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 Though Mentoring: A guide for mentors, mentees, and leaders. New York: Rowman & Littlefield Publishers. pp. 81-84.