

## GUIDELINES FOR FACULTY MENTORING PROGRAM

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*Responsible administrator: Associate Dean for Faculty Affairs and Strategic Initiatives*

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### **Definition**

Mentoring has been defined as “a nurturing process in which a more skilled or more experienced person, serving as a role model, teaches, sponsors, encourages, counsels, and befriends a less skilled or less experienced person for the purpose of promoting the latter’s professional and personal development.”

### **Process**

Upon discussion with the Department Head, it is recommended that all new faculty members are assigned to a senior faculty member to assist with identification of an official and appropriate mentor(s) within 6 months of a new appointment. Specific aspects of mentoring may vary between departments within the HSOP. When looking for a mentor, mentees should consider the following personal qualities:

- Enthusiasm – the mentor believes his/her research area is the most exciting in the world
- Time – the good mentor makes time to see the mentee even though he or she may be the busiest person on campus
- Character – the mentor must possess an inner set of values which directs him/her to what is virtuous or right
- Credibility – the mentor should be respected among peers and possess the skills/attributes needed to guide and develop the mentee in particular areas (teaching, research, service, etc).
- Patience
- Strong interpersonal skills

Mentees may have more than one mentor, i.e., a mentorship team or committee, to guide them in the different roles of an academic faculty member. There should be a “sanctioned relationship” between the Department Head, the mentor, and the mentee.

For instance, you may have one mentor for scholarship, one for teaching/supervision, and one for service/outreach:

- For scholarship, one faculty member may serve as the mentor for knowledge and resources who knows how to provide technical competence/expertise in areas of mutual interest; who knows how to provide direction and guidance on professional issues (e.g., P&T); and who is willing to provide resources (e.g., research assistants, source materials, statistical assistance)
- For teaching and supervision, a mentor should be approachable, encouraging, and will provide feedback; possesses good communication skills; seeks to promote independence in the mentee; and challenges the mentee to extend his/her abilities. Specifically, the mentor should be viewed by colleagues and students as an excellent teacher.
- For service, a mentor should be willing to assist the mentee with networking; possesses a knowledge of the profession, university, school and the department; and discusses organizational policies and committee structure

Needs or Expectations of the Mentee should include:

- To be coached in career development and technical skills
- To be given honest feedback
- To be stimulated toward developing new ideas
- Willingness to assume responsibility for own growth and development

Needs or Expectations of the Mentor should include:

- The mentee takes greater responsibility in setting the agenda over time
- The mentee seeks to initiate new ideas
- The mentee provides status of activities and projects
- The mentee seeks feedback and takes responsibility to give feedback to mentor
- The mentee identifies personal limits and when to ask for help
- The mentee personally reassesses goals over time

Several key attributes are essential for a mentee-mentor relationship to be successful:

- It must be voluntary
- Mutual benefits are perceived and derived from the relationship
- No conflicts of interest or competition exist between the mentor and mentee

Mentors should NOT be limited to a faculty member's department:

- Department Heads should consider contacting Department Heads or professors of other departments who might be appropriate mentors for a new faculty member
- Faculty members outside of the new faculty member's department may have experiences, expertise, and projects that don't exist in the new faculty member's department.

Suggested Bibliography on Mentoring:

1. Mullin J. Philosophical backgrounds for mentoring the pharmacy professional. *AJPE* 1992;56(1):67-70.
2. Chalmers RK. Faculty development: the nature and benefits of mentoring. *AJPE* 1992;56(1):71-74.
3. Campbell WH. Mentoring junior faculty. *AJPE* 1992;56(1):75-78.
4. Berger BA. Mentoring graduate students. *AJPE* 1992;56(1): 79-81.
5. Detsky AS, Baerlocher MO. Academic mentoring --- how to give it and how to get it. *JAMA* 2007;297(19):2134-2136.
6. Drossman DA. On mentoring. *Am J Gastroenterol* 2007;102:1848-1852.
7. Haines ST. The mentor-protégé relationship. *AJPE* 2003;67(3):1-7.
8. Tobin MJ. Mentoring: seven roles and some specifics. *Am J Respir Crit Care Med* 2004;170:114-117.