



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

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
....*Academic Medicine*

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]
- Kaye, Beverly; Jordan-Evans, Sharon (2005). *Love 'Em or Lose 'Em: Getting Good People to Stay*. San Francisco: Berrett-Koehler Publishers, Inc. 117. ISBN 13: 978-1-57675-327-9.

Confidence gap for new Profs

- “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

TIAA-CREF Study Results

	% Very Effectively Prepared After Grad School		% Very Effectively Prepared NOW	
	Women	Men	Women	Men
Conduct research	28	39	39	55
Teach UG's	29	33	71	82
Interdisc collabora	25	26	47	39
Teach w/ technol	20	20	50	59
Artic teach philos	18	21	57	66
Serve on committe	12	7	52	45
Advise UG's	6	9	48	44
Obtain grants	8	7	14	13

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 when 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

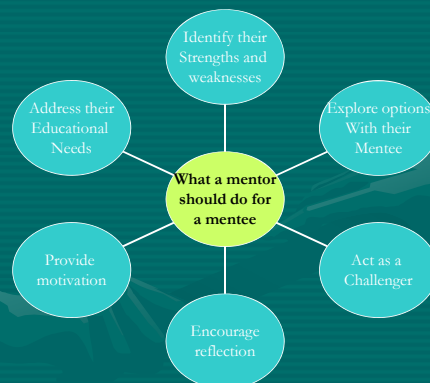
Mentors.... Why should I?

Top 10 Reasons Why to Become a Mentor

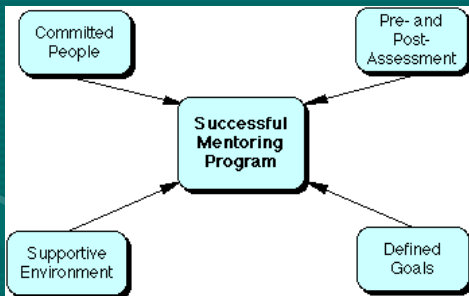
- 10 Re-energize your career
- 9 Gain satisfaction in sharing your expertise with others
- 8 Increase productivity levels
- 7 Greater involvement in your department
- 6 Greater satisfaction with your job
- 5 Gain collaborators for future projects
- 4 Keep abreast of new knowledge and techniques
- 3 Increase your networking
- 2 Gain insights from your protégé's background that enhance your professional and personal development
- 1 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



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

- | | |
|--|---|
| <ul style="list-style-type: none"> • Research-Driven • Research and grants – NIH/NSF-driven • Teaching • Service – national level | <ul style="list-style-type: none"> • Teaching-emphasis • Emphasis on teaching – has value and rewards <ul style="list-style-type: none"> – And high teaching load • Scholarship – not usually NIH-driven • Service – community |
|--|---|
- “RO1+, # pubs & quality of publication”
- “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
 - Oh – *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 Awardee/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

