Mentoring
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Definitions:
- MENTOR - A close, trusted, and experienced counselor or guide
  Derived from fictional character “Mentor,” tutor of Telemachus in the Odyssey of Homer
- MENTORING – Facilitates growth transitions, the movement from one state/status to another which are at times of crisis or vulnerability
  The mentor’s role is to shepherd the initiate safely through these vulnerable transitions

Mentoring is….
- “Few things in the world are more powerful than a positive push. A smile. A word of optimism and hope. A "you can do it" when things are tough.”
  Richard M. De Vos

Mentoring is a brain to pick, an ear to listen, and a push in the right direction. ~
New faculty will enter the system more smoothly, assimilate to the culture, customs and roles more easily, and accelerate to desired level of performance more swiftly – with a formal mentoring process.

From Wikipedia…
- New-hire mentorship
  For example, in some programs, newcomers to the organization (protégés) are paired with more experienced people (mentors) in order to obtain information, good examples, and advice as they advance. It is considered that new employees who are paired with a mentor are twice as likely to remain in their job than those who do not receive mentorship.[1]
- “Most new PhD’s arrive at 1st position feeling unprepared for such key duties as teaching UG’s and conducting research”
- “On-the-job-training” is norm, but changing, with many universities instituting formalized mentoring programs
- Council of Graduate Schools-sponsored PFF’s to prepare PhD students for jobs in research & non-research universities
- Study of private “master’s colleges” done by TIAA-CREF Institute
- www.insidehighered.com – good website

Confidence gap for new Profs

Our legacy is defined by the impact we have on those who follow us. - Anonymous

From Wikipedia…
- New-hire mentorship
TIAA-CREF Study Results

<table>
<thead>
<tr>
<th>% Very Effectively Prepared After Grad School</th>
<th>% Very Effectively Prepared NOW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>Men</td>
</tr>
<tr>
<td>Conduct research</td>
<td>28</td>
</tr>
<tr>
<td>Teach UG’s</td>
<td>29</td>
</tr>
<tr>
<td>Interdisc collaboration</td>
<td>25</td>
</tr>
<tr>
<td>Teach w/ technology</td>
<td>20</td>
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<tr>
<td>Artic teach-philo</td>
<td>18</td>
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<tr>
<td>Serve on committee</td>
<td>12</td>
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<tr>
<td>Advising UG’s</td>
<td>6</td>
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<tr>
<td>Obtain grants</td>
<td>8</td>
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</tbody>
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Why address confidence, prep?

- Retention!
- Recruiting takes time & $ 
- Preparation before (PFF) and early in position (mentoring) helps novices be successful – and therefore helps retention
- Formal mentoring becoming more common

Mentoring at UM

- Present, but in varying degrees depending on Dept or School – and almost entirely informal
- Some excellent, some non-existent
- Several surveys, Senate Task Forces
- 2008 Faculty Survey indicated:
  - Significant relationship to commitment to UM and satisfaction with work which had a mentor
  - A formalized mentoring program would benefit mentors and mentees
  - Mentoring not considered in compensation or promotion, but should be
  - No differences for tenure or non-tenure track, or by campus
  - A formalized Program is being considered by the Provost’s Office for Spring 2009

Mentors….Why should I?

Top 10 Reasons Why to Become a Mentor

1. Re-energy your career
2. Gain satisfaction in sharing your expertise with others
3. Increase productivity levels
4. Greater involvement in your department
5. Greater satisfaction with your job
6. Gain collaborations for future projects
7. Keep abreast of new knowledge and techniques
8. Increase your networking
9. Gain insights from your protégé’s background that enhance your professional and personal development
10. Personal joy and satisfaction that you are making a difference in someone else’s life

Recognition of Mentors

- Often lacking
- Mentee’s success is notable with successful development and achievement
- Mentor’s success should be noted (and rewarded) as well
- Need for recognition of Mentors
  - By Chair
  - Within Department
  - Within School and University

What a mentor should do for a mentee:
- Identify their Strengths and weaknesses
- Address their Educational Needs
- Explore options with their mentor
- Provide motivation
- Act as a Challenger
- Encourage reflection
Successful Mentoring and the Chair (who is charged with faculty development)

Where do I begin?
- New position
- Understanding the life of an academic
  - Teaching
  - Research/Scholarship
  - Service
  - (Clinical practice)
- Job description
- Expectations for P&T

2 kinds of institutions & priorities

- Research-Driven
- Research and grants – NIH/NSF-driven
- Teaching
- Service – national level
  - “RO1+, # pubs & quality of publication”

- Teaching-emphasis
- Emphasis on teaching – has value and rewards
  - And high teaching load
- Scholarship – not usually NIH-driven
- Service – community
  - “Excellence in 1 area, Strong in 2”

Triad

- Research/Scholarship
- Teaching
- Service
- (Clinical Practice)

Job Description

- Teaching Loads vary greatly by institution, and among Schools/Departments
- Scholarship expectations vary greatly…
- Service – type of – expectations vary, but not as important as first 2 elements; some service not advised for junior faculty
- Release time? Maybe…it depends…
- Ask the questions first…..

Job Description cont’d

- Requisite Skills of a New Faculty Member include:
  - Learning clinical rules/teaching methods
  - Writing and securing grants/funding
  - Acquiring resources/equipment
  - Publishing
  - Understanding promotion and tenure policies
  - On – and a life outside ☺
  - It may take more than one person to meet these needs
**P&T Expectations**

- Differs by discipline
  - 1 book (based on dissertation)
  - 1 RO1+, 15 publications, national reputation
  - 3-8 articles in mostly top journals
- Teaching – competence desirable in Research types; excellence is valued in Teaching types
- Service – NIH panels, other national committees; School or University committees
  - Ex. IRB – may not be for junior faculty

**Finding mentor(s)**

- Senior faculty in or outside Department
  - Teaching Excellence Award/Program Director – how to teach (Also with the PFF Workshops!)
  - Scholar – within Dept or outside with complimentary field or collaborator
- Expert in the field – outside the university
- Chair/Vice Chairs – P&T guidance (past service on P&T Committees) – knowing the rules!
- Meetings – 2 Way Street – in person, phone, electronically – today this is much easier
- Informal or Formal Mentoring Programs - Networking

**Annual Reviews**

- Faculty Evaluation + Faculty Development
- (Continuous Performance Assessment)
- Job Description – Place to Begin
- Expectations (of Chair, Dept, School, University)
  - Scholarship, Service, Teaching, (Clinical Practice)
- Strengths and Weaknesses – Identify with Data
- Determine a Plan with Goals that are measurable
- Seek a mentor where needed

**Mentoring – Shared Responsibility**