

Faculty Center for the Enhancement of Teaching and Learning

Mentoring Guidelines

Mentee Checklist

Before the meeting with your mentor...

_____ Ask yourself – What are my goals? How can a mentor assist me in meeting these goals? What are my competency levels as a teacher, researcher, administrator, and in the community?

_____ Take the initiative. Introduce yourself by phone, brief letter or email. Invite your mentor to meet; suggest potential topics. Agree on confidentiality and no-fault termination.

_____ Ask your primary mentor for his or her CV. Identify key steps in his/her career path that seem valuable.

_____ Update your own CV.

_____ Consider the skill sets that require additional mentoring: What skills do I need to learn or improve? What do I want to change about my work style? What professional networks are important?

During the meeting...

_____ Discuss your short- and long-term professional goals (e.g., funding, manuscripts, courses) and work together to develop steps to reach these goals, with a timeline.

_____ Determine frequency of meetings. This will vary based on individual needs, but often occurs once a month, and at least quarterly. The extent of interaction can range from brief email or phone “check-ins” to lengthy follow-up meetings.

_____ Suggest potential topics for future meetings. (Examples: setting and achieving goals, managing time effectively in an academic environment, balancing personal and professional life, negotiating for what you want/need, completing manuscripts, etc.).

After the meeting and throughout the relationship. . .

_____ Establish your own checklist for follow up. Keep an ongoing portfolio of activities & works in progress. Check your timeline.

_____ Re-evaluate the mentoring agreement at least annually.

* Adapted from resources at the following institutions:

Children’s Hospital Boston

http://www.childrenshospital.org/cfapps/research/data_admin/Site2209/mainpageS2209P1.html

Virginia Commonwealth University School of Medicine

http://www.medschool.vcu.edu/facultyaffairs/career_dev/facultymentoringguide/fmguide.pdf

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_____ Be sure that your mentee knows how to contact you (e.g., e-mail, telephone, fax, etc.). Request contact information from your mentee.

_____ Familiarize yourself with the promotion/tenure policies.

_____ Introduce yourself by phone, brief letter or email. Invite your mentee to a meeting; suggest potential topics. Agree on confidentiality and no-fault termination.

_____ Obtain mentee's CV prior to the first meeting so that you already know pertinent professional information.

_____ Set aside about an hour for the first meeting with your mentee. You may want to conduct the first meeting away from the office, or go to your mentee's space. Use this hour to learn about other aspects of your mentee. What are his/her hobbies? Share similar information about yourself.

_____ Discuss your expectations and your needs with your mentee. Work with your mentee on yearly goals for the relationship (meeting time, etc.). Plan to meet at least quarterly with your mentee.

_____ To chart his/her success, help your mentee develop a check-list that you both can follow.

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Activities for Mentor-Mentee Pairs

Some suggested joint activities for mentors and mentees include:

- ◆ Discussions about rank, promotion, and tenure
- ◆ Review CV and provide feedback
- ◆ Provide advice regarding service on committees
- ◆ Discuss strategies (i.e. looking for resources and collaborations) for advancement
- ◆ Review faculty evaluation form
- ◆ Discuss research management strategies
- ◆ Review time management strategies
- ◆ Review manuscripts and grant applications
- ◆ Provide techniques for managing courses
- ◆ Assist with development of faculty-oriented teaching portfolios
- ◆ Discuss teaching, advising, and relating to students
- ◆ Schedule regular professional development opportunities
- ◆ Introduce mentees to other faculty

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