

INTRODUCTION TO FACULTY MENTORING MODELS AND EFFECTIVE PRACTICES

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Overview

1. What do we mean by 'Mentoring'?
2. Mentor Skills
3. Role of Mentorship in Higher Education
4. Mentorship Models
 1. Reverse Mentorship
 2. Mutual Mentoring
 3. Peer Mentoring
 4. Team/Collective Mentoring
 5. E-Mentoring
5. The Mentoring Cycle
6. Best Practices for Mentors



Who's mentoring whom?

[Peer Resources Index](#) | [Mentor Index](#) | [Coaching Index](#) | [Mentor Learning Index](#)



The Mentor Hall of Fame

MENTORS IN BUSINESS, INDUSTRY, EDUCATION, SCIENCE, ARCHITECTURE and METAPHYSICS

Virtually anyone can benefit from having a mentor. One of the oldest ways to pass on wisdom and knowledge from one generation of professionals to another has been through mentoring.

The following list of mentor pairs was compiled by [Rev Carr](#) from a variety of sources including autobiographies, biographies, newspaper articles, personal interviews, and diligent historical research.

If you know of mentor pairs that ought to be added, we have provided an opportunity for you to submit the names and details: [Add a Mentor Pair](#).

MENTORS IN BUSINESS, INDUSTRY, EDUCATION, MEDICINE, AND SCIENCE

- *Donald Spencer → John Nash*
- *Ann Sullivan → Helen Keller*
- *Gottfried von Leibniz → Sir Isaac Newton*
- *Neils Bohr → Werner Heisenberg*
- *Max Planck → Walter Bothe*
- *President of Yale → President of Harvard*
- *Albus Dumbledore → Harry Potter*
- *Harry Potter → Dobby*
- *4th Grade Teacher → Oprah Winfrey*

Always pass on what you have learned.”—
Yoda





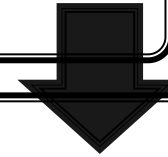
Exercise one: What is mentoring?

Think of one example where you were mentored or offered mentoring.

What were the circumstances?



With whom did you interact?



Why did you seek mentoring or why were you sought?



Thinking back, did you define this as “mentoring” at the time?



Exercise two: what do you think are the benefits of mentoring?

- Why do you want to know more about mentoring?
- What do you think it will bring to your department/
group/faculty?
- What are some simple things we can do to show mentoring
is valued?

Exercise one: What is mentoring?

A Simple Business Definition

*Mentoring is a professional relationship that promotes talent development by bringing **employees** together with more experienced staff to **achieve their full potential.***


What is mentoring?


- Mentoring is a positive developmental partnership, which is driven primarily by the mentee. It offers a **reflective space** where the mentee can take responsibility for and discuss their development
- Its primary aim is to **build capability and self-reliance** in the Mentee
- Mentors can help **highlight issues** and to assist the Mentee in **planning** ways through them
- They can help **clarify the Mentee's perspective** while bringing an additional **impartial view** to bear on the issues
- Sometimes, when the issues are straightforward and urgent, a Mentor might offer advice or give some direction
- **Confidentiality, trust, understanding and positive expectation** are key to a successful partnership

Mentoring Principles

- The Mentee drives the Mentoring agenda
- Engagement is on a voluntary basis for both the Mentor and the Mentee
- The Mentoring relationship is confidential
- Mentoring is non-directive in its approach
- It is a relationship built upon trust and mutual respect
- The Mentor empowers the Mentee to take responsibility for their own learning and career development
- The relationship places no obligation on either party beyond its developmental intent
- It is distinct and separate from the Performance Management Development System (PMDS) in UCD

Mentoring Is Not a One-way Street



di-a-logue or **di-a-log**  (dī'ə-lŏg', -lŏg')

n.

1.

a. A conversation between two or more people.

Mentoring Is Not...

- For dealing with underperforming individuals
- Taking on the problems or work of the Mentee – a Mentor should not find themselves doing things outside the mentoring sessions for a mentee
- Promoting/sponsoring/protecting the mentee
- Intended to deal with personal issues
- Therapy
- Allowing people to moan (except maybe sometimes...)

Mentoring is not always a lifetime commitment

- Situation-dependent
- Could be one-time mentoring session
- Could fulfill specific need
- Could be short-term
 - Example—helping new employee acclimate to lab, company, school





Exercise two: Who is a mentor?

What qualities do mentors possess?



What roles/titles do they have? Do they need a title?



Who has mentored you throughout your career?

A monarch butterfly with orange and black wings is perched on a cluster of small yellow and pink flowers. The background is a soft-focus green, suggesting foliage. The entire image is overlaid with a semi-transparent dark grey rectangle, through which the text is visible.

"A mentor is someone who sees more talent and ability within you, than you see in yourself, and helps bring it out of you."

Bob Proctor

Where does supervision end and mentoring begin?

	Arrangement	Status	Focus	Tools	Relationship Driver
Supervisor	Formal	Higher	Career Advancement, Team Mission	Experiences, Advice/Feedback, Guidance, Support, Network, Skills	Supervisor
Mentor	Formal or Informal	Higher, Same, or Lower	Career Advancement	Experiences, Advice/Feedback, Guidance, Support, Network, Skills	Mentee/ Protégé
Sponsor/ Advocate	Formal or Informal	Higher	Promotion	Network, Seniority	Sponsor
Coach	Formal or Informal	Higher, Same, or Lower	Performance	Skills, Feedback	Coach



Ideal mentor and supervisor qualities—as defined by postdocs/ Junior Faculty

The ideal mentor...

- Boosts curiosity, passion and performance
- Maintains an open line of communication
- Is available
- Advocates for staff within and outside the work place
- Encourages development of “soft skills”
- Supports work-life balance
- Facilitates/fosters networking and collaboration opportunities
- Discusses paths to career growth and supports career transitions

The ideal supervisor also...

- Allows opportunities to explore professional interests, within funding constraints
- Enables discipline-specific skill development
- Discusses latest trends and future directions in the field/specialty
- Supports a flexible work schedule when possible and appropriate

Manager vs Mentor

- It is not the role of the Mentor to interfere with Mentee's day to day activities or objectives
- The Mentee may however, wish to discuss how they can improve daily activities with the Mentor
- The relationship between Mentee and Mentor is confidential

Desirable Mentor Attributes

Case School of Engineering Junior Faculty Survey (2010)

- Accessible
- Interested in helping
- Offering critical assessment
- Encouraging, open
- Knowledgeable, with wide contacts
- Able to offer experience, wisdom and advice

Source: Dwight Davy & Ica Manas-Zloczower, Presentation to CWRU
Department Chair Leadership Forum, 9-20-10

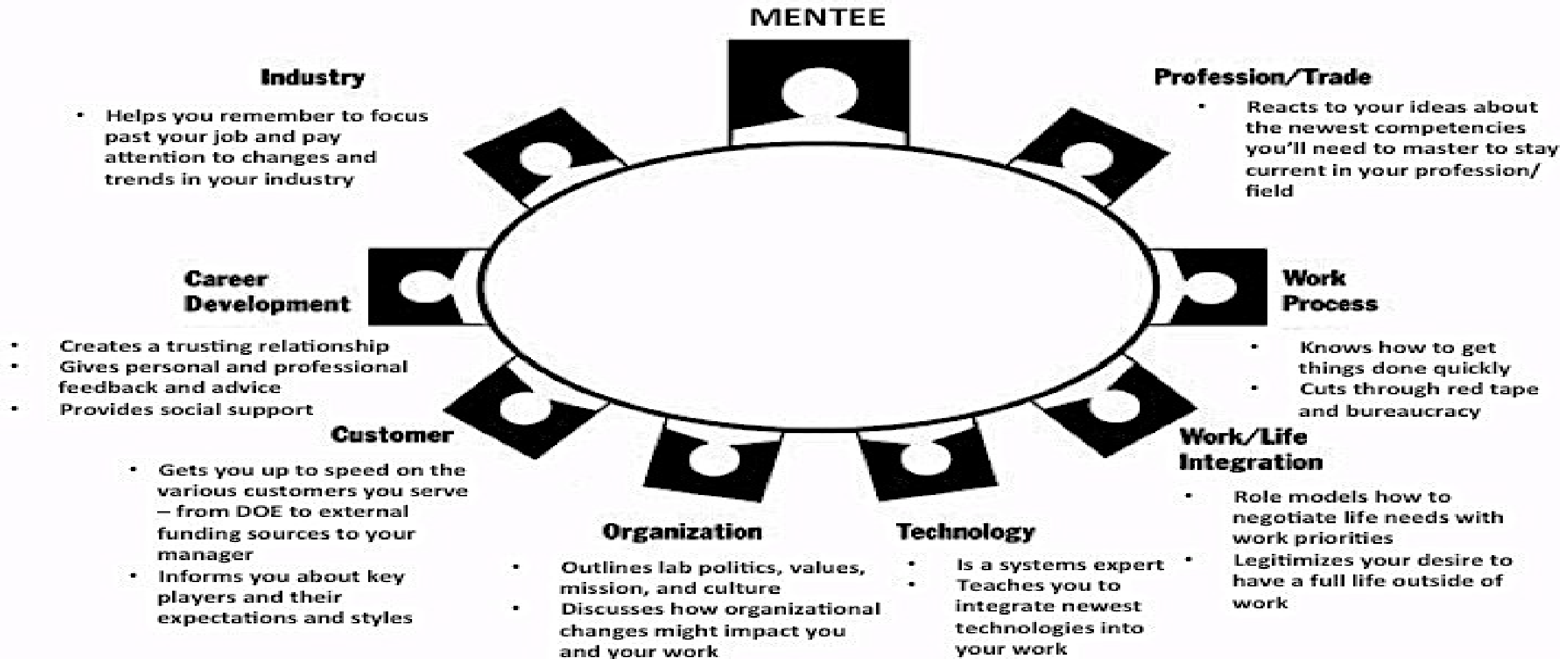


Skills Required By Mentors

- Ability to build rapport with the mentee
- Communication skills
- Feedback skills
- Questioning skills
- Listening skills
- Interpersonal skills
- Able to offer experience, wisdom and advice

who do you want on your committee?

The eight types of mentors Source: www.masteryworks.com



What is a mentor/mentoring not?



Mentors Are Not Always Older



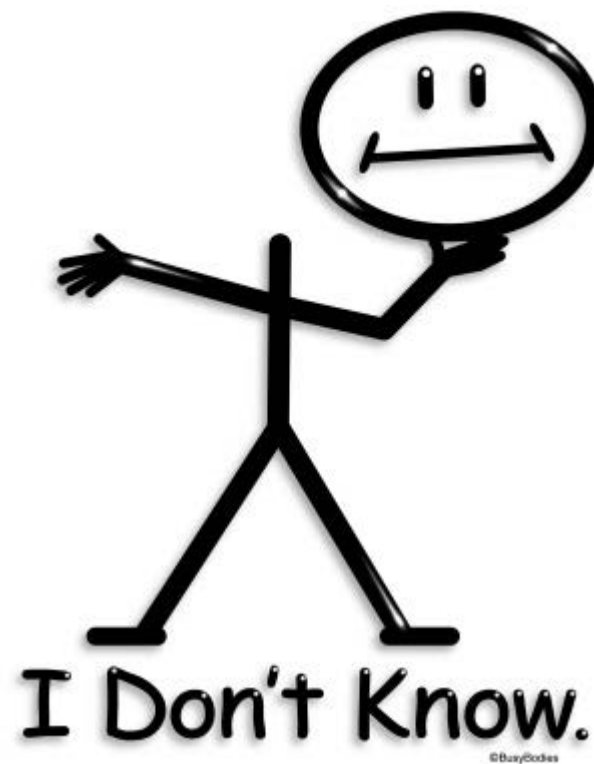
Typical image of a mentor is someone who is older (and wiser), but...



...knowledge and experiences can be shared between peers or “up the ladder”

Mentors do not always have all the answers

- Mentors may give advice
- It's up to the mentee/protégé to consider the advice
- Decide to act or not
- If you don't have the answers, do you know who might?
- Always providing the answer does not help the mentee/protégé learn



*Giving general direction can be just as valuable
as providing the answer!*

Protégé/Mentee is Relationship Driver
what do you gain? What does mentor gain?

How come you
didn't tell me?

Tell you what?

That you knew
karate?

You never ask?



Roles

Mentor Roles

- Listen patiently
- Build a relationship
- Nurture self-sufficiency
- Establish protected time together
- Share yourself
- Provide introductions
- Be constructive
- Don't be overbearing

Mentee Roles

- Listen patiently
- Have a positive attitude
- Share with your mentor reasons for your decisions
- Be prepared to learn from your mentor
- Actively seek advice from your mentor and others both in and out of your department
- Act on advice from your mentors

Source: "Advisor, Teacher, Role Model, Friend", National Academy of Sciences
National Press, Washington DC

*Need to discuss expectations and balancing of
these roles early on*

Sample Annotated goal-setting worksheet for mentoring discussion prep adapted from Mentoring-in-a-box toolkit from <http://www.ncwit.org>

Goal Setting Worksheet

When entering into a mentoring partnership both parties commit to a shared effort. This form is designed to document decisions you make together about the work ahead. As conditions change and your relationship matures, refer to this sheet to be reminded of agreements you made early on.

In advance of your first meeting, think about the themes below. When you meet, use the form as the basis for conversation and decision-making.

- 1. Clarify Roles.** The role of a mentor is to share expertise, advise, advocate, coach, and support. The role of the mentee is to seek advice and take steps toward professional growth.
Write comments or clarifications you wish to make about your roles.

Considerations for mentor—what are your strengths? In what areas do you feel most prepared to offer advice? Are there any schedule/time constraints?

Considerations for protégé/mentee—are you prepared to be proactive? How often do you plan to meet with your mentor? Do you understand your line management structure?

- 2. Establish Purpose.** Mentoring for its own sake is not your purpose! Your shared purpose is to assist the mentee in finding success in his or her job and to advance his or her career.
Record your specific purposes for entering this mentoring partnership.

Consider both overarching goals and specific goals.

For example, a postdoc needs to conduct productive research and prepare for next career step. What are some steps to get from postdoc to faculty or research staff?

A new staff member may need to know how to build a strong case for promotion from RD2-RD3. What does a typical strong case for promotion look like in your division?

A new professional/administrative staff member may benefit from growing a network at the lab and learning about the needs of the programs he/she supports.

- 3. Document Initial Goals.** For the mentee: What do you wish to accomplish? In your meeting, discuss goals and set priorities. You will continue setting goals as you meet in the weeks ahead.
Record several short-term work goals and long-term career goals.

This is where the protégé will want to consider:

- Immediate needs—e.g. new to the lab; prepping for a conference; preparing for job search (postdocs and grad students)*
- Long-term goals—e.g. career goals; leading own research group; taking on management responsibilities*

- 4. Establish Mentoring Timeframe.** How long should your mentoring relationship last? Having a clear end point will make you more productive in your time together. Consider a target date six to twelve months ahead. Let major milestones guide your choice, such as a performance appraisal or a project review. Plan a mid-point check halfway to your goal to reflect on progress.
Describe your timeframe here. Set your midpoint check-in meeting now.

Put reminders on your calendar!

- 5. Plan Your Work Together - Regular Meetings.** Decide when, where and how frequently you will meet. Agree to maintain momentum by keeping to your meeting schedule, but discuss what you will do if one of you needs to postpone a meeting.
Record your regular meeting plan and contingency plan.

While protégés/mentees should be proactive, the mentor should check in periodically, especially if it has been a while since you've met.

- 6. Plan Your Work Together - Informal interactions.** Mentoring works best when the participants can interact in an "open door" environment, but set some ground rules. Are impromptu drop-in meetings acceptable? What kind of turn-around can each of you expect when the other leaves a message by phone or e-mail?
Briefly note your preferences and expectations.

Be creative—meet for lunch or coffee; attend a seminar or workshop together; go to a social event, volunteer to do outreach together, etc.

- 7. Discuss Constructive Feedback.** In a healthy partnership, both parties are able to give and take constructive feedback. A mentor may give critical input to help a mentee learn a new skill, change methods, or build awareness. In turn, a mentee may counter a recommendation or ask for a different kind of support from the mentor.
Discuss how you prefer to give and receive critical feedback. And how will you agree to disagree?

Seek advice from peers or mentoring leaders at the lab if you feel you have reached an impasse. Don't let one disagreement completely derail the mentoring relationship.

- 8. Establish Meeting Agenda.** Review the Meeting Plan Template together. It is designed to help you structure effective meetings and document activity that occurs between meetings.
Discuss ways to adapt or extend the Meeting Plan Template, and then customize it for your purposes.

- 9. Prepare for your next meeting using the Meeting Plan Template.**

- 10. Record contact information for each of you.**

Name:		
Phone(s):		
email:		

Make a copy of this page for each of you.

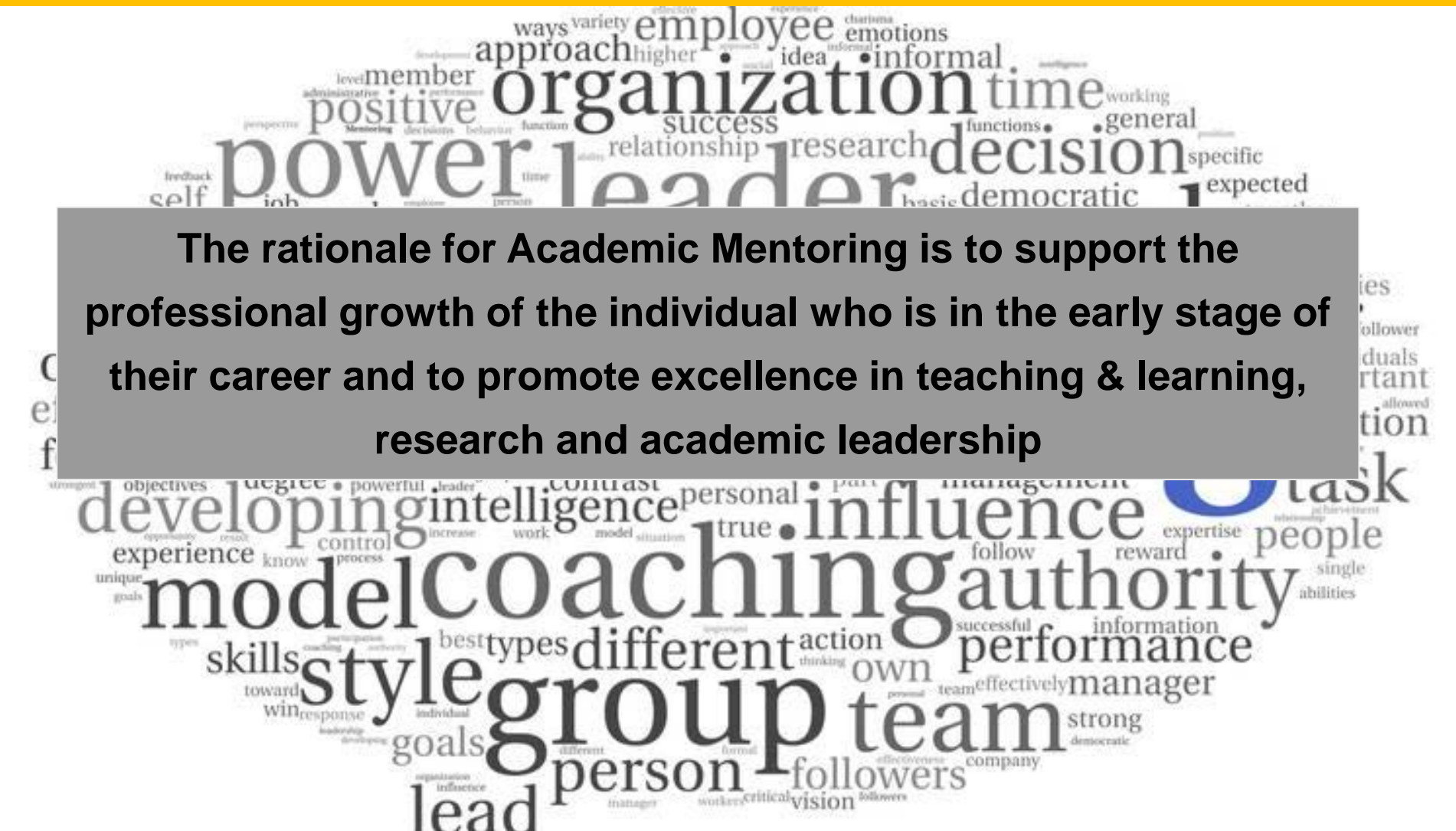
ACADEMIC MENTORSHIP

Role of Mentorship in Higher Education



Rationale

The rationale for Academic Mentoring is to support the professional growth of the individual who is in the early stage of their career and to promote excellence in teaching & learning, research and academic leadership



THE BENEFITS OF FACULTY MENTORING

Benefits for Mentees

- Increased productivity, including more publications, more NSF or NIH grants, and an increased likelihood of publishing in a top-tier journal (Blau et al. 2010; Carr et al. 2003)
- Enhanced tenure and promotion prospects (Johnson 2007; Kosoko-Lasaki et al. 2006; Stanley & Lincoln 2005)
- Increased sense of support for their research (Carr et al. 2003)
- Heightened teaching effectiveness (Luna & Cullen 1995)
- Higher career satisfaction (Carr et al. 2003)
- Lower feelings of isolation (National Academy of Sciences 1997)
- Greater sense of fit – especially for women and minority faculty– which has shown to be critical to job satisfaction and retention (Trower 2012)

Benefits for Mentors

- Personal satisfaction (Johnson-Bailey & Cervero 2004)
- Sense of contribution and accomplishment (Fogg 2003)
- Revitalized interest in their work (Murray 2001)
- Exposed to fresh ideas and new perspectives (Johnson-Bailey & Cervero 2004; Murray 2001; Zellers et al. 2008)

Benefits for the Department & Institution

- Increased organizational devotion (Trower 2012)
- Increased retention (Kosoko-Lasaki et al. 2006)
- Accrued benefits to individual mentees and mentors (Johnson 2007)
- Increase productivity

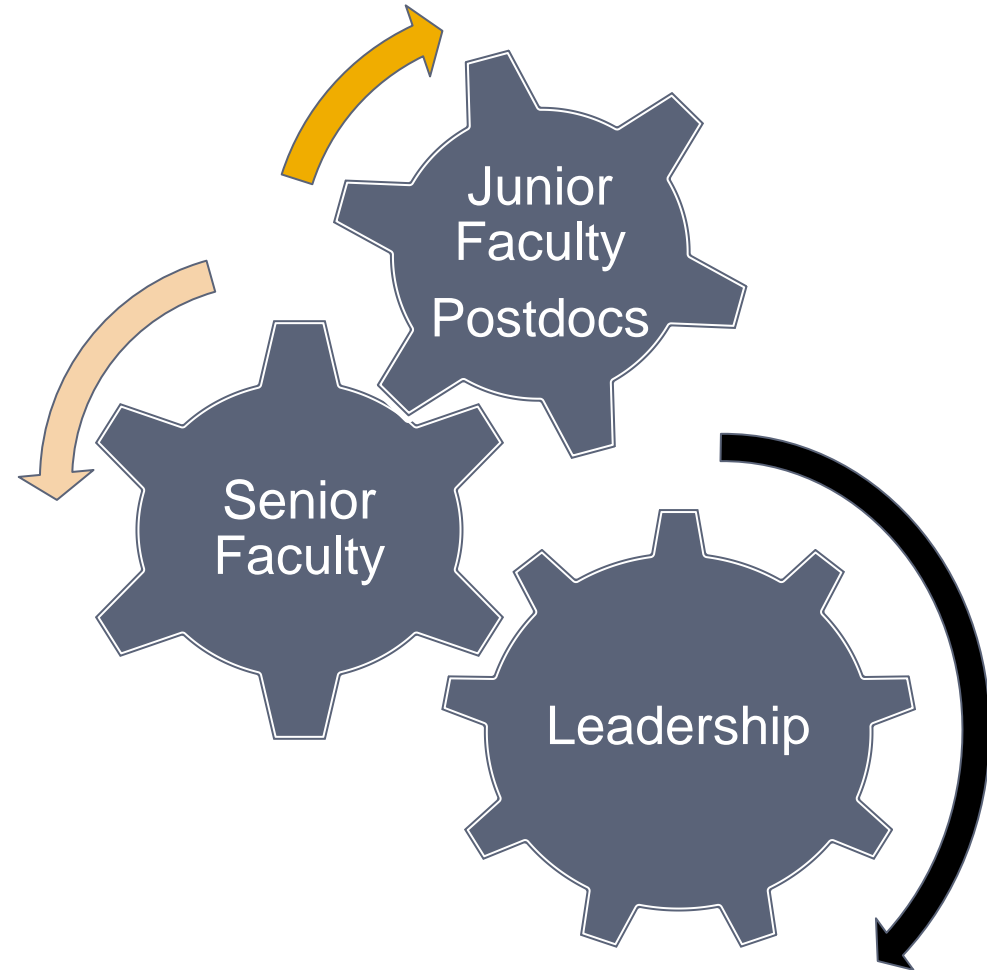
Who are our people and what do they need?

Different career tracks and levels may have different:

1. Performance expectations
2. Professional expectations
3. Mentoring needs

Shared Personnel Considerations:

1. Soft skills
2. Acclimating to lab culture
3. Professional goals
4. Satisfaction in both work and life
5. Stress management



Mentoring Needs of Junior Faculty

January 2011 Focus group with Assistant Professors at WSOM for less than 3 years

- Career Success
 - Input to work out a plan for key career evaluation points (e.g., 3rd year review, tenure review)
 - Timely feedback on early outputs (submissions, papers, grants)
- Academic Performance
 - An independent advisor to provide perspective and guidance on problems or concerns in the classroom, lab, or department
 - Advice to help determine priorities and avoid pitfalls in research
- Networks
 - Assistance in building networks at CWRU and in the discipline
- Institutional Navigation
 - Tacit knowledge about School history, priorities, norms, structures, practices, and resources
 - Service – when to say “yes” or “no”, at what levels to participate
 - A meaningful relationship, and a sense of inclusion
- Advocacy for the issues all junior faculty face

2011 Focus Groups of Women Faculty Across the University

Source: Susan Freimark, Women Faculty Leadership Development Institute, CWRU

Assistant Professors

- Tenure and Promotion
 - Getting department specific help and guidance from the chair
- Grants and Publications
 - Obtaining more administrative support
 - Developing peer review committees
- Department Climate
 - Overcoming silo climate
 - Negotiation strategies regarding work loads and resources
- Mentoring
 - How to find and use external mentors

Associate Professors

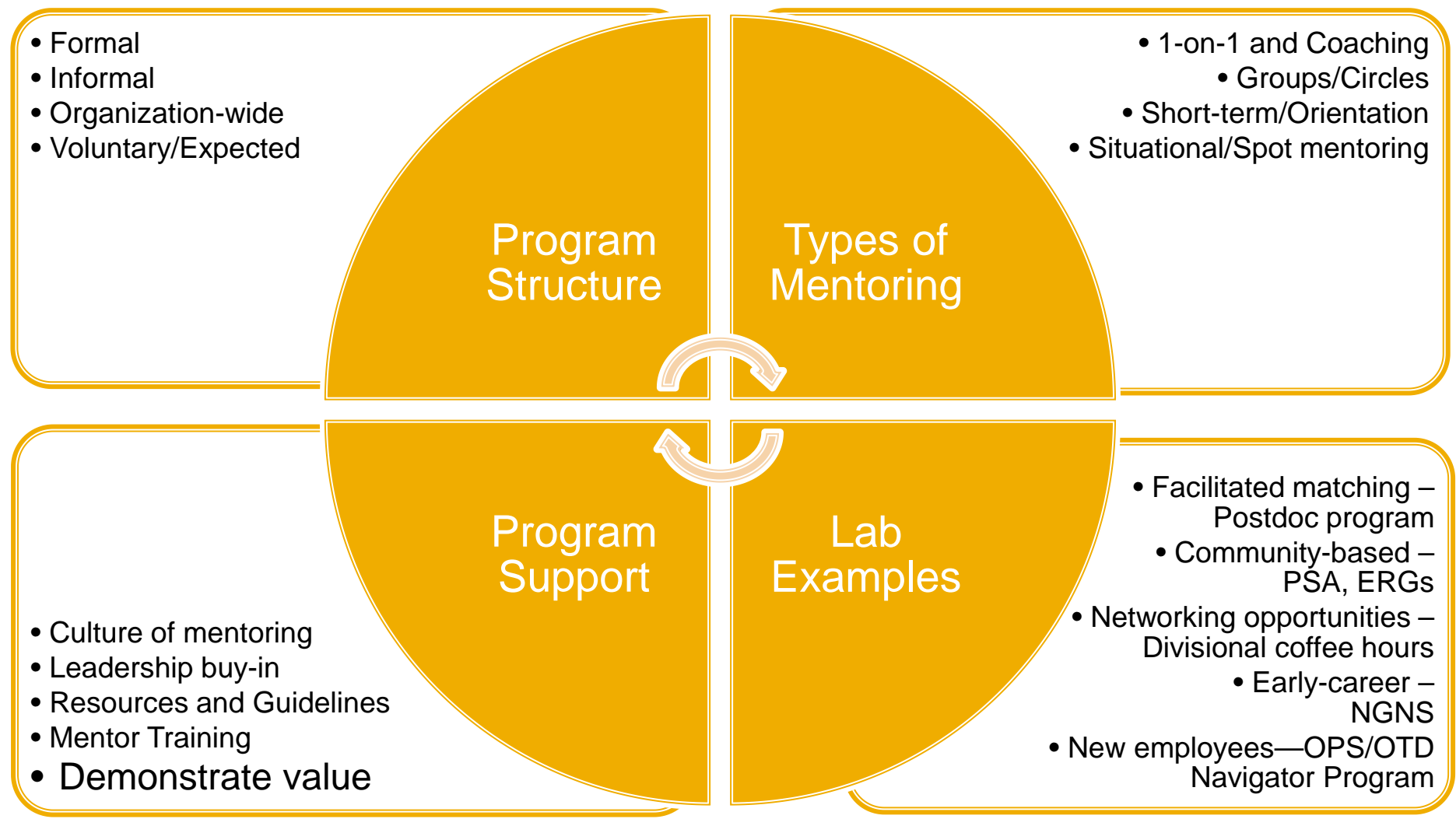
- Lack of clear guidelines for advancement
- Committee "fodder"
 - Lack of time for research
- Getting credit for service
- Mentoring
 - How to find and use mentors at this career stage

Full Professors

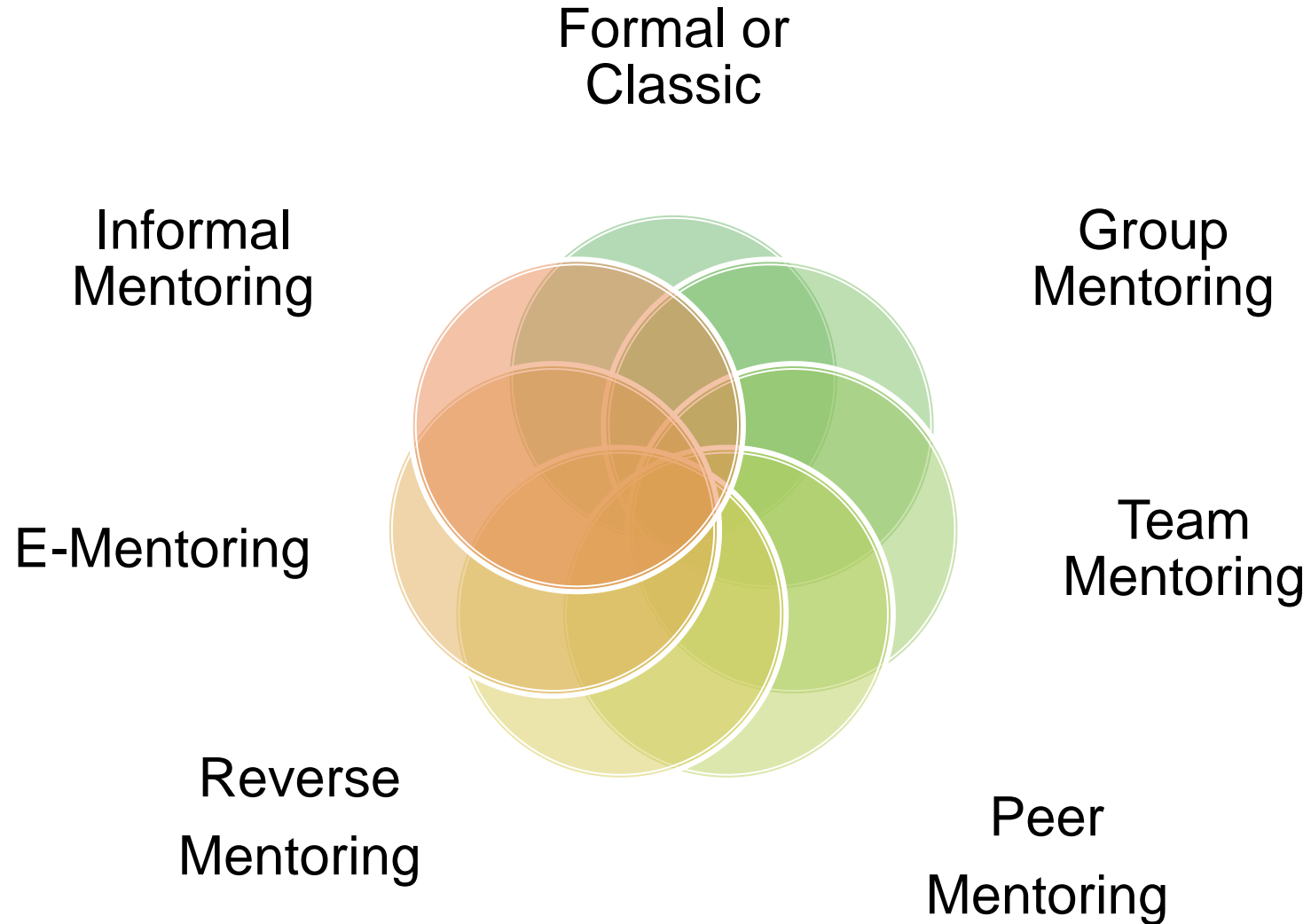
- Goals and plans for "life at the top"
- Lack of recognition and rewards
 - More recognition outside the university
- Cumbersome university system
- Transparency in appointments of administrative positions



Considerations for mentoring programs



Types of Mentoring Models



Formal or Classic Mentoring

•One-on-one mentoring pairs a senior faculty member with a junior faculty mentor, usually from the same department, for a specified time period (Reimers 2014). This approach assumes mentors accept responsibility for helping mentees grow and develop (Lumpkin 2011).

Advantages: Increase job performance, mentee, discipline specific information, cost – efficient, facilitated networking, decrease turnover

Disadvantages: mentor-mentee may not be a good feed, mentee may be reluctant to admit struggless, may not have enough Senior faculty





Informal Mentoring

The mentee self-selects their mentor, usually initiated as part of a **conversation** or because the mentor is someone the mentee has identified as a **role model**.

These relationships develop naturally, may not include any formal agreement, and may not have any formalized structure to them.

Most of the relationship progresses at the behest of the mentee and even though there are goals, measures of success are seldom kept track of.

Advantages: Stronger connections, occur with greater frequency, voluntary nature

Disadvantages: some departments do not have strong mentoring culture, it is not guaranteed, selective.



Peer Mentoring

Another junior faculty member or members provide guidance and/or feedback to a junior faculty member.

These relationships can be one-to-one or as a group, and are an informally structured relationship.

This type of mentoring can be effective for sharing job related knowledge or to share insight on some of the challenges and experiences the others may encounter.



Peer Mentoring

Advantages:

- Peer mentoring has shown to be an effective form of mentoring (Smith et al. 2001; Rees and Shaw 2014), and peer mentoring programs have been evaluated positively by those in them (Wasburn 2007).
- It ensures mentoring occurs even with unbalanced numbers of junior and senior faculty.
- Those with unsatisfactory traditional individual mentoring relationships can benefit from peer mentoring (Wasburn 2007).
- Group formats among peers are more humanistic and dynamic than traditional mentoring (Smith et al. 2001).
- Participants are exposed to a *range of opinions, advice, and diverse perspectives rather than relying on the sole opinion of one mentor* (Mitchell 1999).
- If one or more participants choose to leave the network, there is little disruption and mentoring continues (Haring 1999; Wasburn 2007).
- Peers confronting similar challenges/issues may be better suited to give practical advice since they likely have the most recent experience with similar issues (Reimers 2014).
- Since peer mentoring doesn't rely on being chosen as a mentee, it offers some balance for minorities and women and ensures equal access to mentoring (Wasburn 2007).
- Though personality differences can doom individual mentoring relationships, they are less important in peer mentoring since no one relationship is privileged over another (Wasburn 2007).

▪ *Disadvantages:*

- • Since peers have not experienced all levels of the university, this type of mentoring cannot address all aspects of a faculty career (Reimers 2014).
- • If cross-disciplinary, peer networks may not be able to address in-depth discipline-specific information, such as specific expectations for tenure (Reimers 2014).
- • Junior faculty may not feel the need to participate in a peer network (Reimers 2014).
- • Unless coordinated formally, the continuation of these networks are dependent on the enthusiasm of particular faculty members (Reimers 2014).
- • As such, peer mentoring should be accompanied with a formal system of mentoring that ensures senior

Group Mentoring

One mentor meets with multiple mentees at a time. Mentees typically have a common or similar goal. This method is especially effective in situations where time and mentoring resources are at a premium. Once a level of trust and openness has been achieved, this model is also effective for tapping into collective knowledge, where shared knowledge and ideas can trigger larger possibilities.



Team Mentoring

- Multiple mentors work with single mentee.
- The relationship lasts for a limited time, until the goal is achieved or the project is completed.
- The focus of the mentoring relationship is the function of the group, rather than any psychosocial bonding.
- The mentors are assembled to act as guides and resources, providing feedback on the work, but it is the responsibility of the mentee to bear the burden of learning and to move the project forward



Group / Team Mentoring

Advantages:

- It has many of the same advantages of peer mentoring, but with the added bonus of a senior mentor who can provide advice on topics beyond what could be gleaned from peers (Reimers 2014).
- By using a group approach, a few mentors can serve many mentees, which can help address unbalanced numbers of junior and senior faculty. It can also maximize the impact of excellent mentors (Reimers 2014).
- Mentees can learn from each other, and junior faculty may learn things that they didn't even think to ask about.
- This format allows for choice of participation and does not force faculty into a mentoring relationship (Reimers 2014).

Disadvantages:

- Confidentiality and trust issues may arise. Faculty must be assured that nothing that is said during the mentoring process can be used against them by other members of the group – including senior faculty (Hunt and Weintraub 2002).
- • Because of group size, scheduling and having everyone attend all meetings may be difficult, which may cause some mentees to not have the regular contact with mentors and peers that is necessary for effective mentoring (Reimers 2014). Like other forms of mentoring, this is best paired with different types of mentoring to address the shortcomings of this approach.

E-Mentoring

- One mentor works with a single mentee at a time via the Internet.
- Some programs factor in an initial meeting or periodic face-to-face meetings, if distance is not too much of a barrier, but most do not because the participants are in vastly separate locales.
- This type of mentoring is extremely helpful for schools or organizations that have multiple branches around the world.
- It is also a great way for participants in different locations but common fields to establish mentoring relationships.
- However, it is important that both parties be self-motivated to maintain regular communications and complete agreed upon tasks without the traditional "face time" to serve as an impetus

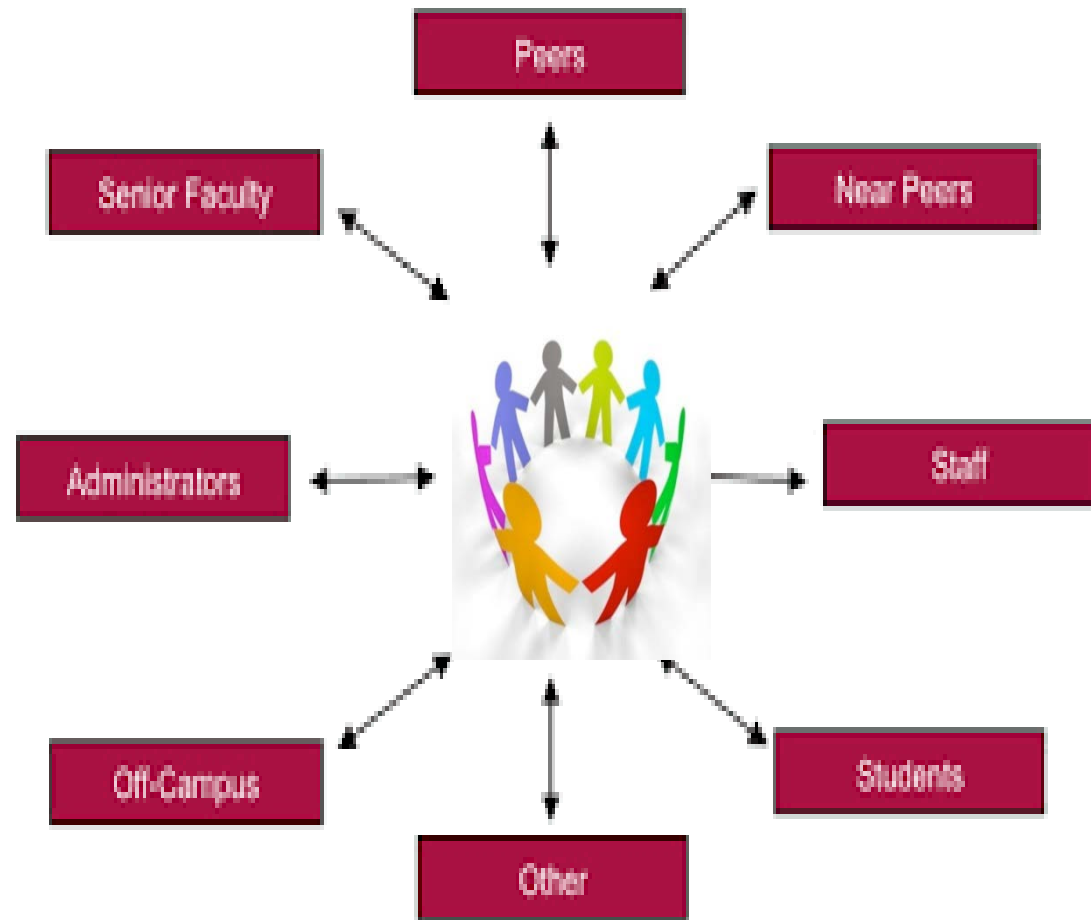


Mutual Mentoring

“Encouraging the development of a broader, more flexible network of support that mirrors the diversity of real-life mentoring in which no single person is required or expected to possess the expertise of many.

Within this model, early-career faculty build robust networks by engaging multiple “mentoring partners” in non-hierarchical, collaborative partnerships to address specific areas of knowledge and experience, such as research, teaching, tenure, and worklife balance.

These partnerships should be designed to benefit not only the person traditionally known as the “protégé,” but also the person traditionally known as the “mentor,” thus building on the idea that **all members of an academic community have something to teach and learn from each other.**



Reverse Mentoring

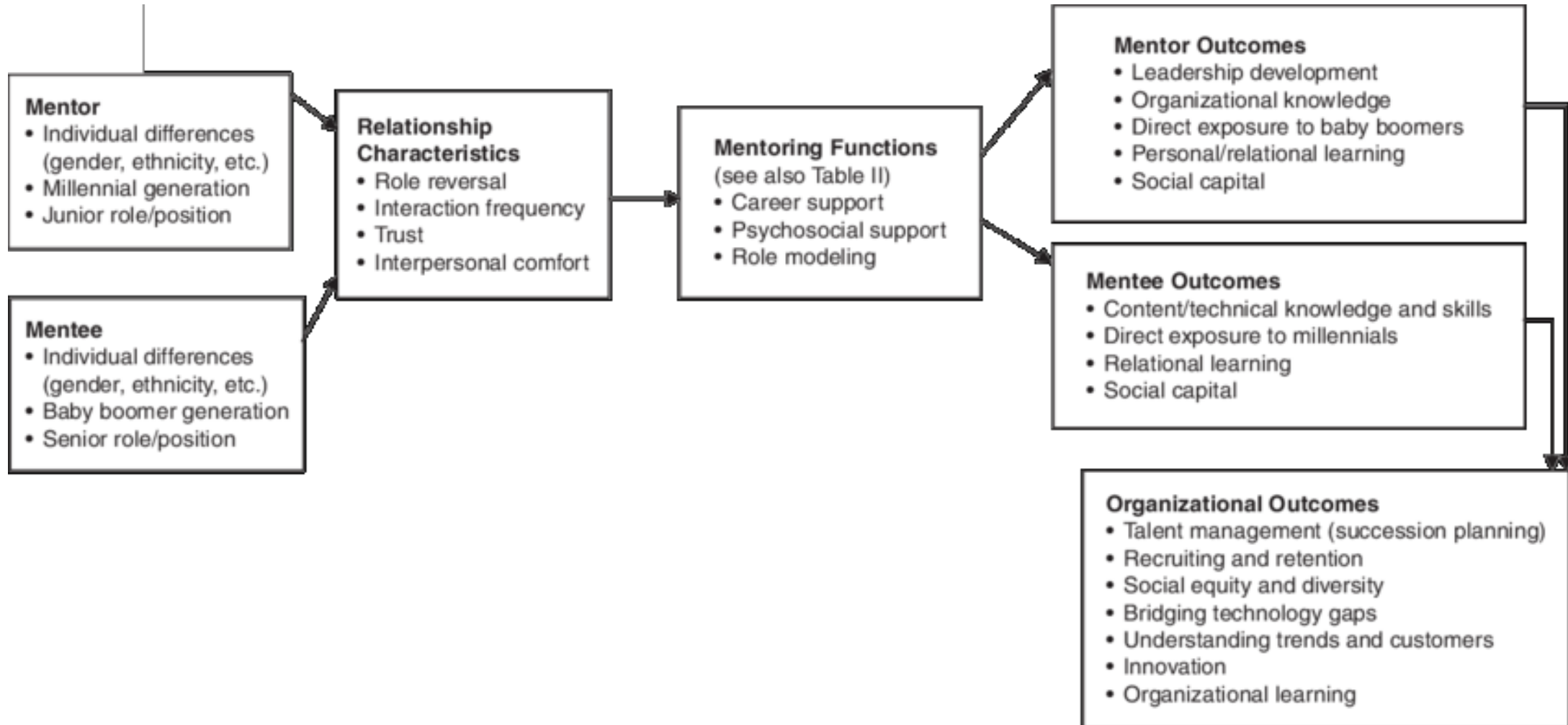
The **junior faculty** member has **more experience or knowledge** in a particular area than the **senior faculty member**.

This kind of mentoring can be used when the senior person needs to know about a particular kind of new technology or can be used to encourage diversity and cross generational understanding.

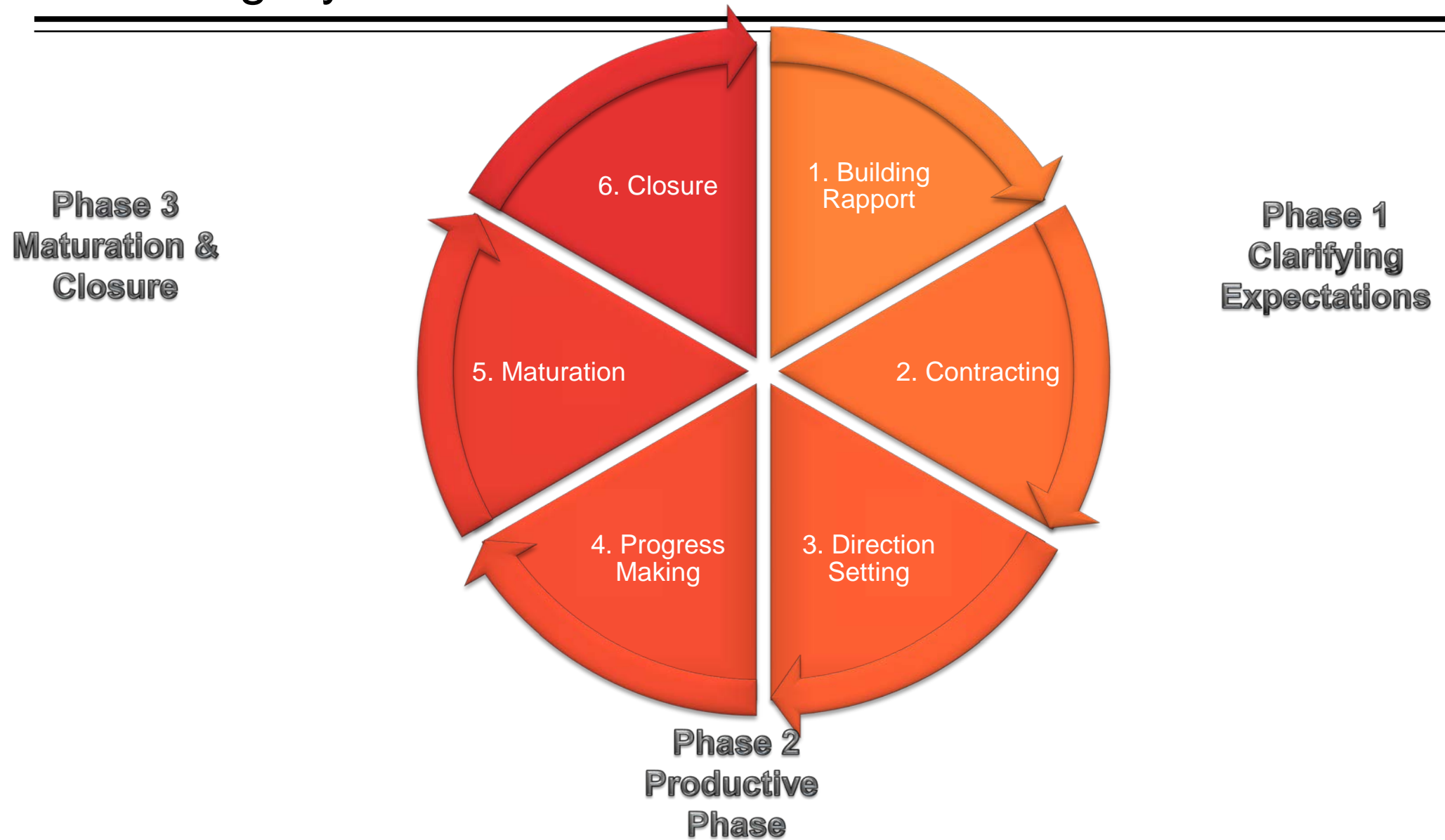
For this kind of mentoring to be successful, it is important to remove barriers of status and position and to create a safe, open environment.



REVERSE MENTORING



Mentoring Cycle



The Mentoring Cycle

1. Rapport-building: Developing mutual trust and comfort
2. Contracting/Ground Rules: Exploring each other's expectations of mentoring
3. Direction-setting: Agreeing initial goals for the relationship
4. Progress making: Experimentation and learning proceed rapidly
5. Maturation: Relationship becomes mutual in terms of learning and mentee becomes increasingly self-reliant.
6. Closure: Formal relationship ends, an informal one may continue



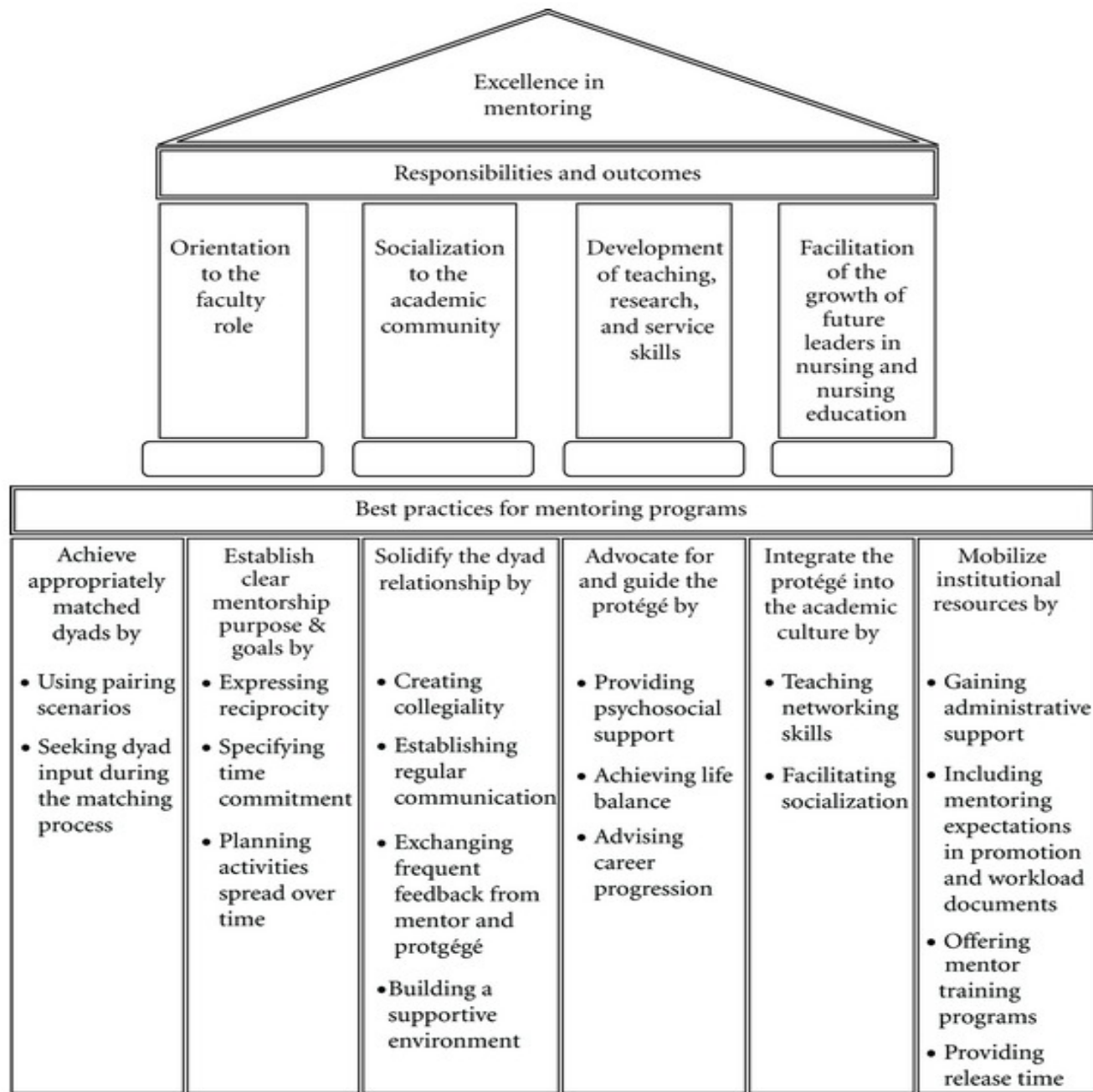
BEST PRACTICES

Difficulties Sometimes Reported By Mentors and Mentees

- Time challenges
- Mentor expects too much too soon and is disappointed that mentee does not do exactly what the mentor says
- Mentee feels pressure or guilt
- Mentee feels that mentor does not prioritize meetings
- Mentor feels burdened with responsibility for mentee's success
- Finding the right balance of roles
- Department chair not closely involved
- Hidden agendas
- Inappropriate behavior and gendered expectations between men and women
- Not knowing how to end a mentoring relationship

Mentoring Challenges & Actions to Address Them

- Time challenges: the best mentors are very busy; and mentees sometimes don't perceive their own time investment to be worthwhile
Action: Set a schedule of meetings and co-develop each agenda
- Mentors and mentees to informally manage on their own
Actions: Establish guidelines and expectations, provide oversight of the process, increase accountability
- Perceptions and expectations of mentoring differ between senior and junior faculty
Action: Discuss expectations early and often
- Culture does not always support mentoring
Actions: Involve department chair and senior faculty throughout the process; periodically discuss mentoring in dept. faculty meetings
- Department size: sometimes just not enough senior faculty mentors
Action: Use a variety of mentoring practices
- Associate to full professor mentoring often falls through the cracks
Action: Provide formal mentoring for associate professors



FACULTY MENTORING 10 BEST MENTORING PRACTICES

1. **Be Available:** take the initiative to make the first contact; set a mutually agreed upon schedule of meetings
2. **Listen and Ask Questions:** essential skills! suspend judgment, be sensitive to situations or problems that you may not have encountered
3. **Offer Support:** permit time for new faculty to become acclimated; be positive
4. **Offer Guidance And Advice:** assist mentee in establishing a balance between teaching, research, and service responsibilities
5. **Practice And Encourage Direct Communication:** this is a 2-way street! get to know your mentee, let your mentee know your mentoring style and philosophy, discuss expectations, offer constructive feedback, be honest, respect privacy
6. **Advocate For Rights:** educate new faculty regarding both departmental and institutional contractual agreements; understand differences for individuals from underrepresented groups
7. **Help Establish Relationships:** help mentee establish networks of support, introduce new faculty to colleagues, administrators, and others whom they will need to know
8. **Appreciate the multi-dimensional nature of mentoring:** understand that your role may change from counselor, coach, advocate, challenger and no one person can meet all the needs all the time.
9. **Set goals:** short term (people, procedures) and long term (promotion, professional profile, tenure)
10. **Assess Your Relationship:** take the role of mentoring seriously, stay active, ask for help with difficulties

(E. Wayne Hart), Forbes

<https://www.forbes.com/2010/06/30/mentor-coach-executive-training-leadership-managing-ccl.html>

BEST PRACTICE FOR HEADS AND DEANS

Building Mentoring Relationships:

Facilitating Positive Mentoring Experiences:

Engaging in Mentoring:

Some Conclusions about Best Practices in Faculty Mentoring

- Although the particular format of successful mentoring models sometimes varies, successful programs all share certain characteristics...
- In order to succeed, mentorship programs require administrative support. The literature and available case studies suggest that successful mentorship programs offer several types of administrative support
- Despite the increasing popularity of reverse mentorship, it appears to have a limited scope of applicability
- The mutual/network mentoring model is potentially more flexible and inclusive of other mentorship approaches

Some Conclusions about Best Practices in Faculty Mentoring

- Effective mentors are aware of adult learning principles, teaching strategies/techniques, and the differences in orientation and stages of development between themselves and their mentee. In academic settings, the mentor should also have a thorough understanding of institutional characteristics, culture, and resources. Mentors also need to be able to effectively plan, observe, and facilitate discussion.
- Mentorships may use a wide range of instructional activities, though no research indicates that any particular activity surpasses others in effectiveness.
 - The literature identifies five general areas in which faculty mentors typically support mentees: getting to know the institution, excelling at teaching and research, understanding tenure and evaluation, creating work/life balance, and developing professional networks.
 - Potential activities include peer teaching observations, discussing career goals, exploring research and funding opportunities, facilitating networking, and sharing experience about how to deal with feedback about teaching.
 - Mentoring sessions focused on pedagogy should address communicative organization/clarity and presentation ability. Collaboratively creating course diagrams and presentation diagrams is one means of honing these critical skills

Additional resources

- <https://nrmnet.net/>



- Puerto Rico Science Trust Mentoring program

<http://prsciencetrust.org/oportunidad-mentoriam-para-estudiantes/>

Centro para la Excelencia Academica CEA

- Michigan State University <http://fod.msu.edu/resources-faculty-mentoring>
- http://academicaffairs.ucsf.edu/ccfl/media/UCSF_Faculty_Mentoring_Program_Toolkit.pdf
- <https://faculty.harvard.edu/faculty-mentoring-resources>



Selected Mentoring Best Practices at Other Universities

- U Michigan –
 - Dept. chair and new faculty member develop a mentoring plan addressing teaching, graduate supervision, and research
 - Chairs fill out a section on mentoring in their annual reports.
 - Annual college-level meeting open to all tenure-track faculty to discuss the requirements for tenure and promotion and the P&T process
- U Penn –
 - Each school designates a senior faculty person responsible for the management of the faculty mentorship program
 - Specific responsibilities and expectations of the mentor are clearly stated in the school's policy and distributed to the junior faculty member along with the school's promotion guidelines
 - Faculty mentoring considered as one of the university citizenship criteria for promoting senior faculty from Associate Professor to Full Professor
- Stanford Medical School –
 - Mentor assigned as soon as faculty member is hired; others may be added later by the faculty; mentors meet every six months with mentees