that allows for professional development

**Objective 3:** Take the student from classroom to boardroom

**Objective 4:** Provide resources that will aid the student in career decisions

**Objective 5:** Increase individual strengths through positive feedback and leadership

**Objective 6:** Provide professional and social networking opportunities

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“Tell me and I forget, teach me and I may remember, involve me and I learn.”

~Benjamin Franklin
History of Mentoring
The term "mentoring" originates from Homer's Odyssey - the character Mentor coaches and counsels Telemachus, Odysseus' son as Telemachus prepares to take on the responsibilities of the family in his father's absence. The term mentoring has been used ever since to describe a relationship where an individual receives advice, coaching and/or counseling from a more senior wise counsel. For the mentor, it is an opportunity to develop an individual both personally and professionally; for the mentee, it is an opportunity to learn from an experienced person. Typically, these relationships last several years and often end in colleagueships and/or friendships.

What is mentoring?
There are a number of different definitions for the word “mentoring.” Consider some of the following:

- “A mentor is a person or friend who guides a less experienced person by building trust and modeling positive behaviors. An effective mentor understands that his or her role is to be dependable, engaged, authentic, and tuned into the needs of the mentee.” (http://www.oycp.com/MentorTraining/3/m3.html)

- “A mentor is a more experienced professional in your field who offers you career guidance, advice and assistance from a real work point-of-view.” (http://www.forbes.com/sites/work-in-progress/2011/06/18/how-to-start-a-mentorship-relationship/)

- “Helping, providing, encouraging, being there, offering, planning, sharing, and making these are all things we do to help one another as we grow, learn, and change through everyday living and learning. And, in large part, this list provides another dimension of understanding who is a mentor and what he or she does.” (http://www.indiana.edu/~omsld/whoismentor.php)

- “It is to pass on to young people necessary skills and understandings, and to learn from them in a dialectical relationship because education is a social process.” (http://cunyba.qc.cuny.edu/whatisamentor/)

- “An active, creative process that demands energy and commitment invested in another person and their success” (1996 Vision Connections, Inc.©)

Mentoring is not...
- A “quick fix” to a mentee’s problems
- A personal counseling session for the mentee
- A method of motivating a mentee who is unwilling to take responsibility for his/her own development
- A job interview
- A way for a mentee to gain employment, contacts or financing for a project
Benefits of a Mentoring Relationship

Mentoring partners are interested in developing a personal relationship built on mutual respect and trust. This type of mentoring can be characterized as a two-way exchange of information, knowledge and expertise. Learning from each other is just one benefit of participation in a mentoring relationship, others are listed below.

Benefits for the Mentor

• Personal satisfaction from fostering the professional development of a student.
• Opportunities to strengthen knowledge base and improve communication skills as students expose mentor to new ideas and perspectives.
• Improvement of coaching, leadership, teaching and counseling skills.
• Sense of accomplishment by assisting an emerging professional to develop his/her potential.
• Personal growth and development.
• Demonstrates commitment to personal and professional development.
• Staying connected with other members of the Clemson University CBBS community.

Benefits for the Mentee

• Contact with top executives/graduates who are willing to guide and support the mentee during their initial professional development.
• Increased confidence in the workforce environment.
• Challenges to set goals and achieve personal standards.
• Provides a forum to dialogue with and receive advice from experienced professionals.
• Development of new, professional contacts.
• Development of a relationship with a person who can be a role model and sounding board to give feedback on career paths.
• Forming networks with graduates of the Clemson University CBBS community.

Mentoring Ideas

✓ Share your favorite inspirational, self-help or leadership book or mutually decide on a book to read together
✓ Attend Clemson/CBBS events – connect at a football game, hear a lecture, etc.
✓ Link up with other mentor/mentee pairs for lunch or another activity
✓ Visit a museum, attend a play, do something outside of work
✓ Invite mentors/mentees to important events like honor society inductions, award receptions, etc.
✓ Learn something new together like how to play golf, sew or cook
✓ Share information about your culture
✓ Review resumes and cover letters; role-play for interviews
✓ Find opportunities for job shadowing or volunteering together for a local cause
✓ Attend Chamber of Commerce, Rotary, etc. events
Mentee Minimum Requirements
Mentees must minimally meet the following standards:
- Be a currently enrolled student at Clemson University within CBBS
- Demonstrate a strong interest in having a mentor’s guidance regarding career/professional development
- New mentees are required to attend 1 mandatory orientation session before becoming a part of the program. Orientation sessions will be held each fall and spring

Mentor Minimum Requirements
Mentors must minimally meet the following standards:
- Be a CBBS Clemson University graduate or friend
- Have more than 7 years professional experience
- Have affiliation with at least 1 professional/community organization and be willing to incorporate mentee into business aspects of profession and organization
- Demonstrate a strong interest in helping a CBBS student with career/professional development

Expectations of Mentors & Mentees
There are general expectations that all mentoring pairs will be expected to honor. The expectations below are minimum expectations that should be accomplished in order to assure a more successful relationship.

- Meet no less than once per month, face-to-face (if possible). Be creative with this utilizing technology like Skype, if unable to meet in person. In between in-person meetings, communicate on a regular basis (phone, e-mail, etc.)
- Set goals, continuing to modify as needed
- Attend Tiger Ties orientation (one time only) and semester receptions (once a semester)
- Attend business meetings, social and/or philanthropic events together and allow for days to shadow mentor (when applicable)
- Complete evaluations as requested by Tiger Ties personnel
- Mutual respect for confidentiality, ideas/thoughts, views/opinions, time and feelings
- Honor commitments of mentor/mentee and the Tiger Ties program

In addition, mentees are expected to attend at least one mentee only event per semester (lunch and learn, mentee social, etc.).
What You Need to Know

Matching Process
Both the mentor and mentee will complete an online application that includes compatibility information for matching purposes. A computerized system will match applicants based on a number of different areas, including, but not limited to professional aspirations, skill sets, talents, hobbies and educational interest. An introduction email is sent to the newly matched pairs with contact information for each and suggestions for setting up your first meeting.

Length of Mentoring Relationship
The time commitment or length of the mentoring relationship will ultimately be defined by a mentor and mentee committing to meet at least once a month on a regular basis over 8 months (one academic year). After the 8 months, the mentoring pair has the option to continue the relationship for the next academic year or elect to be assigned to a new match. Should the mentoring relationship need assessing before the 8-month period, Tiger Ties personnel should be consulted.

Meeting Requirements
Matches should meet no less than once per month, face-to-face (if possible). Being creative is definitely a plus and can easily be done by utilizing technology like Skype or Face time. Between in-person meetings, communicate on a regular basis (phone, e-mail, etc.) as often as possible. Matches that do not communicate on a regular basis are less likely to succeed and achieve stated goals.

Tiger Ties Events
During the academic year, Tiger Ties will have several events in which all participants are expected to attend. Events will include orientation, receptions and separate events for mentors and mentees. If you are unable to attend, Tiger Ties personnel should be contacted and your mentee/mentor should also be notified. Failure of your match to attend does not excuse you from attending.

Setting Goals
The first priority for any mentoring pair should be to set goals. Goals will easily guide the relationship and allow an understanding of expectations for the relationship. Keep in mind, goals should be reviewed on a regular case, as they made change and should be adapted accordingly.
Now that you have gained a better perspective on what the Tiger Ties Mentoring Program is all about, we suggest the following steps to begin your journey.

**STEP 1: Preparing For Your Mentoring Partnership**

When you intentionally take time to prepare yourself for a mentoring relationship it lends itself to be a more satisfying and productive experience. Preparation takes self-reflection and an understanding of our motivations, strength, and challenges. We challenge you to spend the time now to enhance the mentoring partnership you are about to engage in. We have outlined some steps below from the books, *The Mentor’s Guide* by Lois J. Zachary and *Blue Sky Coaching* by Tania Basheer to guide you in this process.

**Evaluate Motivation**- We would like for you to begin your mentoring relationship with a few items already established. First, on your own, determine the reasons you are seeking involvement in a mentoring program. Your motivations will have a direct impact on your mentorship based on your behavior, attitude, and the quality of the mentoring interaction. Participants who have a deep understanding of why they are engaging in a mentoring relationship end up being more committed to it and more effective in the long run. Take some quality reflection time to write down what has given you motivation to join Tiger Ties. Keep this in a safe place to serve as a good reminder. See *Preparing for Your Mentoring Partnership: Evaluate Your Motivations (pg.19)* in the Resources section.

**Develop Personal Learning Plan**- Before you can know what you want to learn within a mentoring partnership, you need to evaluate where you are upon entering it. For both mentors and mentees it is important to think through the skills you currently possess as well as to know which skills you would like to cultivate. For the skills you are not comfortable with, consider this an opportunity to contribute to your own personal growth and development by finding assistance in these areas. Prioritize the skills you need to learn and define reasonable learning objectives for yourself. Establishing such awareness will allow mentors time to develop the skills they would like to pass on and will give mentees a sense of intentional direction for where they would like to see their mentorship go. See *Preparing for Your Mentoring Partnership: Develop a Personal Learning Plan (pg.20)* in the Resources section.


**Reflect on Mentoring Roles**- For an effective mentoring partnership it is crucial that each participant contribute to the relationship through established, clear and reasonable expectations. We expect you, as a pair, to meet via phone, in-person, Skype, etc. at least once monthly with consistent email communication between meetings. There are several ways that you can prepare in order to ensure a successful experience, also the *Tiger Ties Mentorship Program Code of Conduct (pg. 14)* and then return to our outlined steps.

**Understand Your Role as a Mentee**- The success of a mentoring relationship is largely dependent on the mentee and his/her ability to engage in the process. As such, it is important that the mentee understand his/her role in the mentoring relationship.

- Take an active role. This process is about you and your professional development, so be proactive, ask questions, and participate fully in each meeting.
- Listen attentively to your mentor and be open-minded to their feedback.
• Initiate contact with your mentor between scheduled meetings and provide regular updates on your progress. As the mentoring relationship comes to a close, determine an appropriate way to stay in touch once the relationship has ended so that you do not lose this valuable contact.
• Be respectful of your mentor’s time and schedule. Do not change meeting dates/times last minute and always be on time.
• Be professional. Dress appropriately and always conduct yourself in a professional and mature manner.
• Know yourself. Be aware of your strengths, weaknesses, and what you hope to accomplish through mentoring. Share this information openly with your mentor.
• Show your appreciation to your mentor. Send him/her a thank you note. Share with your mentor how his/her advice has been of assistance.
• Be honest and trustworthy.
• Adhere to the Tiger Ties Mentorship Program Code of Conduct.

Understand Your Role at a Mentor- The mentor/mentee relationship is not only a personal one, but one that may mean a great deal to the mentee. By utilizing some of the following skills, the mentoring relationship can grow to be beneficial for both the mentor and the mentee.

• Be credible. The best mentors have credibility in, and have personally achieved success in, the area where the mentee is looking for support.
• Be a positive role model. Good mentors are respected by their mentees. Good mentors will also look for experiences in which their mentees can become involved to learn new things.
• Be genuinely interested in your mentee as an individual. A mentoring relationship is a very personal one, so, as a mentor, you need to get to know your mentee personally, about their hopes and dreams, so you can help them in a way that meets their personal best interest.
• Share your experiences and insights; in doing so, choose stories that you feel are appropriate and helpful, but do so in a neutral way, without any attachment to how your mentee will use this learning. Be open to sharing your mistakes and failures too, as these are often where our biggest lessons are learned.
• Ask open questions and act as a sounding board. Asking your mentee open questions will help you as a mentor to identify their real needs, values and passions. Mentees benefit greatly from the opportunity of having a good mentor listen to them.
• Provide a fresh perspective.
• Provide helpful feedback and offer your advice when asked. Not all feedback is helpful. A good mentor knows this and will deliver feedback in a way that will help their mentee gain insight to further develop specific qualities or skills. It can be very tempting for a mentor to just jump in and offer advice before a mentee has actually asked for it, especially when you’ve dealt with a similar situation yourself. Being a sounding board for your mentee, allowing them to discuss the situation with you, then helping them to think through the situation by asking questions to draw out the consequences of various actions, is always more empowering for a mentee than saying what to do.
• Initiate contact with your mentee between scheduled meetings and provide regular updates on your progress. As the mentoring relationship comes to a close, determine an appropriate way to stay in touch once the relationship has ended so that you do not lose this valuable contact.
• Know yourself. Be aware of your strengths, weaknesses, and what you hope to accomplish through mentoring. Share this information openly with your mentee.
• Adhere to the Tiger Ties Mentorship Program Code of Conduct.

Excerpts from Blue Sky Coaching, Australia, 2010
Engage Through Conversation- Relationships take work, and they take time to develop. Building, establishing, and sustaining them begins with good conversation. First take time to get to know one another on a personal and authentic level before diving straight into business. Establishing rapport and trust early on will make a world of a difference in the productivity of your mentorship. When trust is high, mentoring partners can more honestly engage with one another. This requires working to create a positive connection before anything else. Use the initial conversation to begin to get to know each other apart from titles and job descriptions. That means sharing the person you are from family to jobs, history, and what makes you who you are.


**STEP 2: Negotiation of the Mentoring Partnership**

Establish Clear Expectations- As you enter into your mentoring relationship, it is important that you have established clear and reasonable expectations. This means clarifying expectations of the mentoring experience that each of you may have. It is important that these expectations are shared because problems can arise when mentors and mentees do not share the same expectations of the relationship and/or of each other. For example, if a mentee expects to have unlimited access to his mentor and the mentor expects to only communicate with his mentee once a month, there is a clash of expectations. This issue must be addressed early in the mentoring relationship. Participant expectations that minimally should be addressed include:

- The mentee’s learning objectives and goals
- Each partner’s criteria for success in view of the relationship
- The duration of the relationship, frequency of meetings, time commitments
- The format of the mentoring meeting(s)

Develop A Mentoring Partnership Agreement- Quite possibly the most important piece to a mentoring relationship is formulating agreements to begin the foundation of your partnership. These agreements should contain the following: goals, thoughtful and complete learning objectives, ground rules, accountability assurances, and a work plan.

Start by utilizing the personal learning plan you created earlier to create joint SMART goals. It will be important for the goals to be very clear as this will help for stronger motivation in accomplishing them. Also be sure to revisit them frequently. SMART goals simply mean specific (S), measurable (M), action oriented (A), realistic (R), and timely (T). By making SMART goals, you will have well defined steps to achieve your goals and will be certain when a goal has been met.

Additionally, it is vital to set boundaries of accountability within the relationship to ensure progress is made towards the objectives at hand, and this can be done by first setting ground rules. You will want to include in the ground rules what happens if and when agreements are not followed. Then, check in often to discuss if the ground rules are working and being met. Examples of ground rules could include:

- Meetings will begin and end on time
- Each actively participates in the relationship
- Time will be managed by using agendas to stay on track
- We will respect our differences and learn from them
- We will honor each other’s expertise and experience
- We will safeguard confidentiality
- Regular feedback will be expected
- Communication will be open, candid, and direct
- If we run into a stumbling block it will be addressed immediately
• We will put interruptions aside

After you have all other pieces of your agreement mapped out you will want to think about your work plan to get the relationship moving. This will basically mean you will identify learning tasks that go into completing each larger objective, gather potential resources, and set target dates. See Mentoring Partnership Agreement (pg.15) in Resources section.


**Prepare for Meetings** - To ensure productive mentoring, both parties must fully prepare for all meetings. Prior to a first meeting, it is crucial for the mentee to conduct research on the mentor, his/her firm, industry, etc. In addition to appearing professional and well prepared, the mentee will be able to determine talking points for a productive conversation. For all meetings, it is important to create a meeting agenda and prepare questions and/or discussion topics in advance. Where possible, the mentee should notify the mentor of the agenda and discussion topics prior to the meeting so that he/she has time to reflect on how to answer the questions. This will ensure that the mentoring pairs are maximizing the time they spend together by focusing on the established learning objectives.

**STEP 3: Evaluate the Mentoring Process**

Please have frequent conversations about how your relationship is going. Is it meeting your needs and expectations? Could something be done differently to ensure a better outcome?

**Feedback** - Soliciting and sharing regular feedback can be a great area for growth in your mentoring relationship and it is our hope that this skill that can be learned by each participant. Preparing as a pair for what your feedback process will entail will make overcoming obstacles easier. To prepare, you may work out the process for giving feedback in your ground rules. Things to keep in mind while giving feedback are:

• Ensuring it is honest, thoughtful, and supportive
• Ask how the person best receives feedback, and consider the timing of when feedback is presented

Another great way to ensure you have accurate information for feedback is journaling. We encourage both mentors and mentees to take notes from mentoring sessions not only on helpful information but also on pieces of the relationship you love and on things that could be improved. The purpose of providing someone with feedback is to facilitate learning so we want to always model a good example of positive feedback experiences. See Evaluating the Mentoring Process (pg.23) in the Resources section.

Resources
Participation in the Clemson University CBBS Tiger Ties Mentorship Program requires agreement to the following program and relationship guidelines. Mentorship are unique relationships requiring the highest standards of professional conduct, consistent with the integrity and ethical standards upheld by the College of Business & Behavioral Science at Clemson University.

1. Confidentiality of information shared in mentoring discussions is critical. If this issue is not specifically, or clearly, discussed between matches, then all information is to be considered confidential.

2. Introduction to a mentor’s extended network is a privilege. All relationship boundaries are also applicable to these relationships.

3. Mentors are expected to approach the relationship with an open mind; provide open and honest feedback with no intent to insult or harm; and commit to challenging their mentees to exceed their own expectations, encouraging personal and professional growth. Mentees must commit to be as open as possible, providing honest presentations of issues and be forthcoming in all discussions.

4. Commitment to the relationship is an important part of the program. Participants agree to work together to resolve conflicts that may arise. If unable to come to a satisfactory agreement, they will request assistance from the program personnel.

5. Program participants will act in good faith and with goodwill. Participants will not hold liable the other for information, feedback or recommendations. Each recognizes their full, and individual, choice for final decisions made and actions taken.

6. Participants commit to participate in the program keeping relationships free of discrimination, harassment, romantic or sexual involvement. Any concerns of this nature must be communicated to Tiger Ties personnel immediately.

7. In accordance with the current privacy legislation, CLEMSON UNIVERSITY CBBS will not disclose, share, duplicate or distribute personal information beyond the expressed purposes of the mentorship program and CLEMSON UNIVERSITY CBBS records management. Your personal information will not be shared with, or sold to, outside third parties. More specifically, your agreement indicates consent for program staff to make available your personal profile information with registered program participants only.

8. As a program participant, you are restricted from disclosing, sharing, duplicating or distributing any individual's personal information to other program participants, CLEMSON UNIVERSITY CBBS community members, or outside third parties, without the direct and expressed consent of the individual.

9. The program is not intended to provide students (mentees) with employment from mentors or their organizations.

10. All participants agree to complete periodic program evaluations. Participants are encouraged to maintain contact with the mentor and to provide feedback on the program and their mentoring relationships.
Mentoring Partnership Agreement
Clemson University | Tiger Ties Mentorship Program

We have agreed on the following goals and objectives (3 minimum) as the focus of this mentoring relationship:

We have discussed the ground rules by which we will work together, develop, and in that same spirit of partnership, collaborate on the development of a work plan. In order to ensure that our relationship is a mutually rewarding and satisfying experience for both of us, we agree to:

1. Meet regularly. Our specific schedule of contact and meetings is as follows:

2. Look for multiple opportunities and experiences to enhance the mentee’s learning. We have identified and will commit to the following specific opportunities and venues for learning:


4. Honor the ground rules we have developed for the relationship. Our ground rules include:

5. Provide regular feedback to each other and evaluate progress. We will accomplish this by:
Additional agreements (those not listed above):

We agree to meet regularly until we accomplish our predefined goals or for a maximum of 8 months. At the end of this time period, we will review this agreement, evaluate our progress and reach a learning conclusion.

We agree to the responsibility of maintaining confidentiality in all settings. We both are responsible for maintaining the confidentiality of all proprietary or privileged information to which we are exposed to during the relationship. No member of the relationship may release any information regarding the other member of the relationship without express prior written consent.

Mentee Signature ________________________  Mentor Signature ________________________

A strength of the Tiger Ties Mentorship Program is trust, integrity, and high ethics in all participants.

I understand that I will learn professional and personal information about people and business in the course of the mentoring experience and that this information is to be held in the strictest confidence and is NOT to be discussed outside of any mentoring meeting with anyone except members of the staff of the Clemson University Tiger Ties Mentorship Program. I, therefore, pledge to keep the aforementioned information confidential as a condition of my mentoring. I realize that breach of pledge is grounds for immediate termination from the Tiger Ties Mentorship Program.

__________________________________________
Mentee Name (Printed)

__________________________________________
Mentee Signature
I understand that being assigned a mentee from the Tiger Ties Mentorship Program is an honor, commitment and, above all, agreement to participate in the development of students in the Clemson Tiger Ties Mentorship Program. I am aware that my lack of full participation can have enormous, adverse effects on both the Tiger Ties Program and my mentee. I understand that part of my responsibility is as a role-model, thus, I cannot expect of my mentee what I do not contribute myself.

I understand that the program is designed as an educational process for the members. I will treat my mentee as a young professional with the understanding that they “don’t know what they don’t know.” I will not assume anything and will hold myself and my mentee accountable for all actions in the mentoring relationship.

As a requirement of the Tiger Ties Mentorship Program, I am aware that all mentors are asked to meet with their Mentees a minimum of once per month and participate in a minimum of the following:

1. Tiger Ties Annual Orientation
2. Tiger Ties Receptions (2 total)

____________________________
Mentor Name (Printed)

____________________________
Mentor Signature
Prepare for Your Mentoring Partnership
Evaluate Your Motivations
Clemson University | Tiger Ties Mentorship Program

Evaluate your motivations to enter your mentoring partnership.

1. My motivation for being apart of a mentoring relationship is:

2. I would like to be/ have a mentor because...

3. I want to participant in this mentoring relationship because...

4. Specific things that I can do to ensure a positive and productive mentoring relationship are:

5. Specific things that I am willing to do to ensure a positive and productive mentoring relationship are:

*adapted from “The Mentor’s Guide” (L. Zachary, 2012)
Develop a personal learning plan. (For Mentors) Review the skills listed in the first column and indicate your comfort level by circling a ranking one through five. One will be used to indicate being extremely comfortable and five will be use to indicate being not comfortable at all. Then in the second column put a situation in which you were either comfortable or uncomfortable using the skills that supports your rating. Mark in the third column the top three skills you most want to work on.

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<thead>
<tr>
<th>Skill</th>
<th>Situation</th>
<th>Need to Work On?</th>
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<td>Brokering relationships</td>
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<td>Building and maintaining</td>
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Overall comfort level:

1  2  3  4  5

*adapted from “The Mentor’s Guide” (L. Zachary, 2012)
Develop a personal learning plan. (For Mentees) Review the skills listed in the first column and indicate your comfort level by circling a ranking one through five. One will be used to indicate being extremely comfortable and five will be use to indicate being not comfortable at all. Then in the second column put a situation in which you were either comfortable or uncomfortable using the skills that supports your rating. Mark in the third column the top three skills you most want to work on.

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<td>1 2 3 4 5</td>
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<tr>
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<td>1 2 3 4 5</td>
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<tr>
<td>Planning and Organization</td>
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<td>1 2 3 4 5</td>
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<tr>
<td>Resume Writing/ Interviewing</td>
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<td>1 2 3 4 5</td>
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<tr>
<td>Work/Life Balance</td>
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<td>Written Communication</td>
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<td>1 2 3 4 5</td>
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<tr>
<td>Managing Conflict</td>
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<td>1 2 3 4 5</td>
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<td>Problem Solving</td>
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<td>1 2 3 4 5</td>
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<td>Feedback</td>
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<td>1 2 3 4 5</td>
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<td>Valuing Difference</td>
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<tr>
<td>1 2 3 4 5</td>
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</tbody>
</table>

Overall comfort level:
1 2 3 4 5

*adapted from “The Mentor’s Guide” (L. Zachary, 2012)
Develop a personal learning plan. After deciding what skills you are most uncomfortable using, pick two to three you want to focus on that would most improve your effectiveness. Write them below and determine how you will measure when you have successfully developed each skill. Also indicate smaller action items, which will help you see progress toward developing each skill set.

<table>
<thead>
<tr>
<th>Skill goal 1:</th>
<th>Measure of Success</th>
<th>Action Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill goal 2:</td>
<td>Measure of Success</td>
<td>Action Items</td>
</tr>
<tr>
<td>Skill goal 3:</td>
<td>Measure of Success</td>
<td>Action Items</td>
</tr>
</tbody>
</table>

*adapted from “The Mentor’s Guide” (L. Zachary, 2012)
Journaling for mentors and mentees is great for giving feedback. This will not only help you remember helpful information but will also aid in keeping the relationship on track. Below are questions you can reflect on after each mentoring session.

For Mentors:

Did I begin with questions my mentee had for me coming into the session?

How did I support my mentee’s learning to move toward achieving goals we have set?

In what ways did I challenge my mentee to learn and to grow?

Did I appropriately balance support and challenge, as well as guiding versus giving answers?

How did I encourage exploration of options before having my mentee plan steps of action?

Did I solicit great conversation by creating trust, being honest, asking questions, and listening?

Was I on time, completely engaged, staying on track, and appreciating our differences?

How did I help my mentee in picturing and moving toward their desired future?

For Mentees:

Did I have my questions answered by my mentor today?

Did I feel safe being open and honest with my mentor today?

In what ways is my mentor supporting me? In what ways would their support improve?

Do I feel an appropriate amount of challenge from my mentor? Could there be more or less?

How did my mentor help me to make progress in defining and moving toward my desired future? What else could my mentor be doing to assist me?

*adapted from “The Mentor’s Guide” (L. Zachary, 2012)
university resources

Academic Advising – [http://www.clemson.edu/academics/advising/](http://www.clemson.edu/academics/advising/)
CBBS Academic Advising - [http://www.clemson.edu/cbbs/academics/aac/](http://www.clemson.edu/cbbs/academics/aac/)

Academic Calendar and Calendar of Events - [http://calendar.clemson.edu/](http://calendar.clemson.edu/)

Career Center - [http://career.clemson.edu/](http://career.clemson.edu/)

College Website - [www.clemson.edu/cbbs](http://www.clemson.edu/cbbs)

Dean of Students Office - [http://www.clemson.edu/administration/student-affairs/dean/](http://www.clemson.edu/administration/student-affairs/dean/)

Equity & Diversity Office - [http://www.clemson.edu/campus-life/diversity-education/](http://www.clemson.edu/campus-life/diversity-education/)

Financial Aid & Scholarships - [http://www.clemson.edu/financial-aid/](http://www.clemson.edu/financial-aid/)

Graduation Information - [http://www.registrar.clemson.edu/html/graduation.htm](http://www.registrar.clemson.edu/html/graduation.htm)

International Affairs - [http://www.clemson.edu/administration/ia/](http://www.clemson.edu/administration/ia/)

Internships – [http://career.clemson.edu/internship_programs/](http://career.clemson.edu/internship_programs/)
CBBS Internships - [http://www.clemson.edu/cbbs/ose/internships/index.html](http://www.clemson.edu/cbbs/ose/internships/index.html)

Libraries - [http://www.clemson.edu/library/](http://www.clemson.edu/library/)

Money Management Tips - [http://www.clemson.edu/administration/student-affairs/money-management.html](http://www.clemson.edu/administration/student-affairs/money-management.html)

Multicultural Programs - [http://www.clemson.edu/campus-life/multicultural-programs/](http://www.clemson.edu/campus-life/multicultural-programs/)

Office of Student Enrichment - [http://www.clemson.edu/cbbs/ose/index.html](http://www.clemson.edu/cbbs/ose/index.html)

Registrar’s Office - [http://www.registrar.clemson.edu/](http://www.registrar.clemson.edu/)

Student Disability Services - [http://www.clemson.edu/campus-life/campus-services/sds/](http://www.clemson.edu/campus-life/campus-services/sds/)

Student Health & Wellness Center - [http://www.clemson.edu/campus-life/campus-services/redfern/](http://www.clemson.edu/campus-life/campus-services/redfern/)

Student Legal Services - [http://www.clemson.edu/administration/ogc/services/legal-assistance.html](http://www.clemson.edu/administration/ogc/services/legal-assistance.html)

Student Organizations - [http://www.clemson.edu/campus-life/student-orgs/](http://www.clemson.edu/campus-life/student-orgs/)

CBBS Study Abroad - [http://www.clemson.edu/cbbs/ose/international/index.html](http://www.clemson.edu/cbbs/ose/international/index.html)

Tutorial Services - [http://www.clemson.edu/asc/tutoring/](http://www.clemson.edu/asc/tutoring/)

Undergraduate/Graduate Catalog - [http://www.registrar.clemson.edu/html/catalog.htm](http://www.registrar.clemson.edu/html/catalog.htm)

Writing Center - [http://www.clemson.edu/caah/english/about/resources/writing_center/](http://www.clemson.edu/caah/english/about/resources/writing_center/)
Top Selling books on “Mentoring”

A Game Plan for Life: The Power of Mentoring (John Wooden, Don Yeager & John Maxwell)

Coaching and Mentoring: Practical Conversations to Improve Learning (Eric Parsloe, Laura Parsloe, Melville Leedham)


FYI: For Your Improvement – For Learners, Managers, Mentors and Feedback Givers (Michael M. Lombardo)

Mentoring 101 (John C. Maxwell)

Mentoring: The Tao of Giving and Receiving Wisdom (Al Chung-liang Huang)

Monday Morning Leadership: 8 Mentoring Sessions You Can’t Afford to Miss (Juli Baldwin)

Monday Morning Mentoring: Ten Lessons to Guide You Up the Ladder (David Cottrell)

Power Mentoring: How Successful Mentors and Proteges Get the Most Out of Their Relationships (Ellen A. Ensher and Susan E. Murphy)

Predictable Success: Getting Your Organization on the Growth Track – and Keeping It There (Les McKeown)

The 2020 Workplace: How Innovative Companies Attract, Develop and Keep Tomorrow’s Employees Today (Jeanne C. Meister and Karie Willyerd)

The Art of Mentoring: Lead, Follow and Get Out of the Way (Shirley Peddy)

The Elements of Mentoring, Revised Edition (W. Brad Johnson and Charles R. Ridley)

The Extraordinary Coach: How the Best Leaders Help Others Grow (John Zenger and Kathleen Stinnett)

The Heart of Mentoring: Ten Proven Principles for Developing People to Their Fullest Potential (David A. Stoddard and Robert J. Tamasy)

The Mentee’s Guide: Making Mentoring Work for You (Lois J. Zachary and Lory A. Fischler)

books to read together

*The Introvert's Guide to Success in Business and Leadership* (Lisa Petrilli)


*The Curriculum Mapping Planner: Templates, Tools, and Resources for Effective Professional Development* (Heidi Hayes Jacobs)

*The 48 Laws of Power* (Robert Greene)

*The Personal MBA: Master the Art of Business* (Josh Kaufman)

*The 21 Irrefutable Laws of Leadership: Follow Them and People Will Follow You* (John C. Maxwell)

*Professional Development: What Works* (Sally Zepeda)

*The Five Dysfunctions of a Team: A Leadership Fable* (Patrick Lencioni)

*The Art of War* (Sun Tzu)

*Mastering Communication at Work: How to Lead, Manage, and Influence* (Ethan F. Becker)

*The Ten-Day MBA 4th Ed.: A Step-by-Step Guide to Mastering the Skills Taught In America's Top Business Schools* (Steven A. Silbiger)
## CLEMSON UNIVERSITY ACADEMIC CALENDAR 2014–2015

### Fall Semester 2014

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 18-19, M-Tu</td>
<td>Late enrollment</td>
</tr>
<tr>
<td>Aug 19, Tu</td>
<td>University Convocation</td>
</tr>
<tr>
<td>Aug 20, W</td>
<td>Classes begin</td>
</tr>
<tr>
<td>Aug 26, Tu</td>
<td>Last day to register or add a class</td>
</tr>
<tr>
<td>Sep 2, Tu</td>
<td>Last day to drop a class or withdraw from the University without a ( W ) grade</td>
</tr>
<tr>
<td>Sep 9, Tu</td>
<td>Last day to order diploma for December graduation</td>
</tr>
<tr>
<td>Oct 10, F</td>
<td>Last day for instructors to issue midterm evaluations</td>
</tr>
<tr>
<td>Oct 24, F</td>
<td>Last day to drop a class or withdraw from the University without final grades</td>
</tr>
<tr>
<td>Nov 3-4, M-Tu</td>
<td>Fall break</td>
</tr>
<tr>
<td>Nov 5, W</td>
<td>Registration for spring and summer terms begins</td>
</tr>
<tr>
<td>Nov 26-28, W-F</td>
<td>Thanksgiving holidays</td>
</tr>
<tr>
<td>Dec 4-5, Th-F</td>
<td>Classes meet; exams permitted in labs only</td>
</tr>
<tr>
<td>Dec 8-12, M-F</td>
<td>Examinations</td>
</tr>
<tr>
<td>Dec 15, M</td>
<td>9:00 a.m.–Deadline to submit candidate grades</td>
</tr>
<tr>
<td>Dec 17, W</td>
<td>9:00 a.m.–Deadline to submit other grades</td>
</tr>
<tr>
<td>Dec 17, W</td>
<td>Candidates for graduation may access grades</td>
</tr>
<tr>
<td>Dec 18, Th</td>
<td>Graduation</td>
</tr>
</tbody>
</table>

### First Fall 2014

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>Aug 18, M</td>
<td>Late enrollment</td>
</tr>
<tr>
<td>Aug 18, M</td>
<td>Classes begin</td>
</tr>
<tr>
<td>Aug 25, M</td>
<td>Last day to register or add a class</td>
</tr>
<tr>
<td>Aug 29, F</td>
<td>Last day to drop a class or withdraw from the University without a ( W ) grade</td>
</tr>
<tr>
<td>Sep 9, Tu</td>
<td>Last day to order diploma for December graduation</td>
</tr>
<tr>
<td>Sep 12, F</td>
<td>Last day for instructors to issue midterm evaluations</td>
</tr>
<tr>
<td>Sep 19, F</td>
<td>Last day to drop a class or withdraw from the University without final grades</td>
</tr>
<tr>
<td>Oct 3, F</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>Oct 6-10, M-F</td>
<td>Examinations</td>
</tr>
<tr>
<td>Oct 15, W</td>
<td>9:00 a.m.–Deadline to submit grades</td>
</tr>
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</table>

### Second Fall 2014

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>Oct 13, M</td>
<td>Late enrollment</td>
</tr>
<tr>
<td>Oct 13, M</td>
<td>Classes begin</td>
</tr>
<tr>
<td>Oct 20, M</td>
<td>Last day to register or add a class</td>
</tr>
<tr>
<td>Oct 24, F</td>
<td>Last day to drop a class or withdraw from the University without a ( W ) grade</td>
</tr>
<tr>
<td>Nov 3-4, M-Tu</td>
<td>Fall break</td>
</tr>
<tr>
<td>Nov 5, W</td>
<td>Registration for spring and summer terms begins</td>
</tr>
<tr>
<td>Nov 11, Tu</td>
<td>Last day for instructors to issue midterm evaluations</td>
</tr>
<tr>
<td>Nov 18, Tu</td>
<td>Last day to drop a class or withdraw from the University without final grades</td>
</tr>
<tr>
<td>Nov 26-28, W-F</td>
<td>Thanksgiving holidays</td>
</tr>
<tr>
<td>Dec 5, F</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>Dec 8-12, M-F</td>
<td>Examinations</td>
</tr>
<tr>
<td>Dec 15, M</td>
<td>9:00 a.m.–Deadline to submit candidate grades</td>
</tr>
<tr>
<td>Dec 17, W</td>
<td>9:00 a.m.–Deadline to submit other grades</td>
</tr>
<tr>
<td>Dec 17, W</td>
<td>Candidates for graduation may access grades</td>
</tr>
<tr>
<td>Dec 18, Th</td>
<td>Graduation</td>
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</table>

### Fall Minimester A 2014

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>Aug 18-19, M-Tu</td>
<td>Late enrollment</td>
</tr>
<tr>
<td>Aug 20, W</td>
<td>Classes begin</td>
</tr>
<tr>
<td>Aug 20, W</td>
<td>Last day to register or add a class</td>
</tr>
<tr>
<td>Aug 21, Th</td>
<td>Last day to drop a class or withdraw from the University without a ( W ) grade</td>
</tr>
<tr>
<td>Aug 29, F</td>
<td>Last day for instructors to issue midterm evaluations</td>
</tr>
<tr>
<td>Sep 2, Tu</td>
<td>Last day to drop a class or withdraw from the University without final grades</td>
</tr>
<tr>
<td>Sep 9, Tu</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>Sep 9, Tu</td>
<td>Last day to order diploma for December graduation</td>
</tr>
<tr>
<td>Sep 10, W</td>
<td>Study day</td>
</tr>
<tr>
<td>Sep 11, Th</td>
<td>Examinations</td>
</tr>
<tr>
<td>Sep 15, M</td>
<td>9:00 a.m.–Deadline to submit grades</td>
</tr>
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</table>

### Fall Minimester B 2014

<table>
<thead>
<tr>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Sep 16, Tu</td>
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<tr>
<td>Sep 17, W</td>
<td>Classes begin</td>
</tr>
<tr>
<td>Sep 17, W</td>
<td>Last day to register or add a class</td>
</tr>
<tr>
<td>Sep 18, Th</td>
<td>Last day to drop a class or withdraw from the University without a ( W ) grade</td>
</tr>
<tr>
<td>Sep 26, F</td>
<td>Last day for instructors to issue midterm evaluations</td>
</tr>
<tr>
<td>Sep 30, Tu</td>
<td>Last day to drop a class or withdraw from the University without final grades</td>
</tr>
<tr>
<td>Oct 7, Tu</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>Oct 8, W</td>
<td>Study day</td>
</tr>
<tr>
<td>Oct 9, Th</td>
<td>Examinations</td>
</tr>
<tr>
<td>Oct 15, W</td>
<td>9:00 a.m.–Deadline to submit grades</td>
</tr>
</tbody>
</table>
### Fall Minimester C 2014
- **Oct 13, M**: Late enrollment
- **Oct 13, M**: Classes begin
- **Oct 13, M**: Last day to register or add a class
- **Oct 14, Tu**: Last day to drop a class or withdraw from the University without a W grade
- **Oct 22, W**: Last day for instructors to issue midterm evaluations
- **Oct 24, F**: Last day to drop a class or withdraw from the University without final grades
- **Oct 31, F**: Last day of classes
- **Nov 3-4, M-Tu**: Fall break
- **Nov 5, W**: Examinations
- **Nov 7, F**: 9:00 a.m.–Deadline to submit grades

### Fall Minimester D 2014
- **Nov 11, Tu**: Late enrollment
- **Nov 12, W**: Classes begin
- **Nov 12, W**: Last day to register or add a class
- **Nov 13, Th**: Last day to drop a class or withdraw from the University without a W grade
- **Nov 21, F**: Last day for instructors to issue midterm evaluations
- **Nov 26-28, W-F**: Thanksgiving holidays
- **Nov 25, Tu**: Last day for instructors to issue midterm evaluations

### Spring Semester 2015
- **Jan 5, M**: Orientation
- **Jan 5-6, M-Tu**: Late enrollment
- **Jan 7, W**: Classes begin
- **Jan 13, Tu**: Last day to register or add a class
- **Jan 19, M**: Martin Luther King Jr. holiday
- **Jan 21, W**: Last day to drop a class or withdraw from the University without a W grade
- **Jan 28, W**: Last day to order diploma for May commencement
- **Feb 27, F**: Last day for instructors to issue midterm evaluations
- **Mar 13, F**: Last day for instructors to issue midterm evaluations
- **Mar 16-20, M-F**: Spring break
- **Mar 30, M**: Registration for fall term begins
- **Apr 3, F**: Last day for instructors to issue midterm evaluations
- **Apr 10, F**: Last day to drop a class or withdraw from the University without final grades
- **Apr 24, F**: Last day of classes
- **Apr 27-May 1, M-F**: Examinations
- **May 5, Tu**: 9:00 a.m.–Deadline to submit candidate grades
- **May 6, W**: 9:00 a.m.–Deadline to submit other grades
- **May 7, Th**: Candidates for graduation may access grades
- **May 8, F**: Commencement

### First Spring 2015
- **Jan 5, M**: Late enrollment
- **Jan 5, M**: Classes begin
- **Jan 12, M**: Last day to register or add a class
- **Jan 19, M**: Martin Luther King Jr. holiday
- **Jan 20, Tu**: Last day to drop a class or withdraw from the University without a W grade
- **Jan 28, W**: Last day to order diploma for May commencement
- **Feb 2, M**: Last day for instructors to issue midterm evaluations
- **Feb 9, M**: Last day to drop a class or withdraw from the University without final grades
- **Feb 23, M**: Last day of classes
- **Feb 24-27, Tu-F**: Examinations
- **Mar 2, M**: 9:00 a.m.–Deadline to submit grades

### Second Spring 2015
- **Mar 2, M**: Late enrollment
- **Mar 2, M**: Classes begin
- **Mar 9, M**: Last day to register or add a class
- **Mar 13, F**: Last day to drop a class or withdraw from the University without a W grade
- **Mar 16-20, M-F**: Spring break
- **Mar 30, M**: Registration for fall term begins
- **Apr 3, F**: Last day for instructors to issue midterm evaluations
- **Apr 10, F**: Last day to drop a class or withdraw from the University without final grades
- **Apr 24, F**: Last day of classes
- **Apr 27-May 1, M-F**: Examinations
- **May 5, Tu**: 9:00 a.m.–Deadline to submit candidate grades
- **May 6, W**: 9:00 a.m.–Deadline to submit other grades
- **May 7, Th**: Candidates for graduation may access grades
- **May 8, F**: Commencement

### Spring Minimester A 2015
- **Jan 56, M-Tu**: Late enrollment
- **Jan 7, W**: Classes begin
- **Jan 7, W**: Last day to register or add a class
- **Jan 8, Th**: Last day to drop a class or withdraw from the University without a W grade
- **Jan 19, M**: Martin Luther King Jr. holiday
- **Jan 19, M**: Last day for instructors to issue midterm evaluations
- **Jan 21, W**: Last day to drop a class or withdraw from the University without final grades
- **Jan 28, W**: Last day of classes
- **Jan 28, W**: Last day to order diploma for May commencement
- **Jan 29, Th**: Study day
- **Jan 30, F**: Examinations
- **Feb 2, M**: 9:00 a.m.–Deadline to submit grades
Spring Minimester B 2015

Feb 2, M  Late enrollment
Feb 2, M  Classes begin
Feb 2, M  Last day to register or add a class
Feb 3, Tu  Last day to drop a class or withdraw from the University without a W grade
Feb 11, W  Last day for instructors to issue midterm evaluations
Feb 13, F  Last day to drop a class or withdraw from the University without final grades
Feb 20, F  Last day of classes
Feb 23, M  Examinations
Mar 2, M  9:00 a.m.–Deadline to submit grades

Spring Minimester C 2015

Mar 2, M  Late enrollment
Mar 2, M  Classes begin
Mar 2, M  Last day to register or add a class
Mar 3, Tu  Last day to drop a class or withdraw from the University without a W grade
Mar 11, W  Last day for instructors to issue midterm evaluations
Mar 13, F  Last day to drop a class or withdraw from the University without final grades
Mar 16-20, M-F  Spring break
Mar 27, F  Last day of classes
Mar 30, M  Registration for fall term begins
Mar 30, M  Examinations
Apr 6, M  9:00 a.m.–Deadline to submit grades

Spring Minimester D 2015

Apr 6, M  Late enrollment
Apr 6, M  Classes begin
Apr 6, M  Last day to register or add a class
Apr 7, Tu  Last day to drop a class or withdraw from the University without a W grade
Apr 15, W  Last day for instructors to issue midterm evaluations
Apr 17, F  Last day to drop a class or withdraw from the University without final grades
Apr 24, F  Last day of classes
Apr 27, M  Examinations
May 5, Tu  9:00 a.m.–Deadline to submit candidate grades
May 6, W  9:00 a.m.–Deadline to submit other grades
May 7, Th  Candidates for graduation may access grades
May 8, F  Commencement

Summer 2015

May 12, Tu  Late enrollment
May 13, W  Classes begin
May 14, Th  Last day to register or add a class
May 20, W  Last day to drop a class or withdraw from the University without a W grade
Jun 2, Tu  Last day to order diploma for August graduation
Jun 15-19, M-F  Long summer break
Jun 30, Tu  Last day for instructors to issue midterm evaluations
Jul 6, M  July 4th holiday
Jul 7, Tu  Last day to drop a class or withdraw from the University without final grades
Jul 29, W  Last day of classes
Jul 30, Th  Study day
Jul 31 & Aug 3, F & M  Examinations
Aug 4, Tu  2:00 p.m.–Deadline to submit candidate grades
Aug 5, W  9:00 a.m.–Deadline to submit other grades
Aug 6, Th  Candidates for graduation may access grades
Aug 7, F  Graduation

First Summer 2015

May 12, Tu  Late enrollment
May 13, W  Classes begin
May 14, Th  Last day to register or add a class
May 18, M  Last day to drop a class or withdraw from the University without a W grade
May 29, F  Last day for instructors to issue midterm evaluations
Jun 2, Tu  Last day to order diploma for August graduation
Jun 4, Th  Last day to drop a class or withdraw from the University without final grades
Jun 16, Tu  Last day of classes
Jun 17, W  Study day
Jun 18-19, Th-F  Examinations
Jun 24, W  9:00 a.m.–Deadline to submit grades
Second Summer 2015

Jun 22, M  Orientation
Jun 23, Tu  Late enrollment
Jun 24, W  Classes begin
Jun 25, Th  Last day to register or add a class
Jun 29, M  Last day to drop a class or withdraw from the University without a W grade
Jul 6, M  July 4th holiday
Jul 13, M  Last day for instructors to issue midterm evaluations
Jul 17, F  Last day to drop a class or withdraw from the University without final grades
Jul 29, W  Last day of classes
Jul 30, Th  Study day
Jul 31 & Aug 3, F & M  Examinations
Aug 4, Tu  2:00 p.m.–Deadline to submit candidate grades
Aug 5, W  9:00 a.m.–Deadline to submit other grades
Aug 6, Th  Candidates for graduation may access grades
Aug 7, F  Graduation

Summer Minimester A 2015

May 12, Tu  Late enrollment
May 13, W  Classes begin
May 13, W  Last day to register or add a class
May 14, Th  Last day to drop a class or withdraw from the University without a W grade
May 20, W  Last day for instructors to issue midterm evaluations
May 22, F  Last day to drop a class or withdraw from the University without final grades
May 29, F  Last day of classes
Jun 1, M  Examinations
Jun 2, Tu  Last day to order diploma for August graduation
Jun 3, W  9:00 a.m.–Deadline to submit grades

Summer Minimester B 2015

Jun 2, Tu  Late enrollment
Jun 2, Tu  Classes begin
Jun 2, Tu  Last day to register or add a class
Jun 2, Tu  Last day to order diploma for August graduation
Jun 3, W  Last day to drop a class or withdraw from the University without a W grade
Jun 9, Tu  Last day for instructors to issue midterm evaluations
Jun 11, Th  Last day to drop a class or withdraw from the University without final grades
Jun 18, Th  Last day of classes
Jun 19, F  Study day
Jun 22, M  Examinations
Jun 24, W  9:00 a.m.–Deadline to submit grades

Summer Minimester C 2015

Jun 23, Tu  Late enrollment
Jun 23, Tu  Classes begin
Jun 23, Tu  Last day to register or add a class
Jun 24, W  Last day to drop a class or withdraw from the University without a W grade
Jun 30, Tu  Last day for instructors to issue midterm evaluations
Jul 2, Th  Last day to drop a class or withdraw from the University without final grades
Jul 6, M  July 4th holiday
Jul 10, F  Last day of classes
Jul 13, M  Examinations
Jul 15, W  9:00 a.m.–Deadline to submit grades

Summer Minimester D 2015

Jul 15, W  Late enrollment
Jul 15, W  Classes begin
Jul 15, W  Last day to register or add a class
Jul 16, Th  Last day to drop a class or withdraw from the University without a W grade
Jul 22, W  Last day for instructors to issue midterm evaluations
Jul 24, F  Last day to drop a class or withdraw from the University without final grades
Jul 31, F  Last day of classes
Aug 3, M  Examinations
Aug 4, Tu  2:00 p.m.–Deadline to submit candidate grades
Aug 5, W  9:00 a.m.–Deadline to submit other grades
Aug 6, Thu  Candidates for graduation may access grades
Aug 7, Fri  Graduation

Please Note: Dates are subject to change without notice.