

Mentoring Handbook

UNLV

SCHOOL OF
NURSING

UNLV School of Nursing Mentoring Program

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General Statement about Mentoring

The faculty of the UNLV-School of Nursing (SON) believes mentoring is a useful way to help new faculty members adjust and grow into their roles. Mentoring success depends upon the involvement and commitment of the new faculty, assigned mentors, and the Dean/Associate Deans of the UNLV-SON. The most important responsibilities of a good mentor are to help the new faculty member achieve excellence and acclimate to UNLV SON.

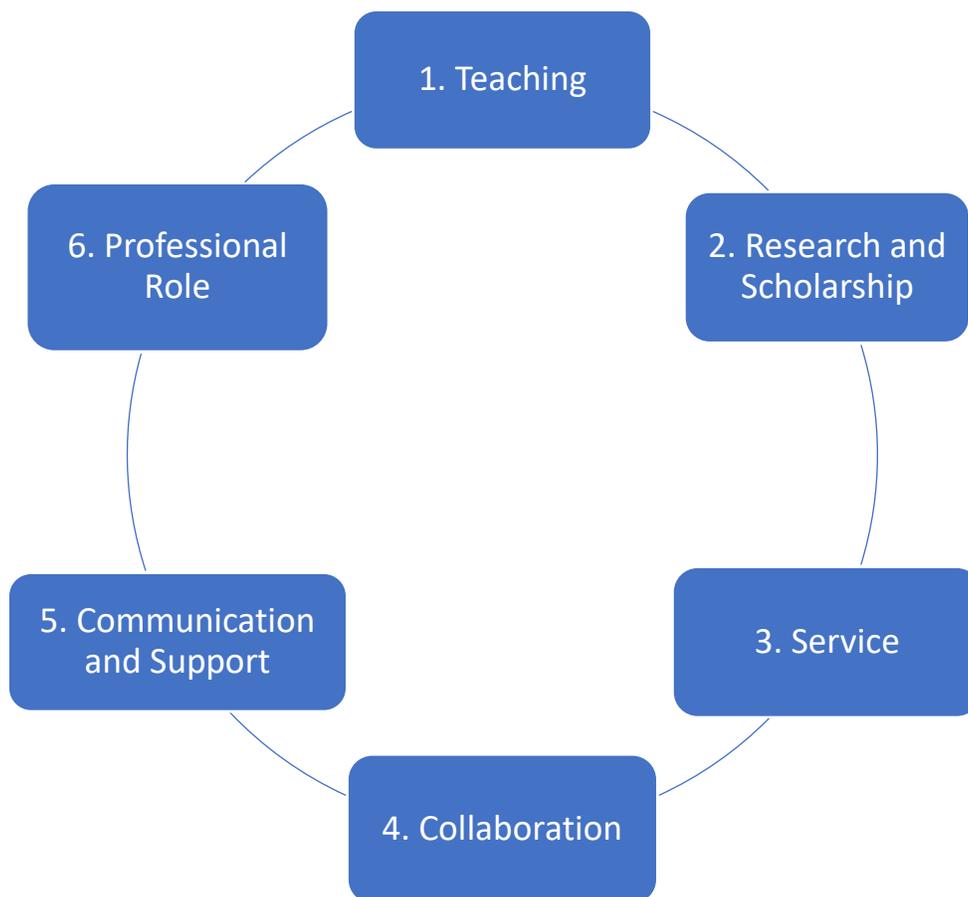
Faculty activities related to mentoring are considered service to the School. The “Lift Each Other Up” Mentoring Program encompasses the following aspects. As soon as the faculty appointment is made, the ADFA assigns a mentor. Although it is deemed less critical for faculty appointed at Associate or Professor rank, assignment of a mentor is encouraged to acclimate the new faculty to UNLV SON. The ADFA assigns mentors for faculty and ensures that all mentors have current information on the mentoring process. When possible, the mentor contacts the new faculty in advance of their arrival for introductions and scheduling an initial meeting.

Mentors and mentees meet regularly. The faculty mentor provides informal advice on aspects of meeting teaching, research, scholarship, and service requirements [or direct the mentee to appropriate resources]. The mentors and mentees will treat all discussions as confidential. The mentor does not conduct formal evaluation or assessment. In cases of challenging commitments, incompatibility, or where the relationship is not mutually fulfilling, either the mentor or mentee may seek confidential advice from the ADFA. Mentees are encouraged to also seek out additional mentors as the need arises.

Definition of Mentoring

Mentorship is a dynamic process of providing guidance and counseling for mentees at all stages in their academic careers. Mentorship requires building a mutually rewarding relationship, proactive participation in the different aspects of the mentee's academic and professional life, assessment of short-term as well as long-term goals, and continuous evaluation and reevaluation of goals and achievements. The mentor – mentee relationship is predicated on a reciprocal commitment. The mentorship program helps the mentee to establish an agenda for working toward their professional development goals and provides the necessary support to achieve their goals and gain insight into the realities of building an academic career.

“Lift Each Other Up” MENTORING MODEL



“A mentor is someone who sees more talent and ability within you, than you see in yourself, and helps bring it out of you.” — Bob Proctor

Mentoring Program Goals

Successful mentoring consists of a relationship that supports professional development encompassing six domains:

Domain 1: Teaching

Goal: Promote improvement of teaching skills and performance

Domain 2: Research/Scholarship

Goal: Promote improvement of research and writing skills

Domain 3: Service

Goal: Promote appropriate service duties and skills

Domain 4: Collaboration

Goal: Promote participation in partnerships and/or teams at the school, university, community, and/or professional levels

Domain 5: Communication and Support

Goal: Provide support for faculty experiencing stress or conflict; assure each new faculty has a point-person they can go to for questions

Domain 6: Professional Role

Goal: Prepare candidates for the tenure/promotion process by providing regular feedback on progress; support the special needs of minority and under-represented faculty

The Mentor

An experienced faculty, knowledgeable in the art and science of teaching and learning as well as in the culture at University of Nevada Las Vegas School of Nursing , will guide the mentee in development in the role of faculty. Efforts include providing guidance and resources, ideally through mutually agreed upon times and venues (i.e. email, face-to-face, phone calls, etc.)

The Mentee

A new faculty member to University of Nevada Las Vegas School of Nursing. The mentee establishes goals with the mentor to obtain knowledge, skills, and abilities about their professional development. The mentee engages in the relationship by preparing for meetings with the mentor, taking advantage of appropriate resources, and using feedback appropriately.

Mentor/Mentee Key Elements

After completing the training module ([Being a Good Mentor](#)), a mentor will be identified by the Associate Dean for Faculty Affairs (ADFA) including collaboration with senior faculty members. If a mentee requests a mentor change, they will contact the ADFA. If a mentor requests a mentee change, they will contact the ADFA. Senior faculty will be invited to serve as mentors and participate in the mentorship program. It is understood that all assistant professors (tenure track and faculty in residence), and lecturers will have a mentor. In addition, any other faculty wishing to have a mentor or mentoring team may make this request of the ADFA.

Because the goal of the mentorship program is career and professional development, mentorship will be provided for as long as the mentee desires. It is expected that faculty will take advantage of the program until such time as they no longer find it necessary. The ADFA initiates the process which includes identification of mentees, recommendation of the match, and dialogue with mentor and mentee regarding an agreement with the recommended match.

Mentors and mentees will meet regularly throughout the year as agreed upon by the mentor and mentee. Appointment of a primary mentor from among the School's faculty does not preclude the mentee from having one or more additional resources or mentors either inside or outside the School of Nursing.

Role of the ADFA

- Implements and maintains a tracking system to track mentees and the assigned mentors.
- Coordinates annual meetings with mentor-mentee teams to assess, monitor and evaluate successes.
- Meets with mentors/mentees as needed.
- Holds overall responsibility for evaluating the mentoring program including formal mentor development training programs.
- Ensures that the mentorship program is implemented and conducts periodic evaluation of the success of the program.

- Works with the Dean, Associate Dean for Academic Affairs, and other senior faculty members to identify faculty to serve as mentors, identify faculty needing mentors, and match mentors and mentees.
- Maintains the confidentiality of the mentoring program participants.
- Identify goals of mentorship program.

Role of the Faculty Mentor

- Participates in mentorship activities, such as meeting the mentee at initial orientation.
- Reaches out to mentees to insure the development and maintenance of relationships.
- Makes time for, initiates, and holds meetings with the mentee regularly. Meetings may be weekly or biweekly in the beginning, then decreased as needed.
- Makes time for the mentoring training program as appropriate.
- Track meetings with the mentee.
- Provides opportunities for discussion and reflection on careers and the mentor/mentee relationship.
- Reviews specific short- and long-term goals with the mentee and monitors progress toward these goals.
- Provides guidance, information, and feedback relative to teaching effectiveness, research and scholarly productivity, service commitments, collaborative partnerships and relationships, general support, and professional role - particularly those for reappointment, tenure, and promotion as applicable. The mentor will help with developing professional and organizational leadership skills, goal setting, access to resources, advising students and personal career issues.
- Helps mentee to set priorities, manage time, and make wise choices among options and opportunities.
- Offers guidance on when and how to say "no."
- Provides counsel and strategies for working within a team framework.
- Works with the mentorship team, meeting with them annually or as needed.
- Establishes the agendas for the mentorship collaborative team meetings together with the mentee.
- Reviews progress and helps facilitate the mentee's success in meeting the established and agreed upon goals.

Role of Faculty Mentee

- Takes full responsibility for their career.
- Participates in mentorship activities, such as orientation, training programs and evaluation.
- Reaches out to the mentor and ensures the development and maintenance of their relationship.
- Remains open to the need for mentorship in certain areas.
- Sets short- and long-term goals and provides mentor with progress report.
- Makes time for, initiates, and holds regular meetings with the mentor.
- Meets with the ADFA and mentor at least annually and as needed.
- Becomes familiar with SON and University criteria, policies, and procedures regarding faculty annual evaluations, reappointments, promotions, and tenure.
- Makes her/himself familiar with the SONs mission and strategic goals.
- Continues to increase their knowledge base in research/scholarship or clinical area of expertise.

- Strives for academic excellence in their respective field of expertise and gives documented evidence of productivity, particularly in the areas of teaching, research/scholarship, and service.
- Maintains strict confidentiality of mentor-mentee communications.
- Considers obtaining a peer review of teaching to improve teaching effectiveness. This should occur with different faculty to members to get a broad experience of techniques.

How to Become a Good Mentor

Step 1: Review Kram's Functions of Mentoring below:

The duties/responsibilities of mentors can vary. Below are examples of the types of responsibilities mentors can assume. Faculty should not feel obligated to honor every item listed, nor is the list exhaustive; it is important to consider your role within the unit/mentoring program and define responsibilities that align with your functionality (see above). Once determined, these responsibilities should be clearly articulated to mentees to orient expectations.

- Participates in mentorship activities, such as meeting the mentee(s) or group at initial orientation.
- Reaches out to mentees to ensure the development and maintenance of relationships.
- Makes time for, initiates, and holds meetings with the mentee(s), as needed. Meetings may be weekly in the beginning, then decreased as needed.
- Mentors will keep track of the time spent with mentees.
- Provides opportunities for discussion and reflection on careers and the mentor/mentee relationship.
- Reviews specific short- and long-term goals with the mentee and monitors progress toward these goals.
- Provides guidance, information, and feedback relative to the topics provided below (see the section titled Resources & Support)
- Maintains strict confidentiality.
- Helps mentee(s) to set priorities, manage time, and make wise choices among options and opportunities.
- Offers guidance on boundary setting (when and how to say "no").
- Provides counsel and strategies for working within a team framework.
- Establishes the agendas for the mentorship collaborative team meetings together with the mentee(s).
- Reviews progress and helps facilitate the mentees success in meeting the established and agreed upon goals.
- Understands the needs of the mentee and is respectful of those needs by providing support that addresses the mentee's needs.

Source: College of Nursing Mentoring Program. 2012. The University of Illinois at Chicago, IL. Retrieved from: <https://www.google.com/urlq=https://oaadocs.uic.edu/mentoring/CON%2520me...>

Step 2. Complete the LinkedIn Learning online module [Being a Good Mentor](#) to become well-versed in mentoring techniques and the mentor/mentee relationship. (The module is 60 minutes in length.). Now you are ready to mentor!

Step 3. Schedule a preliminary session (by phone, in-person, virtual) with your mentee(s) to learn of their needs as well as their goals for the mentoring relationship. At this session, discuss the importance of confidentiality and agree upon a meeting schedule. Next, determine the appropriate mentoring tools/strategies to guide productive and meaningful sessions. Several mentoring tools are available in the appendices for your use as desired.

Ending the Mentoring Relationship

The end of the mentoring partnership is usually a natural process. This transition does not mean the Mentee and Mentor will have no further contact – often former mentoring partners remain close colleagues and informal coaches. It just means that you have achieved the objectives of the relationship and no longer need to maintain the structure of a mentoring partnership.

There are many factors that influence the length of time a mentoring relationship will last. Some partnerships remain in place for several years. Others accomplish the Mentee's objectives more quickly and end as a result. How do you know when it's time to wrap up? Have you accomplished what you set out to do? Are there additional learning opportunities you need or want to take advantage of? Is this mentoring relationship the best way to continue to focus on the Mentee's objectives as they have evolved? Would a different mentoring experience better serve the Mentee's needs? Are there other learning experiences that would be of more value at this time? For example, a common time and natural time to end an academic mentor-mentee relationship may be once the mentee has been promoted and/or tenured from assistant to the associate professor rank.

Talk about your answers to the questions above. As you know by now, a mentoring relationship requires time and effort from both the Mentee and the Mentor. It is important that time be invested wisely. If you determine that there is value in continuing, arrange time to revisit the objectives you set to refresh and re-energize the partnership. If you determine that it is time to move on, read below for suggestions on how to get the most out of the wrap up of your mentoring partnership.

The end of a mentoring relationship is as much a part of the process as the beginning and middle steps. There are a few things you can do to end on a positive note:

- 1) Maximize your Learning - from the experience and celebrate your accomplishments.
- 2) Debrief the Experience - The end of the relationship is an excellent opportunity to have a similar discussion about the experience as a whole. The following are some questions to think about and include in planning for your last meeting: How did the mentoring experience test you? How did the relationship evolve over time? What would you do differently? What surprised you? What disappointed you? How will you apply your learning?
- 3) Farewell but Not Goodbye - The end of the mentoring partnership does not mean the end of the relationship. Former Mentees and Mentors are excellent resources to include in your network. As with any network connection, you need to make a point of staying in touch. For

- example, one particularly effective networking technique is to commit to calling one person from your network each month to check in and exchange updates.
- 4) Some additional suggestions for continuing to stay connected with your mentoring partner include: Add your partner to an email follow up list that you use to distribute ideas and articles of interest; note your calendar to ask your partner to join you for lunch or coffee next month to touch base; include your partner in an occasional organizational briefing about your area; offer to participate in one another's brainstorming or problem solving sessions; participate together in community projects

(adapted from: Career Connect. (2006). Mentoring Guide, Brown Brothers Harriman.
https://cdn2.sph.harvard.edu/wp-content/uploads/sites/31/2015/10/Mentoring_Guide.pdf)

Appendix 1

NEEDS ASSESSMENT FOR NEW FACULTY

Name of Faculty Member (optional) _____

Date _____

Instructions: Please put a check next to the two issues or areas of concern that you would most like to further discuss and /or brainstorm

- Learning effective time management for an academic position
- Prioritizing expectations within my department
- Developing my three-year research plan
- Handling requirements for university-related service
- Getting to know resources on campus
- Maintaining a balanced life as an academic
- Developing an effective method for writing manuscripts
- Engaging in relationship building with colleagues within my department
- Learning what to record and keep each year for my tenure dossier
- Dealing with challenging students and /or honor code violations
- Identifying and applying to potential funding sources for my research
- Developing my teaching philosophy
- Learning teaching-related skills (syllabi, pedagogies, evaluation, etc.)

Feel free to offer any additional comments about what you hope to obtain from this mentoring relationship

Appendix 2

COMMON PITFALLS FOR NEW FACULTY MEMBERS

Instructions: Look over the list below and put a check by those things are you currently doing that may add to your stress load.

- Spend too much time on school/university service (ex. Committees)
- Over prepare for teaching classes
- No set time each week for doing writing and research
- Often do not stick to set time for writing and research
- Have not reviewed teaching evaluations to inform future teaching
- Experience teaching challenges but have not developed a strategy for addressing these concerns
- Reluctant to ask for assistance or help with assigned responsibilities
- Difficulty saying no to requests to take on more responsibilities
- Spend too much time on student advising
- Feel lonely or isolated as a new faculty member
- Lack of balance between personal and professional life

Appendix 3

PREPARING FOR TENURE/PROMOTION

Check the action items you have done and circle the ones you still need to do.

- Develop an understanding of the culture of your department and school.
- Consider and clarify the message and direction from your chair or Dean
- Carefully consider who has been successfully tenured in your department in the past and examine their accomplishments during that time.
- If you are comfortable, talk directly to tenured faculty members to elicit their advice and suggestions for initiating a successful career in your department.
- Ask to view other departmental colleagues' tenure dossier materials.
- Explore the need to apply for an internal and/or external grant.
- Ask directly how many publications you are expected to have to be considered ready for potential tenure consideration.
- Clarify what are considered acceptable forms of publication for your department.
- Use the writing lab on campus and/or outside reviewers to read and edit your first manuscripts.
- Develop a research and writing plan that will work for you and follow it.
- Determine the usual time required for manuscripts review by journals in your field.
- Give yourself planned breaks from your research and writing, but be committed to returning to your previous schedule.
- Know yourself and make sure you consider what else you need to be tenured in addition to all the above points.

Appendix 4**MENTOR WORKSHEET****“Remember When” Exercise**

Questions

1. When you first started at UNLV, what was difficult for you?
2. What were some of your immediate fears?
3. What were some of your needs as new faculty?
4. Was there a person who was especially helpful to you?
5. What did that person do that was so helpful?
6. What particular strengths did you have that helped you?
7. What motivates you to perform?

Appendix 5

TIPS FOR SUCCESSFUL MENTORING

- Be comfortable with the uncertainty of this type of new relationship
- Present the mentoring relationship as a growth and development opportunity. Use adult learning principles.
- Behavior exemplifies a role model.
- Be interested. Do not appear rushed.
- Be clear about the necessity of meeting regularly, even if your mentee does not appear to have any issues, problems, or development needs. Expect your mentee to actively participate.
- Make appointments in advance and keep them.
- Meet in an environment where there will be few, if any, interruptions.
- Introduce your mentee to colleagues, and other significant individuals.
- Offer guidance in the customs and culture of the school/college, the university, and the nursing academic profession.
- Remember, it is the consistent interest, friendliness, and quality time that will build a relationship of trust, wherein positive development occurs.
- Publicly praise your mentee's accomplishments and abilities.
- Recognize and encourage your mentee's potential.
- Provide support in times of personal crises or problems.
- Monitor your mentee's progress through documentation on appropriate forms for your tracking purposes.
- Assist in making decisions through listening, support, and feedback.
- As a novice, provide specific direction to the mentee as needed. Allow and encourage independence when ready, while continuing to provide the proper amount of guidance.
- Share appropriate life experiences to personalize and enrich the mentoring experience.
Describing mistakes made in a humorous way can be especially helpful.
- Encourage the mentee to take risks and learn from mistakes.
- Agree to a no-fault termination of the relationship, when it is not working or when it is time to end the relationship.

Appendix 6

TIPS FOR MENTORING UNDER-REPRESENTED MINORITIES

Less than 20% of University faculty members are non-white, a factor that increases the likelihood of under-represented faculty experiencing a sense of isolation. They may be treated as though they are invisible at times; while, at other times they become hypervisible (when needed or convenient). Under-represented faculty have reported feeling devalued, marginalized, ignored, and appropriated by white faculty. Stress disorders are more common among faculty in these groups.

- Be aware they may feel a greater sense of isolation. Ensure you are welcoming, offer introductions to other faculty members in own unit and across campus, assist to make social and professional connections.
- Recognize the risk for stress disorders and offer support or referrals as needed.
- Facilitate an inclusive department culture
- Role model appropriate inclusive and non-biased behaviors.
- Match or pair the faculty member with other under-represented faculty who share common interests (ex. broad topics, disciplines, career stage).
- Educate faculty about aspects of academic culture that are challenging to under-represented faculty.
- Recognize and reward under-represented faculty desires to address under-served communities.
- Recognize the need for university faculty to represent the population of the region, local community, state, and nation.
- Demonstrate a commitment to equal opportunity and diversity.

(Adapted from Kieh, D. (2019). *Developing Faculty Mentoring Programs*. Academic Impressions.)

Appendix 7

MENTOR AND MENTEE FORM

The mentor and mentee may use this form to organize and coordinate the mentoring program.

Date Completed	Mentor/Mentee Activity
	Mentor/mentee meetings to: Exchange background and contact information. Discuss significant life experiences and expertise.
	Jointly develop/revise a career plan with the mentee.
	Uses the results of selected tools to develop the relationship
	Establish a schedule for mentoring meetings

Appendix 8

DEVELOPING SMART GOALS

Well defined goals are like the mission statement of the mentoring relationship: they maintain its focus and keep it on track. Five criteria for creating SMART goals:

S = specific

M= measurable

A = action oriented

R = realistic

T = timely

Smart goals:

- should accelerate or enhance the mentee's professional development
- can be stated in one sentence that is clear, concise, and specific
- should represent a challenge or a stretch for the mentee
- focus on the mentee's future development
- seek a quantitative or qualitative improvement that can be measured
- are linked to the question "Why?" – why is the goal important to the mentee's success

Appendix 9

GUIDELINES FOR MEETINGS WITH MENTEE

The purpose of meeting with the mentee is to provide an environment of open communication where you can discuss any, and all, aspects of your mentee's growth and transition to the academic role. The overall goal of the relationship is mentoring. Encourage your mentee to make the most of these meetings by sharing their thoughts, issues, and questions. The following guidelines will help make your mentoring experience beneficial to you and your mentee.

Tips for the First Meeting: Remember, you will be establishing the tone of the relationship in this first meeting. The mentee may feel uncertain and intimidated prior to meeting you.

- Be friendly, welcoming, reassuring, and encouraging.
- Ask about the mentee's experiences of the first few weeks or months.
- Share something from your first weeks or months at UNLV.
- Clarify your role. Describe why you are investing time as a mentor.
- Encourage your mentee to ask questions.
- Remind your mentee of their responsibility in keeping appointments and in having an agenda at each appointment.
- Discuss confidentiality.
- Agree to a no-fault termination of the relationship when it is not working or when it is time to end.

Potential Topics to Discuss: ask the mentee to describe previous career paths, their immediate needs for the next few weeks/months, current issues/needs, feedback received from others, short and long-term goals, questions, concerns, or wishes, boundaries.

Subsequent Meetings:

- Begin by developing the relationship further (ex. how has it been going, share something about yourself)
- Review the Mentee's agenda for the meeting
- Explore further: what kind of experiences have you had so far at UNLV? Have you had a mentor before? Have you had any ideal role models? How did they help you? What behaviors did you find were the most helpful? Share some challenges you have had and describe how you handled them.
- Review the agenda and further assess progress, goals, successes, challenges, future plans.

Appendix 10**MENTEE FORM**

The mentee (or mentor) can create an agenda using this tool for meetings.

1. Goals for this meeting

2. Topics and issues to discuss

3. Accomplishments during the meeting

4. Review of progress

5. Tentative goals for next meeting

6. Next meeting date and time

Appendix 11

Additional Readings

Some of the following books and resources are a sampling within the UNLV Libraries collection that support mentoring in higher education and establishing mentoring programs. For additional book recommendations about mentoring or to add a book to the collection, please email Lateka Grays at lateka.grays@unlv.edu.

Baker, V. L., & ProQuest. (2020). *Charting your path to full : a guide for women associate professors*. Rutgers University Press.

David, S. (2013). *Beyond Goals*. In *Beyond Goals*. Routledge. <https://doi.org/10.4324/9781315569208>
 Ensher, E. A., & Murphy, S. E. (2005). *Power mentoring : how successful mentors and protégés get the most out of their relationships* (1st ed.). Jossey-Bass.

Fain, L. Z., & Zachary, L. J. (2020). *Bridging differences for better mentoring : lean forward, learn, leverage* (1st ed.). Berrett-Koehler Publishers.

Kiehl, D. (2019). *Developing faculty mentoring programs: A comprehensive handbook*. Academic Impressions.

Kram, K. (1985). Mentoring at work: Developmental relationships in organisational life. *Administrative Science Quarterly*, 30(3), DOI:[10.2307/2392687](https://doi.org/10.2307/2392687)

McLaughlin, C. (2010). Mentoring: What is it? How do we know it and how do we get more of it? *Health Services Research*, 45(3), 871-8884. doi: 10.1111/j.1475-673.3010.01090x

Vongalis-Macrow, A. (2014). *Career Moves*. In *Career Moves*. Birkhäuser Boston.

Zachary, L. J., & ProQuest. (2012). *The mentor's guide: Facilitating effective learning relationships* (2nd ed.). Jossey-Bass.

Zachary, Lois J, & Fischler, Lory A. (2014). *Starting Strong*. In *Starting Strong*. John Wiley & Sons, Incorporated.

<https://www.unlv.edu/ofa/mentoring>

<https://www.insidehighered.com/career-advice/how-be-great-mentor>