1. Visible, overt, regular communication from leadership that good mentoring is a department priority

2. Formal program management

3. Thoughtful mentor matching at hire, and prior to arrival on campus

4. Multiple mentors, one outside department, until tenure & promotion decision

5. Provision for training of mentors

6. Provision for training of junior faculty (mentees)

7. Opportunities for junior faculty to network/meet as a group

8. Opportunities to check on success of mentoring relationships for every junior faculty, and re-assign/augment, etc., as needed

9. Evaluation of program as a whole on a regular basis

10. Provision of formal recognition, acknowledgment, awards, etc., for mentoring
**FACULTY MENTORING**

**10 BEST MENTORING PRACTICES**

1. **Be available:** take the initiative to make the first contact; set a mutually agreed upon schedule of meetings

2. **Listen and ask questions: essential skills!** suspend judgment, be sensitive to situations or problems that you may not have encountered

3. **Offer support:** permit time for new faculty to become acclimated; be positive

4. **Offer guidance and advice:** assist mentee in establishing a balance between teaching, research, and service responsibilities

5. **Practice and encourage direct communication: this is a 2-way street!** get to know your mentee, let your mentee know your mentoring style and philosophy, discuss expectations, offer constructive feedback, be honest, respect privacy

6. **Advocate for rights:** educate new faculty regarding both departmental and institutional contractual agreements; understand differences for individuals from underrepresented groups

7. **Help establish relationships:** help mentee establish networks of support, introduce new faculty to colleagues, administrators, and others whom they will need to know

8. **Appreciate the multi-dimensional nature of mentoring:** understand that your role may change from counselor, coach, advocate, challenger and no one person can meet all the needs all the time.

9. **Set goals:** short term (people, procedures) and long term (promotion, professional profile, tenure)

10. **Assess your relationship:** take the role of mentoring seriously, stay active, ask for help with difficulties

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**Some Guidelines for Department Chairs**

1. **Be familiar with your college policy, and publicly endorse mentoring as valuable**

2. **Develop a formal mechanism to acknowledge mentors in your department**

3. **Assign a mentor as soon as the offer letter is accepted; consult with the search committee about the mentor assignment**

4. **Assign a mentor from outside your department based on research or other interests**

5. **Continue to check in with the mentor and the new faculty member**