GUIDELINES FOR FACULTY MENTORING PROGRAM
Reviewed Aug. 24, 2015

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

Process
Upon discussion with the Department Head, it is recommended that all new faculty members are assigned to a senior faculty member to assist with identification of an official and appropriate mentor(s) within 6 months of a new appointment. Specific aspects of mentoring may vary between departments within the HSOP. When looking for a mentor, mentees should consider the following personal qualities:
- Enthusiasm – the mentor believes his/her research area is the most exciting in the world
- Time – the good mentor makes time to see the mentee even though he or she may be the busiest person on campus
- Character – the mentor must possess an inner set of values which directs him/her to what is virtuous or right
- Credibility – the mentor should be respected among peers and possess the skills/attributes needed to guide and develop the mentee in particular areas (teaching, research, service, etc).
- Patience
- Strong interpersonal skills

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

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

Needs or Expectations of the Mentee should include:
- To be coached in career development and technical skills
- To be given honest feedback
- To be stimulated toward developing new ideas
• Willingness to assume responsibility for own growth and development

Needs or Expectations of the Mentor should include:
• The mentee takes greater responsibility in setting the agenda over time
• The mentee seeks to initiate new ideas
• The mentee provides status of activities and projects
• The mentee seeks feedback and takes responsibility to give feedback to mentor
• The mentee identifies personal limits and when to ask for help
• The mentee personally reassesses goals over time

Several key attributes are essential for a mentee-mentor relationship to be successful:
• It must be voluntary
• Mutual benefits are perceived and derived from the relationship
• No conflicts of interest or competition exist between the mentor and mentee

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

Suggested Bibliography on Mentoring: