Faculty Mentoring Manual

Developed on behalf of the

TTUHSC-SON Professional Development Council

*Adapted from: Paul L. Foster School of Medicine, Office of Faculty Affairs & Development; Manual for Faculty Mentoring. Texas Tech University Health Sciences Center at El Paso
INTRODUCTION

The importance of the faculty mentor/protégé relationship is emphasized in the School of Nursing Strategic Plan. The focus on research and scholarship in Goal III of the Strategic Plan identifies mentoring as an integral component in achieving advance knowledge, practice, and pedagogy through innovative research and scholarship.

The Texas Tech University Health Sciences Center School of Nursing guided by the Professional Development Council believes Mentoring is a synergistic and nurturing process which transpires in a non-threatening environment. While serving as a role model a more skilled or more experienced faculty guides, champions, encourages, advises, and supports a less skilled or less experienced faculty for the purpose of inspiring personal and professional growth. The mutual relationship is conscious and purposefully designed to promote independence in the protégé. This collaborative engagement fosters accountability, trust, emotional safety, and integrity.

The purpose of this handbook is to provide faculty members, deans, department chairs and other employees of the Texas Tech University Health Sciences Center School of Nursing who are engaged in or supportive of faculty development with a flexible yet powerful method for assisting individual faculty members to achieve his/her highest potential.
GOALS FOR THE SCHOOL OF NURSING (SON) FACULTY
MENTORING PROGRAM

The goals of this mentoring program are to:

1. Establish a multi-campus mentoring platform to maximize faculty potential at all levels.
2. Assist faculty to successfully develop and achieve their personal and professional growth.
3. Enhance faculty recognition, satisfaction and retention by directing, mentoring and supporting the faculty to succeed in their scholarly endeavors.
4. Provide mentoring skills to faculty members for them to effectively function as a protégé and later successfully serve as a mentor for faculty and students.
5. Enhance mentoring skills of the faculty members who volunteer to serve as a mentor for faculty members.
6. Align individual faculty accomplishments with the School of Nursing mission.
7. Assist the Department Chairs and Regional Deans/Associate Deans in developing, supporting, monitoring and assessing faculty academic progression.
8. Create and maintain a collegial and conducive environment for faculty development at both department and institution levels.
9. Establish a program to effectively organize, coordinate, and evaluate a formal TTUHSC-SON faculty mentoring program.
10. Recognize and reward mentoring efforts of the faculty mentors.
11. Provide a cadre of faculty who will initiate, support and sustain the School of Nursing faculty development programs.
I. OVERVIEW OF SON FACULTY MENTORING PROGRAM

- Incoming faculty will be assigned a Peer Advisor by their Department Chair to facilitate the components of orientation outlined by the New Faculty Orientation Ad Hoc Task Force.

- Current faculty* may request to be assigned a mentor by completing the *Faculty Inventory of Mentoring Skills and Needs* (see Appendix A) with guidance from their Department chair.** After program implementation, the *Application to be a Faculty Mentor Form* (see Appendix B) will be accepted each Summer for mentoring relationships to begin in the Fall of the semester.#

- Interdepartmental collaboration is encouraged with the formation of protégé/mentor partnerships in which each of the faculty has been assigned from differing SON departments or programs.

- The Department Chair will notify the Professional Development Council (PDC) and Regional Dean or Associate Dean of the proposed mentoring relationship.

- The PDC will provide the mentor and protégé with the *SON Mentoring Handbook.*

- Mentor and protégé will complete the *Faculty Mentoring Partnership Agreement Form* (see Appendix C) and submit a copy to the PDC Chair for approval.

**Rationale:** To ensure outcome-driven and objective oriented accountability, this faculty mentor and protégé relationship needs to be documented and conform to the SON faculty mentoring guidelines.

- Mentor and protégé are required to have regular meetings as delineated in the *Faculty Mentoring Partnership Agreement.*

- Confidentiality within the mentor-protégé relationship is an expectation.

- Either mentor or protégé may request the termination of the mentoring relationship at any time during this process by notification of department chair.

* Faculty who are eligible should have completed their orientation to the SON (usually a 6 to 12 month process).

** A faculty can either maintain a currently existing or initiate a mentoring relationship with a mentor at the SON. If no mentor is available from a department or program which differs from that of the protégé’s, the Department Chair in consultation with the Regional or Associate Deans...
may nominate a faculty from inside their department.

# The intent is to initiate a systematic approach to the process. Eventually, it would be conceivable to have a process of launching mentor/protégé relationships at different time points throughout the year, as opposed to exclusively in the Fall.

II. IMPLEMENTATION PHASES: SON FACULTY MENTORING PROGRAM

A. **Phase 1:** Announcement of the SON Faculty Mentoring Program at Coordinating Council, Faculty Council and Program Councils. The *Faculty Inventory of Mentoring Skills and Needs* will be sent out to all faculty for completion and return to the Professional Development Council (PDC) (see Appendix A). Faculty members who wish to apply as a mentor should have a discussion with their Department Chair prior to completing and submitting the *Application to Mentor Faculty Form* to the PDC (see Appendix B). The Professional Development Council is responsible for notification of Regional/Associate Deans as applicable based on campus. Faculty will submit the *Faculty Inventory of Skills and Needs* (see Appendix A) and the *Application to Mentor Faculty* (see Appendix B) to the PDC. The PDC will enter all mentor and protégé information into a database for matching and tracking.

Faculty protégé applicants will receive a list of mentors who may fit the profile requested. The faculty protégé can either contact the mentor(s) of his/her choice and obtain agreement for mentoring or select two mentor names from the list and return the selection to the PDC for matching. The PDC will send the Curriculum Vitae (CV) of a best fit mentor to the protégé applicant for review and vice versa. Matched mentor and protégé are encouraged to start their first meeting to discuss and complete the *Faculty Mentoring Partnership Agreement Form* (see Appendix C).

Faculty applications and protégé interest forms for the mentoring program will be reviewed during the summer semester for initiation in the Fall.

B. **Phase 2:** The PDC will organize a series of workshops to enhance the quality of the mentoring program. Workshop topics for “Advances in Mentoring” will be developed by the PDC based on identified areas of faculty interest and development needs. In addition to these workshops, the PDC will coordinate group discussions between mentor and protégé to enhance collaboration and dissemination of mentoring experiences.

The PDC may provide instructions and support to both mentor and protégé upon request. The PDC will monitor the following:
Both mentor and protégé are recommended for this mentoring cycle to use the goals and objectives that had been previously discussed and submitted to the department chair at the annual faculty evaluation as the goals & objectives. The mentor will assist and support the protégé in designing and navigating through the action plan for each objective.

The mentor is expected to advise and assist protégé in proposal writing if requesting financial support or additional types of resources to successfully accomplish goals and objectives.

Toward the end of the Phase 2, both mentor and protégé will complete a form to document their progress and outcomes of previously delineated objectives, provide written constructive feedback to each other and the PDC about strengths and challenges of the faculty mentoring program, and decide on the extension or termination of the mentoring relationship.

C. Phase 3: Outcome and Evaluation

The PDC will review the evaluation documentation and identify opportunities for revising the SON Faculty Mentoring Program and topical workshops. Revised mentoring materials and related Faculty Mentoring policies will be updated based on evaluation feedback.

Table 1: Characteristics of Nursing Faculty Mentoring Program

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<th>SCHOOL OF NURSING</th>
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<tr>
<td>Availability</td>
<td>Majority of Mentor/Protégé partner designations will occur each Fall. (mentor/protégé partnerships may be established at other times based on faculty needs)</td>
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<tr>
<td>Eligibility</td>
<td>All faculty (after 6 months of service)</td>
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<td>Progress &amp; Outcome Monitoring</td>
<td>Professional Development Council</td>
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<tr>
<td>Matching Mentor-Protégé</td>
<td>Professional Development Council with notification of Regional/Associate Deans as applicable.</td>
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<tr>
<td>Basic Training for Mentor &amp; Protégé</td>
<td>YES</td>
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<tr>
<td>Advanced Training for Mentor-Protégé</td>
<td>YES</td>
</tr>
<tr>
<td>Networking for Scholarly Activities</td>
<td>YES</td>
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<tr>
<td>Resources</td>
<td>SON</td>
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<tr>
<td>Confidentiality</td>
<td>YES</td>
</tr>
<tr>
<td>Length of Mentor-Protégé</td>
<td>12 to 24 months</td>
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<tr>
<td>Group discussion/collaboration</td>
<td>YES</td>
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III. GUIDE FOR THE MENTOR

1. What is Mentoring?

Mentoring is a synergistic and nurturing process which transpires in a non-threatening environment. While serving as a role model, a more skilled or experienced faculty guides, champions, encourages, advises, and supports a less skilled or less experienced faculty for the purpose of inspiring personal and professional growth. The mutual relationship is conscious and purposefully designed to promote independence in the protégé. This collaborative engagement fosters accountability, trust, emotional safety, and integrity. (SON Faculty, 2015)

2. What Makes a Protégé?

Based on the 2015 SON Faculty Mentoring Survey, the following reflect reasons for a mentoring relationship.

<table>
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<th>Gain a realistic perspective of the academic workplace</th>
<th>Receive encouragement and support from more experienced faculty</th>
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<tbody>
<tr>
<td>Achieve new goals and explore opportunities and alternatives</td>
<td>Get advice on how to balance work and other responsibilities, set priorities</td>
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<tr>
<td>Increase confidence for both the mentor and the protégé</td>
<td>Network</td>
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To qualify as a protégé, a person must have concrete goals and objectives, want to further the profession and accomplish individual attainments. Signs that the person wants to progress are phrases and questions such as:

- “I want to be an effective teacher”
- “I don’t have enough confidence in teaching large group of students”
- “I would like to participate in collaborative scholarship and research”
- “How can I write and publish in a peer-review journal”
- “How can I get a promotion”
It is very difficult to help someone who does not see the need for help. In addition, the individual must appreciate and accept the need for change.

A protégé must have trust and respect for the mentor. Finally, the protégé must value the role of a mentor in achieving these objectives.

3. **What are the Characteristics of an Effective Mentor?**

Results are based on the 2015 SON Faculty Mentoring Survey.

<table>
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<tr>
<th>Characteristics of an Effective Mentor</th>
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<tr>
<td>Sensitivity to the protégé's strengths and weaknesses, intellectual and emotional developmental needs</td>
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<tr>
<td>Trust</td>
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<td>Respect</td>
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<tr>
<td>Openness</td>
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<td>Self-awareness; knowing your own strengths and weaknesses</td>
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<td>Communication skills - a willingness to listen and an ability to communicate with the protégé</td>
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<td>Patience</td>
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<tr>
<td>Honesty</td>
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<tr>
<td>Integrity</td>
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<tr>
<td>An ability and willingness to work with the protégé on his/her development needs</td>
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<td>A sense of fairness - observing and communication of both the positive and negative in a situation</td>
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<tr>
<td>Transparency</td>
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<tr>
<td>Perseverance</td>
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A primary characteristic of an effective mentor is that he or she be trusted and respected by the protégé. Trust and respect create the basis for the open communication that is essential to an enjoyable and successful mentoring relationship.

Additionally, it will be important for the designated mentor to have prior experience in
mentoring relationships. Prior mentor experience will be evaluated by the PDC Council.

4. Establishing a Mentoring Relationship

Now that we have an individual who wants to grow and succeed (protégé), and has selected a suitable mentor, the next stage is to establish a mentoring relationship.

While a successful mentoring relationship could be informal, as it has been done during the last several years at this campus, it is best to give it some structure. There are few basic questions:

- Where are we going, what is our objective?
- Where are we now?
- What do we need to get to our objective?
- Who else can assist me in this endeavor?
- What will I get from this mentoring partnership?

The mentor frequently leads a discussion with the protégé along the following lines:

1. What are the objectives of the protégé?
2. What is the background of the protégé?
3. What should I do if I can’t answer all of my protégé’s questions?
4. What is the existing situation?
5. What steps must the protégé take to reach his / her objective?
6. What resources are available?
7. What resources need to be obtained from elsewhere?

Tip – Why not document this discussion? Set up a mentoring notebook. It can serve as a useful reference. You can update the notebook as the mentoring relationship progresses.
IV. RESPONSIBILITIES OF THE MENTOR

The mentor should provide informal advice to the new faculty member on teaching, scholarship, research and/or practice and committee work or be able to direct the new faculty member to appropriate other individuals. Funding opportunities both within and outside the campus are also worth noting. The mentor should treat all dealings and discussions in confidence. There is no evaluation or assessment of the protégé on the part of mentor, only supportive guidance and constructive criticism.

Typical Issues

• How does one establish an appropriate balance between patient care, teaching, scholarly activities, research and other administrative services? How does one say "no?"

• How does one obtain feedback concerning teaching? What resources are available for teaching enhancement?

• What are available opportunities for faculty development? Who are involved in faculty development?

• How do the merit, promotion and tenure processes work? Who are involved?

• What committees should one be on and how much committee work should one expect?

The Mentor

The most important tasks of a good mentor are to help the protégé to fully develop his/her potentials and to achieve expected accomplishments. The mentors of both formal and informal mentoring will require significant contribution of time and effort. A good relationship with a supportive, active mentor has been shown to contribute significantly to the career development and satisfaction of the protégé.

Qualities of a Good Mentor

• Accessibility – the mentor is encouraged make time to be available to the protégé. Depending on the location, the mentor might keep in contact by dropping by, calling, sending e-mail, or extending a lunch invitation. It is very helpful for the mentor to make time to read / critique proposals and papers at the protégé’s request and to provide periodic reviews of progress.
• Networking – the mentor should be able to help the protégé to establish a professional network.

• Independence – the protégé’s intellectual independence from the mentor must be carefully preserved and the mentor must avoid developing a competitive relationship.

Goals for the Mentor

Short-term goals

• Define and clarify expectations in clinical service (patient care), teaching, scholarship and research (publication/research funding) and academically-related public service (administrative and committee service)

• Understand the procedure for annual faculty evaluation.

• Understand the procedure and guidelines for peer-review on tenure and promotion.

• Participate in the Faculty Mentoring Program.

• Participate in faculty development

• Networking—introduction to colleagues, identification of other possible mentors.

• Develop awareness—help the protégé understand relevant policies and procedures.

• Seek and obtain constructive feedback and encouragement, compliments on achievements through formative performance review.

• Providing guidance to prioritize academic expectations—budgeting time, balancing scholarship, research, teaching, and service.

Long-term goals

• Achieving further career advancement.

• Preparing for Tenure-Promotion or post-Tenure review

• Serving as a mentor for other faculty members

Benefits for the mentor

• Satisfaction in assisting in the development of a colleague

• Ideas for and feedback about the mentor’s own teaching/scholarship and research
• A network of colleagues who have passed through the program
• Retention of excellent faculty colleagues
• Enhancement of department quality

Changing Mentors

Seek confidential advice and resolution from the department chair in consultation with the Professional Development Council Chair. Regional/Associate Deans as applicable, will be notified of any changes to mentor/protégé relationships.

Tips for Mentors

• Exchange CV's with the protégé to stimulate discussion about career paths and possibilities.
• Ask about and encourage accomplishments. Provide constructive criticism and impromptu feedback.
• Use the mentor’s knowledge and experience to help protégé identify and build on his/her own strengths.
• Attend all faculty development events on mentoring.
• Be in contact regularly and frequently during the first 2-3 months to discuss the protégé’s activities. Commit to making at least one contact per month thereafter to show interest in the career of the protégé.
• Discuss annual performance reviews with the protégé: how to prepare, what to expect, how to deal with different outcomes. Preview the document before it is submitted to the department chair.
• Guide the protégé in understanding SON organizational committee processes for faculty appointment, tenure and promotion.
• Review and provide feedback on tenure and promotion application documents prior to submission by the protégé.
• Aid the protégé in exploring the institutional, school, and departmental culture, i.e. what is valued? What is rewarded?
• Update the Chair of the Professional Development Committee with insights on the progress of the protégé as well as concerns.
• If applicable, share knowledge of important professional meetings to attend.
V. GUIDE FOR PROTÉGÉ

- Discuss with the Department Chair about the request and preferences for a mentor within the department.
- Show initiative in career planning: write a personal statement with realistic expectations about educational or professional philosophy; exchange CV’s with the potential mentor for discussion.
- Realize that the success is important not just to the protégé but also to the school. Consider that "going it alone" may not work well for everyone and being a good team player is essential for growth.
- Give high priority to scheduled meetings with the mentor and take advantage of e-mail and the telephone to keep in touch informally. Be willing to ask for help.
- Discuss with Department Chair or Professional Development Council Chair about available opportunities for faculty development.
- Notify the Department Chair for questions or concerns about the faculty mentoring program.

- Make and maintain contacts with other faculty within the department as well as in other departments and schools.
- Become familiar with the resources available to support and strengthen the development of teaching, scholarship and research development.

- Discuss with the mentor about available resources and support for faculty and career development.

- The protégé should be encouraged to formulate their career goals clearly, define sharply any problems they perceive and bring specific problems to meetings for discussion. The mentor may wish to ask for some such material in writing. The mentor cannot guarantee the happiness and work environment of the protégé and they cannot make promises as to salary equity, but they can offer support, encouragement and useful information. It is important to establish how issues of confidentiality will be dealt with. The mentor/protégé pair should agree to a no-fault conclusion of the relationship if either party feels that the intended goal is not being achieved, without either blaming the other.
VI. RESPONSIBILITY OF THE PROTÉGÉ

- Remind, maintain and be punctual in all scheduled meetings with the mentor.
- Clarify with the mentor about expectations, goals and objectives for the mentoring partnership.
- Do not hesitate to disclose strengths and weaknesses, and seek advice.
- Review progression periodically with the mentor.
- The protégé should keep the mentor informed of any problems or concerns as they arise.
- If input is desired, give sufficient time to allow the mentor to review and provide feedback.

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