

College of Health Sciences

Faculty Mentoring
Handbook:
A Guide for Success

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Overview

Need for a Formal Mentoring Program

A survey was administered in Fall 2015 to faculty in the College of Health Sciences addressing past experiences with mentors and expectations for mentors. Twenty six people responded to the survey. Results suggested that mentors assigned during Faculty Orientation outside of the college were not satisfactory and that most interactions were social and not professionally focused. 46% of respondents had no mentor but stated they would have benefited from assistance. Helpful areas identified were tenure and promotion, culture of the department, college, university, life in Milledgeville, expectations of the job, time management, definitions of terms, explanation of policies and procedures, individualized D2L training, grading, balancing work-life, developing a research agenda, chain of command, and resources for specific questions. Comments concerning expectations of mentors included regular contact and engagement, intentional time, honest and experienced, available to answer questions, someone to serve as a reference and guide, someone to “check in” periodically, and a genuine interest in helping others.

These results reinforced the need to develop a formal mentoring program for the College of Health Sciences.

Goals

The CoHS Faculty Mentoring Handbook is based on the following goals to support faculty in their assimilation to Georgia College & State University (GCSU), College of Health Sciences (CoHS), and individual units:

1. To increase knowledge, understanding and communication of expectations for tenure and promotion.
2. To connect faculty to internal and external resources to support success at GCSU.
3. To prevent, identify, and solve challenges to success in areas of teaching, research, scholarship, creative pursuits, professional development, service, work-life balance and the community.

Participation

Participation as mentors or mentees should always be voluntary. Success depends on meeting the needs of the mentees and a positive mentoring relationship that meets the interests of the mentor. No faculty member should feel pressured to continue in a relationship that does not meet expectations and interests.

Mentors

Faculty members who volunteer as mentors should be recognized for their service. Mentors should report their mentoring activities on the yearly Individual Faculty Report under Service.

Formal mentoring to...	Should be reported as...
Colleagues within one's department/school	Service to the Department or School
Colleagues outside of one's department/school but within one's college	Service to the College
Colleagues outside of one's college but within one's institution	Service to the University

(See *Documentation of Formal Mentoring Activities: Mentors*)

Mentees

New faculty members will meet the first month of employment with their department chair or director to discuss mentoring needs. The department chair or director will introduce the mentee and mentor. The mentor and mentee will determine meeting days and times and frequency of meetings.

Using the Handbook

The mentor and mentee will develop an individualized Mentoring Plan. This will be used in determining yearly goals and evaluating performance at the end of the year. The document *Faculty Mentoring Plan* presents Mentoring Priorities and Key Outcomes for Success. These priorities and outcomes will be used to complete the Goals found in the document *Faculty Professional Development Worksheet*. The worksheet is the foundation for developing proposed activities to be achieved during the academic year. Examples of activities for each priority area is provided. Progress is documented on the *Documentation of Professional Development & Formal Mentoring Activities*. These will be used as part of the faculty's Individualized Faculty Report at the end of the academic year.

Best practices for mentors and mentees are included to assist both parties in creating a productive, effective, and positive relationship.

Faculty Mentoring Plan Priorities and Key Outcomes

Mentoring Plans should include the seven mentoring priorities below:

Mentoring Priority	Key Outcomes for Success
Getting to know GCSU	Understanding the academic culture of the university/colleges/schools/departments; identifying resources to support teaching, research and professional development; creating networks in these areas.
Excelling at Teaching	Finding support for teaching, including developing new courses, assessment, cutting-edge strategies, interdisciplinary teaching, and other areas of the Center for Faculty Development
Excelling at Research, Scholarship, Creative pursuits	Finding support both capital and human resources, developing a writing plan, identifying internal and external funding, feedback on manuscripts and grant proposals; engaging in presentations, lectures, publications.
Understanding Promotion and Tenure Processes	Understanding the University System of Georgia (USG) and CoHS guidelines for promotion and tenure. Developing a personal plan for P&T success.
Creating Work-Life Balance	Prioritizing teaching, research and service in ways that are consistent with expectations for promotion and tenure; finding support for goal-setting, developing time-management skills; attending to quality of life issues such as wellness, care-giving, and families.
Developing Professional Networks	Establishing career enhancing relationships with other faculty who share similar interests in teaching and/or research within the GCSU and USG community and outside of the USG system.
Excelling at Service	Finding support for identifying and engaging in service activities that benefit various constituencies, including the institution, the profession, and the community. Mentors can assist mentees in navigating the numerous service opportunities and help guide to the most beneficial and rank-appropriate activities within the institution, to the profession, as a professional.

Instructions for Forms

Reporting mentoring activities (by mentors and mentees) promotes recognition of those who provide mentoring service while ensuring continued evaluation of mentoring policy and practices. The forms included in this section are to be used by mentors/mentees to report on their mentoring activities.

The *Faculty Professional Development Planning Worksheet* should be completed by CoHS faculty when preparing draft/final professional development plans in consultation with mentors and their Department Chair/ Director.

The *Documentation of Professional Development & Mentoring Activities* form should be completed by CoHS faculty and submitted with annual review materials. Note: Submission of these materials is solely to support faculty development and success. Review of these materials will be used to identify resources and challenges to faculty success with the ultimate aim of enhancing support for faculty success.

The *Documentation of Formal Mentoring Activities: Mentors* form should be completed by CoHS faculty who provide long- or short-term structured, intentional mentoring that has a specific goal. For example, if a faculty member agrees to serve as a long-term contact for discussion of departmental policies and meets with a faculty member periodically during the academic year, these meetings would constitute a formal mentoring relationship. Likewise, reviewing and providing feedback on a grant proposal is a formal agreement to provide professional mentoring even if the mentoring goal is short-term and does not result in a long-term commitment to provide future mentoring

New or untenured faculty members (including Lecturers) may use this planning worksheet to self-identify their professional development goals and prepare draft/final plans for achieving these goals each year. The final professional development plan will be submitted to the Department Chairs/Directors to facilitate ongoing attention to faculty development goals and support for faculty success.

The planning worksheet is provided here solely for the purpose of fostering broad-level consideration of needs and resources. Faculty are encouraged to consider multiple sources of feedback when identifying their goals each year, including (but not limited to): annual evaluation letters, student evaluations of teaching, outcomes from manuscript/grant submissions, and feedback from the Department Chairs/Directors. New faculty members who have yet to receive formal feedback from the institution should consider meeting with the Department Chair/Director at the beginning of the contract period to discuss expectations in anticipation of preparing their first professional development plan. Faculty should review available resources in conjunction with a mentor to draft a strategy for meeting their goals, keeping in mind that some goals may best be supported by seeking mentoring or other support both from within and beyond the department, college and the university.

Formal mentoring activities should have specific, outcome-focused goals and expectations and involve interactions that are structured around achieving these goals. Both short- (e.g., commenting on a manuscript draft) and long-term (e.g., meeting for a pre-determined number of times during the year to discuss teaching) efforts may qualify as formal mentoring as long as

the activities are intentional and structured to meet a particular goal, rather than incidental and unstructured.

(revised from Wright State University (2013) Faculty Mentoring: Policy & Resources)

Faculty Professional Development Worksheet

Faculty Member's Name:

Date:

Mentoring Priority	Key Outcomes for Success	Professional Development Goals
Getting to Know GCSU	Understanding the academic culture of the institution, /college/schools/departments, identifying resources to support teaching, research and professional development. Creating networks in these areas.	
Excelling at Teaching	Finding support for teaching, including developing new courses, assessment, cutting-edge strategies, interdisciplinary teaching, and other areas of the Center for Faculty Development.	
Excelling at Research, Scholarship, Creative pursuits	Finding support both capital and human resources, developing a writing plan, identifying internal and external funding, feedback on manuscripts and grant proposals; engaging in presentations, lectures, publications.	
Excelling at Service	Finding support for identifying and engaging in service activities that benefit various constituencies, including the institution, the profession, and the community. Mentors can assist mentees in navigating the numerous service opportunities and help guide to the most beneficial and rank-appropriate activities within the institution, to the profession, as a professional.	

Professional Development & Formal Mentoring Suggested Activities

These are examples of Proposed Activities to be used with the form *Documentation of Professional Development & Formal Mentoring Activities*

Getting to Know the Institution

- Academic Culture
 - Attend meeting of the faculty senate
 - Attend workshops offered by C-bEL
 - Attend faculty meetings
 - Become a member of a faculty committee within the department/school/college
- Resources to support research and teaching
 - Visit the Innovation Center
 - Schedule meetings with an Instructional Development Specialist to review teaching technology that is available to faculty
- Creating a network of colleagues at the university
 - Attend workshops
 - Take part in “Lunch and Learns” within the College
 - Ask to sit on university-wide committee
 - Volunteer in support of university or college sponsored events

Excelling in Research

- Participate as a member on at least one Thesis committee
- Complete one GCSU early-researcher internal grant application
- Present at least one poster presentation with undergraduate or graduate students at either a state, district or national conference
- Present at least one lecture presentation with undergraduate or graduate students at either a state, district or national conference
- Contribute as a co-author on a manuscript with GCSU faculty, or publish as the lead author

Excelling at Teaching

- Schedule a Center for Faculty Development (CFD) midterm course feedback session (<http://www.gcsu.edu/cfd/midterm-course-feedback>)
- Attend a CFD workshop to understand the SRIS
- Join a book discussion group sponsored by CFD or mutually with your mentor choose one of the books listed on the CFD site and participate in sharing sessions
- Schedule a peer teaching assessment by a colleague in your area

Understanding Promotion and Tenure (P&T) Processes

- Read the P&T document for the CoHS and the USG P&T guidelines. Keep notes on questions and review these with mentor
- Review the P&T portfolios of at least two tenured faculty in your department
- Develop a 3-year plan to address the key areas of scholarship, service, and teaching
- Start the P&T portfolio during the first academic year

Creating Work-Life Balance

- Prioritize work to maximize time
- Establish lifestyle priorities
- Track and manage time
- Establish a wellness plan for body, mind, spirit
- Build downtime into your schedule
- Volunteer in areas of interest not job related
- Make more time for activities and people that matter most

Developing Professional Networks

- Attend at least one state, national or international conference per year
- Identify potential collaborators or mentors with whom they can communicate throughout the year
- With assistance from CoHS leadership, compile a list of Professional Networks based on faculty discipline and interests

Excelling at Service

- Service to the institution: Serve on committees, task forces, governance at the University, College, School or Department level; serving at campus events; mentoring faculty or student organizations
- Service to the profession: Being active in professional organizations, convening conferences, assuming leadership roles, participation in accreditation activities, providing continuing education activities to professionals
- Service as a professional (benefits the community and is related directly to the faculty member's area of expertise). Committee memberships, leadership roles, board of directors ,task forces, conference conveners.

Documentation of Professional Development & Formal Mentoring Activities

(Revised from Wright State University (2013) Faculty Mentoring: Policy & Resources)

Last Name:

First Name:

Department:

Date:

This report is to document mentoring activities in support of faculty members' (mentees) professional development plans.

Mentees are asked to attach their professional development plans (prepared in summer/fall of the current academic year) and to report on the outcomes of each item identified in the plan.

For each goal, please document whether and how you sought to achieve the goal. These activities may include formal mentoring activities resulting from the strategic identification of an individual who supported an outcome-focused goal. If you engaged in formal mentoring activities as a part of this plan, please comment on the benefits/challenges that resulted from these mentoring activities.

Mentoring Priority	Proposed Activities from Planning Worksheet	Outcomes What was completed/achieved?
Getting to Know the Institution		
Excelling at Research, Scholarship, Creative Pursuits		
Excelling at Teaching		
Understanding Promotion and Tenure Processes		
Creating Work-Life Balance		
Developing Professional Networks		
Excelling at Service		

Are there any other issues or suggestions regarding mentoring or faculty professional development that you would like to pass along to your Department Chair/Director/ Dean based on your experience this year?

Documentation of Formal Mentoring Activities: Mentors

(Revised from Wright State University (2013) Faculty Mentoring: Policy & Resources)

Last Name:

First Name:

Department:

Date:

This report is to document mentoring activities in service to (check all that apply):

Department/School College University Profession

Please describe, in your own words, the formal mentoring activities that you offered in service to your department/school, college, institution or profession over the past year. Formal mentoring activities occur as a result of the strategic identification of an individual who can support another's professional development. These activities should have specific, outcome-focused goals and expectations and involve interactions that are structured around achieving these goals. Both **short-** (e.g., commenting on a manuscript draft) **and long-term** (e.g., meeting for a pre-determined number of times during the year to discuss teaching) **efforts may qualify as formal mentoring as long as the activities are intentional and structured to meet a particular goal, rather than incidental and unstructured.**

When describing each of your formal mentoring activities, be sure to indicate:

- Whether the service you provided supported faculty within your department/school, within your college (but outside your department), university (outside the college), or your profession (another institution);
- Whether the activity was formally initiated by you or the mentee; and
- A short description of the activities engaged in, the specific goals of these activities, and their outcomes; and
- A short statement describing any additional resources from the department/school/college/university you used or would have liked to have had available in support of your role mentoring the mentee.

Formal Mentoring Activities

Best Practices

(Wright State University (2013) Faculty Mentoring: Policy & Resources)

Mentors

- **Identify your strengths, weaknesses and potential biases.**
 - Mentoring relationships, like all relationships, are experienced through our own identities and experiences. Mentors who recognize how their own backgrounds, experiences, and identities shape these perspectives will be most successful at recognizing their mentee's perspectives and needs.
 - Consider your own assumptions about and experiences with mentoring. How might these experiences affect your ability to support a mentee's needs? How might they shape the way you offer advice or communicate feedback, including criticism, to your mentee?
 - How might your own professional and personal identities shape the way you view expectations for professional development and success? How might these experiences and identities facilitate vs. inhibit your ability to support your mentee's needs for professional development?
- **Assess and build your communication skills.**
 - Give your full attention when communicating with your mentee, whether online, on the phone or in person.
 - Engage in good listening skills.
 - Provide constructive criticism, including feedback on the mentee's strengths and weaknesses. Keep feedback clear and succinct.
- **Build a productive relationship based on your own strengths and your Mentee's needs.**
 - Communicate expectations for the mentoring relationship clearly.
 - Social norms to be supportive can sometimes undermine whether mentors clearly communicate their own expectations and boundaries. How much time are you able and willing to provide in support of the mentee's needs? When and how would you prefer to communicate with your mentee? What areas of expertise can you offer? What topics, if any, would you feel uncomfortable addressing in your mentoring relationship? Establish clear expectations for the mentoring relationship, including ground rules, time commitments, and expectations for communication.
 - No single mentor can meet all of the needs of a given.
 - Recognize the expertise you can and cannot offer. Make sure your expertise aligns with the needs and goals of the mentees.
 - Negotiate short and long-term goals for the formal relationship.
 - Know and refer mentees to other resources, including other colleagues, when the mentee's needs exceed your own expertise.
 - Move forward when it is time for the mentoring relationship to end.

- Although some mentoring relationships may evolve into long-term, broader relationships, many successful mentoring relationships are short-term and focused strategically on specific goals (e.g., revamping a course). When the goals you've identified for mentoring have been met, celebrate the achievement, congratulate your mentees, and then clarify whether and how the relationship will continue.
 - If the mentoring relationship is not meeting the mentee's needs or proves to be a poor fit for your expertise or availability, be honest with yourself and your mentees. Encourage your mentee to seek mentoring support elsewhere. Continuing an unproductive mentoring relationship serves no one.
- ***Discuss your own and your mentees expectations for confidentiality early in the relationship.***

A breach of confidentiality may not only undermine the mentoring relationship, but could potentially harm professional careers and valued relationships. Although discussions of confidentiality may seem awkward, such conversations provide a foundation for mutual trust.

- Do not assume that all communications are confidential. Identify topics and issues that most need confidentiality. If you are providing support in the development of a grant, does the mentee expect you to keep the content of the grant confidential pending formal review? If you are providing support regarding work/life balance, should the mentee's concerns over time management or family demands remain confidential? What if the mentee seeks advice on how to respond to a challenging colleague or student?
- Identify situations where you or your mentee may need to disclose information. When might you need to disclose information about the mentee and to whom? What are your own and the mentee's expectations for identifying specific information that will remain confidential regardless of circumstance? Are you comfortable with your mentee discussing your support with the Department Chair or others?
- Identify conflicts of interests (e.g., collaborations, personal relationships, promotion and tenure committee roles). If you have a dual role as mentor and member of the mentee's P&T committee, discuss this openly and clarify the nature of your role in reporting to the committee.
- Consider addressing confidentiality within a written agreement. Putting expectations for confidentiality in writing can provide clarity for both mentor and mentees while promoting trust.
- Stick to the agreements that are made regarding confidentiality, oral and written. Revisit these agreements periodically to ensure mutual understanding and clarity.

- ***Assess and address your own concerns about mentoring.***

Mentors are often (reasonably) concerned about a number of aspects of their roles. Addressing these concerns can improve the mentoring experience for both mentors and mentees.

- ***Will I have enough time to be a mentor?***

- Focus on the specific goals and function of your mentoring relationship.
- If your mentee has sought your support for a grant proposal, focus on that specific goal. Effective mentoring that is focused on specific functional outcomes (e.g., reading draft manuscripts, providing guidance on recruiting graduate students) need not consume enormous amounts of time. Some formal mentoring may be accomplished in a single meeting.
- Setting specific timelines and scheduling regular times to mentor can reduce this stress. Even brief meetings over coffee or during a walk around the building can ensure availability while managing your time effectively.
- Use e-mail to share resources; forwarding opportunities for funding and other professional development takes little time but reminds your mentees that you are actively supporting his/her success.
- Have an agenda in mind before meeting with your mentee; stick to the agenda and scheduled meeting times.
- Recognize that mentors and mentees enter mentoring relationships voluntarily; all parties are free to exit the relationship should needs and commitments change.

- ***Will I be effective at mentoring? What if I make mistakes?***

- Attending mentoring workshops and seeking advice from colleagues who mentor can enhance your confidence when it comes to mentoring.
- Remember that even the best mentors make mistakes. Accepting your errors and addressing them directly sets a good example for your mentees.
- Do not commit to mentoring roles that are beyond your expertise, comfort zone, or availability. Saying “yes” to mentoring roles that are not a good fit serves neither the mentor nor the mentee.

- ***Foster your mentees career advancement.***

- Discuss the mentoring priorities for faculty success with your mentee. Offer advice on how to identify professional development goals and mentoring resources that address these priorities.
- Share your own career experiences and trajectory. Your experience is an important asset to your mentee.
- Assist your mentee in identifying appropriate professional development opportunities.

- ***Nominate your mentee for awards, manuscript and grant collaborations.***

- ***Teach your mentee how and when to say “yes” (and “no”).***

Mentees

- ***Identify your strengths, weaknesses and potential biases.***
 - Mentoring relationships, like all relationships, are experienced through our own identities and experiences. Mentees who recognize how their own backgrounds, experiences, and identities shape these perspectives will be most successful at getting professional development support.
 - Consider your own assumptions about and experiences with mentoring. How might these experiences affect your ability to seek a mentor's support? How might they affect your willingness to accept advice or respond to criticism within the mentoring relationship?
 - How might your own professional and personal identities shape the way you view expectations for professional development and success? How might these experiences and identities facilitate vs. inhibit your ability to identify your own needs and find the support you need for professional development?
- ***Assess and build your communication skills.***
 - Give your full attention when communicating with your mentor, whether online, on the phone or in person.
 - Engage in good listening skills.
 - Be willing to accept constructive criticism, including feedback on both your strengths and weaknesses. Remember that mentors are volunteering their time to support you; their primary goal is your success. Negative feedback should be considered in the context of this goal.
- ***Build a productive relationship based on your own needs and your mentor's strengths.***
 - Communicate expectations for the mentoring relationship clearly.
 - Social norms to avoid being a burden or to foster positive impressions can sometimes undermine whether mentee clearly communicate their own expectations, needs, and boundaries. When and how would you prefer to communicate with your mentor? What areas of expertise are you seeking? What topics, if any, would you feel uncomfortable addressing in your mentoring relationship? Establish clear expectations for the mentoring relationship, including ground rules, time commitments, and expectations for communication.
 - No one mentor can meet all of your needs.
 - Recognize that any given mentor is likely to set limits on the types of expertise s/he can offer as a function of expertise and time commitments. Make sure your goals and needs for mentoring are a good fit with the mentor's expertise and availability.
 - Negotiate short and long-term goals for the formal relationship.

- Seek additional resources, including other mentors, to best meet your personal professional development goals and needs. Mentoring networks are an effective strategy for many junior faculty to get the support they need to succeed.
 - Move forward when it is time for the mentoring relationship to end.
 - Although some mentoring relationships may evolve into long-term, broader relationships, many successful mentoring relationships are short-term and focused strategically on specific goals (e.g., revamping a course). When the goals you've identified for mentoring have been met, celebrate the achievement, thank your mentor, and then clarify whether and how the relationship will continue.
 - If your mentoring relationship is not meeting your needs, be honest with yourself and your mentor that you need to seek mentoring support elsewhere. Continuing an unproductive mentoring relationship serves no one.
- ***Discuss your own and your mentor's expectations for confidentiality early in the relationship.***

A breach of confidentiality may not only undermine the mentoring relationship, but could potentially harm professional careers and valued relationships. Although discussions of confidentiality may seem awkward, such conversations provide a foundation for mutual trust.

- Some mentoring needs are best sought from individuals outside of the chain of professional evaluation; be sure you understand this chain before you share information with a (potential) mentor.
- Do not assume that all communications are confidential.
- Identify topics and issues that most need confidentiality. If you are seeking support in the development of a grant, do you expect the mentor to keep the content of the grant confidential pending formal review? If you seek advice or resources for work/life balance, should your concerns over time management or family demands remain confidential? What if you seek advice on how to respond to a challenging colleague or student?
- Identify situations where you or your mentor may need to disclose information.
 - When would you be comfortable with your mentor's disclosure of information and to whom? What are your own expectations for identifying specific information that will remain confidential regardless of circumstance? When might you want to share information about your mentor/mentoring relationship with others? Would your mentor be comfortable if you shared information about the mentoring relationship (e.g., nature of the relationship, benefits to you) with others?

- Identify conflicts of interests (e.g., collaborations, personal relationships, promotion and tenure committee roles). If your mentor has a dual role as mentor and member of your P&T committee, discuss this openly and clarify the nature of your mentor's role in reporting to the committee.
- Consider addressing confidentiality within a written agreement. Putting expectations for confidentiality in writing can provide clarity for both mentor and mentees while promoting trust.
 - Stick to the agreements that are made regarding confidentiality, oral and written. Revisit these agreements periodically to ensure mutual understanding and clarity. Address concerns over breaches of confidentiality before they escalate.
- ***Assess and address your own concerns about getting mentored.***

Faculty who seek mentoring are often (reasonably) concerned about a number of aspects of the mentoring relationship. Addressing these concerns can improve the mentoring experience for both mentors and mentees.

- Will I be a burden to my colleagues if I seek their support and mentoring?
 - Clearly identify your mentoring needs and seek support from individuals whose expertise best fit those needs. Focusing on the specific goals and function of your mentoring relationship maximizes the benefits of mentoring while minimizing the potential burden. Effective mentoring that is focused on specific functional outcomes (e.g., reading draft manuscripts, providing guidance on recruiting graduate students) need not consume enormous amounts of time. Some formal mentoring may be accomplished in a single meeting.
 - Setting specific timelines and scheduling regular times for mentoring can reduce concerns over mentoring commitments. Even brief meetings over coffee or during a walk around the building can afford support while managing time effectively.
 - Use e-mail to address questions when appropriate, but be mindful to contact your mentor with specific goals/needs. Keep a list of questions that can wait for regular meetings and reserve e-mail for questions that need immediate response.
 - Have an agenda in mind before meeting with your mentor; stick to the agenda and scheduled meeting times.
 - Be clear about your needs and expectations when considering a formal mentoring relationship to ensure potential mentors can commit to supporting your needs.
 - Recognize that mentors and mentees enter mentoring relationships voluntarily; all parties are free to exit the relationship should needs and commitments change.

- Will I be a good mentee? What if I make mistakes?
 - Attending mentoring workshops and seeking advice from peers who have good mentoring relationships can enhance your confidence when it comes to seeking a mentor and getting the support you need.
 - Remember that even the best mentees make mistakes. Accepting your mistakes and addressing them directly communicates your commitment to professional growth and change.
 - Do not seek mentoring from someone who lacks needed expertise or availability.
- ***Foster your own career advancement.***
 - Proactively develop a career plan that addresses both near- and long-term goals.
 - Discuss the six mentoring priorities for faculty success with your department chair, colleagues, and mentors. Seek advice on how best to identify professional development goals and mentoring needs that address these priorities.
 - Invite others to share their own career experiences and trajectories.
 - Be proactive in seeking appropriate professional development opportunities and resources.
 - Be open to both hearing and acting on mentoring advice.
 - Learn to ask for what you need to succeed. Seek advice from colleagues and department leaders on departmental/institutional resources that support research, teaching and other needs. Learn the local norms for requesting these resources. Your department and institution hired you and want you to succeed.
 - Learn when and how to say “yes” (and “no”).