Mentoring Best Practices

A Handbook - Written and edited by Tine Reimers

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Executive Summary

The term “mentoring” has come to mean different things to different people, so we’d like to begin by revisiting some definitions that can help to guide us when we seek to develop mentoring programs and a “culture of mentoring” on our campus:

A mentor is a wise and trusted counselor, a guide and teacher (Homer)

A mentor coaches, teaches, advises, supports, guides and helps the mentees achieve their goals … furthers his or her charges’ personal and professional identities … teaches both how to get things done, and what not to do.
(Bernice Sandler)

Mentoring is a tool that organizations can use to nurture and grow their people … Protégés observe, question, and explore. Mentors demonstrate, explain and model.
(http://www.managementhelp.org)

Mentoring is a personal as well as a professional relationship.
(Jo Handelsman, “Entering Mentoring”)

The definitions above hint at the variety of opinions about where the responsibility for mentoring lies, and what the process of mentoring should look like. Some have objected to the traditional “top down” feel of Homer’s definition, expressing the concern that mentoring can become coercive, damaging a mentee’s independence of thought and action while retaining only the mentor’s power. Bernice Sandler’s definition places increased emphasis on the advocacy role of the mentor to further the mentee’s career goals. The third definition locates the responsibility for mentoring on the entire institution as a way to foster organizational development. Finally, Jo Handelsman’s definition points out the personal dimension of any professional development effort in which both mentors and mentees engage.

In essence, a mentoring relationship is about a flow of knowledge between people, but not necessarily in only one direction or within a hierarchy. Peers can also be a valuable source of mentoring for both junior and senior faculty. For the purposes of this document, we will be using 'mentoring' to refer to any help with professional development that a person, a program or the institution as a whole offers to faculty at your University. We locate responsibility for mentoring of colleagues in individual faculty, in departments, in colleges and in the institution as a whole. We will refer to mentors and mentees as partners in a relationship that may include elements of all of the definitions with which we began above, and which works ideally as a two-way engagement rather than a one-way sharing of information. In this handbook we will emphasize the mentoring of junior faculty, keeping in mind, however, that opportunities for mentoring relationships can and should be available for faculty at all ranks.

This handbook will consider various perspectives on mentoring and offer resources for additional exploration in the appendices.

I. Starting a Mentoring Program—Why do it and what are my options?

This chapter will be useful for anyone wishing to design a formal mentoring program from beginning to end. It outlines kinds of programs possible, their advantages and their disadvantages.

II. Best Practices in Mentoring for Colleges and Departments

This chapter presents deans with ideas and resources for how to foster mentoring within a whole college; and department chairs with strategies for developing and nurturing mentoring within departments.

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I. Starting a Mentoring Program — Why do it and what are my options?

Because mentoring depends greatly on institutional, disciplinary, and personal realities, there is no single approach that will work for every context or every person. In addition to understanding and taking into account the local and institutional culture in which you live and work, you also need to ask yourself what kinds of resources you are willing to put into a mentoring initiative and where those resources should be located. The most important thing to remember, no matter the resources you have available, is that for mentoring to be *truly effective, an institution must make available multiple forms of mentoring to junior faculty*. This document will describe various mentoring program formats and strategies for putting them into place.

Starting a Mentoring Initiative

I-1 Why start a Mentoring Initiative?

The first reason to establish a structured mentoring initiative is that it avoids wasting valuable talent that you have spent a lot of time and money attracting to your university. The financial cost alone to an institution for recruitment, hiring and orientation of a faculty member has been estimated to be $100,000 in the first year of employment. When including all start-up costs, estimates have gone as high as $1.2 million per faculty member. Even highly productive faculty members are unable to bring in enough research money to cover such startup expenses by the time they earn tenure.

A structured mentoring initiative can save costs in talent, energy and time for junior faculty members who spend a large part of their first two years establishing their research program, developing collegial and research relationships, and learning effective classroom strategies. Any information that saves them time with these activities directly affects their satisfaction with their work and improves both the quality of their performance and their commitment to an academic career, thus enhancing your chances for retaining and promoting them. We have all heard about departments or individual faculty members who firmly believe that figuring out the unwritten rules is — and should be — part of the process of gaining tenure. In this view, successful guesswork on the part of junior faculty somehow 'fits' them for the academic life. We believe that this is an unnecessary and harmful form of academic hazing which wastes

university resources and faculty talent that could much better be spent on improving the trajectory of a new faculty member's career and the quality of a program.

Involving departments and colleges in a mentoring initiative advances organizational culture and quality by fostering a sense of belonging and community between new faculty and the senior faculty who have spent considerable effort and time establishing and building up the departments in which they work. Mentoring provides the mentees with necessary acculturation to their new program and institution. Successful mentoring relationships can also foster a feeling of empowerment for both mentoring partners: for the mentor who advocates effectively for a thriving mentee and for the mentee who is encouraged to take new directions and think more strategically about his or her career. The mentoring relationship can provide professional stimulation to mentors, who, as they discuss strategic goals and research possibilities with junior colleagues often find that these reflections give them a new perspective on, and enthusiasm for, their own professional projects. Improving the performance of highly qualified and talented junior faculty directly affects the quality of the academic program in which they are tenured and is a useful way to quickly identify rising stars and future leaders that will help raise the profile of the academic program and the institution.

One caveat must be presented up front about any mentoring initiative. There is no single approach that will work for everyone, no "one-size-fits-all" solution. In mentoring initiatives of any kind, a wide variety of participation and impact on both mentees and mentors is to be expected. Individuals are variously talented as mentors, and mentees vary widely in their listening and strategic thinking skills. Some mentoring relationships bring immediate and longer term benefits; others fizzle quite quickly through no fault of those implementing the program.

I-2 What are the different formats possible for a mentoring program?

Below we describe three major types of formal mentoring programs, each with its own advantages and disadvantages. We will discuss in depth only ***formal*** mentoring initiatives, not the kind of informal mentoring that may take place in departments or colleges with long collegial traditions, where the senior faculty have always taken care to welcome, orient and foster new faculty members. Such spontaneous and informal mentoring activities are a sign of a healthy organizational culture that takes its mission seriously and seeks to improve quality through transparency and community building. Often, such departmental or organizational cultures are happy accidents resulting from the right people with similar attitudes and goals being hired at the same time. Or they are the result of a chair or dean who has taken quality, community and transparency seriously and has intentionally set up structures and traditions to nurture them. Many departments in academia, however, do not have strong mentoring traditions or cultures, and that is where a formal mentoring initiative can begin to make a difference.

"Traditional" mentoring programs or initiatives

Format:

This is the kind of mentoring initiative most familiar to academics in any institution. It features one-on-one mentoring, with a senior faculty member, usually from the same department as the junior faculty member, 'assigned' to the new person as a formal mentor for the duration of their pre-tenure period. Generally, the mentor's role is to help the junior faculty member establish his or her research program, to give advice on research and publishing opportunities, and to discuss what is expected for tenure in terms of research, teaching and service. Often, these mentors are part of an evaluation team within the department that prepares the candidate for promotion and contributes to the decision on promotion and tenure. Some departments are uncomfortable with the complications arising from the dual role of a mentor who also evaluates the mentee, and those programs divorce the two functions intentionally as much as is possible.

Advantages:

One big advantage of traditional formal mentoring is that it guarantees the presence of a mentor for every new faculty member. Additionally, it ensures the probability that the mentee will receive useful within-discipline information such as expectations for tenure within the department, including specifics about research, teaching and service; kinds of conferences to attend; kinds of journals in which to publish; etc. This is also a low-cost solution to mentoring, in that it expects all or most of the senior faculty members to participate in mentoring junior faculty as a matter of course, thus there is no overhead or organizational structure to maintain for the program.

Disadvantages:

Because mentors are usually assigned to mentees in this type of initiative, there is a danger that such relationships may not "gel". A number of factors might influence the effectiveness of such a relationship. For example, the personal characteristics or communication style of the mentor or the mentee may make it difficult for them to build an effective relationship. Or a difference in disciplinary perspectives between the senior and the junior faculty member may complicate their work together.

Additionally, because the mentor generally comes from within the department, the mentee may not have access to outside sources of information or help beyond perspectives available from the mentor internal to the department. Inexperienced junior faculty may not know or dare to seek out additional sources of information, which leaves them without a broader view of the institutional context in which they are aiming for tenure.

Traditional programs also carry with them potential conflicts of interest and confidentiality: a mentor who has both mentoring and evaluation roles vis-à-vis the mentee may know about the mentee's early struggles which can color later evaluations of the candidate for tenure. Such an evaluative element of a mentoring relationship may also lead to reluctance on the mentee's part to discuss his/her struggles with the mentor. One-on-one mentoring relationships therefore can lead to isolation of conscientious mentors who do not wish to endanger the mentee, and therefore believe they must struggle alone with the balance between confidentiality

and their evaluative role, and also with solving any unusual issues the mentee brings them.

Finally, a department that is actively hiring to replace retiring faculty may lack enough qualified mentors for their junior faculty. A good mentor should be active and accomplished in research, teaching and service, and bring a positive attitude about the department and the junior faculty to the table. Not every faculty member is necessarily an appropriate mentor for new faculty members.

Ways to address disadvantages:
When mentoring partnerships don't "gel", a department often does not have enough mentors to just assign a new one. Also, assigning a new mentor alerts everyone in the department about the mentoring pair's difficulties, which can be detrimental to the junior faculty member at a later time. The best way to address such a situation is to find a mentor from a different department with relatively similar kinds of research realities. This will give the mentee additional information about the university in general, as well as fill the need for a mentor in the discipline. Such mentees may need encouragement to find additional mentors themselves to fill the gap in reliable information about research expectations, but it helps to solve several of the disadvantages listed above.

To prevent incidences of breach of mentor/mentee confidentiality or having early struggles on the part of the mentee unfairly incorporated into a promotion decision, the department should have very clear guidelines available to both mentors and mentees about the mentor's role in the course of evaluating the mentee, and suggestions about what kinds of information need to be shared between them, and what kinds might be "off limits". Mentors also need guidelines about how to advocate effectively for their mentee, and what the boundaries of such advocacy should be.

Finally, the lack of qualified mentors is a serious problem for all mentoring initiatives. Engaging 'sister' departments with similar research standards is one way to broaden the pool of mentors for junior faculty. Instituting workshops and brownbags for mentors only, where they can share their challenges, trouble-shoot problems and gain new tools for effective mentoring is another way to grow new mentors. It will always be important to minimize contact between junior faculty and particularly bitter or unproductive senior faculty who may hurt the chances for promotion of a promising mentee by expressing excessive negativity or giving faulty advice.

Peer mentoring

Format:

Peer mentoring initiatives focus on building a network of junior faculty only, either from one department or across departments or colleges, who meet regularly but relatively informally to discuss issues they are facing. These networks can be entirely self-run by the junior faculty or arranged by a coordinator who sets up regular meetings, identifies topics for discussion and invites possible speakers or panelists for the meetings. Peer mentoring does not exclude input of senior faculty, as either the participants or the coordinator can call on talented senior faculty as panelists and resources on a range of topics. But in a peer mentoring network, senior faculty members are not administratively responsible for the program.

Advantages:

Peer networks are particularly effective at diminishing the sense of isolation that junior faculty often feel when they first arrive on campus. Hearing from others who are experiencing the same kinds of successes and challenges confirms for them that they are not alone and that they are doing as well as others in facing those challenges. Peer networks allow effective troubleshooting of difficult situations that junior faculty might face in their departments or colleges, and all such discussions can happen in a supportive atmosphere. Peer networks composed of different cohorts of junior faculty are particularly effective, as those "near peers" who are just 2-3 years ahead of first year faculty have the best advice for handling difficult situations because they have the most recent experience of how institutional culture, practices and policies affect junior faculty members' lives. This format provides some choice of participation for the junior faculty, as the assignment of a formal mentor does not. This is a medium-cost solution to mentoring if there is a centralized coordinator, a low-cost solution if it is entirely faculty-run.

Disadvantages:

Peer networks are not particularly effective in helping new faculty understand the entire institutional context, since even their "near peers" with more experience have likely not had the chance to experience all levels of the university and thus do not yet understand how the institution works as a whole. Added to this lack of institutional context, because peer networks are most often cross-disciplinary, they often lack depth in within-discipline information about research realities and specifics of expectations for tenure. Additionally, junior faculty may not see the need to participate in a peer network, and thus not benefit from its great advantages, especially if their department has a "silo" culture and does not encourage them to gather information from outside sources. Finally, the cost of such networks increases if they are coordinated centrally. We must note however, that the impact on junior faculty is also likely to be greater in a centrally administered peer network, since it is not dependent on the enthusiasm and organizational talent of particular new faculty members to keep it going.

Ways to address disadvantages:

The best way to address the disadvantages of a purely peer network is to accompany it with a more formal system of mentoring that ensures senior faculty input in providing both departmental and institutional contextual knowledge.

Team Mentoring

Format:

Team Mentoring features at least 2 mentors for a group of up to 6 mentees. At least one of the mentors should be a faculty member from outside the department of the mentees in the team. Ideally, both mentors are outside the mentees' departments, as that will ensure that team mentoring does not replace local, home-grown efforts to mentor the junior faculty. In this format, the mentees are selected from a variety of departments, although some overlap might be appropriate. Teams are expected to continue as mentoring teams for at least 18 months or up to the time to renewal of contract or through the tenure decision. Teams are expected to meet regularly as a team, ideally once a month, with additional contact between mentors and mentees left up to the team members. Monthly meetings are most effective when mentoring teams are given a topic for discussion or a visiting speaker or panel is arranged to address a particular topic. These meetings include both structured discussions and time for informal discussion among the team members.

Advantages:

The biggest advantage of this format is that it combines the advantages of traditional mentoring with those of peer mentoring networks. The two mentors serve as peer support for one another, reducing the isolation of mentors, and they are able to give institutional context to their junior colleagues because they are outside the mentees' departments. Mentees in the teams receive input from senior faculty who can also act as external advocates for them, and they can count on their peers to troubleshoot specific situations and gain a sense of community within the institution. When most successful, mentoring teams become strong networks that connect mentees and mentors for many years, even in less-structured, social ways. This kind of format allows for choice of participation, by not forcing a junior faculty into a mentoring relationship. It also maximizes the influence of excellent mentors by avoiding the strictly one-on-one relationship.

Disadvantages:

Because of the size of the groups, it is much more difficult to get the teams together for their monthly meetings. Even when meetings are regularly scheduled, some mentors and mentees will not be able to attend all of them. This may result in mentees not having the kind of regular contact with their mentors and peers that is necessary for the building of a community and confidence that they are on the right track. In this format, as in any mentoring initiative, a wide variety of participation and impact can be expected. It also requires a back-up plan during meetings if both mentors fail to attend, and mentee "orphans" participate. Because team mentoring relies on mentors outside the department, mentees may not receive specific enough information regarding disciplinary realities unless there are mechanisms in place within their departments to address such realities. Because it is voluntary on the part of the new faculty, this format provides no guarantee of a mentor in cases where junior faculty decide not to participate. Finally, this is a relatively high-cost solution since it is most effectively run centrally and thus requires a coordinator to establish mentoring teams and to plan the monthly meetings.

Ways to address disadvantages:
Nothing can be done about the difficulty of getting larger groups together in the absence of a common time set aside university-wide for mentoring and other university business. However, whoever composes the teams can set up a "mentoring partnership agreement" that all team members must fill out and sign and that outlines the team's agreed-upon expectations for how the team will conduct its business. [See Appendix C.5 for a sample partnering agreement] The person coordinating the regular meetings can sit together with "orphan" mentors and mentees and be prepared to conduct a useful discussion with them while the other teams are at work. Encouraging the mentors to connect with the department chairs and senior colleagues of their mentees can help them advocate effectively for their mentees, and also acquire a better understanding for how to guide them in terms of expectations for research. Mentors must explicitly be given the freedom not to have to know everything—and the tools to find those who do know answers when they do not. To combat the high cost of a centrally administered program, a college can select a faculty member or administrator already on campus to oversee and coordinate the program. The duties connected with managing a team mentoring program should then be factored in to the expectations and annual evaluation of the selected individual.

Ideally, a full-blown mentoring initiative in an institution would offer a mixture of all of the above formats so that junior faculty can make choices about the best way to acquire institutional and disciplinary information that will help them thrive at their new institution. Developing mentoring networks that offer multiple ways of receiving information helps not just junior faculty, but ultimately develops into a "mutual mentoring" network where senior faculty receive the benefits of on-going conversations with colleagues about how to succeed and how to help others to succeed.

I-3 How do I begin to build a mentoring program?

The first step is to take a look at your institution's mission, goals, and culture, and then review your program's mission, goals and culture. Not every program option you find in the section on different mentoring formats will be appropriate for your department, college or all-campus program. You need first to ask:

- What is currently being done with regard to mentoring?
- What is lacking in these mentoring efforts?
- How do you know?
- What attitudes are there about mentoring?
- Are any of those attitudes ones you want to change through the establishment of a new program?

Once you have a grasp of what is actually happening, and have designed a workable structure for what you would like to have happen in your department, college or institution, it is of utmost importance to involve and persuade the opinion leaders of the value of your initiative. Mentoring cannot happen if the senior people to whom everyone listens are negative about mentoring in general or uninterested in being mentors in your new program. At most, in such a situation, you can help junior faculty set up peer mentoring networks as a way to defend themselves against an unsupportive climate. You need to know your arguments for starting a mentoring initiative, and ensure that the initial discussion with the opinion leaders allows them to voice support, objections, and alternatives to your plan. If possible, involve them in collecting information about what peer institutions do particularly well to help inform the system you will use. Collecting such information and using opinion leaders helps you to design an initiative that fits the culture of your program or institution and creates buy-in among the people who will be most effective at helping you sell it to other colleagues.

In designing your mentoring program, it is important to establish an early definition of success. How will you know if the mentoring program is working well? For example, would the ultimate sign of your success be that you tenure every faculty member who is hired into your department? What about a situation where, because of excellent mentoring, a new faculty member realizes in his second year (instead of waiting until just before promotion to decide) that this is not where he wants to make his mark and that he is unhappy with his situation? Such an early decision on his part would waste less time and fewer resources on someone who might be more effective elsewhere. Once you have an initial idea about the definition of success, you can decide what mechanisms you will put in place for regular assessment of the program.

Once you have decided on the design of your mentoring initiative, you will need to think about how to orient both mentors and mentees who will participate in the program. Setting appropriate expectations for mentoring partners and offering tools and resources that help support them are extremely important elements of any mentoring program. Please see the chapters for deans and department chairs (II), mentors (III) and mentees (IV) for more information on setting expectations and parameters for a program and for mentoring partners.

It is important to document both the successes and the failures of your mentoring initiative, so that a conversation within your unit can begin about how to improve outcomes. Junior faculty respond well when a mentoring program is assessed transparently but with regard to maintaining confidentiality — especially within departments — and when changes are made in response to the data collected. Finally, spend time celebrating successes that come out of the program and recognize publicly all the participants (no matter how visible their success), since each mentoring partner has put time and effort into this work. By celebrating mentors and mentees regularly, you can build a community of people who share the same goals for your unit, the same definitions of success and a common tradition of collegiality that will help foster excellence in your program.

II. Best Practices in Mentoring for Colleges and Departments

This chapter presents deans with ideas and resources for how to foster mentoring for a whole college; and department chairs with strategies for developing and nurturing mentoring within departments.

Best Practices in Mentoring for Colleges and Departments

II-1 What are best practices at the College level?

Mentoring most effectively occurs at an institutional as well as at the department and the individual level. The dean and the college administration can play an important role in setting expectations for mentoring and for a supportive climate for junior faculty. Crucial to the success of any college-level mentoring initiative is that the leadership of the college spend time emphasizing the value of and reasons for mentoring within the college.

One key reason to support mentoring is the cost of losing a junior faculty member that the institution has spent considerable efforts to recruit. The University of Wisconsin at Madison recently estimated that it spends an average of $1.2 million in start-up costs for each new professor and that "It typically takes eight years for a professor to bring in enough research money to cover that cost…"[1] A more conservative estimate of what it costs an institution to lose a faculty member includes: funds spent on advertising; person hours for the search committee; staffing costs; travel for three candidates; relocation expenses; a $50,000 start-up package; and funds and person hours spent on orientation of the new faculty member for a total of $96,000 in just the first year.[2] Of course, such amounts vary by institution and even more by discipline, but effective mentoring can help a university retain its new faculty long enough to pay off significant initial investments.

A congenial climate is another benefit of effective mentoring initiatives, and one that leads to greater productivity within departments (and thus to greater departmental success). When junior faculty see clarity in expectations for tenure and promotion and feel as though their careers are genuinely being fostered by their colleagues they become more productive. Because they do not have to spend time and emotional energy second-guessing others' motives and worrying about their own success, junior faculty in departments with positive climates can focus more readily on the real work of research, teaching and service. Senior faculty who retain a constructive influence over

the direction and success of the departments that they have invested their lives in building remain more engaged, rather than spending time infighting or avoiding the important business of the college or department.

What can the dean do to foster mentoring at the college level?

The dean might sponsor a once-a-year meeting, open to all tenure-track faculty, to discuss the requirements for tenure and promotion and the tenure and promotion process. Chairs and directors should be strongly encouraged to attend so as to introduce transparency into these proceedings. Especially important for junior faculty is a view into the various audiences that will read their tenure dossier: what does a chair look for in a dossier? What will a chair ask external reviewers to consider? What does the dean see as most important in a successful bid for tenure? What do the conversations in the college and university level promotion and tenure committees focus on? What are common pitfalls — why might a candidate not receive tenure? What are best practices to prepare for the tenure review? These are all questions that should be covered in this annual meeting with the junior faculty as a whole. Because of their uncertain position, junior faculty will often press for ever more clarity, including making requests for 'checklists' that can tell them exactly how many and what kind of publications they should have on their CV by tenure time. Of course, such exact measures are impossible to determine, both because the conversation will comprise the realities of various disciplines, and because the tenure decision is a qualitative judgment about the whole trajectory of an early professional career. It is important to expect such requests, and critical to be prepared to explain why such checklists are not adequate to evaluate the professional arc of a 5th year faculty member's career. Junior faculty often emerge from such discussions with a heightened sense of anxiety, but over time, with repeated discussions and solid mentoring behind them, they usually settle into productive habits that will serve them well at tenure time.

To address individual issues of particular faculty members who might have specific realities that bring with them extra challenges, the dean and associate deans should be prepared to hold meetings with groups of junior faculty who wish to speak with them about such issues. Examples might include faculty with joint appointments, faculty who conduct new or interdisciplinary research, etc.

To stress the importance of mentoring at all levels, the dean might expect of all chairs and directors to include in their annual reports a section on the mentoring efforts within the department. Mentoring should be a regular part of the conversation between the dean and chairs and directors in their annual review conversations.

In departments with very few women or minority hires, the dean might work with chairs and directors to help ensure that the climate in these departments is collegial and inclusive. The gender and race schemas that affect how women and minorities are viewed and evaluated by even well-intentioned, non-racist people are usually entirely outside their consciousness. All people, whether young or old, men or women, whites or people of color use gender and race schemas to make decisions about others.[3] Resulting patterns of unintentional underestimation of women and minorities can

seriously affect the retention of highly qualified faculty members. Additionally, departmental climates of intense internal competition may be unattractive to potential hires, especially women and people of color, and thus can negatively affect the hiring of promising junior faculty members in the first place. Establishing collegial departmental climates is essential for the well-being of junior faculty and the productivity of entire departments.

The dean's office can sponsor an annual information session on effective mentoring for new faculty members, for mentors and for chairs and directors, and offer to host occasional mentor-only and mentee-only discussions to exchange views on what resources might be needed by both mentors and mentees.

The dean's office should compile and make available to chairs, directors and tenure-track faculty members a list of resources available on campus to improve teaching, facilitate mentoring, provide information about progress toward tenure, etc.

II-2 What are Best Practices within Departments?

We begin this subchapter by discussing a number of general principles that will productively inform any departmental mentoring initiative. The second part of the chapter will focus on best practices.

Principles

The most obvious principle is that the whole department, including its leadership and its faculty members, accept as its responsibility to mentor junior faculty in ways that help them to reach their full potential in teaching and research and to be successful in the tenure process and beyond. Mentoring should be seen as a collaborative responsibility of all the tenured and tenure-track faculty members in a department, and a particular responsibility of the chair or director. This principle requires that the department chair spend time, like the dean at the college level, setting expectations for mentoring with senior faculty and discussing the intended benefits of instituting a mentoring initiative. As with any new initiative, there may be resistance to this idea: faculty may perceive such an initiative as a new way of imposing an increased workload, while others may argue that they made it without special mentoring programs and that "coddling" or "enabling" junior faculty is not conducive to excellence in the discipline. As we discussed in an earlier chapter, we see such an attitude as unnecessary academic hazing that wastes faculty resources and actually hinders the achievement of excellence in the discipline. Nevertheless, the chair must be prepared for such nay-saying and persist in his or her setting of expectations and support for mentoring in the department. Supportive opinion leaders in the department can serve as strong allies in this process (see I-3: *"How do I begin to build a mentoring program?"* in chapter I)

Mentoring must be seen as both a formal and an informal activity within the department, and one which encompasses guidance on teaching, research and service

in the academy in addition to external measures of success such as in which journals one publishes.

It is important for chairs and directors to recognize that some candidates may in some contexts (e.g., women or minorities in departments/programs with very few such people, or faculty doing unusual and ground-breaking research new to the discipline) face special challenges in being fully accepted into the department/program and in receiving the kinds of informal mentoring that help their careers and make them feel comfortable. In such instances where a junior faculty member is in the extreme minority, the chair or director may wish to work with the college to find mentoring structures outside the department in addition to within it. Particular attention will need to be paid to departmental/program behavior in both formal and informal settings to ensure that the department is fully and respectfully inclusive of all faculty candidates and of the scholarly interests for which they were hired.

Finally, to maximize the impact of the mentoring initiative, department or program members need to conduct themselves in ways that mentor by example, in both formal and informal settings. The chair may need to encourage senior faculty to avoid inducting new faculty into old battles and personal arguments; use of innuendo about colleagues and unnecessary sharing of historical examples of infighting is not conducive to the junior faculty member's well-being and professional success.

Best Practices

Even before a candidate is offered a position, the chair can foster a collegial working environment for new faculty by preparing existing faculty in the department for an effective and inclusive search process. Offering departmental colleagues and especially search committee members tools for effective recruitment practices will go a long way toward building a strong pool of applicants and ensuring that on-campus interviews are conducted smoothly, legally, and in a spirit of collegiality that will encourage promising candidates to accept an offer. Hosting potential colleagues is an important part of recruiting the best candidates. Emphasis should be given to the kinds of questions people will ask the candidate, ways of putting him or her at ease so that interviews don't turn into interrogations, and connecting the candidate to positive and successful colleagues. Make sure the candidate has contact with any potential research partners, mentors, effective senior faculty and junior faculty peers in the course of the campus visit. The faculty the candidate meets will give him or her the sense of the climate, values and productivity of the department, and can contribute to the decision to accept an offer.

As soon as a candidate has been offered and accepts a position, the chair or director can begin to work with his/her colleagues to develop a mentoring plan for the new faculty member. The prospective faculty member should be consulted in developing this plan: including the junior faculty member in this planning ensures that his or her interests are taken into account and provides an early introduction and orientation to the 'mentoring climate' of the department. An effective plan includes attention to teaching, graduate supervision, and development of a research career. Ideally, this mentoring plan includes participation by several members of the department/program

during the six years of the candidate's progress towards tenure, since it is important for the junior faculty member to hear multiple perspectives and ideas about how to succeed in the department.

Prepare your faculty and the department's students for the new hire's arrival by alerting them to the new hire's date of arrival on campus. Encourage faculty to extend invitations to meals or events, and discuss with them the assets and opportunities the new faculty member brings to the department. Introduce and warmly promote the new faculty member to students at the beginning of the semester. Make sure that the new faculty member has the information and resources necessary for survival, such as the keys to a functional office, a classroom tour, any materials such as faculty handbooks and guidelines for reappointment, tenure and promotion, etc.

Develop procedures for choosing mentors and then provide mentors with guidelines on how to communicate expectations for tenure in the department. Ideally there will be written expectations, but even in the absence of such documents, regular discussions with junior and senior faculty on effective communication, successful mentoring strategies, and challenges mentors and mentees are likely to encounter will help ensure a smooth process for the junior faculty member.

Departments and programs that work to develop a "climate of mentoring" in which all members of the department spontaneously and informally mentor their new colleagues are of course most effective. Regular collegial conversations about the intellectual concerns of the department are one of the best modes of informal mentoring. The chair can encourage such conversations by ensuring the existence of departmental colloquia and seminars, and ensuring that new faculty members are included as both audience and presenters.

Provide junior faculty with information about any mentoring being made available to them either by the department, the college or the university. Encourage new faculty to choose multiple mentors, both from within and outside the department and to be proactive in their mentoring relationships. Encourage both peer mentoring and networking with senior researchers in the department, across the university and nationally.

To maintain transparency and increase the chances of forestalling any nascent problems a junior faculty member may be having, give tenure-track faculty the opportunity at least once a year to formally review their teaching and research in relation to their progress towards tenure. These reviews are most useful when conducted in a constructive and diagnostic manner, that is: without predicting success in the tenure process, they address areas of strength and areas for improvement in the faculty member's teaching, research and service. Importantly, by the end of the meeting, the chair should be able to make concrete suggestions about appropriate goals and strategies for improvement. Depending on the intended role of the mentor as designed into the mentoring initiative, departmental mentoring guidelines and the departmental tenure and promotion process, it may be useful to include an assigned mentor in this conversation. If the mentor is included in the conversation, the chair and the mentor should agree on what will be communicated in writing to the candidate

after the meeting. At all times, the chair needs to communicate clearly the requirements for tenure and suggest ways to meet these requirements given the documentation the candidate has presented for this discussion.

Review the candidate's work assignments carefully to ensure that the junior faculty member is not being unduly burdened by an excessive number of new course preparations, large classes, or demanding service assignments. This is not to say, however, that junior faculty should never be given such assignments. Junior faculty members need the opportunity to meet and teach the undergraduates as well as the graduates in the department, and to learn about departmental and institutional culture by being given carefully chosen service assignments.

Junior faculty members who are given the opportunity to teach in the area(s) of their research at the senior undergraduate and graduate levels during their first five years are often most successful because they can document the progress they have made in their teaching with various student populations in the department. Offering them such opportunities also may ensure a healthy connection between research and teaching that can help junior faculty balance their career more strategically.

Formal contract renewal guidelines are key opportunities to communicate expectations to both junior and senior faculty members. As part of the contract renewal process, departments can assign a committee of mentors/reviewers which includes the chair and senior faculty from the department, and which assesses the progress of junior faculty as they work toward tenure. This committee can review the candidate's dossier at contract renewal, and help frame the information that is shared with the candidate on how he or she is performing and what might be improved before going up for tenure.

Because interdisciplinary projects are increasingly recognized as ways to foster cutting-edge disciplinary discoveries, chairs need to think about how best to support collaborative teaching and research activities that connect their junior faculty members with others across the campus and beyond the narrow discipline in which they work. Interdisciplinary research projects, team-teaching, and interdisciplinary teaching efforts on the part of junior faculty have intrinsic value, but such collaborative work is also itself a form of and opportunity for mentoring. It will be important for the chair to find mechanisms to ensure that interdisciplinary research and teaching is given full credit in annual reviews, at contract renewal and at tenure and promotion.

In the case of joint appointments, special care must be taken to communicate expectations clearly to both the senior faculty evaluating a tenure file and to the junior faculty who carries a joint appointment. The two chairs or directors need to agree at the moment of appointment how the candidate will be reviewed annually, at contract renewal and at tenure time. This agreement should be set down in writing, with the candidate given a copy of the document upon arrival on campus. Ideally, such a document would also be filed with the person in charge of the tenure and promotion process at the college level. The chairs should meet together with the candidate rather than separately, to ensure that their respective advice to the candidate is consistent. The chairs need to review their respective requirements of the candidate

each year to ensure that they are not, together, demanding too much of one person. Particular attention should be paid to teaching and service requirements to make sure that candidate is not doing "double duty" in teaching large introductory lectures or committee and advising assignments.

Provide opportunities for new faculty to attend workshops on time management, effective communication, teaching, publishing and grant-writing. Chairs should be prepared to work with the university's Teaching and Learning Center (TLC, or similar center) to help new faculty take full advantage of the support for successful teaching and leadership development that it offers. Chairs might co-sponsor workshops with other units and TLC, and should ensure that junior faculty members are fully aware of extra-departmental/program opportunities offered by TLC and other faculty development units at the university.

Ensure positive communication habits by cautioning new faculty about "negative networking" such as gossiping, and address negative or hostile comments or actions toward the junior faculty immediately. Do not wait to address negative communications, hoping the situation will go away.

Finally, give faculty mentors in the department the opportunity to meet occasionally, but regularly to discuss problems and strategies in mentoring, to share their knowledge of the mentoring process and to communicate any needed resources for either mentors or mentees. Mentoring junior faculty can be an isolating experience if mentors never get the chance to discuss successes and challenges with their peers. Of course, such a conversation must take care not to violate the confidentiality of the mentoring partners' conversations, while still allowing mentors to brainstorm solutions to challenging situations.

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[1] "Wisconsin's Flagship Is Raided for Scholars," The Chronicle of Higher Education, April 18, 2008, p. A19

[2] COACHE is Harvard's "Collaborative on Academic Careers in Higher education http://isites.harvard.edu/icb/icb.do?keyword=coache

[3] Valian, Virginia, *Why so Slow? The Advancement of Women*, MIT Press, Cambridge, Massachussetts, 1998

III. Guidelines and Resources for Mentors

This chapter suggests mentoring activities to Mentors and describes ways to structure effective mentoring relationships.

Guidelines and Resources for Mentors

III-1 The Successful Mentor

The primary resource of successful mentors is their knowledge of the norms, values and procedures of their department and their institution. This knowledge is essential to new faculty, but there are also personal and professional characteristics which contribute to effective mentoring. These include the ability to:

- Value the mentoring partner as a person
- Develop mutual trust and respect
- Maintain confidentiality
- Listen actively both to what is being said and how it is being said
- Ask open, supportive questions and provide constructive feedback
- Help the mentoring partner solve his or her own problem, rather than giving direction
- Focus on the mentoring partner's development, and resist the urge to produce a clone
- Be accessible

What can I do to be a successful Mentor?

Before ever meeting your mentee, you should clarify for yourself what you are comfortable with in your mentoring relationship and how you see your role as a mentor. Do you prefer a formal relationship that remains 100% 'professional'? Or would you like to get to know your mentee better, including his or her personal interests? Where are you comfortable meeting — only on campus? At a café? At your own house? What are your expectations of a mentee? These are important things to know about yourself so that you don't slip into situations that make you uncomfortable and damage your mentoring relationship. They are also something for

discussion with the mentee, and open for negotiation or change as you develop your relationship.

Consider using the following tools to prepare for your first meeting and for discussion with your mentee:

- Planning for and Defining a Mentoring Relationship [Appendix C.1]
- Mentoring Activities and Topics [Appendix C.2]
- Goals Reflection for Mentees [Appendix C.3]
- Short and Long-term Goals Planning [Appendix C.4]

Once you have thought about how you see the role of mentor and mentee, make contact with your mentee as soon as possible and set a meeting to negotiate the parameters and responsibilities of the relationship: what kinds of topics will you talk about? How often and under what circumstances will meetings take place? What does your mentoring partner expect from the relationship and what do you expect of your partner? These expectations can be renegotiated at any time as you get to know one another, but they should be established early to avoid the potential for discomfort due to different expectations for the relationship. Should you wish to commit your mentoring parameters to paper, you will find a template for a mentor/mentee agreement in Appendix C.6. This document can be used just to think through your relationship or as a way to formalize it.

Initiate regular meetings with your mentee and get to know him, his circumstances, concerns, etc. It is important to talk early and regularly to establish a level of comfort in the relationship around the easy topics — then when a challenge or a concern arises, it is much easier for both of you to have a useful discussion. Consider that it may be difficult for a new faculty member to approach you with problems or questions, either out of concern for your time or out of a worry about seeming naïve. Suggest topics for discussion for your regular meetings and be sure to ask questions of your mentee about how things are going with his research, teaching and service obligations. When asking questions, don't take "oh, things are going great" as a final answer. Probe gently by asking for details, since, especially at the beginning of a relationship, your mentee may be unwilling to share concerns or problems.

Recognize and evaluate what you can offer a junior faculty member. Sometimes mentors feel overwhelmed or inadequate when they do not have all the answers to the questions a mentee might ask. Keep in mind that *no single mentor can fulfill every mentoring function or have an answer for every question*. It is perfectly alright not to have expertise in every area that might arise in a mentoring discussion. Get help when you need it — you do not have to 'carry' all the problems and challenges a junior faculty member confronts by yourself. Be prepared to look for additional resources or people that might help your mentoring partner with specific questions that are outside your expertise or knowledge.

Your job as mentor is to offer your mentoring partner "insider's advice" about the campus, department and the profession. What do you know now that you wish you

had known earlier? What are the sources of institutional support for career development on campus? Make sure your mentee knows about such support offices as the Teaching and Learning Center, the Disability Resource Center, the University Counseling Center, the University Libraries, ITS, the Office of Sponsored Programs and others as needed. Introduce her to colleagues within the institution and out in the profession whenever possible and appropriate: who are the people she should meet and get to know?

Along with the official resources and rules, there are often informal rules for advancement in a department or a college. Whenever possible, share your knowledge of such informal rules, and look out for opportunities to showcase your mentee's work. Junior faculty often do not know how best to communicate their successes — help your mentee to present his work in the right venues and to the right people, both formally and informally.

Communicating in ways that encourage a junior faculty member at the same time as giving her ways to improve is essential. Offering both praise and constructive feedback will be necessary in the course of your mentoring relationship. Give praise whenever warranted; praise is most useful when accompanied by descriptive statements about why or how something was done well. Just "good job!" does not give your mentee enough information to be able to replicate the behavior — give examples of what you mean when you praise an achievement. Likewise, give criticism when warranted, again using descriptive statements about behavior and its results rather than making judgments. Importantly, even while offering strategies for improvement, make sure you help your mentoring partner solve her own problem rather than just giving her directions. It is easy to 'know better' and to prescribe solutions, but effective junior faculty members must be able to find and implement their own solutions in the long run. Make sure to invite your mentee's thoughts on how to improve a particular behavior or result, in addition to providing ideas of your own.

The trickiest part of a mentoring relationship, especially if it takes place within a department, is its necessarily confidential nature. Remember that information shared by your mentoring partner is *always confidential*. No junior faculty member can or will take advantage of your experience and advice if he does not know that when he brings a question or concern to you, you will not share it with his colleagues later on. Remember that, unless an evaluation role is structured into your mentoring relationship by the department, you are not evaluating the new faculty member: you are assisting, coaching, and supporting him. And, even if you have an evaluation role, that role is circumscribed by the conventions and timing of the renewal of contract or tenure review process. So you are still only coaching and supporting within your mentoring relationship. All discussions with your mentee are and should be confidential in nature unless the mentee agrees that you may bring up a particular challenge with other people who might be able to help with it. If your mentee does agree to your sharing a concern or situation that may be detrimental to his career, you have an opportunity to act as his advocate: bring possible solutions to the table, so that your mentee is not just seen as 'a problem' to be solved. Intercede carefully so as not to prejudice the case against your mentoring partner within the department, nor to take the primary responsibility for success from his shoulders.

In all your conversations with your mentee, focus on her development; respond to her needs as they develop, and help her to think strategically. Junior faculty members often feel overwhelmed in their first several years as they simultaneously develop teaching expertise and their research career. You may need to help your mentee sort out priorities, budget time, balance professional and personal activities, and learn to say 'no' in acceptable ways.

Throughout your mentoring relationship, work pro-actively to maintain regular and informal contact — this may include emails or phone calls, or dropping by your mentoring partner's office between formal meetings. Often, the informal connection established over time makes better conversations possible when it really counts.

"Over-mentoring" is an easy trap to fall into for any well-meaning mentor. It is tempting to see your own career as a template for success for your mentee, and to try and push a junior faculty member to follow in your footsteps rather than taking what seem, at least on the surface, to be unnecessary risks with his career. You can and should certainly express caution about things that you see as potentially detrimental, but it will be important not to prevent your mentee from taking reasonable risks in developing her career — her creativity and perspective may help her to build new directions that were not available to you and your colleagues. Above all, avoid confrontation with your mentee — try to remain a source of information and encouragement rather than a parental figure of authority.

III-2 What are possible mentoring activities?

Getting Started

- Introduce the new faculty member to colleagues and "useful" people in the school, so he/she can benefit from a range and variety of colleagues.
- Show the new faculty member the physical layout and resources of the campus as well as to explain any local rules, customs, and practices.
- Help your mentoring partner locate basic written information on teaching and research activities and administrative issues at the University.

Teaching, Research, Service

- Discuss the preparation of lectures and teaching materials. You might offer to have your mentoring partner observe your classes.
- Observe your mentoring partner's teaching and provide constructive feedback.
- Discuss, and if relevant, share your teaching materials with your mentoring partner.
- Discuss the construction of assignments and exam questions as well as how to fairly assess students' work. (Departmental colleagues may be particularly helpful here.) Remind your mentoring partner of the services the Teaching and Learning and Leadership (TLC) offers.

- Offer feedback on the writing of research articles, conference papers and grants; suggest appropriate journals for publication if you are in the same discipline. Discuss how to handle co-authors in a dossier, how to get the attention of editors, what the best ways are to get feedback on a paper or a grant. Advise on potential sources of funding for research, teaching, and travel within or outside the University.
- Let your mentee know about research opportunities such as a Faculty Research Awards Program (or similar program).
- Advise on relevant service, administrative duties and committee work. Consider your mentoring partner's interests to help her choose service obligations strategically.
- Explain the various support systems for faculty and students within the university (for example TKC, the Employee Assistance Program, the Counseling Center, the Disability Resource Center, Disabled Student Services, Academic Advising and Support Services, the Writing Center, Academic Affairs, the Office of Conflict Resolution and Civic Responsibility, the Office of Diversity and Affirmative Action, the Office of Sponsored Programs, ITS, etc.)

Career Development

- Exchange CV's with your mentee to stimulate discussion about career paths and possibilities.
- Initiate a discussion about steps in preparing for tenure and promotion and career advancement. What does the promotion and tenure process look like at your university? What are the formal and informal criteria for promotion and tenure? How does one build a tenure file?
- Share experiences of setting priorities, managing time, handling stress, and balancing workload effectively.
- Discuss student issues, such as advising, working with and supervising grad students, academic dishonesty, etc.
- Help your mentee to set up a plan of short- and long-term goals.
- Offer information on how to find and get nominated for fellowships, grants, and awards.
- Discuss how to handle concerns, issues, or problems in the department. What are appropriate ways to bring them up?
- Encourage your mentee to attend any meetings or retreats provided by the college or Provost's office aimed at explaining tenure realities and processes.

III-3 Benefits and Challenges: what can I expect from my mentoring relationship?

By now, you have likely been chosen as a mentor, or already act as one to a junior colleague, so you are aware of the benefits of mentoring. Nevertheless, it is useful

here to repeat what some of those benefits are: You will have a hand in framing the future of your department, and the institution, by helping a talented junior faculty member succeed at your university. You will find new or renewed connections to other people and resources on campus as you work to provide your mentee with the information she needs to thrive. Finally, one of the greatest benefits mentioned regularly by mentors is the joy of discovering and getting to know a vibrant young colleague, and in the process finding that your own research, teaching or service agendas are clarified and reinvigorated.

As you know, however, mentoring relationships don't just magically 'gel'. It takes intentional effort on both sides to ensure an effective mentoring relationship over time. Thus the bulk of this chapter is focused on the challenges and pitfalls of mentoring relationships — and how to overcome or avoid them.

One of the obvious difficulties in giving 'advice' on mentoring relationships is that they are dynamic in nature, and each one is unique. So while there is never one single best way to overcome challenges or avoid pitfalls, some general statements about problems that can arise and how you might avoid them are in order.

Too much respect for partner's time

A primary reason that mentoring relationships do not 'take' from the very start is an ***overly pronounced concern for the mentoring partner's time***: Mentees may be hesitant to "bother" their mentors with "silly questions" when their mentors are obviously such important and busy people. Conversely, mentors who are not regularly asked for help often do not wish to seem "pushy" and thus do not contact their mentees without express invitation. While well-intentioned, such concern for the mentoring partner's freedom, time and independence often has a negative impact on the usefulness of the mentoring relationship and on the mentoring partners' attitudes toward mentoring in general. A large part of the success of a mentoring relationship lies in the trust that builds up over time when mentors and mentees get to know one another. This trust builds through informal and regular contact, and is what will allow the mentee to share any difficulties, ask important questions about being effective as a faculty member, and get honest answers. Effective mentoring partnerships are the result of efforts to meet and/or communicate outside formal departmental or program events — even if just a few times per year. ***It is important for both the mentor and the mentee to be pro-active in the relationship*** so that the mentee gets the support he needs for professional success. Mentors cannot begin to help if they have not spoken often enough with their mentee and do not know what his primary questions and concerns are.

Consider setting up your own breakfast, lunch, coffee or dinner opportunity with your mentoring partner to enhance the trust and collegiality necessary for an honest exchange.

Unrealistic expectations

Junior faculty members' expectations for their mentors can be unrealistic: one mentor cannot be the only resource on every topic. However, out of respect for the

experience of their mentor, junior faculty members can overestimate the information and guidance a single person can provide. They may also not be aware that they should always be looking for additional mentors and sources of information to help them get their questions answered. Being seen as the only source of relevant information may feel somewhat unfair to the mentor, and results in mentors sometimes feeling overwhelmed by the relationship. Mentors should be able to discuss with their mentees the value of gathering multiple perspectives and building multiple mentoring relationships that can act as additional resources, both within their discipline and within the University. Mentors should also admit when they do not have expertise in a particular area, and look for other people who might be appropriate resources on that topic, and help the mentee build a solid support network.

Mentors can also readily overestimate their mentees. This usually takes one of two forms. First, having the benefit of great experience in a discipline or at an institution, mentors may not accurately remember how hard it is to learn a new institutional culture, to figure out the best ways to communicate one's achievements, to learn the unwritten rules of success. Over time, these have become second nature to the mentor, and thus not visible as necessary foci of discussion and mentoring. Mentees on the other hand, may not even know what questions to ask to elicit the unspoken rules of the game. Secondly, the rigorous selection process used to recruit new faculty results in the hiring of highly talented junior colleagues: mentors presented with a mentee who seems very accomplished may underestimate the need for guidance of any newcomer to a discipline or institution. Out of a concern of 'getting in the way' of a junior colleague who seems to be thriving, mentors may not ask enough questions, and thus miss the early signs of stress or lack of progress that may become serious problems later in the mentee's career.

The best way to counter these pitfalls is to meet regularly, ***even if there is no particular problem to discuss***. As we have stressed elsewhere, it is in the more informal contact between mentoring partners that good communication strategies and habits are built, habits which will allow the more difficult conversations, when there <u>is</u> a problem, to take place more readily.

<u>Relationships that don't "gel"</u>

Since mentees are new to an institution, more often than not, mentors are pre-assigned to mentees without the input of either party. This is not necessarily negative: research shows that assigned mentors are as effective as mentors chosen by the junior faculty member. However, it is important to remember that, through no fault of the mentee or the mentor, some relationships may never gel. This possibility is much less likely if you begin your mentoring relationship with a frank and honest discussion about what you want and need, and how you see the role of mentor and mentee.

As a part of its foundation, any mentoring relationship should have a no-fault termination possibility so that mismatched mentoring partners are not trapped in a negative relationship.

The "seasons" of a mentoring relationship:

All mentoring relationships undergo changes as the career needs of the mentee are gradually met. A successful mentee often becomes increasingly independent of the mentor, which can lead to disappointment on the mentor's part as contact with the mentee declines or changes. Mentors and mentees need to take into account the natural "seasons" of a normal mentoring relationship, and accept that contact with their partner may vary over time.

Building the Base:

During the first three to six months, the mentor and mentee are getting to know each other, building trust, and developing expectations of each other. The interaction which occurs at this stage lays the foundation for a strong and beneficial relationship.

The Middle Period:

The middle phase of a mentoring relationship is typically the most rewarding time for both mentor and mentee. The mutual trust which has developed between them can give the mentee the confidence to ask questions, share concerns and disappointments, and even challenge the ideas of the mentor. Likewise, the mentee's ideas can be challenged by the mentor, who can help the mentee think more strategically about her career.

Loosening of the relationship:

Often, the relationship begins to draw apart after a year or two. It is important, at this stage, that the mentor discuss with the mentee how he wishes to continue their relationship.

Questions to check the process of the relationship might include:

- What's going well?
- What needs to be changed?
- How do we feel about the structure, format, activities of the mentoring pair/group?
- What other topics/activities would be helpful that we haven't tried? In what other areas does the mentee still need guidance?

Redefining the relationship:

Here the mentoring relationship enters a new phase, where the mentoring partners begin to regard one another more as equals. At this point, the relationship may continue as a productive, collegial one that might even beget new collaborations, or begin to cool as the mentee gains independence and distance from the mentor. This cooling of the relationship can sometimes be hurtful to mentors, considering the time and effort they have put into helping their junior faculty succeed. However, it is important not to take a cooling relationship personally: it is a normal phase in some kinds of mentoring relationships and simply shows that the mentee has developed her own directions and confidence in her career.

IV. Guidelines and Resources for Mentees

This chapter provides strategies to Mentees for getting the most out of their mentoring relationships.

Resources for Mentees

IV-1 What can I do to be a successful mentee?

Successful faculty members actively manage their relationships with their peers, colleagues, mentors and administrators and are proactive about both these relationships and their career. You may have landed in a department where you are assigned a senior faculty mentor, and/or where your senior colleagues have a long tradition of mentoring newcomers to the department. But whether this is the case, or quite the opposite, it is up to you to make the right decisions about your career, and thus up to you to find the information you will need in order to make those decisions. Many junior faculty members feel powerless in the academic hierarchy — they feel as though they must do as they are told by 'the powers that be' or simply submit to an unsupportive environment or situation within their department in order to get tenure. This is not a perspective which will gain you success in the long run. In fact, it is wrong in two profound ways.

- In reality, you have the power to make choices about your life and career that no-one else does.
- Just scrambling to 'do what you're told' makes tenure (rather than your own satisfaction and success) the primary goal. This is a big mistake!

You have the power to make choices about your life and career:

Evaluate what you are hearing: It is of course important to listen carefully to all the information that senior colleagues at your new institution share with you, but you must sift through such information and ask yourself several questions about it: does the person you are listening to know what she is talking about? Is the person you are listening to genuinely interested in your success, or does he have an axe to grind with others which may color his advice to you? Does what the person says 'jibe' with what others have told you? Does it fit what you are hearing from peer institutions? If not,

why might that be — is it just a different perspective on the same thing or is there something else going on that makes the two opinions different? Are there other sources of information where you can ask the same question to get a sense of the general trend of answers for your local situation? Does what you are hearing from your department mentors and new colleagues align with your own goals? Does it represent the values of an institution or department that you want to work for?

Just scrambling to 'do what you're told' makes tenure (rather than your own satisfaction and success) the primary goal. This is a big mistake!

Choose to do that which fits your passion, your values, your strategic goals: your primary goal should be to work productively in a discipline about which you are passionate enough to have spent many years studying and doing research to acquire an advanced degree. You have the choice at all times about how you spend your time and what you prioritize. Prioritizing presupposes that you have strategic goals: take the time to think through why you are in your discipline — why you have chosen the research direction you have chosen? What makes you passionate about it? What is the most important thing about teaching students? Only when you begin to know what and who you want to be in your profession can you listen effectively to the many different kinds of advice you will hear on your trajectory to tenure and beyond.

Be realistic about what you can and cannot achieve. Share your plans for achievement with your mentor and ask how doable they seem. Differentiate regularly between what is urgent but unimportant and those things that are not urgent but very important. The latter often come up short in how you use your time and energy. Monitor your own levels of stress and achievement. See the Additional Readings list [Appedix B] for more information on how to do this.

Maintain personal balance. The faculty in the department chose to hire you because you showed great promise during the interviews. Losing momentum by burning out won't help anyone achieve their goals, not you, not your department. So whatever it is that relaxes you (gardening, walking the dog, exercising, reading a good book, talking to a friend…) schedule it into your life each week. Make an appointment with yourself to do the things that replenish your energy and enthusiasm. Then make appointments with yourself to do the kinds of work that may not be urgent, but are essential and important. ***Keep those appointments as religiously as you would keep an appointment with the Dean.***

IV-2 How do I best work with my mentor(s)?

Be proactive. Whether your mentor is assigned to you, or you have chosen one yourself, make the first appointment to talk about your career. Have a game plan for your conversations with your mentor.

Before ever meeting your mentor, you should clarify for yourself what you are comfortable with in your mentoring relationship and how you see your role as a

mentee. Do you prefer a formal relationship that remains 100% 'professional'? Or would you like to get to know your mentor better, including his or her personal interests? Where are you comfortable meeting — only on campus? At a café? At your own house? What are your expectations of a mentor? These are important things to know about yourself so that you don't slip into situations that make you uncomfortable and damage your mentoring relationship. They are also something for an early discussion with the mentor, and open for negotiation or change as you develop your relationship.

Consider using the following tools to help you prepare for your first meeting:

- Planning for and Defining a Mentoring Relationship [Appendix C.1]
- Mentoring Activities and Topics [Appendix C.2]
- Goals Reflection for Mentees [Appendix C.3]
- Short and Long-term Goals Planning [Appendix C.4]

Agree on the parameters and responsibilities of the relationship: what kinds of topics do you want to talk about? How often and under what circumstances will you meet or communicate? What would you like the mentor to do? What does your mentor expect you to do? Again, these expectations can be renegotiated but must be established early to avoid misunderstandings in the future. You might even establish a formal mentoring agreement, if appropriate. Please see an example of such an agreement in Appendix C.5.

Make a plan with your mentor. Start by clearly articulating your career needs and goals, ask your mentor for feedback on a timeline for achieving your goals.

Spend time reflecting with your mentor on the achievement of your goals and on realistic adjustments to your career plan. Make sure your career plan has enough flexibility to account for unexpected opportunities.

Set an agenda for meetings with the mentor. The agenda can take into account changes in your career plan as you put it into practice, as well as any immediate concerns you may have regarding your career at your university.

Build a relationship that goes beyond your interactions in formal meetings so that you can speak frankly, candidly and comfortably with your mentor. It is important to already be on easy terms with your mentor in case you need to consult him or her for ideas on a difficult situation at some point in the future.

Get more than one mentor. No single person can have all the answers. Choose senior faculty, both on campus and off as mentors. Ask your mentor to help you create a support network both within your department and within the university. Your mentor might introduce you to key people who should know you and whom you should know.

Be receptive to constructive feedback. Ask your questions of more than one person to 'triangulate' on the answers you are hearing — this will make it easier to listen to your mentor's advice and feedback as a source of information for you, rather than as a criticism or attack.

While triangulating, keep an open mind toward your mentor and other senior faculty who give you advice, no matter what other things you might hear about them. Only rarely will you find people who are truly trying to hurt you. You will find that senior faculty in your department live in a political world and have histories with one another that have nothing to do with you. As much as possible, listen and take what is positive from each of their comments to you.

Appreciate the work your mentor is doing. Be generous toward the comments or advice you are receiving from your mentor — he or she may have perspectives and motivations the value of which you do not yet see.

Develop a peer network, both on campus and nationally. You will find that you are not alone and can get good advice and information from those who are in the same situation. Work to maintain your network of friends from graduate school — they are often the best source of information about how things are done elsewhere which allows you to gauge your local situation better.

Realize that your success is important not just to you, but also to your department and to the university. Remember that "going it alone" doesn't work well for anyone.

IV-3 What questions do I need to ask of my mentor(s), my peers, my chair?[1]

Below is a list of questions to ask your mentor, your near peers, your chair, senior faculty within and outside your department, your dean, faculty at peer institutions. The list is a bit overwhelming when taken in all at once, so use it strategically and over time so as not to overwhelm your conversation partners (or yourself!). Don't forget that it is extremely important to 'triangulate'; that is, ask the same question of several different people. You might find that you get a consistent answer from asking multiple people, but if you get 3 or 4 different answers to the same question, ask yourself why that might be so: Is it the kind of people of whom you are asking the question (are they the right people who are 'in the know' about this topic)? Is it because a person's position in the university gives them a unique perspective on the topic, so that a senior faculty member, a chair and a dean have given you different answers because they have respectively narrow or broad views of the institution? In this case, take time to think about how you might act to conform to the rules ***while still remaining true to your own goals***. Remember that answers to questions are valuable information, but it is up to you to sort through the resulting data, choose directions and make decisions about your own career.

What Do I Need to Know about My Department?

- How is the department organized? How are decisions made? Are there interpersonal or departmental dynamics that would be helpful to know about?
- What resources are available in my department (e.g., travel funds, typing and duplicating, phone, computer equipment, supplies)? Is there support staff? What should be expected from support staff?
- What is the approximate balance between research, teaching, and service I should aim for? If they are not identical, how do I balance tenure requirements with departmental expectations in teaching and service?
- How important is the Faculty Activities Report (FAR, or similar document) in merit, reappointment, tenure, and promotion decisions in my department? What sort of documentation of my achievements will help me succeed in these decisions?
- Do I need to "read between the lines" in the chair's recommendations on my FARs?
- How does the department fit into the College in terms of culture and personnel standards? Do I need to take two sets of standards into account when planning my professional development?
- How much time do I need to spend in my office being visible in the department? Is it considered acceptable/appropriate to work from home?
- Are there department or university events that I should be sure to attend?

What Do I Need to Know about Expectations and Resources for Research?

- Do I need to get grants? Is help available for writing proposals, preparing budgets, etc.? How much time should I spend seeking funds?
- What kind of publication record is considered excellent in my department and college? How many refereed articles do I need? In what journals? How are online journals viewed? Do I need a book?
- How are journal articles or chapters in edited collections viewed? May material published in one place (conference, workshop) be submitted to another journal? How much work is necessary to make it a "new publication"?
- How is collaborative work viewed within the department/school? Do co-authored articles count in my discipline? Is being first co-author considered important? Should I put my graduate students' names on my papers? How is alphabetical listing of authors viewed?
- Do conference and workshop papers/presentations count as research in my discipline?
- Should I give talks within my department? How are colloquia organized in my department? How do I publicize my work within the department?
- What conferences should I go to? Is it better to go to national conferences or smaller ones? How much travel is allowed/expected/demanded? What support

is available for travel expenses? From where? How else can I gain the type of exposure I need for good tenure letters?

- How is it viewed when I miss classes in order to attend conferences? What, if any, are the processes for communicating this or arranging alternatives for my students?
- Would it be advisable to further develop my dissertation or branch out into a new area of research?
- What documentation of my research will be needed for my tenure file?
- What local or SUS-wide research awards are there I need to know about, such as the Faculty Research Awards Program (or similar program)? Where are the guidelines and dates for submission?

What Do I Need to Know about Expectations and Resources for Teaching?

- What is the normal teaching profile for junior faculty in my department/college?
- How many independent studies should I agree to sponsor? How do I choose them?
- How do I find out what the content of a course should be? Does the department share syllabi, assignments, etc?
- If I teach undergraduate courses, are resources available for grading, section leadership, etc.? Does the department/college take the nature of the course into consideration when analyzing student evaluations of teaching?
- Does the department use student evaluations? Does the department use any other methods beyond student ratings to assess teaching effectiveness?
- How is advising handled in the department? How many undergraduate advisees should I have? How much time should I spend in advising them? What campus resources are available if I have questions about departmental and institutional degree requirements?
- How many graduate student advisees should I have? How much time and effort should I invest in working with graduate students? How do I identify "good" graduate students? How aggressive should I be in recruiting them? Do I need to find resources for them? What should I expect from them? How do I promote my graduate students to rest of the community?
- What is considered an appropriate response to a student who is struggling with course work or is clearly troubled in some way? What resources are available for students? What can/should I suggest?
- What kinds of files should I keep on my students and the courses I've taught?
- What am I expected to teach? Should I ask to teach service courses? Should I teach the same course, stay within a single area, or teach around? Should I develop a new course? An undergraduate course? A specialized course in my research area?

- How do I establish an excellent teaching record? What resources are available at the department/college/university level to help me do so?
- Are there department guidelines for grading? What is the usual frequency of midterms, exams, or graded assignments?
- What documentation on teaching and advising should I retain for my tenure file? When should I begin collecting such materials?
- Are peer observations necessary for my tenure file, and if so, what are best ways to get them as part of my documentation of good teaching?

What Do I Need to Know about Expectations for Service and Outreach?

- What kind of service to the department, college, and university is expected of me?
- Are there committees I should seek out as a new faculty member? Any I should turn down if I am asked to serve?
- What kind of community service is expected of me, and how much?
- What kind of outreach (recruitment of students, representing the university at career fairs etc) is expected of me?
- When should I begin service and outreach? How much should I take on?
- How much service to the profession is recommended or expected? What forms should that take?
- How do I develop and document an excellent record of service and outreach?

Personal and Professional Concerns

- What are the resources for meeting and socializing with other new faculty?
- Where can I get help with dual career issues, childcare, and other personal concerns? What sort of support is available to me through the campus and surrounding communities? What are the policies regarding tenure clock stoppage, parental leave etc?
- Where can I find advice on balancing a professional life (e.g., teaching, research, service) with a personal life (e.g., time for significant others, children, leisure, civic responsibilities)?
- How do I say “no” when I need to? How do I know when to say “no”?

Other Questions

- How should I record any controversial matters?

IV-4 What can I expect from my mentoring relationship?

By now, you have likely been given a mentor or you are in the process of choosing one, so it's obvious what the benefits are to you: you will learn the ropes, get information on how to succeed and on ways your new institution works.

But, as you may guess, mentoring relationships always don't just magically 'gel'. It takes intentional effort on the part of both mentors and mentees to ensure an effective mentoring relationship over time. Thus the bulk of this section is focused on the challenges and pitfalls of mentoring relationships — and how to overcome or avoid them.

One of the obvious difficulties in giving 'advice' on mentoring relationships is that they are dynamic in nature, and each one is unique. So while there is never one single best way to overcome challenges or avoid pitfalls, some general statements about common problems that can arise and how you might avoid them are in order.

Too much respect for partner's time

A primary reason that mentoring relationships do not 'take' from the very start is an ***overly pronounced concern for the mentoring partner's time***: You may be hesitant to "bother" your mentors with "silly questions" when they are obviously such important and busy people. You need to remember that asking your mentor for help, advice, or a small favor is a way of showing respect and building your relationship.

Conversely, mentors who are not regularly asked for help often do not wish to seem "pushy" and thus do not contact their mentees without express invitation.

While well-intentioned, such concern for the mentoring partner's freedom, time and independence often has a negative impact on the usefulness of the mentoring relationship and on the mentoring partners' attitudes toward mentoring in general. A large part of the success of a mentoring relationship lies in the trust that builds up over time when mentors and mentees get to know one another. This trust builds through informal and regular contact, and is what will allow you to share any difficulties you may be facing, ask important questions about being effective as a faculty member, and get honest answers. Effective mentoring partnerships are the result of efforts to meet and/or communicate outside formal departmental or program events — even if just a few times per year. ***It is important for you to be pro-active in the relationship so that you get the support you need for professional success***. Your mentors cannot begin to help if they have not spoken often enough with you and do not know what your primary questions and concerns are.

Consider setting up your own breakfast, lunch, coffee or dinner opportunity with your mentoring partner to enhance the trust and collegiality necessary for an honest exchange.

Unrealistic expectations

Junior faculty members' expectations for their mentors can be unrealistic: one mentor cannot be the only resource on every topic. Out of respect for the experience of their mentor, junior faculty members can overestimate the information and guidance a single person can provide. As mentioned elsewhere, you should always be looking for additional mentors and sources of information to help you get your questions answered. You can also ask your mentor to suggest other people who might have expertise in a particular area.

Mentors can also readily overestimate their mentees. This usually takes one of two forms. First, having the benefit of great experience in a discipline or at an institution, mentors may not remember how hard it is to learn a new institutional culture, to figure out the best ways to communicate one's achievement or to learn the unwritten rules of success. Over time, all of these have become second nature to the mentor, and thus not necessarily visible as useful foci of discussion with you. Additionally, because the department chose from the best candidates in the search process that culminated in your being hired, your mentor is presented with a mentee who already seems very accomplished, and he or she may underestimate your need for guidance. Out of a concern of 'getting in the way', your mentor may hesitate to ask questions, and thus miss the early signs that you need more information to succeed.

The best way to counter these pitfalls is to meet regularly, ***even if there is no particular problem to discuss***. As we have stressed elsewhere, it is in the more informal contact between mentoring partners that good communication strategies and habits are built, habits which will allow the more difficult conversations, when there is a problem, to take place more readily.

Relationships that don't "gel"

More often than not, mentors are pre-assigned to mentees before the mentee even arrives on campus. This is not necessarily negative: research shows that assigned mentors are as effective as mentors chosen by the junior faculty member. However, it is important to remember that, through no fault of your own or your mentor's, some relationships may never gel. This possibility is much less likely if you begin your mentoring relationship with a frank and honest discussion about what you want and need, and how you see the role of mentor and mentee.

The "seasons" of a mentoring relationship:

All mentoring relationships undergo changes as the career needs of the mentee are gradually met. As a successful mentee, you may become increasingly independent of your mentor which can lead to disappointment on your mentor's part as contact with you declines or changes. Both mentors and mentees need to take into account the natural "seasons" of a normal mentoring relationship, and accept that contact with their partner may vary over time.

Building the Foundation:

During the first three to six months, you will spend time getting to know each other, build trust, and develop expectations of each other. The interaction which occurs at this stage lays the foundation for a strong and beneficial relationship.

The Middle Period:

The middle phase of a mentoring relationship is typically the most rewarding time for both mentoring partners. The mutual trust which has developed between you can give you the confidence to ask questions, share concerns and disappointments, and even challenge your mentor's ideas. Likewise, your ideas can be challenged by your mentor, who can help you think more strategically about your career.

Distancing:

Often, the relationship begins to draw apart after a year or two, as you have the requisite information and become more able to judge situations without additional help from your mentor. It is important, at this stage, that you discuss with your mentor how you both wish to continue your relationship. Questions to check the process of your relationship might include: What's going well? What needs to be changed? How do we feel about the structure, format, and activities of the mentoring pair/group? What other topics/activities would be helpful that we haven't tried? Where do I still feel that I need guidance?

Redefining:

Here you will enter a new phase in your mentoring relationship: you and your mentor may begin to regard one another more as equals. At this point, the relationship may continue as a productive, collegial one that might even beget new collaborations, or it may begin to cool as you gain independence from your mentor. This cooling of the relationship is sometimes hurtful to mentors, considering the time and effort they have put into helping you. It is important at this point to honor the time and effort that your mentor has invested in you and 'give back' to the relationship. Your mentor is likely to be an important ally for many years in the future, so it makes sense to nurture your relationship, even if it has moved in a different direction since its inception.

[1] Adapted with permission from Mary Deane Sorcinelli's compilation for the Office of Faculty Development, *Mutual Mentoring Guide*, University of Massachusetts at Amherst, http://www.umass.edu/ofd/mentoring/Mutual%20Mentoring%20Guide%20Final%2011_20.pdf

V. Appendices

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Planning for and Defining a Mentoring Relationship
New Mentees

It is important to spend some time thinking about what you want out of your mentoring relationship(s). Since mentoring may involve both people you know and perfect strangers, the most successful relationships happen when partners have thought through their definition of mentoring, and their own preferences and parameters for their relationships before embarking on such relationships.

Once you have defined for yourself what mentoring means (see worksheets attached), confer with your mentors and mentoring peers to see whether they share your view of mentoring. Having this initial discussion with your mentoring partners will help to avoid potential problems.

Common problems that surface in mentoring relationships are:

A. Miscommunication, lack of communication: Mentees have been hesitant to "bother" their mentors with "silly questions" when they are obviously such busy people. Conversely, Mentors who were not being asked for help did not want to interfere in their Mentees' lives by seeming pushy and thus did not contact their Mentees without express invitation. This concern for the mentoring partner's freedom, time and independence can lessen the impact and usefulness of the mentoring relationship. *It is important for you to be pro-active in your relationship with your mentors and your peers* so that you get what you need. Your mentors cannot begin to help if they do not know what your questions and concerns are.

B. Expectations: Mentees' expectations for their partners can be unrealistic. One or two mentors cannot be the *only* resource on every topic. Mentors should be able to admit that they do not have expertise in a particular area, but should then look for other people who might be appropriate resources on that topic.

C. Realities: Remember: if you have been paired with a stranger or strangers, this is a somewhat artificial way of establishing a relationships and means that, through no fault of the mentee or the mentors, some relationships may not gel as well as others. This possibility is much less likely if you begin your mentoring relationships with a frank and honest discussion about what you want and need, and have the mentors speak frankly about how they see the role of mentor.

Important: you need to look for ***several*** mentors so that you get all relevant information and guidance that you need.

***One—even two—mentors are not enough*!**

The following pages are designed to help you think through your relationship with your mentors or mentoring teams.

Please turn to the next page →

Reflection:
Who I am and how that will affect how I work with my Mentor/Mentoring Team

1. Do I feel comfortable asking for advice and accepting criticism? In what contexts, if any?

2. How often and under what circumstances would I like to meet my mentoring team, or to communicate with my mentors?

3. Do I want to share everything with my mentors and mentoring peers or be selective about what I discuss with those people? What kinds of things do I want to share? What kinds of things seem best not to share?

4. Am I comfortable sharing personal reflections with others, or do I prefer to maintain a purely professional relationship?

Planning Your Mentoring Relationships

This worksheet is designed to help you plan your relationships and guide your first meeting with your mentors and/or mentoring team. Please add your own items whenever you do not find them listed.

1. A mentor might be defined as
    a. a guide, trusted counselor
    b. an advocate
    c. a friend
    d. a sympathetic ear
    e. a resource for information
    f. other?

Ideally, which of these roles do I see my mentors playing?

What do I see as the most useful role my peers can play?

2. What types of issues do I want to discuss with my mentors or mentoring peers?

3. What kinds of activities would I like to engage in with my mentors or mentoring peers?
    [ ] Go to formal mentoring events
    [ ] Meet informally over coffee, lunch or dinner
    [ ] Go to educational events (lectures, talks, discussions etc)
    [ ] Participate in structured activities (Ex: structured peer editing of grant proposals)
    [ ] Engage in non-academic activities (hiking, art museums, movies)
    [ ] Other?

4. What kinds of things are off-limits in our mentoring relationship?
    [ ] Going to restaurants to meet
    [ ] Using non-public places to meet
    [ ] Sharing private aspects of our lives
    [ ] Other:

5. How much time can I spend with my mentors or mentoring peers each week?

6. How much time each month?

Mentoring Activities and Topics

The following list represents a compilation of activities, topics and mutual interests that are possible for exploration within a mentoring partnership. These are merely *examples* of the kinds of things from which new faculty members can benefit. No single relationship can engage in all of these activities.

Mentoring pairs or teams must decide for themselves, which of these activities or topics will be a part of their discussions.

Mentoring Topics/Activities

Research
- Read and respond to grant proposals
- Advice on establishing a publication record
- Conference involvement and selection
- Recruitment of undergraduate and graduate students
- Research group organization

Teaching
- Preparing for excellence in teaching
- Creating a teaching portfolio
- Review and design of syllabi
- Publication of education-related papers
- Work on strategies for advising students
- Classroom management

Professional Service
- Committee involvement
- Professional organization involvement

Community Service
- Outreach for your university as an institution
- Community involvement, organizations, charities
- Neighborhood organizations

Tenure and Promotion Issues
- Prepare CVs and renewals
- Create a professional file
- Communicate and explore Tenure and Promotion expectations

University/College/Departmental Environment and Acculturation
- Departmental funding
- Development of collegial relationships
- Associations, teams, interest groups, etc. in department or college
- Resources available at your univeristy for faculty

Please turn →

Mutual interests and experiences

Family and Balance Issues

- Single and childless
- Faculty spouse
- Single parent
- Childcare responsibilities and options
- Eldercare responsibilities and options

Culture and Religion

- Local arts and music
- Churches, church groups and related activities
- Ethnic events, festivals, resources

Personal Interests

- Hiking
- Camping
- Bicycling
- Handicrafts
- Antiques
- Other?

Your Goals: A Reflection

Being successful as a professional academic requires skill in basic research as well as skill in grant-writing, negotiating effectively, writing papers and networking with others in the department, the institution and nationally. It also requires being able to balance these demands in such a way that you keep personal equilibrium and health. The following questions are designed to give you the opportunity to explore where you stand on these issues.

1. In what ways are you satisfied with your progress in personal and professional development at this point?

Professional

Personal

2. In what ways are you dissatisfied with your progress in personal and professional development at this point? What would you like to develop?

Professional:

Personal:

3. What groups/networks are you already in that help you personally and professionally with your most important interests?

4. What groups might you join or people might you get to know for personal or professional development in the areas you have identified as most important?

5. What steps do you need to take to make contacts with such groups or people?

Short-term Goals

Make two lists of those things that you need to get done in the next year at your university.

Things to do for myself, my family	**Things to do professionally this year at my university**

Concentrate on your ***top*** professional goal for this year: break it down into its parts.

For example*: "Establish Citizenship in my Department"* ***"Your example here***

• Meet with Chair to inform about research agenda • Have conversations with colleagues to share research ideas • Discuss teaching strategies with colleagues teaching similar courses • Join a task force or a committee important to the department (without overloading myself!!) • Recruit new students to the program • Other	

Now that you've thought through one project, plan an appropriate timeline:

1. In order to finish your project in August of next year, what must you have done
   a. by the end of November?

   b. by February?

   c. by June?

Please turn the page →

Long-term Goals

1. What questions do you have about what you need to do in the next 5 years as you work toward a permanent position in your field?

2. Envision your role in the institution, in your discipline, in a community in which you might live in 8 years.

   What are your major aspirations for how you will interact with these three communities? What adjectives or metaphors come to mind that describe your intended role in each one?

   What steps will you need to take to achieve such a role?

Mentoring Agreement: Mentees

Instructions: This document is intended to help you to establish effective mentoring habits with your mentor(s) or mentoring team should you have one. Please answer the questions below in as much detail as you can. Go over the document with your mentor(s) or mentoring team and agree on the parameters of your relationship.

****

I am voluntarily entering into a mentoring relationship with _____.
I want this to be a rich, rewarding experience with most of our time together spent in substantive development activities aimed at our established goals. To clarify my roles, I have noted the following features of our work together:

How long, *ideally*, would I like to continue working together? *[Note: please describe your wishes here. Some mentoring programs prescribe the length of the relationship. Also, circumstances and needs of mentor or mentee may change over time, which may alter the answer to this question.]*

In what format do I plan to meet with mentor(s)? *(In office? Over coffee? For lunch? By email individually? As a group? Other?)?*

In what format do I plan to meet with peer mentors or mentoring team? *(In office? Over coffee? For lunch? Other?)?*

We will attempt to meet at least _____ (*enter # of meetings by time period— i.e. week, month, etc. Meetings may include email discussions, in-person meetings, or other options you and your mentors/mentoring peers design.*)
If I cannot attend a scheduled meeting, I agree to notify my mentoring partner(s) in advance whenever possible.

What do I see as the specific role of my mentor(s)? (models, guides, observers and sources of feedback on teaching or writing etc. *See the list of mentoring activities, topics and mutual interests*)

*[**Note**: this is an opportunity for mentors and mentees to express their definitions of mentoring and their wishes for these activities. Some negotiation and compromise may be necessary to answer this question.* ***Mentors cannot be everything to everyone****!]*

What are the activities I, as mentee, engage to perform to reach my goals? What are my responsibilities to my mentor(s)/mentoring team?

Confidentiality: any sensitive issues that we discuss will be held in confidence. Issues that are *off-limits* in our discussions will include:

Note: I agree to a *no fault conclusion* of my mentoring relationship with my mentor(s) or members of my mentoring team if, for any reason, it seems appropriate. If one of us needs to terminate the relationship, we agree to abide by the decision of our partner(s).

_____ _____

Mentee Date

Adapted from Rooney, Ida, Nolt and Ahern, 1989; and Brainerd, 1998

Mentoring Agreement: Mentors

Instructions: This document is intended to help you to establish effective mentoring habits with your mentee(s). Please answer the questions below in as much detail as you can. Go over the document with your mentee(s) or and agree on the parameters of your relationship.

****

I am voluntarily entering into a mentoring relationship as a Mentor with _____.
I want this to be a rich, rewarding experience with most of our time together spent in substantive development activities aimed at our established goals. To clarify my roles, I have noted the following features of our work together:

How long, *ideally*, would I like to continue working together? *[Note: please describe your wishes here. Some mentoring programs prescribe the length of the relationship. Also, circumstances and needs of mentor or mentee may change over time, which may alter the answer to this question.]*

In what format do I plan to meet with my mentee(s)? *(In office? Over coffee? For lunch? By email individually? As a group? Other?)?*

We will attempt to meet at least _____ (*enter # of meetings by time period— i.e. week, month, etc. Meetings may include email discussions, in-person meetings of the team, or other options your team designs.*) If I cannot attend a scheduled meeting, I agree to notify my mentoring partner(s) in advance whenever possible.

What do I see as my specific role as Mentor? (model, guide, observer and source of feedback on teaching or writing etc. *See the list of mentoring activities, topics and mutual interests*)

*[**Note**: this is an opportunity for mentors and mentees to express their definitions of mentoring and their wishes for these activities. Some negotiation and compromise may be necessary to answer this question.* ***Mentors cannot be everything to everyone!]***

What are the activities I expect the mentee(s) to perform to reach their goals? What are their responsibilities in the mentoring relationship?

Confidentiality: any sensitive issues that we discuss will be held in confidence. Issues that are off-limits in our discussions will include:

Note: I agree to a *no fault conclusion* of my mentoring relationship with my mentee(s) if, for any reason, it seems appropriate. If one of us needs to terminate the relationship, we agree to abide by the decision of our partner(s).

_____ _____

Mentor Date

Adapted from Rooney, Ida, Nolt and Ahern, 1989; and Brainerd, 1998

MENTORSHIP PROFILE QUESTIONNAIRE

Your name:_____ Mentor's name: _____

Part I: Description of Relationship

1. What was the *role* of your mentor? _____
(e.g., teacher, counselor, advisor, sponsor, advocate, resource) _____

2. How often did you *communicate*? _____
(e.g., e-mail, in person, telephone) _____

3. *How long* have you had this relationship? _____

4. How would you characterize the *strengths* and *weaknesses* of your relationship? _____

_____

_____

_____

Part II: Outcome Measures

Directions: Please check all of the following that resulted from your interaction with your mentor and specify or describe below. Supporting documents may be attached, as appropriate.

1. ☐ Publication _____
_____

2. ☐ Presentation or poster _____
_____

3. ☐ New teaching method or strategy _____
_____

4. ☐ Clinical expertise _____
_____

5. ☐ Conducting research _____
_____

6. ☐ Service activities
(e.g. community service, political activity, professional organization)

_____

_____

7. ☐ Development of a program:
(e.g. educational/clinical course or new program of study).

_____

_____

8. ☐ Job change/promotion _____
_____

9. ☐ Grant writing/submission _____
_____

10. ☐ Other _____
_____

MENTORSHIP EFFECTIVENESS SCALE

Your name: _____

Directions: The purpose of this scale is to evaluate the mentoring characteristics of _____ _____, who has identified you as an individual with whom he/she has had a professional, mentor/mentee relationship. Indicate the extent to which you agree or disagree with each statement listed below. Circle the number that corresponds to your response. Your responses will be kept confidential.

0 = Strongly Disagree (SD)
1 = Disagree (D)
2 = Slightly Disagree (SlD)
3 = Slightly Agree (SlA)
4 = Agree (A)
5 = Strongly Agree (SA)
6 = Not Applicable (NA)

SAMPLE: My mentor was hilarious.	0	1	2	3	4	(5)	6
	SD	**D**	**SlD**	**SlA**	**A**	**SA**	**NA**
1. My mentor was accessible.	0	1	2	3	4	5	6
2. My mentor demonstrated professional integrity.	0	1	2	3	4	5	6
3. My mentor demonstrated content expertise in my area of need.	0	1	2	3	4	5	6
4. My mentor was approachable.	0	1	2	3	4	5	6
5. My mentor was supportive and encouraging.	0	1	2	3	4	5	6
6. My mentor provided constructive and useful critiques of my work.	0	1	2	3	4	5	6
7. My mentor motivated me to improve my work product.	0	1	2	3	4	5	6
8. My mentor was helpful in providing direction and guidance on professional issues. (e.g., networking).	0	1	2	3	4	5	6
9. My mentor answered my questions satisfactorily (e.g., timely response, clear, comprehensive).	0	1	2	3	4	5	6
10. My mentor acknowledged my contributions appropriately (e.g., committee contributions, awards).	0	1	2	3	4	5	6
11. My mentor suggested appropriate resources (e.g., experts, electronic contacts, source materials).	0	1	2	3	4	5	6
12. My mentor challenged me to extend my abilities (e.g., risk taking, try a new professional activity, draft a section of an article).	0	1	2	3	4	5	6

Please make additional comments on the back of this sheet.
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