Faculty Mentoring Toolkit

A Resource for Faculty and Administrators
at Michigan State University

NSF

TOOLKIT

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The Michigan State University Faculty Mentoring Toolkit was developed by conducting both a comprehensive search of the mentoring literature, as well as a review of existing mentoring resources at other postsecondary institutions. A numerical endnote format, as well an alphabetical footnote format, is utilized throughout this document. A list of sources and resources can be found in the back of this toolkit. Every attempt has been made to properly cite sources for documents used in original or adapted form. Several sections in this toolkit can be found as independent documents on the ADAPP-ADVANCE website (www.adapp-advance.msu.edu). Please direct any questions and feedback to adapp@msu.edu.

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Welcome to the Michigan State University
FACULTY MENTORING TOOLKIT

This toolkit is designed to provide basic information on formal mentoring and the University Mentoring Policy, as well as resources to help units establish mentoring programs, relationships, or networks.

Why is mentoring important? It is important to ensure that all faculty, particularly women and persons of color, have access to all of the information and support they need to be successful. This is especially critical at a moment in time when we most need to achieve faculty stability and excellence, provide high quality teaching to a diverse student body, and to compete globally.

Mentoring is not new. It has been in existence for centuries, in many forms and called by many names. It has historically been inherent in most cultures as an important way of passing on cultural heritage and traditions. More recently, the corporate world has accepted the business case for mentoring, recognizing its value to improving work productivity, satisfaction and retention. There is now a growing body of literature and empirical evidence in support of formal mentoring in the Academy to mitigate bias and promote career development and success.

MSU has a rich array of resources to assist with career development and aims to build on this foundation and provide faculty with tools to succeed both personally and professionally. The University policy and this toolkit focus initially on early career faculty. However, formal mentoring can make a critical difference at all stages of academic careers and the University is committed to developing and supporting mentoring resources for all faculty. Many of the tools in this kit can be modified for use at any stage of an academic career.

For more information on any of the toolkit contents or other mentoring resources, please contact ADAPP-ADVANCE at adapp@msu.edu, 517-353-8818, or www.adapp-advance.msu.edu.

RESOURCES FOR UNIT ADMINISTRATORS AND FACULTY

1.1 Michigan State University Faculty Mentoring Policy

This policy was issued by the Office of the Provost on March 1, 2011 (to be effective fall semester 2011); it reflects advice by the Faculty Council and the University Committee on Faculty Affairs.

Each college shall implement a formal mentoring program by August 16, 2011. As a part of the college program, colleges may also require that each department or school develop its own unit level- mentoring program. Effective mentoring is important to enhancing academic excellence and building a progressively stronger faculty composed of members who meet continuously higher standards and are competitive nationally and internationally. Mentoring programs will help the University achieve its goals for a high-quality faculty, diversity, inclusive excellence, and a respectful, positive work environment in which all members of the University community can thrive. While the responsibility for career development and success is ultimately that of the individual faculty member, opportunity, mentoring and the degree of environmental support that is available can affect success. There are many forms of mentoring programs and no single model will meet the needs of all units or individuals. Each college (and/or unit) should develop a program that is most relevant to its needs based upon evidence based best practices. The practices and procedures in colleges may vary; however, all college mentoring programs must incorporate, at a minimum, the principles included below.

PRINCIPLES

1. For faculty members with joint appointments, there should be one mentoring plan for the faculty member, coordinated among the units, with leadership from the faculty member's lead unit.

2. Faculty members need different kinds of mentoring at different stages of their career. Initially, at minimum, colleges are expected to provide a program for mentoring pre-tenure, tenure system faculty, and build upon the program as capacity allows. This might include, for example, the addition of associate professors, HP faculty, or fixed term faculty for whom there is a long-term commitment.

3. Colleges, units and mentors should demonstrate sensitivity to potentially different challenges faced by diverse faculty including women, persons of color, and other facets of identity.

4. Conflicts of interest should be minimized, confidentiality protected, and all faculty members provided an environment in which they can address concerns without fear of retribution.

5. A faculty member may choose not to have a mentor.

6. Mentoring policies should be clearly communicated to all faculty members, and efforts must be made to ensure that there is clarity of both expectations and roles for all parties.

7. Mentoring excellence will be considered in the annual review of faculty.

8. Formative evaluation shall be incorporated into the design of the mentoring program to maximize benefit to each individual being mentored.

9. Colleges shall assess the effectiveness of their mentoring program on a cycle not to exceed five years.

1.2 Frequently Asked Questions About The MSU Mentoring Policy

The following questions and answers are offered to help clarify the Michigan State University Faculty Mentoring Policy. For more information or to submit additional questions, please contact ADAPP-ADVANCE at adapp@msu.edu, 517-353-8818, or www.adapp-advance.msu.edu.

Q: Why does MSU have a university-wide faculty mentoring policy?

Evidence shows that formal mentoring based on best practices makes a positive difference in achieving career success. This policy sends a clear message that Michigan State University is committed to every tenure system faculty member having access to formal mentoring as a tool to advance their academic career.

Q: When was the university mentor policy effective?

Every college was required to have a formal faculty mentoring program by 8/16/2011.

Q: What constitutes a formal, college-level mentoring "program"?

A formal mentoring program intentionally ensures that every faculty member has access to formal mentoring relationships and resources. It is developed, based on best practices, incorporates the principles of the MSU policy, and is explicitly communicated to all faculty. In addition to formal mentoring relationships, the college "program" can include an array of college led resources such as workshops, speakers, mentor recognition, mentor/mentee social events, and evaluation. Check the ADAPP-ADVANCE website for resources on best practices at college/unit level and designing effective mentoring programs.

Q: Will every department be required to have a formal policy and/or program?

This is up to the individual college. Colleges may opt to administer formal mentoring relationships at the college-level or require that each department or school develop a program, with college oversight.

Q: What is formal mentoring?

Formal mentoring is when one or more mentors are intentionally assigned to a mentee and assume responsibility for facilitating the professional development of the mentee through activities such as providing information, advice, encouragement, and connections to other mentors, colleagues and professional networks. It is voluntary and can result in a two-way, mutually beneficial relationship. No one mentor can fulfill all of a mentee's needs. Mentees have a responsibility to maximize and build on the mentor/mentee relationship with other mentors and career development activities. Check the ADAPP-ADVANCE website for handouts on mentor models, the role of mentors and a sample of typical mentor behaviors.

Q: Will every faculty member be required to have a mentor?

The policy explicitly states that a faculty member may choose not to participate in the formal mentoring program. College programs should, therefore, include language specifying that faculty members can opt out with no penalties. The unit policy should also specify that faculty members who opt out can join/rejoin the mentoring program at a later date upon request. It is recommended that there be a process in place by which faculty members designate in writing their decision to opt out. Related to this, the policy should allow the mentee to change mentors without penalty.

Q: Will specific mentoring models be mandated for colleges, units, or individuals?

On the contrary, beyond the nine principles outlined in the policy, the policy intentionally provides flexibility for colleges/units to choose mentoring program models that best meet the needs of their faculty, and faculty are encouraged to build on these models for maximum benefit. Many mentoring models now exist in addition to the traditional single mentor/mentee dyad. The intent is that colleges and departments should choose models that provide the highest likelihood for individual career development. Check the ADAPP-ADVANCE website for a list of mentor models.

Q: What is the best model of mentoring to use?

The traditional model is the mentor/mentee dyad with the mentor being either from within or outside the unit. However, current research suggests that it is much more productive to have multiple mentors. Mentors and mentees are both encouraged to build on and supplement a primary mentoring relationship with other mentors [formal and/or informal] and career development activities. The model chosen depends on the needs and resources of the individual faculty member, unit and college. The first step is to conduct an assessment of existing needs, resources, and challenges at the unit or mentor/ mentee level. The ADAPP-ADVANCE team and Michigan State University's Office of Faculty & Organizational Development (F&OD) can provide guidance and tools on how to go through this process. In addition, each college has a college-appointed Faculty Excellence Advocate (FEA). The FEAs are available as a resource for information related to the ADAPP-ADVANCE goals including mentoring. Check the ADAPP-ADVANCE website for needs assessment instruments.

Q: How should mentoring programs address faculty members with joint appointments?

For faculty members with joint appointments, there should be one mentoring plan for the faculty member, coordinated among the units, with leadership from the faculty member's lead unit. Each unit should address joint appointments in their respective mentoring policies.

For example, the policy may state that unit leaders from participating departments will determine, in consultation with the faculty member, a mentoring plan that best meets the faculty member's needs. The plan may follow the model of one department or the other, be a hybrid, or be highly individualized. It should be written, and include clear expectations for all parties and leadership.

Q: Are colleges expected to provide a mentoring program for all faculty members or only for pre-tenure, tenure system faculty members?

Faculty members need different kinds of mentoring at different stages of their career. Initially, at minimum, colleges are expected to provide a mentoring program for pre-tenure, tenure system faculty, and build upon the program as capacity allows. Ideally, mentoring programs should be available for mid-level and senior faculty members, HP faculty, and fixed term faculty for whom there is a long-term commitment.

Q: How can colleges and units demonstrate sensitivity to potentially different challenges faced by diverse faculty including women, persons of color, and other facets of identity?

Administrators and mentors first need to have appreciation for the potential, unique challenges faced by diverse faculty and of their own biases, both conscious and unconscious. Michigan State University provides programs on bias to raise awareness and understanding. Second, the college/unit should proactively build a culture of appreciation for diversity. For example, ensure that the pool of people being considered for hiring, promotions and key assignments is diverse and reflects the diversity in the unit. Careful consideration should be given to the choice of a mentor to be someone who understands the potential challenges and can serve in a developmental role. The mentor can help overcome challenges by being willing to openly discuss them to avoid "protective hesitation"; encouraging assignments that build competence, trust, and confidence; acknowledging achievements, publicly when possible; proactively helping the mentee build a large, heterogeneous professional and mentor network that reflects diversity in demographics, expertise, and roles; observing for signs of unfair criticism, scrutiny, assignments or other harmful treatment, both explicit and subtle undertones of bias; be willing to challenge it; and help focus discussions on actual performance.

Q: Should mentors also serve on their mentees' review committees?

Ideally, mentors would not serve on their mentee's review committee. However, in cases where this is unavoidable, the mentee should be clearly informed of the mentor's dual role. The extent to which the mentor will be reporting to the committee should be discussed and clarified at the first mentor/mentee meeting. This will guide the nature of the mentor's and mentee's roles within their relationship. Check ADAPP-ADVANCE website for handouts on alternate mentor models, confidentiality, and negotiating mutual expectations and roles.

Q: How can conflicts of interest be minimized, confidentiality protected, and all faculty members provided an environment in which they can feel safe and address concerns without fear of retribution?

It is important that mentor's/mentee's roles are agreed upon and clearly stated at the outset of the relationship. Conflicts of interest and confidentiality should be openly discussed. If possible, it is recommended that a mentee have multiple formal mentors for different roles, with at least one that doesn't serve on the review committee. Many mentoring models now exist in addition to a traditional single mentor/mentee dyad. One mentor may be external to the department, college, even university and would therefore not have a conflict of interest. One may be assigned to help advance teaching skills, another for research skills. Mentees should build upon their formal mentor(s), establish a "mentoring network" and draw upon the different strengths of each. In addition, a procedure should be in place by which a mentee can change mentors without penalty. Check ADAPP-ADVANCE website for handouts on alternate mentor models, confidentiality, and negotiating mutual expectations and roles.

Q: What incentives are there for senior faculty members to serve as mentors?

Mentoring early career faculty is expected as an important role for all tenure system faculty members. In recognition of the significant time required to provide good, formal mentoring, the University Mentoring Policy clearly states that, at minimum, mentoring excellence will be considered in the annual review of faculty. In addition, colleges/units are encouraged to provide other incentives for excellence such as mentoring awards, special events, release time, and news write-ups. The ADAPP-ADVANCE website provides additional incentive ideas.

Q: Do formal mentors need to be trained?
It is recommended that formal mentors, even experienced ones, participate in an initial orientation which can be provided at the unit, college, or university level. The Office of Faculty Organization & Development (F&OD) offers seminars related to best mentoring practices. Formal mentors should be encouraged to attend additional workshops to improve mentoring skills and network with other mentors.

Q: How will mentoring programs be evaluated or assessed for effectiveness?
As the policy states, formative evaluation should be incorporated into the design of college and/or unit-level programs so that performance, quality and outcomes can be tracked. More broadly, colleges should rigorously assess the mentoring program(s) in five-year cycles, at minimum. Evaluations should map to the college/unit mentoring plan and goals. There will be administration level goals such as establishing a program and measures of academic productivity as well as mentor/mentee level goals such as the perceived value of the relationship. Specific evaluation strategies and tools should be chosen based on the level of evaluation, set of goals, and mentoring model. ADAPP-ADVANCE team members and the Office of Faculty and Organizational Development (F&OD) are available to help colleges/units decide on assessment strategies that are relevant to their program.

Q: Will colleges be held accountable at the university level for their mentoring programs and if so, how?
Colleges will be asked to report on their mentoring programs to the Office of the Provost. Other ways in which the University can help track the existence and quality of mentoring programs in all colleges are currently under discussion.

Q: How can colleges ensure that mentoring policies, expectations and roles are clearly communicated to all faculty members?
Multiple communication strategies should be used on an ongoing basis and should emanate from the dean, chairs, directors, and mentors. In addition, each college has a college-appointed Faculty Excellence Advocate (FEA). One of the FEA's roles is to communicate with administration and faculty on a regular basis and serve as a conduit and resource for information related to ADAPP-ADVANCE goals. FEAs and their contact information should be clearly identified. They will be proactively engaged in working with units and faculty. The college policy/program should be clearly stated in the college handbook. Regularly scheduled meetings, faculty orientation, special events, newsletters, television monitors, annual reports, and news publications are all good venues for disseminating information.

Q: What resources exist to assist colleges/units in developing formal mentoring programs?

Mentoring workshops have already been presented, and will continue to be offered. An online Faculty Mentor Resource Center has been launched where tools can be found to help colleges as they establish programs and mentors/mentees as they build relationships. Many more resources will be added to the site, including a Mentor Toolkit, so please check it regularly for updates (http://www.adapp-advance. msu.edu/faculty-mentoring-resource-center). College-appointed Faculty Excellence Advocates (FEA) are available to answer questions and assist colleges and faculty. The ADAPP grant team can provide consultations. The Office of Faculty and Organizational Development also provides consulting and has comprehensive resources to support mentoring (http://fod.msu.edu and http://fod.msu.edu/Leadership Resources/mentoring/index.asp).

1.3 Mentor Models [a]

The following briefly addresses common questions on formal mentoring, describes existing mentor models, and provides suggestions for choosing a model to use.

Q: What is formal mentoring?

Formal mentoring is when one or more mentors are intentionally assigned to a mentee and assume responsibility for facilitating the professional development of the mentee through activities such as providing information, advice, encouragement, and connections to other mentors, colleagues and professional networks. It is voluntary and can lead to a two-way, mutually beneficial relationship. No one mentor can fulfill all of a mentee's needs. Mentees have a responsibility to maximize, build on and supplement the mentor/mentee relationship with other mentors and career development activities. Check the ADAPP-ADVANCE website for handouts on typical mentor roles and behaviors, and negotiating mutual expectations.

Q: Isn't having a robust informal mentor network sufficient?

Informal mentoring is critically important to career satisfaction and success. Formal mentoring is not meant to replace informal mentoring but to supplement and strengthen it. Evidence clearly indicates that formal mentoring makes a positive difference in achieving career success. It differs from informal mentoring in several important ways: it is intentional; participants are held accountable; it is based on best practices to promote a high-quality, productive relationship; and it is available to all faculty so that bias and unequal access, whether intended or unintended, is minimized.

Q: What is the best model of mentoring to use?

The traditional model is the mentor/mentee dyad with the mentor being either from within or outside the unit. However, current wisdom suggests that it is much more productive to have multiple mentors. Even if there is one primary formal mentor, mentors and mentees are both encouraged to build on and supplement this relationship with other mentors and career development activities. The model chosen depends on the needs and resources of the individual faculty member, unit and college. The first step is to conduct an assessment of existing needs, resources, and challenges at the unit or mentor/mentee level. The ADAPP-ADVANCE team and the Office of Faculty & Organizational Development (F&OD) can provide guidance and tools on how to go through this process. In addition, each college has a college-appointed Faculty Excellence Advocate (FEA). The FEAs are available as a resource for information related to the ADAPP-ADVANCE goals including mentoring.

EXAMPLES OF FORMAL MENTOR MODELS [1] [2]

A mentor model should be chosen or developed that meets the needs of a specific unit or individual. The list below includes traditional approaches as well as models developed by other institutions that pulled strategies from multiple sources to create a model appropriate to their needs and context. Some models use different terms such as protégée versus mentee and may distinguish mentoring from specific roles such as advising. However, all of these models share the goal of facilitating the professional development of mentees.

Intentional Informal Mentoring

Intentional informal mentoring involves overtly recognizing and supporting ways in which colleagues within a unit or professional network can serve as unassigned mentors [individually or collectively] and facilitate personal and professional development of its members. It recognizes that mentors are important and play different, critical roles at different times including that of communicator, advisor, coach, broker, advocate, and often a combination of each of these.

Mentor/Mentee Dyad

The traditional mentor/mentee dyad mentoring model is a top-down model that involves assigning a single senior faculty member to mentor an early career faculty member. The mentor may be from within or outside the unit. If the mentor is from within, serious attention should be paid to the issue of confidentiality and potential for conflict of interest. Ideally, mentors would not serve on a mentee's review committee. If it is unavoidable, the mentee should be clearly informed of the mentor's dual role. The extent to which the mentor will be reporting to the committee should be explicitly stated at the first meeting. This will guide the nature of the mentor/mentee relationship. As multiple mentors are now recommended, both mentors and mentees should proactively promote supplementing the dyad with additional career development activities and by establishing a "mentor network" of other mentors [formal and informal] and drawing upon the different strengths of each.

One-to-One Mentoring

This one-to-one model differs slightly from the one-on-one mentor/mentee dyad. It links new tenure system faculty with tenured faculty mentors from within the same division/area but outside the mentee's department. This approach of cross departmental matches was developed specifically to avoid potential conflicts of interest and allows early career faculty to speak more candidly with advisors who are not directly involved in their tenure review process. For more information, visit http://www.brown.edu/Administration/Provost/Advance/mentoring_guide.pdf.

Multiple Mentors [3]

If possible, it is recommended that a mentee have multiple formal mentors for different roles, with at least one that doesn't serve on the review committee. One mentor may be external to the department, college, even university and would therefore not have a conflict of interest. One may be assigned to help advance teaching skills, another for research skills. Mentees should build upon their formal mentor(s), establish a "mentoring network" and draw upon the different strengths of each.

Mentoring Networks [4]

The concept of mentoring networks is similar to multiple mentors but implies that consideration is given to strategically establishing a diverse network of mentors (formal and informal) who may be drawn from many places (internal and external) and who serve in different roles so that multiple needs are met. It is sometimes referred to as a "constellation of mentors."

Mutual Mentoring [5]

The mutual mentoring model is distinct in that it encourages the development of a broader, more flexible network of support to meet the needs of early- and mid-career faculty. It is based on the belief that all members of the academic community have something to teach and learn from each other. Faculty are encouraged to build a network of support consisting of a variety of mentoring "partners" including peers, near-peers, tenured faculty, chairs, administrators, external mentors, librarians, writing coaches and so forth. It is faculty driven with each faculty member mapping out their own individual plan that accommodates personal needs and preferences for types of contacts [one-on-one, small group, team or several types to meet different needs]. The faculty member is the primary agent of his/her own career development. Mentor networks are supplemented by campus wide programs and workshops, networking events, and micro and team grants. Examples of different types of networks that faculty members have developed as well as guidelines, to-do lists, and other resources are available at http://www.umass.edu/ctfd/mentoring/downloads/Mutual%20Mentoring%20Guide%20Final%2011_20.pdf.

Career Advising [6]

The term "career advising" is used instead of mentoring to avoid confusion with the mentoring model used in graduate school that typically involves a one-on-one advisor/advisee relationship. However, the goals and strategies are consistent with the concept of faculty mentoring. Career advising focuses on facilitating career success: obtaining tenure and career advancement and promotion through achievements in scholarship, external funding, teaching, and/or service. It rests on the premise that no one advisor can meet all of a faculty member's needs and advising can take many different forms and involve many kinds of interactions and relationships including with peers. It should be geared to the developmental needs of the individual faculty member.

Peer Mentoring [7]

Peer mentoring is generally done across departments, units and disciplines. The value of this strategy includes building relationships among diverse faculty members, creating opportunities for collaboration on research projects, and developing camaraderie among members that might not otherwise exist. It can be done one-on-one between experienced and new faculty, within groups, or through electronic communication. The following link is to a student peer mentoring program but the structure and strategies are equally relevant to faculty: http://www.csun.edu/eop/htdocs/ peermentoring.pdf. Another resource is at http://www.ubc.ca/okanagan/ctl/support/peermentoring.html.

Virtual Mentoring or E-Mentoring

Virtual mentoring relationships are developed and/or maintained through online media. Such relationships may be developed in person and then maintained through email as in the case of meeting a national expert at a conference who agrees to provide continued advising via email. Others may begin with email or Facebook exchanges that eventually lead to meeting in person. The mentoring may exist entirely through electronic communication. Advantages to e-mentoring include the possibility of connecting with nationally and internationally recognized experts, senior faculty, and peers. It multiplies the number and diversity of mentors available to the mentee. A major online service for locating mentors and developing one-on-one guided mentoring relationships is the MentorNet (http://mentornet.net), a free, membership network for women in Engineering and Science that matches students, post-docs, and early-career researchers across universities and within industry. Another e-network to consider is Peer Resources - http://www.peer.ca/peer.html.

It is a fee-based membership network but if joining is not an option, significant information is still available to non-members from their home page. Tele-Mentoring over the Net is an e-network that is sponsored by the International Education and Resource Network (http://www.iearn.org/circles/mentors.html). Although this site is aimed at students, teachers, and pre-service teachers in K-12 schools, many links and examples of tele-mentoring projects have applications in higher education. The Society for the Teaching of Psychology Mentoring Service (http://teachpsych.org/otrp/mentoring/index.php) is an e-mentorship site with names, schools, telephone numbers, and email addresses of several dozen psychology faculty willing to communicate with colleagues over topics, methods, issues, and specific courses in Psychology.

Create Your Own Model and Call It What You Want

Consider the different strategies used in existing models. Pull out those that are most relevant to a specific unit or individual. Create a hybrid model that is a good fit with identified needs, challenges, and available resources. Pilot it and evaluate its impact on agreed upon measures of productivity and satisfaction.

Peer Resources: A Comprehensive List of Mentoring Programs

The following link provides a list of thousands of mentoring programs with brief descriptions of the models (http://www.mentors.ca/mentorprograms.html). Scanning the list can provide an understanding of the range of mentor models that exist and ideas for models that may be a good fit with a unit's needs. The list is available to non-members and is continually updated. Specific contact information is available only to members but may be found through internet research. The listings are organized by setting and can be searched by geographic location or key words. There is a college/university section but programs in other categories may be useful as well.

[a] Luz, C.C. (2011). Mentor Models. East Lansing, MI: Michigan State University. Retrieved from www.adapp-advance.msu.edu. Reproduced with permission of the author.

1.4 Confidentiality in Mentoring Relationships [b]

No matter what mentor model is used, it is critically important to establish how issues of confidentiality will be handled. All faculty members need to work in an environment in which they can feel safe and able to address concerns without fear of retribution. A breach of confidentiality, or misunderstandings about confidentiality, can be harmful to the mentor-mentee relationship and potentially to the faculty member's career. Below are strategies [8] [9] for minimizing conflict of interest and protecting confidentiality that should be considered at the outset of the relationship.

Clarify Confidentiality [10] - Clarify how each party defines confidentiality. Do not assume all communications are private and confidential. Be clear with each other about what is to be held in confidence. Be realistic - total confidentiality may not always be possible, such as when the mentor also serves on the mentee's review panel. Questions to facilitate this discussion include:

- What topics or issues are most in need of protection?
- Are there individuals with whom information may or may not be shared, including spouses/partners, with or without names? Both parties should disclose if a partner is a faculty member at MSU and in which department.
- In what situations might the mentor or mentee need to disclose information, what information and to whom?

Identify Conflicts of Interest – Conflicts of interest should be openly discussed. Ideally, mentors would not serve on a mentee's review committee. However, in cases where this is unavoidable, the mentee should be clearly informed of the mentor's dual role. The extent to which the mentor will be reporting to the committee should be discussed and clarified at the first mentor/mentee meeting.

Utilize Multiple Mentors – If possible, it is recommended that a mentee have multiple formal mentors for different roles, with at least one that doesn't serve on the review committee. Many mentoring models now exist in addition to a traditional single mentor/mentee dyad. One mentor may be external to the department, college, even university and would therefore not have a conflict of interest. One may be assigned to help advance teaching skills, another for research skills. Mentees should establish a "mentoring network" and draw upon the different strengths of each mentor.

Create a Written Agreement - Address confidentiality within a written mentor/mentee agreement. It may be as simple as stating, in writing, what sensitive issues are off-limits for discussion or those which will be held in confidence. Both parties should stay true to whatever agreement is made, written or not. Over time, this will build trust. Agreements may need to be revisited periodically.

Have a No-Fault Exit Plan [11] - If the match is not working or worthwhile, for whatever reason, neither party should feel pressure to maintain the match. Discuss the situation as openly as possible, including being clear about reasons for requesting a change. Both parties can then agree to a "no-fault conclusion," without penalty. The chair should be notified and requests made for a new match.

[b] Jimenez, T.R., & Luz, C.C. (2011). Confidentiality In mentoring relationships. East Lansing, MI: Michigan State University. Retrieved from adapp-advance.msu.edu. Reproduced with permission from the authors.

RESOURCES FOR UNIT ADMINISTRATORS

2.1 Best Mentoring Program Practices for College/Unit Leaders [c]

The "best" formal mentoring program is one that is designed to meet the needs of an individual college or unit [12]. Different models exist and deciding which model is best requires aligning the unit's particular needs, goals and available resources [13] [14]. However, there is general agreement in the literature that successful formal mentoring programs share the following key attributes:

- Top-level sponsorship.
- College expectations for mentoring and leadership are clearly reflected in the college's strategic plan, allocation of resources, and communications.
- College-level person is appointed to oversee and facilitate mentor related programming.
- College-level support is available in the form of centralized services for efficiency, e.g. arrange orientations, organize workshops that all units can utilize, locate mentors.
- Chair/director support and leadership for mentoring is clearly reflected in the unit-level strategic plan, budget, resources, communications, and time allowed for participation.
- Unit-level person is appointed to oversee and champion program as part of job description.
- Formal programs are designed by each college/unit based on their individual needs, strengths and constraints, and that comply with the university mentor policy.
- Expectations for annual review and promotion are clearly stated and match disciplinary norms.
- Mentoring program policies, goals, and expectations that clarify role of mentors/mentees are clearly identified and communicated.

Examples:
- *Role of mentor in reappointment, promotion and tenure* (can affect trust; need for "safe" place)
- *Duration of match* (e.g., one year, renewable, opportunity for reassignment)
- *Expectation for meetings* (mentoring won't happen if people aren't meeting)
- *Confidentiality*

- Clear and effective process for identifying and matching mentors and mentees exists.
- Program addresses diversity with an inclusive process vs. singling out groups by identity.
- Orientation/training is provided for mentors/mentees to clarify program goals, expectations and policies, review best practices, and provide tips and resources.
- Recognition is given to active participants, both mentors and mentees (recognition for mentors is included in annual review, e.g. service to the department; awards, special events and other forms of recognition are given regularly).
- An evaluation plan, consisting of both formative and summative strategies, exists to regularly assess attainment of goals, effectiveness of processes, and measurable outcomes.

[C] Luz, C.C., & DeZure, D. (2011). Best mentoring program practices. East Lansing, MI: Michigan State University. Retrieved from www.adapp-advance.msu.edu. Reproduced with permission from the authors.
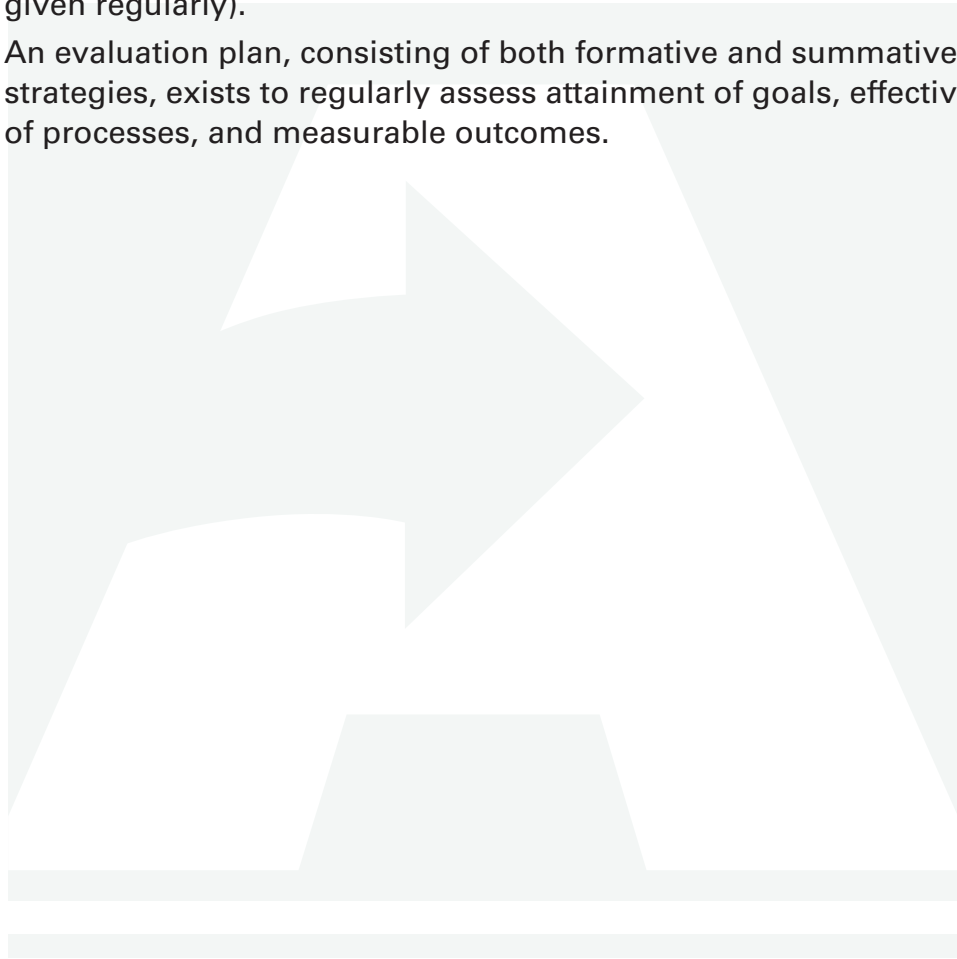
2.2 Other Tips and Best Practice Documents

TWELVE TIPS FOR DEVELOPING EFFECTIVE MENTORS
Ramani, S., Gruppen, L. & Kachur, E. K. (2006). Twelve tips for developing effective mentors. *Medical Teacher*, 28(5), 404-408.
doi: 10.1080/01421590600825326.

MENTORING NEW FACULTY: ADVICE TO DEPARTMENT CHAIRS
Olmstead, M. (1993). Mentoring new faculty: Advice to department chairs. *Committee on the Status of Women in Physics Gazette*, 13(1), August. College Park, Maryland: The American Physical Society. Retrieved from http://www.aps.org/programs/women/reports/gazette/upload/summer93.pdf.

TOP 10 LIST FOR MENTORING JUNIOR FACULTY
Croson, R. (2003). Top ten (easy) things to do to mentor junior faculty. In The American Economic Association's Committee on the Status of Women in the Economics Profession (Eds.), *Newsletter of the Committee on the Status of Women in the Economics Profession*, Winter 2003. Retrieved from http://www.aeaweb.org/committees/ cswep/newsletters/CSWEP_nsltr_winter2003.pdf.

2.3 Checklist: Developing a Faculty Mentoring Program [15] [d]

PHASE 1: UNIT ASSESSMENT
The most effective mentoring programs are grounded in the needs of the unit and can be supported by available resources. Therefore, it is critical to conduct a systematic needs/resources assessment versus making decisions based on limited perspectives and assumptions. An assessment uncovers what is most important to faculty members, current resources to address mentoring needs, and gaps in resources. Assessments can be conducted in multiple ways such as interviews, public forums, online/hard-copy surveys, review of archival records/data, and observations. Check "How to carry out a needs assessment survey". Use the following checklist to guide the whole process. It will help assure your program is aligned with University policy.

❏ **First Things First: A Planning Meeting**
The first step is having a mentoring program planning meeting with major stakeholders who have an interest in, can inform and make decisions about a mentoring program (e.g. FAC chair, administrators, faculty representing different career stages). Appoint someone to oversee the design/planning phase.

❏ **Assess Existing Programming and Alignment with University Mentor Policy**

Does a unit mentoring program exist? *If yes*, use the following checklist to determine if it addresses all principles in the university mentor policy. *If no*, use the checklist for planning purposes. What processes already exist that can serve as a program foundation?

___ At minimum, every pre-tenure faculty member has access to a formal mentor.

___ Mentoring needs at different career stages are taken into consideration.

___ Faculty members with joint appointments are ensured one plan, coordinated between units, led by primary unit.

___ Potentially different challenges faced by diverse faculty including women, persons of color and other facets of identity are addressed.

___ Policies/procedures are in place to minimize conflicts of interest and protect confidentiality.

___ Faculty members can choose whether or not to have a mentor.

___ Mentoring policies, expectations and roles are clearly communicated to all faculty.

___ Formal mentoring is considered in the annual review of mentors.

___ A plan exists to evaluate the mentoring program on an ongoing basis.

___ Long-term evaluation plans exist, to track outcomes (e.g., every year internally and every 5th year minimum at the college and university-level).

❏ **Collect Additional Data**

___ Assess the mentoring needs of faculty members and resources in the unit using interviews, focus groups, surveys, and observation. What do people want and need?

___ Determine what resources exist that can support a mentoring program.

___ Learn about the range of mentoring models - See Mentor Models handout.

❏ **Create a Timeline for Program Development Planning**

___ Take into account planning meetings, needs assessment, data collection/analyses, implementation, and evaluation.

___ Program plan accounts for time to gain the buy-in of faculty.

___ Consider summer schedules.

PHASE 2: Designing Your Program

The following are examples of key program elements and decisions you might make for each element.

❏   **Determine Program Goals (both unit- and mentor/mentee-level)**

Examples:
___   To provide support for new faculty
___   Clarify expectations for promotion and tenure
___   Increase retention
___   Increase productivity (e.g., number of publications, grants submitted/funded, etc.)
___   Tenure for early career faculty
___   Sustain vitality and productivity of senior faculty
___   Build community, collegiality, positive climate
___   Promote acculturation to values and needs of the department, college and institution
___   Assist faculty in balancing teaching, research, service, department politics
___   Provide a "safe" venue in which to discuss concerns

❏   **Determine Specific Measurable Outcomes for Each Program Goal**

Examples:
___   All tenure track faculty will obtain tenure
___   Unit publications will double
___   Mentee satisfaction surveys will be completed by all mentees
___   Mentoring is provided by senior faculty from different departments

❏   **Determine Desired Program Design Elements that Meet Needs and Goals** [16]
___   For whom (e.g., pre-tenure only, all faculty, mid-career faculty, etc.)
___   By whom (e.g., internal or external mentors)
___   Mentor criteria
      (e.g., expertise in research and/or teaching, grant funded, etc.)
___   Opt in/out policy
      (e.g., written, clear, form used for faculty to opt out)
___   Selection/assignment process
      (e.g., by chair, mentor coordinator, mentor, committee)
___   Mentor model (See Section 1.3)
      (e.g., mentor/mentee dyad, committee
___   Role of mentor in review process
      (e.g., should mentors be tenure champions?
      Should they recuse themselves from tenure decisions
      about their mentee?)

___ Confidentiality guidelines (See Section 1.4)
___ Duration of relationships (e.g., one year, until tenure is earned, etc.)
___ Termination policies
___ Training/orientation
(e.g., for mentors/mentees, initial/ongoing)
___ Rewards/recognition (See Section 2.5)
___ Evaluation plans
(e.g., needs assessment, ongoing monitoring to determine
if mentoring is taking place [performance measures],
and outcome measures
___ Overview/oversight plan

❏ **Determine Budget and Resources**
___ Program Coordinator
___ Clerical support
___ Honoraria for Mentors
___ Other incentives/rewards
___ Training materials
___ Food and events
___ Guest speakers
___ Supplies/copying
___ External Evaluator

❏ **Determine Evaluation Plan and Protocols**
Evaluation is meant to help measure success at both formative and summative stages. Formative evaluation assists in creating the best possible program by assessing components of structure and process throughout the life of the program for continuous quality improvement. Summative evaluation assesses the impact of the program on desired goals. Below are some basic steps to guide evaluation planning and delivery.

___ Identify WHY you would be most interested in evaluating your program. WHY is it important for you to know whether your mentoring program works or not? For example:

- We need to do a better job of retaining women faculty.

- We need faculty to be more successful at obtaining funding.

- We want faculty to be satisfied with their job in this unit/department.

___ Use your program goals and objectives to guide your evaluation. [17]

___ Identify measurable indicators of change for each program objective. How will you know whether your program is working? What are indications of program success? (See Section 2.6)

Examples:

- If *short-term* goals are focused on mentee satisfaction, then mentee level of satisfaction with the program would be an indicator of success and would need to be tracked.

- If a *long-term* goal is to have every new faculty member obtain tenure status in the next 5 years, then an indicator would be overall success rates. A short-term goal of progress toward tenure could be measured by identifying benchmarks that need to be completed within an agreed upon timeframe. These indicators could be assessed each year through the annual review process.

___ Collect data on each indicator. It may be that needed data are already being collected such as in annual review letters and committee meeting minutes. Using existing records will reduce workload and increase the chances of evaluation becoming embedded in standard practice. Otherwise, ways in which to collect data will need to be determined. For example, if you determine that the length of the mentor/mentee relationship indicates program success, then track pairs, the length of time they work together, and reasons for ending the relationship. If mentee satisfaction indicates success then conduct mentor satisfaction surveys regularly. Anonymous, open-ended surveys may be most informative. Data can also be collected through focus groups, interviews, reports, etc.

___ Use results to adjust the program as necessary to meet goals. Findings of data analyses will help identify strengths and weaknesses and where to target improvements. For example, if mentee satisfaction surveys indicate that mentees feel they can't switch mentors without negative personal or professional consequences, consider establishing a process by which "no fault" changes can be made. For more immediate feedback, consider a confidential, anonymous way for faculty to provide feedback (e.g., a suggestion box, feedback to FEAs).

For more ideas about how to use results to adjust programs to meet goals, see:

Patton, M.Q. (2012). Essentials of utilization-focused evaluation. Thousand Oaks, CA: Sage Publications.

PHASE 3: Program Implementation

The following is a general framework for implementation and evaluation:

❏ Inform administrators and faculty about the program

❏ Identify mentors

❏ Train mentors

❏ Invite mentees to participate

❏ Provide orientation program for mentors and mentees

❏ Provide venues for mentor-mentee relationships to develop

❏ Provide ongoing support and communication with mentors and mentees

❏ Provide events for mentors and mentees based on the program model

❏ Evaluate and report outcomes to key constituencies

❏ Modify model as appropriate

PHASE 4: Evaluation

Evaluation is important because it helps you understand whether your mentoring program is working. Good practice involves continuous formative and summative evaluation. Follow the evaluation plan that was established during the program planning phase (Phase 2). The Michigan State University Faculty Mentoring Policy requires that colleges assess the effectiveness of their mentoring programs on a cycle not to exceed five years.

[d] Jimenez, T.R., & Luz, C.C. (2011). Developing faculty mentoring program checklist. East Lansing, MI: Michigan State University. Reproduced with permission of the authors.

2.4 Examples Of College Level Expectations, Policies and Programs at Michigan State University

LYMAN BRIGGS COLLEGE [18]

Lyman Briggs College (LBC) views mentoring as an important aid to the professional development of faculty. The College sponsors a formal mentoring program to (a) ensure that all tenure-stream faculty below the rank of full professor have mentors, (b) help communicate expectations about progress and evaluations to faculty, (c) strengthen the evaluation process by having senior faculty stay informed about the accomplishments of junior colleagues, and (d) support mentoring as a value of the College.

At the same time, because a formal mentoring program linked to the evaluation process cannot meet the full range of mentoring needs, LBC also strongly encourages faculty to avail themselves of informal, peer, and external mentors; distinctions among these categories are briefly indicated below.

Formal Mentors
- Are assigned within the LBC mentoring program.
- Are more senior members of LBC or the joint appointment unit of the faculty member.
- Help communicate college (and joint appointment unit) expectations to mentees.
- Provide guidance about ways for the mentee to advance his/her career objectives.
- Help the mentee with "networking," e.g., through introductions to other colleagues.
- Participate in the evaluation of mentees. Because LBC is highly interdisciplinary, it is important that each assistant or associate professor have colleagues from both the HPS1 and STEM1 sides of the College who are deeply familiar with their work.

Informal Mentors
- Are colleagues of any rank or discipline to whom a faculty member might regularly turn for advice on matters related to teaching, scholarship, or service.
- May provide guidance on one topic or many.
- May help with networking and integration into the unit and university.
- A faculty member may have multiple informal mentors for multiple topics.

Peer Mentors
- Informal mentors who are close in rank to the faculty member and may therefore have recently gone through similar career stages.
- Often a source of general guidance about unit culture and processes.

External Mentors
- Colleagues who are not appointed either in LBC or the faculty member's joint appointment unit. May be appointed elsewhere within MSU or at another university or institution entirely.
- Often a senior scholar in the faculty member's discipline(s) who can offer advice about disciplinary norms and engagement with the broader professional community.
- By mutual (and explicit) agreement with the mentee, can potentially serve as a "safe" mentor, someone with whom a mentee can share concerns or issues.

Formal Mentoring Committees in Lyman Briggs College

Membership

Each tenure-stream faculty member hired after 2003 is assigned a mentoring committee with at least three members; they continue to have a mentoring committee until attaining the rank of full professor. The initial assignment is made by the Dean, in consultation with the faculty of the Briggs Advisory Council. Assignments are reviewed at the mentee's annual evaluation meeting with the Dean and the mentoring committee membership may be readily changed or augmented to meet the evolving needs of the mentee.

Each mentoring committee includes two tenure-stream faculty from LBC, at least one from the HPS disciplines and one from the STEM disciplines. For faculty with joint appointments, there will also be at least one member from the joint-appointment department, chosen in consultation with the department chair. The members of the mentoring committee should be of higher academic rank than the mentee whenever possible.

Charge

Members of the mentoring committee actively offer the mentee professional advice on teaching, scholarship, engagement, and other faculty duties. The classroom of the mentee should be visited two to three times each academic year by members of the committee (not necessarily the entire committee on each visit) and the mentee should receive specific, constructive feedback based on the visits. The committee as a whole should meet formally with the mentee once each term; the person responsible for arranging the formal meetings with an HPS (STEM) mentee is their LBC-HPS (LBC-STEM) mentor. Frequent informal meetings between committee members and mentees are also encouraged. On first meeting, the mentoring committee and the mentee should agree on mutual expectations for the mentoring relationship. These expectations should be periodically revisited and updated. Examples of topics the mentoring committee might address, as needed, include:

- Resources available to help with teaching *(e.g., pedagogical technology or methods being used in LBC, Lilly Seminars and Fellowships, Spring Institute on Teaching and Learning, Office of Faculty & Organizational Development).*

- Resources related to scholarship *(e.g., professorial assistants, internal MSU grants, external granting agencies, proposal-preparation services, LBC and ISP travel grants).*

- Opportunities for engagement and leadership within LBC and MSU or in the discipline.

- Introductions to colleagues with similar interests in LBC, in the joint appointment department or elsewhere.

- Campus networks for personal support such as issues regarding gender, race, sexual orientation and ethnicity.

- General expectations for teaching, scholarship and engagement within LBC and MSU.

Role in Evaluation

The formal mentoring committee is explicitly linked to the annual and Reappointment, Promotion, and Tenure (RP&T) processes of LBC. Members of the mentee's annual two-member LBC evaluation committee (called the 2PC) are usually drawn from the mentoring committee to provide continuity over time. Members of the mentee's LBC faculty R/P/T committee are usually drawn from the mentoring committee to ensure that the R/P/T committee is familiar with the candidate's work and progress.

COLLEGE OF HUMAN MEDICINE [19]

The College of Human Medicine began a Faculty Mentoring Program in Fall 2005, based upon a recommendation from the Faculty Excellence Task Force. The overall goal of this program is to supplement existing departmental mentoring activities and to assist junior faculty in achieving the award of tenure. Six senior faculty members have been selected and trained as mentors. They meet with junior faculty on a periodic basis to: review academic progress to date, establish future academic goals, and provide assistance in achieving those goals. Once a year, the junior faculty receive written feedback from the CHM Mentors on their progress toward achieving tenure. Mentors and protégés meet periodically during the academic year, and at least twice a year, the entire group of CHM Mentors and Protégés meet to participate in professional development seminars. This program is available to all tenure system faculty.

In 2009 and 2010 the mentoring program provided the following faculty development opportunities:

- Preparing Your Curriculum Vitae and Academic Portfolio
  With William Anderson and Brian Mavis from the Office
  of Medical Education Research and Development.

- Career Planning and Development
  With Stephen Bogdewic, Executive Associate Dean for Faculty Affairs
  and Professional Development at Indiana University School of Medicine,
  June 2009.

- Expectations and Strategies for Achieving Tenure at MSU
  With panelist, Terry Curry, Associate Provost and Vice President
  for Academic Human Resources, Marsha Rappley, CHM Dean,
  David Weismantel, CHM RPT Chair, William Spielman,
  Chair of Physiology, November 2009.

- Write Winning Grants
  With David C. Morrison, Grant Writer's Seminars & Workshops LLC,
  January 2010.

- Work Life Balance
  With Ellen Kossek, University Distinguished Professor,
  Human Resources and Labor Relations, May 2010.

COLLEGE OF ENGINEERING [20]

The College of Engineering believes that effective mentoring is important to the professional development and advancement of new faculty members. Traditionally, departmental chairpersons have provided mentoring through articulation of expectations and performance reviews. However, other responsibilities inherent in the faculty chairperson relationship may interfere with the open and frequent communication needed for effective mentoring.

The College of Engineering therefore recommends that each department develop a formal process by which new tenure-track faculty will be mentored by one or more senior faculty members, other than the chairperson. The mentor(s) should provide independent advice, active support, and timely information across all areas of professional activity - research, teaching, and service.

The College of Engineering recommends that each department explicitly document its mentoring program, indicating how mentors will be assigned and what their responsibilities will be. A mentor should be familiar with both the new faculty member's professional sphere and the performance standards likely to yield favorable action from evaluation committees. Mentors are expected to commit at least two years to the effort, which should be reported annually as a service activity and appropriately recognized by the department and college. Formal assignment of a mentor to a faculty member should not discourage other faculty members from also offering professional advice. However, all mentoring discussions should be considered privileged.

Conversation regarding suitable mentors should begin at the time of hire, and the mentoring process should begin soon thereafter. While mentoring activities are expected to vary, mentors should be available to meet frequently with the candidate and assist in the following ways:

- Serve as a collegial confidant and, upon request, as a liaison to administrators.
- Clarify department and college expectations for promotion and tenure, and discuss strategies for success in evaluation processes.
- Encourage submission of proposals and papers, and help critique drafts.
- Advise on development of new research collaborations.
- Advise on recruitment and retention of graduate students.
- Assist with procedural details of laboratory and infrastructure development.
- Offer suggestions on course preparation, classroom delivery, examinations, TAs, and grading.
- Help identify appropriate service activities and other professional opportunities.
- Provide periodic, off-the-record reviews of professional progress.
- Advise on optimal time allocation across research, teaching, and service missions.

2.5 Incentives and Recognition [21]

Incentives, both formal and informal, recognize faculty contributions and excellence and build morale, motivation, and a positive work environment. The University Mentor Policy specifies that, at minimum, mentoring excellence will be considered in the annual review of faculty. There are a number of ways to recognize faculty. The following is a list of possible rewards that can be given formally or informally; one time or regularly; planned or spontaneously. Be consistently clear that good mentoring efforts are valued. Most of these rewards require little or no funding.

Why are incentives and recognition important?

When done correctly, they can result in:
- Improved performance and productivity

- Improved morale and motivation

- Increased sense of self-respect and confidence

- Increased retention

- Enhanced relationships

- Open channels of communication

- Reinforcement of university/unit values, policies and culture

- Mutual commitment

Incentive Principles
- *If-Then:* If a performance meets or exceeds expectations, then reward it.

- *ASAP:* Give the reward as soon as possible after the performance has occurred.

- *Tradition and Variety:* Although there is value in tradition and receiving a time-honored reward shared by prior luminaries, there are times when change should be considered. Changing the reward may help maintain its effect.

- *Spontaneity:* Unexpected rewards convey that good work is continuously noticed and valued.

Keys to Selecting the Right Reward
- Find out what faculty members will find rewarding.

- *Watch* - Pay attention to how faculty members spend free time or what their hobbies are.

- *Listen* - By listening, you learn about faculty members interests or work place concerns.

- *Ask* - If you're unsure, ask.

Ideas for Incentives and Recognition

- Praise, "thank you" in person and/or in front of others
- Email thank you
- Letter of appreciation with copies to the faculty member's file and top administrators
- Publicity - mention in newsletter
- Electronic message boards recognizing accomplishments
- "Behind the scenes" Award - for those not normally in the lime light
- Recognize anniversary of start-date or other milestones
- Opportunity for advanced training/attendance at seminars or conferences
- More frequent assignment of responsibilities the faculty member enjoys
- Reassign work that faculty member does not enjoy
- Release time from teaching or some other responsibility
- More autonomy to determine how a project is completed
- Additional staff for project development
- Upgrade of computer
- Certificate of accomplishment
- A plaque at awards banquet
- A medal to be worn with formal academic robes
- March first at graduation

2.6 Evaluation Resources For Mentoring Programs

EVALUATION INSTRUMENTS FOR MENTOR/MENTEE RELATIONSHIP
Berk, A. R., Berg, J. , Mortimer, R., Walton-Moss, B. & Yeo, T. P. (2005). Measuring the effectiveness of faculty mentoring relationships, Academic Medicine, 80(1), 66-71. Retrieved from
http://medicine.utah.edu/wim/images /Berk%20MentorEffectiveness05.pdf.

This article introduces (and provides samples of) both the "Mentorship Profile Questionnaire" and the "Mentorship Effectiveness Scale," both developed by John Hopkins University, School of Nursing, Ad Hoc Faculty Mentoring Committee.

EVALUATION RECOMMENDATIONS FOR MENTORING PROGRAMS
Croughan, M. (2008). Program evaluation recommendations for University of Pennsylvania's mentoring programs (August 28, 2011), Retrieved from:
http://www.upenn.edu/provost/images/uploads/Croughan.pdf.

This is an evaluation report presented to the University of Pennsylvania about its faculty mentoring program. Includes: recommended components of program evaluation AND evaluation strategies to assess process and outcomes.

RESOURCES FOR MENTORS AND MENTEES

3.1 Best Practices For Mentors And Mentees In Academic Settings [e]

The "best" faculty mentoring happens when mentors and mentees are prepared and strong **relationships** develop [22]. Although there are many formal mentoring models, they all share the goal of facilitating the professional development of mentees. Although there are many purposes for mentoring [23], there is general agreement in the literature that the following practices contribute to successful mentoring.

Identify your strengths, weaknesses, and biases

Mentors and mentees experience mentoring relationships through their own personal lenses which include facets of identity such as disability, race, gender, class and sexual orientation; particularly when they are related to marginalization and privilege within a broader society [24]. Before engaging in a mentor/mentee relationship, *identify your strengths, weaknesses, and biases*. Mentors need to be sensitive to the mentee's perspective. Mentees need to be clear about their needs and goals and be active participants in the relationship. Consider the assumptions you have about mentoring, how it should work, and whether or not these assumptions best serve the mentee's needs. Think of mentors you have had - Why were/are they great or troublesome? How can you address your weaknesses/biases and be the best mentor or mentee possible?

Assess and build your communication and listening skills

A major skill that cuts across all mentor relationships is the ability to *communicate and listen*. This is required in order to build trust and a productive relationship. Good communication skills involve the following at minimum:

- The ability to give full attention when communicating.

- Engaging in good listening skills.

- Mentors should give constructive feedback that includes both criticism and praise.

- Mentees should ask for feedback early in the relationship.

- Clarifying mutual expectations for the relationship.
  (e.g., refer to *Tips for Constructive Feedback* - Section 3.11)

- Be complete yet succinct in comments and explanations.

Build productive mentor-mentee relationships [25]

Every mentoring relationship is unique and should be grounded in the mentor's strengths and the mentee's needs. No one mentor can meet all of a mentee's needs. The following steps are therefore recommended:

- Clarify the mentee's expectations for the mentor/mentee relationship and his/her needs related to career development.
- Establish clear, shared expectations for the relationship including time commitment, meeting schedule, and ground rules.
- Discuss confidentiality and the extent to which confidentiality can and will be secured.
- Negotiate and document short-term & long-term goals and outcomes.
- Mentors should refer mentees to colleagues for expertise outside their purview. Recommend and facilitate ways in which to build on the mentor/mentee relationship with other career development resources. This requires knowing what resources exist or how to find out and developing a "mindset" or awareness of opportunities for the mentee. Develop a mentoring plan that includes multiple "mentors". Follow-up regularly to help mentee keep on track.
- Both mentor and mentee should provide feedback and modify the relationship, expectations, and strategies as needed.

For mentors: Assess and address concerns about mentoring

Common mentor concerns include not having enough time for good mentoring; uncertainty about how to be a good mentor; how to work with "difficult" mentees; and lack of compensation or rewards. Many concerns can be addressed through mentor *orientations, workshops and networking*. Opportunities for mentors to meet and exchange challenges and ideas are valuable. The following *time-saver tips* can help make mentoring manageable and therefore less stressful, more productive and more rewarding.

- Set specific goals and timelines with benchmarks/dates.
- Schedule regular time together – even if brief, over coffee, a walk around the building, and during a recreational activity.
- Have agenda items in mind - clear to both in advance
- Use email for news of events, grant opportunities; deadline reminders; sending articles; encouragement and e-mentoring.
- Attend events together - workshops, lectures, and conferences.
- Share the load: refer mentee to other colleagues, peer groups, and networks.

For mentors: Fostering mentee career advancement [26]

Promoting career advancement includes advising the mentee on ways in which to manage and excel at academic job responsibilities such as teaching, research, service, and administrative requirements. This can be achieved through the following activities:

- Advise on tenure and promotion requirements and processes.
- Advise on time allocation for research, teaching and service.
- Advise on committee choices and load.
- Advise on University and College policies and practices.
- Advise on strategies for effective teaching.
- Observe classroom instruction and provide constructive feedback.
- Review draft proposals and manuscripts and encourage submissions.
- Provide targeted expertise on methodology or theory.
- Direct mentee to relevant funding opportunities and appropriate journals.
- Learn about resources and opportunities and communicate these to mentee.

It also involves nurturing the mentee's career through assisting him/her in identifying and choosing career development opportunities and linking to colleagues and professional networks. The following are examples of ways in which to do this:

- Collaborate on research projects, manuscripts, and presentations.
- Advise on key relationships to cultivate and facilitate introductions.
- Invite mentee to present at workshops or conferences.
- Include mentee in organized sessions.
- Advise about key conferences your mentee should consider attending.
- Assist mentee in developing a career trajectory.

For mentees: Fostering own career advancement

- Be proactive in developing your own professional career.
- See the mentor/mentee relationship as an important resource for career development and establishing a life-long colleague.
- Be open to mentor suggestions and actively practice what you learn.
- Recognize that one mentor can't meet all needs. Mentees should take responsibility for identifying gaps and building a network of multiple mentors with needed strengths.
- Provide honest, constructive feedback during evaluation process.

[e] Jimenez, T.R., & Luz, C.C. (2011). Best practices for mentors and mentees in academic settings. East Lansing, MI: Michigan State University. Retrieved from adapp-advance.msu.edu. Reproduced with permission of the authors.

3.2 What Mentors Do [27] [f]

- Make sure regular contacts (preferably face-to-face meetings) are maintained, such as monthly.

- Help relocated mentees make the transition to the area.

- Introduce the mentee to the larger academic community and culture.

- Advise the mentee on how to deal with the pressures and crises of professional life.

- Suggest strategies for effective teaching.

- Propose effective ways of interacting with students and colleagues.

- Read and critique research proposals and papers.

- Advise on submission of papers for publication.

- Encourage submission of papers for presentation at professional conferences.

- Advise on tenure and promotion requirements and processes.

- Advise on time allocation for research, teaching and service.

- Provide advice on University and College policies.

- Refer the mentee to other mentoring resources when needed.

- Let the mentee and Program Coordinator know when a relationship needs to be modified, amplified, diminished or terminated.

- Participate in as many program functions as possible that are relevant.

- Learn what mentees are doing. You needn't become an expert in their area, but you have to be able to give their "elevator pitch" on what they are doing and why. It will allow you to promote them to colleagues, funding agencies, industrial groups, etc.

- Find out what awards the mentee is eligible for and consider if he/she is a legitimate candidate. (If you can't tell, find out.) It's critical not to nominate candidates who aren't ready since you're developing credibility for your entire department. Who can endorse their nominations? Who is on selection committee?

- Read and comment, in detail, on mentee's early proposals; make sure they get copies of successful proposals to the same programs.

- For promotions, prepare their dossier with deep thought and care; know it better than they do when you have to defend it.

- Help them plan, a year or two in advance. Be a guide, not a gatekeeper.

- Protect mentees from harmful interactions.

- Provide challenging assignments.

- Provide sponsorship and exposure.

- Provide honest and constructive feedback.

- Try to be compassionate, caring and mindful that these are tough times for junior faculty members ("You can't learn from tenured arrogance").

- Encourage other mentoring relationships.

3.3 Mentoring Skills Inventory [g]

This inventory can be used to conduct a personal assessment for mentors. The 12 mentoring skills in the following inventory are some core mentoring skills. The purpose of this assessment is to gauge your comfort with each skill and identify what skills you need to improve upon. Rank your comfort level/abilities on a scale of 1 to 5 with 1 being uncomfortable and 5 being very comfortable.

1. **Building and maintaining relationships**
   patience and persistence in developing meaningful relationships
   ❑ **1** ❑ **2** ❑ **3** ❑ **4** ❑ **5**

2. **Communicating**
   open communication, listening effectively, communicating clearly and unambiguously, recognizing nonverbal cues
   ❑ **1** ❑ **2** ❑ **3** ❑ **4** ❑ **5**

3. **Coaching**
   helping an individual learn and refine new skills
   ❑ **1** ❑ **2** ❑ **3** ❑ **4** ❑ **5**

4. **Encouraging**
   cheerleading, confidence building, motivating, inspiring
   ❑ **1** ❑ **2** ❑ **3** ❑ **4** ❑ **5**

5. **Facilitating**
   promoting and enabling self-directed learning
   ❑ **1** ❑ **2** ❑ **3** ❑ **4** ❑ **5**

6. **Goal setting**
   setting specific, realistic, and quantifiable goals
   ❑ **1** ❑ **2** ❑ **3** ❑ **4** ❑ **5**

7. **Guiding**
   help maintain focus and set boundaries
   ❑ **1** ❑ **2** ❑ **3** ❑ **4** ❑ **5**

8. **Brokering relationships**
   making the right contacts and laying the groundwork for protégés connect with other people who can be resources to them
   ❑ **1** ❑ **2** ❑ **3** ❑ **4** ❑ **5**

9. **Managing conflict**
   inviting conversation about differing points of view
   ❑ **1** ❑ **2** ❑ **3** ❑ **4** ❑ **5**

10. **Problem solving**
    providing assistance in the problem-solving process, not solving problems for protégé
    ❑ **1** ❑ **2** ❑ **3** ❑ **4** ❑ **5**

11. **Providing and receiving feedback**
    challenging, providing constructive feedback
    ❑ **1** ❑ **2** ❑ **3** ❑ **4** ❑ **5**

12. **Reflecting**
    ability to step back, evaluate, process and consider the implications for future action
    ❑ **1** ❑ **2** ❑ **3** ❑ **4** ❑ **5**

[g] Clifford, P.S., & Lakoski, J. (2008). Perspective: Top 10 Tips for Mentors. From http://sciencecareers.sciencemag.org/career_magazine/previous_issues/articles/2010_10_08/caredit.a1000098.
Mentoring Skills Inventory reproduced with permission from the authors.

3.4 Stages and Steps of the Mentoring Process

STAGES OF A MENTORING RELATIONSHIP [28]

STAGE	DESCRIPTION
BUILDING RELATIONSHIP	• Mentor and mentee become acquainted and informally clarify their common interests, shared values, and professional goals • Mentoring interaction fosters mutual interest and enthusiasm • Mentor and mentee establish rapport & trust with each other • Mentee understands ways in which mentor will support him/her • Mentor begins to visualize mentee as learning, enjoyable, someone with potential
DEVELOPING COMMON EXPECTATIONS	• Mentor and mentee communicate and agree upon initial expectations and common procedures as a starting point • Goals and expected outcomes of the relationship are developed together
DEVELOPING MENTEE	• Gradually, needs are fulfilled. Objectives are met Professional growth takes place New challenges are presented and achieved • Both parties serve their maximum range of functions in their roles • Expectations are reinforced/modified through discovery of the value of the relationship • Satisfaction and mutual exchange are at their peak • Mutual confidence develops between the mentor and mentee
ENDING FORMAL RELATIONSHIP	• The relationship changes due to personal or organizational shifts • There is a sense of loss, combined with excitement about new directions • Contact frequency decreases • Developmental tasks have changed; the relationship evolves to new form or dissolves • The individuals redefine their relationship as colleagues, peers, and/or friends

MENTOR	MENTEE
Call or email mentee to set up first meeting	**Respond to mentor's request to meet**
Share information about background and professional experiences including previous mentoring experiences, either as a mentor or mentee.	Share information about your background, your needs and values, and your aspirations.
Informally clarify common interests & work values	**Informally clarify common interests and work values**
Help mentee clarify goals. Set up a schedule with your mentee for regular meetings and feedback sessions. Be sure to agree on frequency and times, and stick to them. Compile a list of activities with mentee which meet mutual goals.	Discuss goals to achieve your needs & aspirations. Set goals for yourself, and follow through on them. Don't be afraid to raise your expectations or redefine your goals as part of the ongoing process. With your mentor, decide what steps will need to be taken to achieve your goals.
Remember to both talk and listen	**Remember to both listen and talk**
Brush up on your communication and other skills & always remember to take the mentee seriously. Be sensitive to gender and cross-cultural differences.	Be receptive to feedback and coaching which should be thought of as opportunity for growth. Pay attention to changes in your life that may call for updating your goals and expected outcomes. Be prepared to discuss any concerns regarding cultural insensitivities if they occur.

3.5 Mentoring Needs and Goal Setting Worksheet [30]

Mentor:_____

Mentee: _____

Date of Meeting: _____

Goal: Teaching ¨ Goal met ¨ Making Progress ¨ No Progress

Accomplishments: _____

Obstacles: _____

New goal or strategy to overcome obstacles (if needed): _____

_____

Goal: Clinical Care ¨ Goal met ¨ Making Progress ¨ No Progress

Accomplishments: _____

Obstacles: _____

New goal or strategy to overcome obstacles (if needed): _____

_____

Goal: Research ¨ Goal met ¨ Making Progress ¨ No Progress

Accomplishments: _____

Obstacles: _____

New goal or strategy to overcome obstacles (if needed): _____

_____

Goal: Service ¨ Goal met ¨ Making Progress ¨ No Progress

Accomplishments: _____

Obstacles: _____

New goal or strategy to overcome obstacles (if needed): _____

_____

Goal: Self Development ¨ Goal met ¨ Making Progress ¨ No Progress

Accomplishments: _____

Obstacles: _____

New goal or strategy to overcome obstacles (if needed): _____

_____

Goal: Networking ¨ Goal met ¨ Making Progress ¨ No Progress

Accomplishments: _____

_____

Obstacles: _____

New goal or strategy to overcome obstacles (if needed): _____

_____

Goal: Work/Life Balance ¨ Goal met ¨ Making Progress ¨ No Progress

Accomplishments: _____

_____

Obstacles: _____

New goal or strategy to overcome obstacles (if needed): _____

_____

Goal: Additional Mentors ¨ Goal met ¨ Making Progress ¨ No Progress

Accomplishments: _____

Obstacles: _____

New goal or strategy to overcome obstacles (if needed): _____

_____

3.6 Mentee Needs and Goal Setting Worksheet

Prior to your first meeting, think about what you may want from your mentor. It may be useful to share a summary of your responses to this worksheet with your mentor at your initial meeting [31].

❏ Information about tenure and promotion at the University
❏ Help with career aspirations and goal-setting
❏ Advice about courses of action to address a specific problem
❏ Information about family friendly policies and supports
❏ Someone with whom you can share experiences based
     on identity markers e.g. gender, race, class, sexual orientation
❏ Help with time-management
❏ Perceptions of how you come across
❏ Information about how to advance into academic leadership positions
❏ Help identifying people at the University who can be helpful to you, and
     how to approach them
❏ Help identifying people external to the University who
     can be helpful, and how to approach them
❏ Thinking through or role-playing difficult situations that
     you need to negotiate
❏ Relative importance of teaching, publishing, and service
     for faculty members at the University
❏ Tenure and promotion processes and procedures
❏ Advice about participation in professional organizations and conferences
❏ Formulation of career goals and timelines
❏ Balancing personal interests and family time
❏ Help acquiring or improving skills, such as how to give a talk, how to
     supervise research assistants, managing classroom dynamics, etc.
❏ Other:

Use the following form to record career goals. Be realistic and specific. Set goals in the suggested areas for your first year, and each subsequent year prior to tenure. Then, identify which of your specific career goals your mentor can assist with. Ask your mentor to help identify other people and resources that can facilitate achieving your specific goals. During the first three years in the tenure and promotion process, it may be helpful to review your goals with mentors at least every quarter [32].

Today's Date:	Review Dates (every 3 months):	
AREA/GOALS	**WHO MIGHT PROVIDE ASSISTANCE**	**STATUS OF MY GOAL**
Professional Productivity		
Teaching		
Service		
Leadership		
Other		

3.7 Mentee Needs Assessment for Additional Support [33]

Mentoring includes many types of support. Rarely can one person fulfill them all. Use this form periodically (e.g., once a quarter) to assess where your needs are being met, and what other ways you might gain the additional support you need.

Characteristic	Things I Could Do			
	I'm getting what I need from my mentor or from another source.	I don't have a need for this.	I should ask my mentor for guidance with this.	Other?
Get guidance on conducting research and scholarship				
Get guidance on publications				
Get guidance on tenure and promotion process				
Get guidance on teaching				
Get advice on service				
Get advice and information on university/department policies				
Seek out needed resources				
Get assistance establishing professional relationships within unit/college				
Get assistance in establishing professional relationships external to unit/college				
Get advice on work-life issues				
Establish and maintain regular communication with mentor				
Get advice on department politics				
Get advice on adapting to university/department culture				

3.8 Discussion Starters for Mentors [h]

Instructions: As you begin to think about your role as a mentor, it may assist you to identify topics about which you would be willing to be the primary mentor during the next year and activities that might support that topic. Take the next five minutes to fill out this form then share results with your mentee(s).

Topics I am willing and able to discuss with a Mentee *(Check whatever applies)*

- ❏ Expectations for reappointment, promotion and tenure
- ❏ Early career – Ways to maximize my chances of getting tenure at MSU
- ❏ Issues in classroom teaching: Specify
- ❏ Issues in laboratory instruction: Specify
- ❏ Issues in clinical teaching: Specify
- ❏ Issues in online Instruction and hybrid courses: Specify
- ❏ Issues in teaching one-on-one instruction: Specify
- ❏ Issues in teaching graduate students: Specify
- ❏ Issues in supervising doctoral students: Specify
- ❏ Issues in teaching undergraduate students: Specify
- ❏ Issues in research: Specify
- ❏ Issues in creative endeavor or performance: Specify
- ❏ Issues in leadership: Specify
- ❏ Issues in outreach and engagement: Specify
- ❏ Issues relevant to the discipline or sub-discipline: Specify
- ❏ Supervising teaching assistants: Specify
- ❏ Supervising research assistants: Specify
- ❏ Using your start up package fully and wisely
- ❏ Setting up a lab: Specify
- ❏ Managing a lab: Specify
- ❏ Developing productive collaborations
- ❏ Understanding the university: Specify
- ❏ Understanding the College: Specify
- ❏ Understanding the Department/School: Specify
- ❏ Understanding the program
- ❏ Navigating a joint appointment (Indicate which units are involved):
- ❏ Career planning: Specify
- ❏ Balancing work and life beyond work, including family: Specify
- ❏ Living in the surrounding area: Specify
- ❏ Networking with others: Specify
- ❏ Other:

Activities I am Willing and Able to Pursue with a Mentee

❏ Meet at regular intervals (bi-weekly, monthly, bi-monthly, once a semester)

❏ Review syllabi, assignments, and assessments

❏ Review websites or other uses of instructional technology

❏ Observe me teaching in a classroom, lab, clinical, field or other setting. Specify

❏ Review a grant proposal or request for funding

❏ Review a manuscript for publication

❏ Review a book proposal or book or performance contract

❏ Review a reappointment, promotion or tenure dossier

❏ Provide feedback on a run-through of a conference presentation

❏ Observe mentee at a professional meeting or conference

❏ Collaborate on a project or research

❏ Introduce mentee to colleagues with relevant expertise: Specify

❏ Attend national meetings with the mentee

❏ Attend cultural events or social gatherings together

❏ Other:

Topics I Would Like to Learn More About

_____

_____

_____

_____

_____

_____

_____

[h] DeZure, D. (2011). Discussion starters for mentors. East Lansing, MI: Michigan State University. Reproduced with permission from the author.

3.9 Discussion Starters for Mentees [i]

Instructions: As you begin to think about your role as a mentee, it may assist you to identify areas about which you would like to learn more or to discuss with a colleague during the next year. For each of the topics below, indicate areas you would like to discuss and/or activities that might support you. Take the next five minutes to fill out this form and then share the results with your mentor.

Topics of Interest I Would Like to Discuss with a Mentor
(Check whatever applies)

- ❏ Expectations for Reappointment, Promotion and Tenure
- ❏ Early Career – Ways to maximize my chances of getting tenure at MSU
- ❏ Issues in Classroom Teaching: Specify
- ❏ Issues in Laboratory Instruction: Specify
- ❏ Issues in Clinical Teaching: Specify
- ❏ Issues in Online Instruction and Hybrid Courses: Specify
- ❏ Issues in Teaching One-On-One Instruction: Specify
- ❏ Issues in Teaching Graduate Students: Specify
- ❏ Issues in Supervising Doctoral Students: Specify
- ❏ Issues in Teaching Undergraduate Students: Specify
- ❏ Issues in Research: Specify
- ❏ Issues in Creative Endeavor or Performance: Specify
- ❏ Issues in Leadership: Specify
- ❏ Issues in Outreach and Engagement: Specify
- ❏ Issues Relevant to My Discipline or Sub-Discipline: Specify
- ❏ Supervising Teaching Assistants: Specify
- ❏ Supervising Research Assistants: Specify
- ❏ Using a Start Up Package Fully and Wisely
- ❏ Setting Up and/or Managing a Lab: Specify
- ❏ Developing Productive Collaborations
- ❏ Understanding the University: Specify
- ❏ Understanding the College: Specify
- ❏ Understanding the Department/School: Specify
- ❏ Understanding the Program
- ❏ Navigating a Joint Appointment (Indicate which units are involved):
- ❏ Career Planning: Specify
- ❏ Balancing Work and Life Beyond Work, including Family: Specify
- ❏ Living in the Greater E. Lansing Area: Specify
- ❏ Networking with Others: Specify
- ❏ Other:

Activities I Would Like to Pursue with a Mentor *(Check Whatever Applies)*

❏ Meet at regular intervals (bi-weekly, monthly, bi-monthly, once a semester)

❏ Review my syllabi, assignments and assessments

❏ Review my website or other uses of instructional technology

❏ Observe me teach in a class, lab, clinical, field, or one on one setting: Specify

❏ Review a grant proposal

❏ Review a manuscript for publication

❏ Review a book proposal or book contract

❏ Review my reappointment, promotion or tenure dossier

❏ Provide feedback on a run-through of a conference presentation

❏ Observe me at a professional meeting or conference
(Review conference proceedings)

❏ Collaborate on a project or research

❏ Introduce me to colleagues with the following expertise: Specify

❏ Attend national meetings with me

❏ Attend cultural events or social gatherings to expand my network of people

❏ Other:

Topics I am Willing to Discuss with My New Colleagues and Mentors

_____

_____

_____

_____

_____

_____

_____

_____

_____

[i] DeZure, D. (2011). Discussion starters for mentees. East Lansing, MI: Michigan State University. Reproduced with permission from the author.

3.10 Sample Mentor/Mentee Agreement [j]

MENTOR AND MENTEE AGREEMENT

We are voluntarily entering into a mentoring relationship from which we both expect to benefit. We want this to be a rich, rewarding experience with most of our time together spent in career development activities. To this end, we have mutually agreed upon the terms and conditions of our relationships as outlined in this agreement.

Objectives

We hope to achieve   **To accomplish this we will do**

_____   _____
_____   _____
_____   _____
_____   _____

Confidentiality

Any sensitive issues that we discuss will be held in confidence. Issues that are off-limits in this relationship will include: _____
_____
_____
_____
_____
_____

Frequency of Meetings

We will attempt to meet at least _____ (fill in amount) times each month. If we cannot attend a scheduled meeting, we agree to be responsible and notify our partner.

Duration

We have determined that our mentoring relationship will continue as long as we both feel comfortable or until: _____
_____
_____
_____
_____

Graceful Exit Clause

If one of us needs to terminate the relationship for any reason, we agree to abide by the decision of our partner.

_____   _____
Mentor   Mentee
_____   _____
Date   Date

[j] Brainard, S. (1988). University of Washington (September 11, 2011). From: http://depts.washington.edu/chem/grad/documents/MentorMenteeAgreement.pdf. Reproduced with permission from the author.

3.11 Characteristics of Constructive Feedback [k]

- It is *descriptive* rather than evaluative. By describing ones own reactions, it leaves the individual free to use it or not to use it as they see fit. By avoiding evaluative language, it reduces the need for the individual to respond defensively.

- It is *specific* rather than general. To be told one is "dominating" will probably not be as useful as to be told that "in the conversation that just took place, you did not appear to be listening to what others were saying, and I felt forced to accept your arguments."

- It is focused on *behavior* rather than on the person. It is important that we refer to what a person does rather than what we think or imagine he is. Thus we might say that a person "talked more than anyone else at the meeting" rather than to say that he/she is a "loud mouth". The former allows for the possibility of a personality change. The latter implies a fixed personality trait.

- It takes into account the *needs of both the receiver and the giver of feedback*. Feedback can be destructive when it serves only our own needs and fails to consider the needs of the person on the receiving end. It should be given to help, not to hurt. We too often give feedback because it makes us feel better or gives us a psychological advantage.

- It is directed toward *behavior which the receiver can do something about*. Frustration is only increased when a person is reminded of some shortcoming over which he/she has no control.

- It is *solicited* rather than imposed. Feedback is most useful when the receiver has formulated the kind of question which those observing can answer.

- It is *well-timed*. In general, feedback is most useful at the earliest opportunity after the given behavior. The reception and use of feedback involves many possible emotional reactions. Excellent feedback presented at the appropriate time may do more harm than good.

- It involves *sharing of information* rather than giving advice. By sharing information, we leave a person free to decide for himself or herself, in accordance with his own goals and needs. When we give advice, we are telling them what to do, and to some degree we take away his/her freedom to decide for themselves.

- It involves the *amount of information the receiver can use* rather than the amount we would like to give. To overload a person with feedback is to reduce the possibility that he/she may be able to use what he receives effectively. When we give more than can be used, we are more often than not satisfying some need of our own rather than helping the other person.

- It concerns *what* is said and done or how, not why. The "why" takes us from the observable to the inferred and involves assumptions regarding motive or intent. If we are uncertain of motives or intent, this uncertainty is itself feedback, however, and should be revealed.

- It is *checked to insure clear communication*. One way of doing this is to have the receiver try to rephrase the feedback to see if it corresponds to what the sender had in mind. No matter what the intent, feedback is often threatening and subject to considerable distortion or misinterpretation.

- It is *checked to determine degree of agreement from others*. Is this one person's impression or an impression shared by others?

- It is followed by *attention to the consequences of the feedback*. The person who is giving the feedback can greatly improve by becoming aware of the effects of the feedback.

- It is an important step toward *authenticity*. Constructive feedback opens the way to a relationship that is built on trust, honesty, and genuine concern.

[k] Berquist, W.H., and Phillips, S.R. (1975). A handbook for faculty development (Vol. 1), 224-225. The Council for the Advancement of Small Colleges. Excerpted from and reproduced with permission from the author.

3.12 Time Savers

- Set specific goals and timelines with benchmarks/dates.

- Schedule regular time together – even if brief, over coffee, a walk around the building, during a recreational activity.

- Have agenda items in mind - clear to both in advance.

- Use email for news of events; grant opportunities; deadline reminders; sending articles; encouragement; e-mentoring.

- Attend events together - workshops, lectures, conferences.

- Share the load - refer mentee to other colleagues, peer groups, and networks.

3.13 Additional Tips for Mentors and Mentees

CAREER ADVISING GUIDE – UNIVERSITY OF MICHIGAN
http://www.advance.rackham.umich.edu/career%20advising.pdf

TOP 10 TIPS FOR MENTORS
http://sciencecareers.sciencemag.org/career_magazine/previous_issues/
articles/2010_10_08/caredit.a1000098

TOP 10 TIPS TO MAXIMIZE YOUR MENTORING
http://sciencecareers.sciencemag.org/career_magazine/previous_issues/
articles/2009_08_14/caredit.a0900101

NATURE'S GUIDE FOR MENTORS
http://www.nature.com/nature/journal/v447/n7146/full/447791a.html

TOP 10 TIPS ON HOW TO BE MENTORED
http://www.aeaweb.org/committees/cswep/PDFs/top10_list_How_tobe_Mentored.pdf

TIPS FOR MENTEES
http://health.usf.edu/publichealth/clphp/fphtc/mentorship/becoming_a_mentee.htm#tips

OTHER RESOURCES

4.1 Mentor Toolkits from Other Institutions

UNIVERSITY OF OTTOWA
http://www.med.uottawa.ca/genderequity/assets/documents/handbook_ mentoring.pdf

BROWN UNIVERSITY
http://www.brown.edu/Administration/Provost/Advance/mentoring_guide.pdf

THE CENTER FOR WOMEN & INFORMATION TECHNOLOGY
MENTORING TOOL KIT
http://www.umbc.edu/cwit/pdf/CWIT_Mentoring_Tool_Kit.pdf

JUNIOR FACULTY MENTORING PROGRAMS AT OTHER INSTITUTIONS
http://www.yale.edu/wff/pdf/ExemplaryJuniory%20Faculty%20Mentoring Programs.pdf

4.2 Comprehensive List of Mentoring Program Examples

http://www.mentors.ca/mentorlinks.html

4.3 Advancing Diversity through the Alignment of Policies & Practices

In the Fall of 2008, Michigan State University was awarded a $3.98 million Institutional Transformation grant by the National Science Foundation (NSF) ADVANCE Program (Kim Wilcox, Provost and Principal Investigator). The resulting initiative, Advancing Diversity through the Alignment of Policies and Practices (ADAPP), is providing support for MSU colleges in a sweeping effort to align our values of diversity and quality with academic human resource policies and practices at the department- (or unit-) level. We recognize that departments are critical sites in which recruiting, evaluation, and promotion decisions are initiated--and where climate is most directly experienced by MSU faculty members.

ADAPP is being implemented by applying six guiding principles: quality, inclusiveness, transparency, objectivity, consistency, and alignment. Focus is on the structure of and associated policies and practices related to: faculty performance review, faculty search & selection, faculty mentoring, and women's leadership. Research has shown that by developing objective, transparent criteria and practices in these four areas and consistently applying them across individuals and units, the potential for intended and unintended bias is reduced. In relation to extant research, a central goal of NSF is to strengthen the scientific workforce through increased inclusion of women in careers involving science, technology, engineering and mathematics (STEM). ADAPP-ADVANCE expands this goal by grounding its focus on women in the STEM disciplines in strategies designed to attract, retain and promote the highest quality faculty possible across all disciplines. The NSF grant has focused on the College of Engineering, the College of Social Science and the College of Natural Science. However, Provost Wilcox chose to use the ADVANCE grant as a catalyst for change across the University. Beginning in Fall 2010, the initiative was expanded to thirteen additional colleges (http://www.adapp-advance.msu.edu).

4 .4 MSU Faculty & Organizational Development

The Office of Faculty and Organizational Development (F&OD) supports MSU faculty, academic staff and administrators in their ongoing quest for excellence in teaching, research, outreach, and leadership. To accomplish this goal, a broad range of seminars and programs, services, and resources in two programmatic strands are offered: (a) Faculty and Instructional Development, and (b) Organizational and Leadership Development. The Office is directed by Deborah DeZure, Assistant Provost for Faculty and Organizational Development, and is part of Academic Human Resources in the Office of the Provost. The F&OD site hosts an extensive section of resources related to mentoring (http://fod.msu.edu).

4.5 MSU Family Resource Center

The Family Resource Center [FRC] is committed to family sensitive employment and academic policies, practices and programs that support faculty, staff and students as they balance their responsibilities of work and family. The Center provides a wide range of vital services including dissemination of resource information, advocacy for personal and family issues regardless of family constellation, and collaboration with other administrative units to develop and coordinate initiatives that address both current and future needs of families (www.frc.msu.edu).

4.6 MSU Office for Inclusion and Intercultural Initiatives

The Office for Inclusion and Intercultural Initiatives (I3) serves as the institutional focal point for promoting inclusion and diversity at Michigan State University. In addition to providing leadership and support for university-wide initiatives on inclusive excellence, staff of the office provide support to the campus community in four primary areas: Institutional Equity which includes ensuring compliance with state and federal non-discrimination laws and the University' Anti-Discrimination Policy; Intercultural Education and Programs for faculty, staff, and students; Community Outreach to promote MSU's core value of inclusivity within and beyond the borders of the campus; and advancing an inclusive community through the Creating Inclusive Excellence Grants and research (http://inclusion.msu.edu).

4.7 MSU Women's Resource Center

The Women's Resource Center (WRC) vision is for "Engaging ALL in Providing Access to Resources for the Advancement of Women." Staff provide vital information to MSU departments, offices, and academic disciplines on women's issues and resources. The WRC serves as a catalyst for collaboration, operates from a women-led agenda, and focuses on issues that matter most to women in the areas of leadership, social justice, and personal development. It is committed to creating and implementing strategies that promote the status of women by providing a supportive climate that enables all to become full and active participants in the development of policy, decision making, and the achievement of equity (http://www.wrc.msu.edu/).

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NOTES

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