Qualities of a Great Mentoring Program

- Visible, overt, regular communication from leadership that good mentoring is a department priority
- Formal program management
- Thoughtful mentor matching at hire, and prior to arrival on campus
- Multiple mentors, one outside department, until tenure & promotion decision
- Provision for training of mentors
- Provision for training of junior faculty (mentees)
- Opportunities for junior faculty to network & meet as a group
- Opportunities to check on success of mentoring relationships for every junior faculty, and re-assign or augment, etc., as needed
- Evaluation of program as a whole on a regular basis
- Provision of formal recognition, acknowledgment, awards, etc., for mentoring

Benefits to the Institution

- Contributes to recruitment success
- Increases commitment, productivity and satisfaction of new faculty
- Minimizes attrition
- Encourages cooperation and cohesiveness for those involved in the program
- Develops faculty, enabling them to make full use of their knowledge and skills
- Contributes to the general stability and health of the institution
- Facilitates the development of future organizational leadership

A Few Other Faculty Mentoring Resources

- Papers and Articles Available Online About Mentoring: www.mentors.ca/mentorpapers.html
- University of Toronto’s Women’s Mentoring Program: http://status-women.utoronto.ca/mentoring.htm

Faculty Mentoring: A Brief Overview for Mentors

THE UNIVERSITY OF RHODE ISLAND ADVANCE RESOURCE CENTER

Revised 8-08
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Violating these values can negatively impact the mentoring relationship. Make these boundaries very clear at the beginning of the mentoring relationship.

**Short Term Goals**

- Familiarization with the University, administrative systems and division heads. Know campus resources and where to direct your mentee for questions you cannot answer.
- Ensure initial provisions are in place—hiring paperwork processed, office and lab set up, etc.
- Establishing priorities—help mentee with budgeting time, setting up a lab, publications, teaching, committees.
- Direct to sources of research & faculty development funds and support in proposal writing.

**Long Term Goals**

- Advice on criteria for promotion and tenure—make mentee aware of the expectations in various categories (scholarship, teaching, graduate supervision).
- Discuss what progress might be expected during the first 3 years.
- Discuss where the professional profile should be after 3 years.
- Satisfaction in enabling new faculty to begin their careers with a sense of direction.
- Satisfaction in assisting in the development of new colleagues.
- Satisfaction of contributing to overall institutional climate change.
- Provides opportunities for new research & internal change.
- Satisfaction in assisting in the development of their careers with a sense of direction.
- Satisfaction in enabling new faculty to begin their careers with a sense of direction.

**Other Guidelines**

- Be available. The mentor must be available to the new faculty member, must keep in contact, and be prepared to spend time discussing University affairs, reading and preparing for meetings, etc. The mentor should treat all deadlines and projects with regard to the new faculty member with support and empathy.
- Be plugged in. As a mentor, help establish a professional network for the new faculty member. Make introductions to colleagues, and friends or colleagues who might be useful to the new faculty member.
- Be an advocate. The mentor should be an advocate for the mentee. Help make connections for the mentee to administrators whose influence in the department or College is needed to help achieve the goals identified for possible promotion. Ensure that the mentor is informed about the college’s and department’s definitions of the professional expectations for the new faculty member.
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