



**Mentoring for Success**  
**A Toolkit for Faculty Mentors and**  
**Mentees**  
**2010**  
**(updated 2011 for use in CLA)**

**Women's Advancement**  
**& Gender Equity**

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## What is Mentoring?

*. . . a process where mentor and mentee work together to discover and develop the mentee's abilities.*

*. . . a long term relationship with a responsibility to provide the support, knowledge and impetus that can facilitate professional success.*

*. . . a personal process that combines role modeling, apprenticeship and nurturing.*

*The mentor will act as a teacher, sponsor, guide, exemplar, counselor, moral support—but most important is to assist and facilitate the realization of the dream.*

*. . . process whereby an experienced, highly regarded, empathic person (the mentor) guides another individual (the mentee) in the development and examination of their own ideas, learning and personal and professional development. The mentor, who often, but not necessarily, works in the department or field as the mentee, achieves this by listening and talking in confidence to the mentee.*

(Adapted from: UCSF Mentoring Toolkit)

### **Purpose of the Program:**

The purpose of the OSU Mentoring Initiative is to enhance the professional advancement of faculty. In particular, the goal of the initiative is to assist tenure-track faculty (especially from historically under-represented groups) in becoming more familiar with the expectations of promotion, tenure and advancement.

### **Introduction:**

Mentoring is intended to be a useful way of helping new and more junior faculty members adjust to their new environment. Whether it is academe itself that is new, or simply the OSU campus, assistance from a well-respected mentor can be an invaluable supplement to the guidance and assistance that a Unit Head provides during the early years at a new university. The initiative's success will depend on the new faculty members, their mentors and their Unit Heads all taking an active role in the acclimation process. An outline of the expectation of a mentor and mentee (protégé) relationship is presented in this toolkit.

### **Benefits to the Mentee and Mentor:**

The primary purpose of a mentoring system is to provide ample support for the new faculty member to be successful in his or her new role, but there are additional benefits. The mentoring effort can benefit the faculty member, the mentor and the university. Following is a list of potential benefits to the *faculty member being mentored*.

- Assistance in understanding the structure and culture of the unit and developing a professional network.
- Individual recognition and encouragement
- Honest feedback
- Advice on professional priorities and responsibilities (e.g., P & T, teaching, research,).
- Receive insider's knowledge about university, college and unit culture.
- Career planning
- Opportunities for collaborations
- Jumpstart into understanding the surrounding community and what it offers
- Learn about tried and tested methods of balancing your professional life with family life.
- Reduce isolation
- Advocacy and support among peers

The mentors also profit from the relationship and have the potential to gain the following benefits.

- Satisfaction of being able to contribute to the growth and potential success of a faculty member.
- Collaborative feedback and interaction with a junior faculty member.
- Expanded network of colleagues and collaborators
- Refreshed motivation on their own work and research

The university commitment to mentoring benefits with increased productivity and commitment among the faculty, decreased attrition among hard to retain faculty, increased collaboration across and within divisions, and an increased understanding and respect leading to improvement in university climate.

### **The Role of the Unit Head:**

Mentoring fosters a climate of trust by creating an open environment where asking questions, seeking and giving feedback, and building relationships is encouraged. It can help new faculty members feel much more welcome and comfortable. When a new appointment is made, the chair or Head of the unit is responsible to discuss mentoring with each person. You might wish to consider the following question to lead your discussions with the new faculty member.

- Is my unit clear in communicating expectations to new faculty both in written and verbal form?
- Do we have an effective orientation program that is fully supported by faculty?
- How can I best support the new faculty during the time of adjustment to the department and OSU?
- How will I reward the work of the mentors in my unit?
- How might I evaluate the effectiveness of the mentorship relationships?
- How might I train my faculty to be good mentors? What campus resources are available?

Although a mentor can help with matters pertaining to academic reviews and current information on OSU's academic personnel policies, this should remain the duty of the Unit Head.

### **The Responsibility and Characteristics of a Mentor:**

When a new faculty member has accepted an offer of employment, the Unit Head should discuss the importance of having a mentor during their pre-tenure time in their career, in a way that fits the culture of the unit, and assist in the assignment of the mentor to the mentee. The length of the mentorship is hoped to last at least three years but could continue past that time frame depending on the relationship that is developed and the willingness of both parties involved.

Successful mentors are committed, influential and experienced faculty members that are familiar with the university system. They are recognized as good teachers and scholars in their field and usually up higher on the organizational ladder than that of the mentee. Mentors are interested in and committed to the growth and development of their mentee(s), are willing to commit time and attention to their mentees, can and do give honest feedback, and are willing to act on behalf of the mentee to provide connections and direction on questions that come up. *Mentors are not expected to listen to grievances and frustrations nor are they expected to be on call or automatically a friend to the mentee.* These relationships take time and will strengthen over time if both are committed to the effort and a good fit is established at the beginning of the process.

The mentor should provide informal advice to the new faculty member on aspects of teaching, research and committee work or be able to direct the new faculty member to appropriate other individuals. Often the greatest assistance a mentor can provide is simply the identification of which staff he or she should approach for which task. The mentor should treat all interactions and discussions in confidence. There is no evaluation or assessment of the new faculty member on the part of the mentor, only supportive guidance and constructive feedback. If a match does not work out for the mentee there should be an understanding of a no fault approach to terminating the relationship. It is important to note that mentoring is a skill and tenure status does not necessarily equate to good mentoring skills. The following is a list although not exhaustive, of responsibilities of the mentor.

- Help the new faculty balance the requirements assigned, usually teaching, research and service.
- Meet with the new faculty member on a regular basis. Ideally, these meetings would be monthly when the faculty member is new.
- Help to explain the criteria for achieving promotion and tenure. If the mentee is not in your discipline, connect them to appropriate assistance.
- Help the mentee find resources for self-development.
- Connect the mentee with people on campus and in the community that might be potential resources.
- Offer to evaluate papers, teaching, or presentations
- When appropriate, nominate the mentee for awards or other opportunities that will assist with notoriety in the university.
- Offer to evaluate the annual performance document.

### **Habits of the Ineffective Mentor (a bit tongue-in-cheek but non-the-less important to consider)**

There are many behaviors that mentors need to avoid to establish a successful relationship.

- Start from a point of view that you know better than the mentee what is in his or her best interest.
- Be determined to share you wisdom with them- whether they want it or not.

- Decide what you and the mentee will talk about and when.
- Do most of the talking; check frequently if they are paying attention.
- Compare your weighty issues with their trivial concerns.
- Remind the mentee how fortunate he or she is to have your undivided attention.
- Make sure you look like you are in a hurry so they don't talk too long.

### **The Responsibility of the Mentee:**

The new faculty should inform their mentor of any issues or concerns that arise. Topics for discussion can pertain to academic issues or more social issues. It is up to the mentee to determine what will be most helpful at any given time during the course of the mentorship. Some topics that are common to mentorship programs include:

- Authorship etiquette
- Where should you publish
- Assistance with setting long-term and short-term goals and objectives
- Advice for setting priorities
- Understanding the system
- Developing professional networks
- Professional independence
- Teaching styles and techniques
- Understanding the culture of unit or university

### **Preparing to be Mentored:**

It is also important for the mentee to prepare to be mentored. The following list provides some guidance as to what the mentee can do to prepare.

- Please read this toolkit and complete the worksheet which you will find at the end of the toolkit.
- Please meet with your mentor as soon as possible and then set up a regular meeting plan. Most often mentors and mentees set up a monthly meeting schedule.
- At the first meeting clearly identify your goals of the mentoring relationship.
- Before each meeting prepare a list of realistic goals of what you wish to learn about at that meeting. If possible send the list to your mentor via email a few days before your meeting, allowing them time to research the topic if necessary.
- Make sure to be punctual in your responses to emails, phone calls, and meeting requests from your mentor.

- The more open and candid the communication channels, the more you stand to gain out of such a relationship. Know that your mentor is on your side and will not judge you on the complexity of the questions you ask.
- Receive advice and criticism with an open mind, knowing that the mentor is on your side and means well.

### **Enhancing the Success of the Mentee and Mentor:**

Communication and cooperation between faculty and administrators is essential for a successful mentorship program. Reflecting upon the factors which contribute to success and those which can adversely affect career advancement, especially for women and members of ethnic minority groups, should be taken into consideration with every match. Among those factors which may differentially influence women and members of racial minority groups are the following:

- Emerging fields which have not yet received stamp of approval by tradition or authority
- Hidden workload given one's gender, race, ethnicity, sexual orientation, disability (e.g., student advising, committee assignments)
- Family obligations
- Community expectations for service
- Cultural differences
- Increased financial pressures
- Decreased access to informal networks and gate keeping
- Subconscious use of different standards, by some faculty, based on gender or ethnic assumptions
- Fear of being labeled as troublesome or uncooperative if new faculty state their needs

It is important for faculty to pay close attention to the issues affecting members of under-represented groups with the understanding that not all faculty will agree. Increasing faculty awareness and understanding of these issues through training and conversation should be integral to the unit's activities.

Mentoring should be considered an integral part of every faculty member's development. Understand that it is a learning experience for both you and your mentor. Hence do not hesitate to express your own needs to your mentor. Open communication, constructive feedback and collaborative problem solving are key to the success of this relationship.

At the end of each term, make sure to use the mentee-needs-assessment survey (available on our website) to gauge the usefulness of the program for you.

### **Sequence of Events in a Mentoring Relationship:**

- Generally the mentor is the initiator to call or email to set up the first meeting. Mentee responds to mentor's request to meet
- Exchange information professional and personal experiences, previous mentoring experiences, values and goals
- Mentor assists mentee in crafting/clarifying his/her goals
- Dialogue and agree on a meeting schedule
- Brainstorm about strategies to achieve those goals and measurable outcomes
- Listening with an open mind is key to a successful mentoring relationship
- Be open to changing/shifting/raising your goals and aspirations, based on the progress of the relationship

### **If the Mentoring Match isn't Working:**

If at any point during the program, you feel that your goals cannot be achieved, discuss the possibility of severance with your mentor. If you do not feel comfortable/safe doing this, speak to your Unit Head.

## APPENDIX A

### **Mentee Needs and Goal Setting Worksheet**

Please use this worksheet to clarify your own questions, goals and challenges. Consider using this as a tool to convey that information with your mentor.

- tenure and promotion at my department
- long-term career goals
- work/life balance policies
- Effective strategies for research, publishing, teaching and administrative work
- Understanding my own interpersonal behavior and improving my communication skills
- Advancing into positions of administrative leadership
- Public speaking/speaking to an interview panel or a large group of people
- Professional organizations and conferences that I should attend
- Supervisory skills
- Other:

If your mentor is not comfortable advising you on any one of your goals, request his/her help in identifying people and resources that can assist you. Consider reviewing your goals and your progress with mentors at the end of each term.

**APPENDIX B**

**Mentee Needs-Assessment**

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 here. | I should find someone other than my mentor to help me with this. | Other? |
|---|--|-------------------------------|---|--|--------|
| Obtain guidance on conducting research & scholarship            |  |                               |   |  |        |
| Obtain guidance on publications                                 |  |                               |   |  |        |
| Obtain guidance about tenure & promotion process                |  |                               |   |  |        |
| Obtain guidance on teaching                                     |  |                               |   |  |        |
| Obtain advice about service                                     |  |                               |   |  |        |
| Obtain advice & information on university & department policies |  |                               |   |  |        |
| Seek out needed resources                                       |  |                               |   |  |        |
| Gain assistance in establishing professional                    |  |                               |   |  |        |

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|  |  |  |  |  |  |
|--|--|--|--|--|--|
| relationships within OSU   |  |  |  |  |  |
| Gain assistance in establishing professional relationships outside OSU |  |  |  |  |  |
| Obtain advice on work-life issues                                      |  |  |  |  |  |
| Establish and maintain regular communication with mentor               |  |  |  |  |  |
| Gain advice on department politics                                     |  |  |  |  |  |
| Gain advice on adapting to university and/or department culture        |  |  |  |  |  |

(Source: Adapted from <http://www.uri.edu/advance/files/pdf/mentor%20self-assessment.pdf>. ADVANCE University of Rhode Island’s mentoring program, Faculty Mentor Profile – a self analysis.)

## APPENDIX C

### STAGES OF A MENTORING RELATIONSHIP: Courtesy of Mass Mentoring Partnership, *Mentoring 101 Train the Trainer Curriculum.*

#### **Stage 1: Developing Rapport and Building Trust**

The “getting to know you” phase is the most critical stage of the relationship. Things to expect and work on during Stage 1 include:

- **Predictability and consistency**  
During the first stage of the relationship, it is critical to be both predictable and consistent. If you schedule an appointment to meet your mentee at a certain time, it’s important to keep it. It is understandable that at times things come up and appointments cannot be kept. However, in order to speed up the trust-building process, consistency is necessary, even if the young person is not as consistent as you are.
- **Testing**  
Young people generally do not trust adults. As a result, they use testing as a coping or defense mechanism to determine whether they can trust you. They will test to see if you really care about them. A mentee might test the mentor by not showing up for a scheduled meeting to see how the mentor will react.
- **Establish confidentiality**  
During the first stage of the relationship, it’s important to establish confidentiality with your young person. This helps develop trust. The mentor should let the mentee know that whatever he or she wants to share with the mentor will remain confidential, as long as (and it’s important to stress this point) what the young person tells the mentor is not going to harm the young person or someone else. It’s helpful to stress this up front, within the first few meetings with the mentee. That way, later down the road, if a mentor needs to break the confidence because the information the mentee shared was going to harm him or her or someone else, the young person will not feel betrayed.
- **Goal setting (transitions into Stage 2)**  
It’s helpful during Stage 1 to take the time to set at least one achievable goal together for the relationship. What do the two of you want to get out of this relationship? It’s also good to help your mentee set personal goals. Young people

often do not learn how to set goals, and this will provide them with the opportunity to set goals and work toward achieving them.

### **Stage 2: The Middle—Reaching Goals**

Once trust has been established, the relationship moves into Stage 2. During this stage, the mentor and mentee can begin to start working toward the goals they set during the first stage of the relationship. Things to expect during Stage 2 include:

- **Closeness**  
Generally, during the second stage the mentor and mentee can sense a genuine closeness in the relationship.
- **Affirming the uniqueness of the relationship**  
Once the relationship has reached this stage, it's helpful to do something special or different from what the mentor and mentee did during the first stage, which helps affirm the uniqueness of the relationship. For example, go to a museum, sporting event, special restaurant, etc.
- **The relationship may be rocky or smooth**  
All relationships have their ups and downs. Once the relationship has reached the second stage, there will still be some rough periods. Mentors should be prepared and not assume that something is wrong with the relationship if this happens.
- **Rely on staff support**

### **Stage 3: Closure**

If the rough period continues or if a mentor feels that the pair has not reached the second stage, he or she shouldn't hesitate to seek support from the mentoring program coordinator. Sometimes two people, no matter how they look on paper, just don't "click." Some mentor/mentee pairs don't need to worry about this stage until farther down the road. However, at some point all relationships will come to an end—whether it's because the program is over, the mentor is moving or for some other reason. When this happens, it's critical that the closure stage not be overlooked. Many young people today have already had adults come and go in their lives and are very rarely provided the opportunity to say a proper goodbye.

- **Identify natural emotions, such as grief, denial and resentment**  
In order to help mentees express emotions about the relationship ending, mentors should model appropriate behavior. The mentor should first express his or her feelings and emotions about the end of the relationship and then let the mentee do the same.

- **Provide opportunities for saying goodbye in a healthy, respectful and affirming way**

Mentors shouldn't wait for the very last meeting with their mentees to say goodbye. The mentor should slowly bring it up as soon as he or she becomes aware that the relationship will be coming to a close.

- **Address appropriate situations for staying in touch**

Mentors should check with the mentoring program coordinator to find out the policy for staying in touch with their mentees once the program has come to an end. This is especially important if the program is school-based and mentors and mentees meet during the school year but the program officially ends before the summer starts. If mentors and mentees are *mutually* interested in continuing to meet over the summer, they may be allowed to, but with the understanding that school personnel may not be available should an emergency arise. Each mentoring program may have its own policy for future contact between mentors and mentees. That's why it's best for mentors to check with program personnel during this stage.

### **Additional resources on mentoring**

1. Individual guides to good mentoring skills

<http://www.uwosh.edu/mentoring/faculty/questions.html>

<http://www.uwosh.edu/mentoring/faculty/language.html>

<http://www.uwosh.edu/mentoring/faculty/six.html>

<http://www.uwosh.edu/mentoring/faculty/trust.html>

2. **ADVANCE STEM Faculty Mentoring Program**, New Mexico State University.  
A mentoring program for faculty in Science, Technology, Engineering, and Mathematics. Description of the program plus links to worksheets, agreements, training materials, and other useful resources.

<http://www.advance.nmsu.edu/Initiatives/Mentoring/index.html>

3. Mentoring for Women and Underrepresented Faculty

[http://www.creighton.edu/fileadmin/user/hsmaca/images/News/community\\_newsletters/JNMA\\_article\\_Aug\\_2006\\_Mentoring.pdf](http://www.creighton.edu/fileadmin/user/hsmaca/images/News/community_newsletters/JNMA_article_Aug_2006_Mentoring.pdf)

4. **Women Faculty Mentoring Programs**, University of Wisconsin.  
Provides links to mentoring programs in the U.S. and Canada for women faculty, including women in academic medicine, and science and engineering.

<http://www.secfac.wisc.edu/wfmp/resources3b.htm>

5. **“Supporting Women and Minority Faculty,”** JoAnn Moody. *Academe*, Vol. 90, No. 1, January-February, 2004.

A set of recommendations for departments, colleges, and campuses in preparing for and promoting success for women and minority new hires. Discusses the importance of mentors from within and outside the department as part of a comprehensive recruitment and retention program.

<http://www.aaup.org/AAUP/pubsres/academe/2004/JF/Feat/mood.htm>

6. Jul 20, 2010 . . . A compilation of funding opportunities for *women*

<http://staff.lib.msu.edu/harris23/grants/3women.htm>

### **Mentoring and Diversity (book)**

[David Clutterbuck](#) (Author), [Belle Rose Ragins](#)