

Common Expectations for Mentors

Checklist of Functional Expectations for Mentors:

1. **Role modeling of appropriate faculty member attitudes, values and behaviors, such as:**
 - A. How to develop and maintain a professional network
 - B. How to negotiate a difficult conversation with a colleague
 - C. How to respond to a critical review of an article

2. **Direct teaching of academic competencies and norms, including:**
 - A. Academic values and the role these values have in maintaining the academic enterprise
 - B. Alternative perspectives
 - C. Unwritten "rules of the game" in the department, discipline, school and university
 - D. History, traditions, governance, and leaders of the department, discipline, school, and university
 - E. Management of external funds, academic misconduct, and conflict of interest

3. **Direct teaching of research competencies, including:**
 - A. Reviewing and synthesizing the literature
 - B. Refining a research question
 - C. Identifying funding sources for research
 - D. Preparing human subjects approval requests
 - E. Developing a research design
 - F. Preparing a data collection strategy
 - G. Managing data sets
 - H. Analyzing data and interpreting results
 - I. Selecting journals for results dissemination

4. **Offering the mentee a collaborative role in research by:**
 - A. Analyzing data
 - B. Recruiting subjects
 - C. Co-authoring articles and grants
 - D. Identifying supplemental projects

5. **Providing advice for:**
 - A. Strategies for handling difficult work situations
 - B. The merits of serving on particular committees or review panels
 - C. Where to send study data
 - D. Finding and securing resources
 - E. The pros and cons of different academic appointments
 - F. Pacing work towards promotion
 - G. Suggestions for balancing "work and life"

6. **Reviewing work and career progress by:**
 - A. Critiquing drafts of grant proposals and research papers and presentations for national meetings
 - B. Reviewing goals, plans and annual performance review and promotion packets

7. **Advocating for the mentee's success by:**
 - A. Protecting research time

- B. Giving exposure and visibility by providing the junior faculty member with assignments that increase visibility to organizational decision makers and exposure to future opportunities
 - C. Reducing unnecessary risks that might threaten the mentee's reputation
 - D. Showcasing mentee's work/accomplishments
 - E. Recognizing talents
 - F. Providing opportunities for participation in professional activities
 - G. Providing access to key people and resources
8. **Offering encouragement by:**
- A. Demonstrating enthusiasm and confidence in the mentee's successful future
 - B. Conveying positive regard
 - C. Serving as a sounding board
 - D. Providing a forum in which the mentee is encouraged to talk openly about anxieties and fears
 - E. Providing moral and emotional support
 - F. Giving positive feedback

Adapted from: Bland, C.J., Taylor, A.L., Shollen, S. L., Weber-Main, AM, Mulcahy, P.A. (2009). Faculty Success Through Mentoring: A guide for mentors, mentees, and leaders. New York: Rowman & Littlefield Publishers. pp. 81-84.