

**New Faculty Mentoring
Handbook**

What is Mentoring?

Mentoring is most often defined as a professional relationship in which an experienced person (the mentor) assists another (the mentee) in developing specific skills and knowledge that will enhance the less-experienced person's professional and personal growth.

What does a mentor do?

The following are some of the mentor's functions:

- Teaches the mentee about a specific issue
- Coaches the mentee on a particular skill
- Facilitates the mentee's growth by sharing resources and networks
- Challenges the mentee to move beyond his or her comfort zone
- Creates a safe learning environment for taking risks

Types of mentoring?

One-On-One Mentoring

The most common mentoring model, one-on-one mentoring matches one mentor with one mentee. Most people prefer this model because it allows both participants to develop a personal relationship and provides individual support for the mentee.

Group Mentoring

Group mentoring requires a mentor to work with 4-6 mentees at one time. The group meets once or twice a month to discuss various topics. Combining senior and peer mentoring, the mentor and the peers help one another learn and develop appropriate skills and knowledge.

Peer Mentoring

In peer mentoring, faculty groups meet and network with their peers within or across departments. During these meetings, peers work on specific objectives, such as increased dissemination of scholarly work. One of the most positive and rewarding aspects of peer mentoring is that it gives you opportunities to contribute to the overall development of a group of colleagues, e.g., maintain contact with colleagues you met at New Faculty Orientation.

Team Based Mentoring

The model is based on the principle that new faculty receives sustained support, whether from one mentor, a team, or an evolving developmental mentor composite. In collaboration with the department chairs, the Office for Faculty Advancement guides new faculty in establishing a mentor team to build his or her own developmental network. The team is assembled based on the need of each new faculty member with the team recruited within their own department and across departments, disciplines, and potentially institutions.

Guidelines on Mentoring for New Faculty

The chair and another senior faculty should serve both as sources of information and as advocates for the new faculty member. It is vital that the new faculty member has a "safe" person to whom he or she can bring questions or problems without fear of jeopardizing his or her career.

Mentoring New Faculty: Advice to Department Chairs (and/or Division Chiefs)

There are a number of relatively simple things that a department key leadership member can do or facilitate that will greatly increase the chances of success for a new faculty member.

- In offer and reappointment letters: set clear expectations for success and resources available for assistance in achieving it.
- Make the expectations and criteria for promotion clear.
- Orient new faculty to the departmental culture and procedures, both formal and informal
- Assist faculty in finding appropriate mentors and providing appropriate mentoring to others.
- Hold faculty in the department accountable for effective mentorship and make part of the annual performance review a line item in annual reports from each faculty member.

Introduce the new faculty member to the rest of the faculty. Let him or her know which ones may be particularly helpful as mentors for teaching, dealing with medical students, residents, writing grants, etc. If there is no other recently hired faculty in your department, arrange for the new faculty member to meet individuals from other departments. If the new faculty member is a woman or minority, introduce him or her to other women and minorities in the medical school or on the Marshall University Campus.

Make sure the new faculty member gets put on all the appropriate distribution lists. These include announcements of faculty meetings, seminars, grants, fellowships, internal funding sources, seminars for developing skills in teaching and grant writing, etc. Make sure the new faculty member gets an email account and phone number. Inform any associations of women or minority faculty members about the new hire in your department.

Don't overload new faculty members. Don't overwhelm the new faculty with departmental committee assignments unless your department is too small to function without the new member's participation. Steer the new faculty, when ready, to committees that don't take up too much time, but which will give him or her chance for more visibility.

Provide Frequent and Accurate Feedback. A new faculty member undergoes considerable stress due to a lack of feedback about how he or she is doing with respect to the myriad criteria in the department. Junior faculty often perceive different strengths and weaknesses than does the department; therefore, communication on these issues is essential. In order to promote good communication,

formally evaluate junior faculty at least once each year, preferably twice. As part of this evaluation, ask about short-term and long-term goals as well as accomplishments. Help with research choices, how to secure funding, etc. Help make sure the new faculty member's goals coincide with those of the department. Share your thoughts on committee meetings and discuss both sides of an issue. Discuss specifically how the candidate is doing on a standard timescale for promotion and accomplishments, and note any strengths and weaknesses. Finally, send the new faculty member a written summary of your discussion. Ask for feedback if the faculty member doesn't agree with or understand what was written.

Mentor Roles and Responsibilities

- Decide on a structure: Informal vs. Formal.
- Acknowledge similarities, differences.
- Recognize your different skill sets.
- Be a role model.
- Give constructive feedback.
- Promote creativity and skill development.
- Share the institution's mission, vision, values and culture.
- Help the individual develop goals, access resources and build a professional network.
- Set mutual expectations and responsibilities at the onset of the relationship and follow through.
- Formulate short and long-term goals including identifying values and a timeline for acquisition of skills and completion of tasks such as: writing a paper, joining a professional society, applying for a grant
- Ask for advice and listen thoughtfully

Challenges of a Mentor

- Realize that the goals of the individual being mentored may be different from yours.
- Know your limitations.
- Know your comfort zone.

Mentee Roles and Responsibilities

- Listen and consider alternatives.
- Know your strengths and weaknesses.
- Accept constructive feedback gracefully.
- Be willing to take risks with new ideas.
- Demonstrate initiative.

Challenges of the mentee

- Accept challenges as part of professional growth.
- Be open to your mentor suggesting alternatives.

Mentee Self Reflection

- What are my goals?
- How can a mentor assist me in meeting these goals?
- What are my competency levels and skill sets?
- What skills do I need to learn or improve?
- Think about who should be included in my developmental network (colleagues, scholarly mentors, career advisors, educators, co-mentors, peer mentors)

Suggested Topics for Discussion for the Mentoring Session

Research

- Discuss proposed research project and how to develop aims and hypotheses.
- Do you need to add mentors with expertise in the specific research project you are working on to your Developmental Network?
- Write out a 2 page concept paper with brief background, aims , hypotheses and analysis plan of your proposed research.
- Assess skills/resources needed for projects and timeline.
- As about funding opportunities and how to interact with project officers.
- Meet frequently to ensure progress in meeting original project goals, developing new projects, writing manuscripts or grants.

Clinical Care

- Discuss clinical expectations and goals for continuous learning.
- Are there areas of clinical focus and innovation for scholarship (review articles, case reports), research, collaborations and teaching?
- Discuss the proposed QI project – what are the aims? Project design and methods? Assessment? Collaborators?
- Are there teaching skills needed for you to achieve national recognition?
- Do you have mentors with expertise in QI, health care reform, billing and coding, informatics, epidemiology, specific medical content or methodology, or statistics to your Developmental Network?

Medical Education

- Discuss courses and lectures taught and evaluations/ratings.
- Were you responsible for any innovative teaching methods? What strategic venues such as Grand Rounds, conference have you been invited to speak at? Who has observed you during teaching? What type of feedback have you received? What are your strategies for improvement?
- Do you need to add mentors with expertise in medical education or the specific educational project you are working on to your Developmental Network?

Promotion

- Discuss career trajectory and skills/deliverables needed to progress to next level.
- Familiarize yourself with the MUJCESOM Guidelines for Promotion in your specific area of excellence.

Work Life Balance

- Ask your primary mentor to identify key steps in his/her career path that seem valuable
- As about wellness resources
- As about resources for family, child care, and work/life balance.

Since the mentoring process requires a commitment and a willingness to devote time and energy, we recommend a minimum one-year commitment: which could be formal or informal. Over time, you should supplement Community of Mentors. If, after a period of time, you don't believe that either you or your mentor are able to contribute to an effective mentoring relationship, the OFA or your Chair can assist in finding or selecting different mentors. If a relationship ends, do so on good terms, keeping the lines of communication open with your mentor

Become a Mentor or Need a mentor

Please send your request with cv to facultymentoring@marshall.edu

Mentoring literature Review

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Faculty Mentoring Models and effective Practices, 2014

<http://www.hanoverresearch.com/media/Faculty-Mentoring-Models-and-EffectivesPractices-Hanover-Research.pdf>

A new Approach to Mentoring :

<http://online.wsj.com/news/articles/SB122160063875344843?mg=reno64-wsj&url=http%3A%2F%2Fonline.wsj.com%2Farticle%2FSB122160063875344843.html>

