GUIDELINES FOR FACULTY MENTORING
GUIDELINES FOR FACULTY MENTORING

Table of Contents

Introduction and Purpose ............................................................................................................ 3
Mentoring Responsibilities of the CMSRU Professional Community ................................. 3
Characteristics of Effective Mentors ....................................................................................... 4
The Successful Mentoring Experience ..................................................................................... 5
Getting Started with Mentoring ................................................................................................. 6
Ending the Formal Relationship ................................................................................................. 7
Resources and references ............................................................................................................. 7
Mentoring Questionnaire for Mentees ....................................................................................... 8
Mentoring Questionnaire for Mentors ..................................................................................... 10
Introduction and Purpose

CMSRU is committed to selecting and retaining excellent faculty who will contribute to medical education and the mission of the medical school throughout their careers. We are committed to creating an environment in which faculty members’ professional growth and goals are supported and encouraged. Faculty to faculty mentoring is a key element in offering the support that will help us achieve this goal. “Mentoring is best described as a reciprocal and collaborative learning relationship between two (or more) individuals who share mutual responsibility and accountability for helping a mentee work toward achievement of clear and mutually defined learning goals. Learning is the fundamental process, purpose, and product of mentoring.” A mentor is a professional who takes an interest in a junior colleague, and serves as a source of guidance and support. There may be two types of mentors at an institution, “career” mentors, and “content” mentors. Career mentors provide overall career guidance and support; Content members help develop the intellectual scholarly careers of mentees.

Recent research has shown that community is particularly important to the newer generation of faculty that will be entering our institution. Mentoring is a critical component for helping new faculty become integrated into the institutional community. New faculty actively seek and value community and recognize the benefits of working with a more seasoned member of the institution to facilitate acculturation and help them meet their goals. In a successful mentoring relationship, both the mentor and the mentee (faculty member being mentored) are beneficiaries. The mentee benefits from the knowledge and support of a senior colleague; the mentor benefits from the invigoration that comes from interacting with a junior colleague with new ideas and enthusiasm. The relationship is built upon mutual respect and trust. Successful mentoring programs have structured processes for mentoring and evaluation, available resources, and flexibility for providing maximal support. A “latticed” approach to mentoring is often used to allow for different mentors for the various responsibilities of professional life. One may have a mentor within the department and an external mentor for research, teaching, or service or other worklife issues. Mentoring may be individual or group-oriented. The Vice-Dean and Senior Associate Dean for Faculty Affairs of the Medical School, department chairs, the Assistant Dean for Faculty and Student Assessment and Development, and the Associate Dean for Research are all responsible for setting conditions and providing the necessary resources for effective a mentoring program at CMSRU. The following pages will provide guidelines for mentoring, but the mentoring relationship must be organic and individual. We encourage all faculty members, mentor and/or mentee, to create a program that works for them.

Mentoring Responsibilities of the CMSRU Professional Community

A mentoring program is most successful when it is an integral part of the institution. The responsibility thus lies with the leadership of the institution who foster and value mentorship as well as the professionals involved in the individual mentoring relationships.

Responsibilities of Leadership at CMSRU

- Establish a culture where mentoring is expected, valued and rewarded
- Provide necessary resources for an effective mentoring system
- Identify effective mentors within the medical school
- Assign mentors within departments when faculty are hired
Responsibilities of Mentors

- Career mentoring
  - Assist in creating a “social network” in the department and in the field
  - Help mentees find appropriate collaborators
  - Help ensure that the mentee is not exploited in service or teaching loads
  - Provide assistance and support for teaching, research, and service development
  - Serve as a critical friend to help the mentee navigate institutional life
  - Become knowledgeable about current promotion and tenure policies, as well as university resources for faculty development
  - Provide candid but constructive feedback to the mentee on progress towards promotion and tenure, if applicable
- Content mentoring
  - Evaluate manuscripts and grant proposals prior to submission if requested
  - Discuss mentee’s ideas and encourage the pursuit of promising lines of research
  - Help the mentee navigate the “unwritten rules” of academia, e.g., dealing with reviewers, editors, research sponsors, and ways to avoid pitfalls
  - Assist with strategies for learning from professional setbacks, such as manuscript/grant rejections, poor teaching evaluations, etc.
  - Help colleagues expand into new areas and undertake new professional responsibilities, such as serving on an editorial review board

Responsibilities of Mentees

- Assume responsibility for his/her career
- Take the initiative to learn about the available faculty mentoring resources, including resources and programs in the department, medical school, and the university
- Actively participate in new faculty orientation activities
- Take an active role in developing the mentoring relationship(s)
- Become familiar with the departmental and CMSRU policies, and procedures regarding faculty tracks, reappointment, promotion and tenure
- Strive for academic excellence in all areas of field of expertise and provide documented evidence of productivity
- Identify areas in which improvement is needed or help is needed to develop skills and seek help when an area of concern is identified.
- Actively engage in establishing connections with potential senior faculty mentors.
- Act as a peer mentor for other junior faculty.
- Look for opportunities to interact with senior colleagues and academic leadership both formally and informally

Characteristics of Effective Mentors

Each mentoring relationship is unique, based on the individual goals, motivations, strengths, and modes of interaction of each person. As such there is no one specific way to serve as an effective mentor. While a mentor is not expected to be all-knowing or have expertise in all areas, there are common characteristics of mentors that have been shown to lead to a more successful experience. These characteristics are commonly known as the “Three c’s” – competence, confidence, and commitment.
**Competence**

Competence includes professional and institutional knowledge and reputation and the ability to interact with colleagues in an appropriate and effective manner. The mentor’s competence is evidenced by:

- Professional knowledge and experience
- Knowledge of the institution’s
  - Policies and practices
  - Resources for faculty development within the institution
- Respect of colleagues within and outside of the institution
- Interpersonal skills and good judgment

**Confidence**

Good mentors have the confidence to recognize the service that they can provide to the institution through mentoring as well as the benefits that can accrue to them by being engaged with a junior colleague. Some ways in which confidence is manifest are through mentors’:

- Willingness to share network of contacts and resources
- Acceptance of and encouragement of the mentee’s plans for development
- Risk-taking/ self-starting
- Willingness to share credit and promote the work of a colleague

**Commitment**

Mentoring requires commitment to the relationship. Some elements of the type of commitment that is needed from mentors are:

- Time, energy and effort given to mentoring
- Sharing of personal experience for the benefit of the mentee
- Recognition of differences and a the value of having a diverse professional community
- Commitment to ethical behavior and respect for confidentiality

**The Successful Mentoring Experience**

In successful mentoring relationships the mentors recognize that their primary role is to encourage their mentees and provide guidance for professional success. Their stance should be that of the “guide on the side”; they should balance providing information with helping mentees achieve their own goals. The mentor does not direct the mentee. The good mentor:

- Listens actively
  - Provides full attention by removing or ignoring distractions such as emails, phone calls, and other interruptions
  - Rephrases the mentee’s comments to ensure understanding
  - Starts with the mentee’s questions
  - Uses questioning to help the mentee identify and clarify goals
- Encourages the mentee to
- Identify professional strengths and accomplishments
- Consider alternative approaches to issues that may arise

- Supports
  - Provides accurate institutional information
  - Identifies institutional and community resources
  - Functions as a critical friend by reading documents and papers as requested.
    - Encourages mentee to see strengths
    - Provides “outside” perspective that can strengthen the mentee’s work
  - Celebrates the mentee’s accomplishments

- Builds trust
  - Maintains confidentiality throughout the relationship
  - Admits not having all the answers
  - Does not spread rumors
  - Encourages mentee to confirm information before acting

Mentees contribute to successful relationships by:

- Maintaining a commitment by keeping appointments, adhering to agreed upon deadlines
- Identifying and articulating professional goals
- Asking questions when unsure
- Demonstrating trust through
  - Sharing successes,
  - Identifying and discussing challenges
  - Providing draft documents for feedback
  - Maintaining confidentiality
- Expressing appreciation
- Taking appropriate actions to improve performance.

**Getting Started with Mentoring**

Mentors and mentees should meet on a regular basis. The first meeting should ideally be in person, although at times, it may be necessary to use telephone or email. The meeting should focus on getting acquainted and identifying a mentoring structure that will work for both. Topics for discussion at the first meeting will include:

- Sharing information about selves in terms of background, experience, professional aspirations
- Determining number and type of formal meetings, sharing contact information
- Discussing confidentiality.

In subsequent meetings the mentor and mentee should continue to share information and discuss the goals of the mentee and of the relationship. In the beginning of the mentoring relationship the focus will probably be on providing specific information about the institution and helping with specific challenges.

In addition to the formal meetings the mentor and mentee should expect to have informal interactions. The mentor should check in periodically with the mentee to see how everything is progressing.

As the relationship deepens the focus will expand from the specific issues that have been identified to big picture items, looking at larger goals and identifying ways in which the mentor can help the mentee achieve them. It is at this point that the mentor may become more of a critical friend, reading institutional documents, and professional papers for publication.
Ending the Formal Relationship

The formal mentoring relationship is intended to be finite. As it ensues, there will be a natural progression from mentor/mentee to a more collegial relationship that may include collaboration in the different areas of their professional lives. When ending the formal mentoring relationship discussion of the following will help bring closure and provide a pathway for further success:

- Accomplishments and challenges
- Future professional directions
- Other types of support the mentee might need
- Expression of appreciation

Resources and references

Rowan University and CMSRU websites

CMSRU website: www.rowan.edu/coopermed

Rowan University Faculty Center (Teaching and Learning Resources and links to other appropriate offices at the university): www.rowan.edu/provost/facultycenter

References


3. The Collaborative on Academic Careers in Higher Education http://isites.harvard.edu/icb/icb.do?keyword=coache&pageid=icb.page307142


5. Mentoring toolkit of the University of California, San Francisco, School of Medicine: http://abog.ucsf.edu/ABOG/3363-DSY/version/default/part/AttachmentData/data/Mentoring%20Toolkit.pdf

Additional Links and references

Center for Research on Learning and Teaching (University of Michigan) http://www.crlt.umich.edu/faculty/ament_biblio.php
Cooper Medical School of Rowan University (CMSRU) hires new faculty who strive to be successful and productive members of the CMSRU community. One way to do that is to secure a career mentor within your academic department. That faculty member should always be your “go to” person first and will help you find your disciplinary place. Equally important is your medical school place. Studies have shown that new faculty can benefit from a mentor outside of their department. There may be some issues you do not want to discuss with your department mentor. Often faculty from outside your department can provide you with a different perspective or suggest another way of dealing with difficult situations. These are valuable academic life skills to learn.

The Division of Faculty Affairs sponsors a mentoring program for new faculty. You will be matched with a mentor (a senior faculty member) and meet with him or her on a regular basis throughout the year. You and your mentor will decide how to work together. Please fill out the form below so we can match you with an appropriate mentor and assess the program’s effectiveness.

**Mentoring Questionnaire for Mentees**

Name:  
Department/Office:  
Phone:  
Email:  

1. My main concerns as a new faculty member are:

2. I expect my mentor to be knowledgeable about:
3. I would work best with a mentor who:

4. The specific things I would bring to this mentoring relationship are my abilities to:
Cooper Medical School of Rowan University (CMSRU) hires new faculty who strive to be successful and productive members of the CMSRU community. One way to facilitate that success is to provide a career mentor within the mentee’s academic department. That faculty member should always be the mentee’s “go to” person first and will help the mentee find their disciplinary place. Equally important is the medical school place. Studies have shown that new faculty can benefit from a mentor outside of their department. There may be some issues that the mentee does not want to discuss with the department mentor. Often faculty from outside the department can provide a different perspective or suggest another way of dealing with difficult situations. These are valuable academic life skills to learn.

The Division of Faculty Affairs sponsors a mentoring program for new faculty. You will be matched with a mentee (a new faculty member) and meet with him or her on a regular basis. You and your mentee will decide how to work together. Please fill out the brief form below so we can match you with an appropriate mentee and assess the program’s effectiveness.

Mentoring Questionnaire for Mentors

Name:
Department/Office:
Phone:
Email:

1. The specific things I would bring to this mentoring relationship are my abilities to:

2. I would work best with a mentee who: