College of Nursing & Health Professions

Faculty Mentoring Handbook

Faculty and Staff Mentorship and Orientation Committee

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Resources and additional information can be found on the Faculty and Staff Mentoring website:
http://www.usi.edu/health/faculty-staff-resources/faculty-and-staff-mentoring

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Introduction

This guidebook is developed with the intention of giving new mentors and mentees a starting point with which to develop and build an ongoing relationship in the years to come. This book is by no means meant to be the be-all, end-all guide to mentoring. There are multiple resources available on the web, in the library, and possibly through your personal contacts that can also be of great assistance as you navigate the world of mentoring.

While much of this guidebook is designed with a focus on the development of the mentee, the mentoring process should be beneficial to both the mentor and the mentee. With any great relationship, hardwork and dedication from both sides is vital to the success of the relationship. The mentoring relationship is no exception to this rule. This guidebook will hopefully address some of the common hurdles and burning questions encountered by those that have come before you on this path.

What is mentoring versus orientation?

Mentoring relates to all faculty working toward their career development goals. Orientation generally involves task based items that allow a faculty member to function in his her or role on a daily basis. Orientation is the primary focus during the first semester. Mentoring is an on-going relationship between a junior faculty member and a more experienced faculty member with the goal of increasing collegiality while helping faculty to grow in the performance and promotion processes.

Fundamental Goals of Faculty Mentoring are to:

- Guide clinical track faculty seeking promotion and tenure track faculty seeking tenure
- Inspire faculty to refine and advance their teaching methods
- Nurture effective skills and strategies to advance scholarship activities
- Support faculty in achieving a balance between teaching, scholarship, advising and service
- Foster an atmosphere of collegiality and community

Mentoring can happen at any point in your career. It is not limited to just first time faculty members. You may need to seek out mentorship when entering the tenure track or clinical track. You may also choose to seek out mentorship when progressing towards promotion. There may also be specific areas that you choose to work on that do not require an all-encompassing mentoring program but rather just a fraction may be focused solely on teaching or advising strategies for development and improvement.

Choosing a mentor

Selecting the right mentor is a crucial decision for the mentoring process. Whenever possible, mentors and mentees should be allowed to choose who they will work with on this long term endeavor. Careful consideration of interests, goals, and personality compatibility are key elements in selecting an appropriate mentor.

Consider the following points:

Mutual respect: Choose someone with similar teaching, scholarship, or service interests whose work you respect and who has demonstrated an interest in your success.

Feedback: Choose someone who is willing to provide honest and constructive critiques of your work and career path, and who has the time to devote to interactions with you.

Shared Interests: Your mentor should be someone who has an interest in, experiential base, and willingness to nurture and guide you in your area of major career focus whether it be teaching, scholarship, or service

Shared project: Ideally, your mentor might have a project in which you can become involved. Participation in this project can teach you both the written and unwritten rules applicable in your particular field.

Pros of mentoring

A mentoring relationship can be extremely beneficial for both the mentee and the mentor. As a mentor, the mentoring process presents an opportunity for growth in leadership skills and collegiality while improving the community of the department, college and university. As a mentee, the benefits are numerous in the realms of orientation, professional development, and promotion.

List of benefits:

- Increases faculty success, sense of satisfaction and accomplishments, and faculty retention (Johnson-Bailey & Cervero 2004; Kosoko-Lasaki et al. 2006)

- Develops a healthy and supportive work environment

- Helps clarify the web of multiple academic areas, such as teaching, scholarship, professional development, clinical practice, promotion and tenure, etc.

- Increases tenure and promotion prospects (Johnson, 2007)

- Reduces feelings of isolation and promotes sense of professional well-being, especially for women (Palepu A., et al., 1998, Trower, 2012)

- Develop skills in navigating the politics of the academic culture

- Encourages interdisciplinary approaches and projects and expands professional networking

- New insight into ideas and methodologies for teaching, research, and service (Johnson-Bailey & Cervero 2004)

- Creates a sense of organizational loyalty and long term commitment to the profession (Trower, 2012)

Disadvantages of mentoring

Even though mentoring relationships can have a plethora of benefits, the process of mentoring can have some disadvantages. Oftentimes, the issues that arise in the mentoring process are problems with the process itself rather than any downfall of the mentor or mentee. These problems can be detrimental to a successful mentoring relationship and should be avoided if at all possible.

Examples of barriers or disadvantages to mentoring:

- Time consuming

- If the relationship is forced or assigned rather than chosen by the mentor and mentee, the mentor may feel overwhelmed while the mentee may feel unwelcomed.

- Conflict of interest issues can arise if the mentor is also the mentee's supervisor in some capacity. It can be difficult to properly mentor someone that you are also evaluating.Tensions can arise that would not normally be present if the mentor was not the mentee's supervisor. Mentees should be on the same hierarchical level as their mentors (Taherian & Shekarchian, 2008).

- Breach of confidentiality or bias can sometimes occur due to the mentor acquiring sensitive or private information about the mentee during the mentoring relationship (Taherian & Shekarchian, 2008)

- Patronizing attitudes toward the mentee may develop through the mentoring process. Mentors should focus on being active listeners rather than problem solvers for the mentee thereby allowing the mentee to resolve problems and grow in the process (Taherian & Shekarchian, 2008).

- Difference in attitudes or personalities between the mentor and mentee can lead to erosion of the relationship (Taherian & Shekarchian, 2008).

- Frustration for the mentor due to the perceived lack of progress of the mentee (Taherian & Shekarchian, 2008).

- Feelings of ineptness by the mentee for failing to meet goals (Petersen, 2011)

- Individual stress from the added tasks of developing the mentoring relationship through regular meetings and plans (Taherian & Shekarchian, 2008).

Qualities of an effective mentor

An effective mentor is more than someone who is simply trying to check off a list to demonstrate service to his or her college or university. Effective mentors desire to promote collegiality within their department or college and who truly are vested in the experience for the mentee. Certain behaviors are essential for a successful mentoring relationship.

Essential Behaviors of a Mentor

- Encourage and demonstrate confidence in your mentee.
- Recognize your mentee as an individual with a private life and value her/him as a person.
- Ensure a positive and supportive professional environment for your mentee.
- Do not deny your own knowledge and experiential limitations
- Be liberal and constructive with feedback
- Encourage independent behavior, but be willing to invest ample time in your mentee.
- Provide accessibility and exposure for your mentee within your own professional circle both within and outside of the immediate university circle
- Sets appropriate boundaries in terms of professional behaviors, expectations, and time for the mentor/mentee relationship.

Major elements of mentoring in the USI College of Nursing and Health Professions

Mentoring specifically within the USI College of Nursing and Health Professions presents unique opportunities and needs. Examining the professional portfolio and each of its associated elements can enrich the mentoring experience and provide a more comprehensive approach to professional development. The following sections present guidelines and examples of discussion questions that could be incorporated into regular mentoring meetings.

Teaching

Mentoring in the teaching realm should include regular discussions about teaching, the sharing of assignments and techniques, and reciprocal classroom visits. Some focus points for discussion on teaching could include:

- What is the focus area/topic for development of outstanding teaching?

- What will your primary teaching venues be (classroom, small group discussions, online, clinical) and who will you be teaching

- What skills development would enhance teaching?

- How will teaching be evaluated in these venues?

- How does your teaching align with the department, college, and university mission statement?

- What are the teaching expectations of your rank for the tenure track or clinical track of promotion and where are you in the timeline for promotion?

- What type of evidence should be included in professional portfolio that address accomplishment in teaching?

  - What type of teaching honors, grants, or awards are available?

Advising

Mentoring in the advising realm will be unique for every single situation encountered between the advisor and the student. Advising should include regular discussion regarding major requirements (admission, gpa, prerequisite courses and requirements), departmental load of advising, and expectations on frequency of advisee contact. Allowing the mentee to observe several advising sessions (with student permission) could also increase comfort and skill level with advising. Some focus points for discussion may include:

- What is the primary goal for effective advising?

- What all should be included in a "good" advising session?

- How does your advising practice align with the mission statements of the department, college, and/or university?

- How do you plan to make contact with your advisees?
    - Email
    - Phone conferences
    - Individual meetings
    - Group meetings

- How do you make yourself available for advising?

- What are the benefits/disadvantages to each of the above methods?

- Where are additional resources located for advising? Who else could be of assistance?

- How do you document advising load or proof of effective advising?
    - What type of awards are possible for advisors?

Scholarship

Scholarship is a critical component of the world of academia. Learning how to manage scholarship requirements and what is truly expected of each faculty member can seem daunting. Mentoring in this area moves well beyond mere orientation and takes on a working relationship role where the mentor actively participates in assisting the mentee with ideas and guidance in the realm of scholarship. Discussion on scholarship should be a part of regular mentoring meetings and could include a mutli-faceted approach from the brainstorming process through the actual publication process. Some focus points for discussion could include:

- How can teaching activities be turned into scholarship?
    - classroom activities
    - teaching methods
    - case reports
    - review articles
    - book chapters or a book
    - regional or national workshops
    - research projects in education

- What is the focus area for development of scholarship?

    - Is there a mentor with whom the faculty member can work on a project in this area of interest?

- What skills development would facilitate growth in scholarship?

- What are potential funding sources to support the scholarship?

- What academic societies/professional journals are likely to be interested in your work and what are the abstract/workshop submission deadlines for these?

Practice

Practice applies to those faculty interested in pursuing the clinical track. Every discipline and even areas within each discipline will define practice differently. It is important to note that not all practice is literally working in the clinical setting with patients or clients. Practice can be defined in multiple ways and it is important to align mentors and mentees with similar practice mindsets in order to assist the mentee with developing this foundation of his or her professional portfolio. Even with differing practice backgrounds, regular discussions should take place about practice and aligning practice with the faculty role. Some ideas for topics of discussion may include:

- What is your primary reason for practice?

- How can students benefit from your practice?

- Are there opportunities for collaborative projects in your area of specialty (Quality improvement, educational in-service, etc.)?

- Are there opportunities for growth of your program within your practice area?

- How can you make your knowledge and skill sets known to others in your practice area so that you can be sought out for advisement?

- How do you document leadership and expertise in advanced clinical practice?

Service

The expectation for service is present for all faculty regardless of rank. Working with a mentor to identify potential areas of service and aligning those service activities with other areas of the professional portfolio can provide an effective way to manage requirements and capitalize on time investment. Mentors and mentees should have discussions on service to include topics such as:

- Local: Are there leadership opportunities in the clinical arena, teaching programs, or College that are of interest?
    - Are there leadership opportunities available on committees at this level?

- University: What committees are of interest? Are you interested in mentoring?
    - Are there leadership opportunities available on committees at this level?

- Regional or National: What academic societies are most appropriate to join?

- Are there committees within these societies that are of interest?

- Editorial Boards/Manuscript Review: Are there journals within your area of expertise for which you would be interested serving as a reviewer?

- Community: Are there leadership opportunities within the community that are of interest?

Role of mentor and mentee

As you begin the mentoring process, it is important to have an understanding of roles that both the mentor and mentee will take on as part of this process. A mentor should create an environment of acceptance with the mentee where he or she feels free to express thoughts and feelings as well as ask questions of the mentor.The mentee should feel free to explore ideas and seek guidance from the mentor based on experience. The mentor should be engaging and positive when working with the mentee to promote the perception that he or she ultimately cares about the success of the mentee.The relationship between the mentor and the mentee should not be viewed as simply the mentor "showing him or her the ropes". A mentor should seek ways to move beyond this simplistic orientation mindset into a relationship of support and collegiality with the mentee.

The mentor should:
- Be prepared to invest time in the mentee; scheduling time on a regular basis is vital to the success of the relationship
- Be familiar with departmental, college, and university policies and procedures especially concerning items dealing with faculty role and promotion processes
- Be approachable
- Be a good communicator - this is not only being able to provide instruction but also being able to listen in a caring and supportive manner
- Have a strong network of colleagues as resources to support the mentoring relationship both within the college and other areas of the university community

As a mentee, one should be dedicated to building the relationship with the mentor. This will require time and commitment, along with some hard work on the part of the mentee. The mentee must be an active participant in the mentoring relationship and should not have the expectation that the mentor will simply impart all of his or her knowledge and wisdom into the mentee while the mentee sits idle. The mentee should take advantage of this opportunity to be guided toward professional development and promotion.

The mentee should:
- Be prepared to invest time with the mentor; scheduling time on a regular basis is vital to the success of the relationship
- Ask questions rather than remaining quiet and hoping to figure it out later
- Solicit feedback often from the mentor; a little bit of reassurance can do wonders for performance

- Have a coachable mindset; constructive criticism and advice present learning and growth opportunities

Be honest and forthcoming; no one is a mind reader and the relationship cannot grow without open communication. If the mentee is struggling or has an unmet need, it is best to bring that information out into the open for discussion and advisement.

Assessment of needs and evolvement of the mentoring relationship

There are some general guidelines to follow when developing a strong mentoring relationship. Finding out what the mentee's needs are can be a great way to begin the mentoring process. As time progresses, needs may change and a reassessment should take place to reevaluate what direction and shape the relationship should take in the future. Below are some general guidelines to assess needs and develop the mentoring relationship.

General Keys to Good Mentoring *(Adapted from Ball State University)*

- **Meet regularly**
  - Regular meetings are vital to the success of the mentoring relationship. Meetings should enhance the mentoring relationship and not be viewed as a checkbox to be filled. Having a meeting agenda for each meeting can ensure a valuable use of time for both the mentor and mentee. Agendas should include important and relevant topics given the mentee's current rank and timeline in the academic year. Discussions should be timely and practical. Utilize the CNHP Mentoring Checklist as a guideline of important discussion points for these meetings.
- **Leave time for unstructured conversations**
  - Regular meetings should not be viewed as a therapy session but it is important to leave time within the agenda for unstructured conversations about problems encountered by the mentee. The mentor should be prepared to take time to simply listen to the thoughts and feelings of the mentee as he or she navigates the sometimes unfamiliar role of a new faculty member. These conversations could spawn ideas for the mentor of support services needed by the mentee and could be an informal method of performing a needs assessment. Agendas for the regular meetings can ensure that key points get addressed but again, the mentoring process should not be viewed as a list of items to be accomplished until completion. Conversations between the mentor and mentee should be considered confidential in order to establish the trust that is vital to the mentoring relationship.
- **Help establish a social and professional network**
  - It can be difficult to feel confident when you feel completely isolated and alone in your new role. For this reason, it may be important that the mentor makes an effort to introduce the mentee to various colleagues within the department, college or even across campus. This not only helps improve the social environment for the mentee but these introductions could be the basis of helping to build the mentee's professional network. The mentor should consider inviting the mentee to attend various meetings or activities together to foster the ideas of community and collegiality. Examples could include employee informational fairs, social events (theater, sports, etc.), university meetings, and professional development offerings.
- **Explore the campus**

- ○ Take a tour of the campus with your new mentee. These tours can be beneficial for developing a sense of community with the mentee as well as serve to orientate the mentee to various campus offerings such as dining, library services, and support services. Enjoy a cup of coffee at Starbucks or swing by Red Mango for a smoothie while taking in the beauty of the campus. Be sure to include specific points of interest stops such as human resources, instructional technology, computer center, and registrar's office.
- **Follow your mentee's early work**
    - ○ A critical component of mentoring is the ability of the mentor to provide feedback. If you are not witness to any of your mentee's work, how will you be able to provide sound feedback? Take time to observe classes taught by the mentee to witness teaching style and effectiveness. Discuss with the mentee what went well and opportunities for improvement. Offer to review scholarship items such as grant proposals or journal articles. Try to have the mentee get assigned to similar committees or task forces as you in order to promote teamwork and engagement. All of these activities can facilitate laying a strong foundation for the mentoring relationship and show that the mentor is engaged and invested in the success of the mentee's professional development.
- **Look for chances to collaborate**
    - ○ Two heads are better than one! Think about ways that you can work with your mentor or mentee on a current research project or develop a project together that shares both interests. Invite the mentee to advising sessions for observation and practice at advising skills. You might also consider team teaching a topic of similar interest. Both ideas of collaboration can help to boost your mentee's confidence and experience in the faculty role.
- **Be proactive**
    - ○ Just as the mentee cannot sit idly by and allow the mentoring relationship to happen, neither can the mentor simply wait to be approached with questions. Oftentimes, the mentee may simply not be familiar with what questions to even ask of the mentor or may not be comfortable asking questions for fear of perceptions of incompetence or lack of intelligence. The mentor can ask specific questions to better assess needs and potential questions or problems of the mentee. Another important aspect of mentoring is assisting the mentee with keeping track of deadlines specific to the department, college and university for a variety of items such as the annual report, portfolio notebook, timesheets, and applications for internal development opportunities. The following are examples of Here are some examples of general and specific/proactive questions:
        - ■ General: How's your teaching going?
            - ● Specific: How are you doing managing the large class environment?
        - ■ General: How is grading going for you so far?
            - ● Specific: My students often don't participate much during class discussions. How are yours doing?
        - ■ General: How's your research going?

- ● Specific: You talked about searching for a grant to fund your research project. How's that going so far?

    - ■ General: How's your portfolio notebook going?

        - ● Specific: Your portfolio notebook is due in three weeks; would you like to sit down sometime and go through what you have so far?

- **Understand your mentee's needs**
  - It is important for the mentor to see the mentoring relationship as an opportunity to get to know a new faculty member more than simply his or her name and subject area. The mentor should seek ways to gain knowledge on the mentee's background, goals, interests and needs. Ultimately, the mentoring process works better when the mentor understands the person he or she is choosing to mentor. The mentee could be coming to our college a first-time teacher in academia or from another institution with years of experience (possibly even more than the mentor). Knowing more about the mentee can help the mentor to identify areas of need that may be beyond the scope of what the mentor can assist with but could help the mentor to locate practical solutions for the mentee.

How to set up a formal mentoring program

To begin the mentoring process, one must first seek out a mentor. Oftentimes, mentors are assigned at the beginning of employment. However, there are other circumstances that may warrant assignment of a mentor such as preparing for promotion, entering the tenure track or clinical track, or possibly beginning employment at a non-traditional point in the academic year. Whatever the reason may be, the steps for setting up a formal mentoring program are:

1. Go online to the USI College of Nursing and Health Professions Faculty and Staff Mentoring website: http://www.usi.edu/health/faculty-staff-resources/faculty-and-staff-mentoring
2. Select Faculty Mentoring
3. Select "Search for a Mentor Now" at the bottom of the page
4. Identify the area of specialty that you are seeking mentorship.
5. Find a faculty member with similar interests from the list. Seek assistance from your department chair if you need further information or suggestions.

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Appendices

Mentorship Agreement

Sample Mentorship Agreement

1. Check the topics you will address in mentoring sessions.

□ Teaching   □ Additional Mentors
□ Scholarship   □ Self Development
□ Clinical Practice   □ Networking
□ Service   □ Work/Life Balance

2. Check the frequency of meetings for this year.

□ Weekly   □ Bi-monthly   D Other
□ Monthly   □ Quarterly

3. Information provided by mentee prior to each meeting:

□ None
□ Updated CV (with highlight of new additions)
□ Narrative of each topic to be discussed
□ Mentoring Worksheet
□ Other

4. Please review, discuss, edit and check the expectations for this mentoring relationship
Responsibilities of Mentor:

□ Provide assessment and feedback regarding accomplishments in each topic area *and* help with future plans
□ Emotional Support
□ Advocacy
□ Actively address any problems with mentorship relationship
□ Other (please specify)_____

Responsibilities of Mentee:

□ Understand the academic promotion tracks; review career with Department Chair Annually
□ Provide goals and updates
□ Actively address any problems with mentorship relationship
□ Initiate scheduling of each mentoring meeting
□ Other (please specify)_____

5. If mentorship relationship not working, we will discuss with Mentor Facilitator or Division

Director and seek guidance and resolution.

Mentor, Signature:_____ Mentee, Signature:_____

Date:_____
       Date:_____

Adapted from Emory University, University of California Davis, & Tulane University

Mentorship Checklist

UNIVERSITY OF SOUTHERN INDIANA™

College of Nursing and Health Professions

Faculty and Staff Mentoring & Orientation Program

New Faculty Mentoring Checklist

This checklist is based heavily on the one created by the Office of Learning and Advancement at Ball State University; we appreciate their generosity in letting us use their work.

The College of Nursing and Health Professions Faculty and Staff Mentoring and Orientation Committee is providing this checklist as a guide for mentors' discussions with their new faculty members. Many items are primarily about *orientation* to faculty work at the University of Southern Indiana. This is not meant to be a strict blueprint for a rich professional mentoring experience. More suggestions for mentoring activities can be found on Faculty and Staff Mentoring website http://www.usi.edu/health/faculty-staff-resources/faculty-and-staff-mentoring . As you discuss these items with your new faculty member, please be as specific as possible to the unique ways your department and college address these issues. Items marked with an asterisk should be addressed within the first month.

Teaching
- ☐ Classroom procedures for department classrooms (keys, equipment, supplies, etc.) *
- ☐ Important policies and syllabus elements (academic integrity, disability statement, add/drop period, course withdrawal, attendance, etc.) *
- ☐ University Calendar
- ☐ Copies (Department and Copy Center)/ Scanning articles and other classroom support materials *
- ☐ Assistance available from department staff *
- ☐ Nonattendance reporting and Progress reporting
- ☐ Proper use of "Incomplete" grade
- ☐ Grade posting policies / FERPA
- ☐ Administration of student evaluations of teaching
- ☐ College Peer Evaluation of Teaching policy and procedures
- ☐ FACT/EFACT
- ☐ Ordering books
- ☐ Office Hours*
- ☐ Departmental assessment of learning outcomes

Teaching Support
- ☐ University Rice Library (basics, tour, and training with a librarian) *
  - ☐ Libguides and Resources
  - ☐ Class reserves

- ☐ Blackboard (basics and available training) *
- ☐ Panopto/Voicethread/Lecture recording*
- ☐ Distance Learning Support*
- ☐ Center for Excellence in Teaching and Learning (Faculty Learning Communities, Faculty Teaching Academy,
- ☐ Instructional Technology - Training Support Services and classroom equipment loans

Also consider regular discussions about teaching, the sharing of assignments and techniques, and reciprocal classroom visits:

- What is the focus area/topic for development of outstanding teaching?
- What will your primary teaching venues be (classroom, small group discussions, online, clinical) and who will you be teaching
- What skills development would enhance teaching?
- How will teaching be evaluated in these venues?

Advising
- ☐ Departmental advising
- ☐ Core 39
- ☐ Documentation of advising
- ☐ Advising Center (tour, introduction of staff, information)
- ☐ Sample advising session
- ☐ Advisee listing
- ☐ Student support services (Counseling Center, Dean of Students, Office of Disability Resources)

Scholarship and Professional Activity
- ☐ Vitae format for college *
- ☐ Documentation expected for promotion/tenure & Professional Portfolio *
    - ☐ Department/College expectations for teaching, scholarship, and service *
    - ☐ College Expectations by rank:
        - Instructor
        - Assistant Professor/Clinical Assistant Professor
        - Associate Professor/Clinical Associate Professor
        - Professor/Clinical Professor
- ☐ Deadlines for submitting P&T documents to department *
- ☐ Faculty Annual Report format and deadline*
- ☐ Faculty development opportunities and funding sources
- ☐ Assigned time for scholarship reporting policies/procedures
- ☐ Professional travel (policies, funding, forms, etc.)

Scholarship and Professional Activity Support
- ☐ Office of Sponsored Projects & Research Administration
    - ☐ Grants
    - ☐ Institutional Review Board (IRBNet, CITI Training)
- ☐ Internal Award and Grant Opportunities
    - http://www.usi.edu/ospra/internal-awards-and-grants

☐ Faculty Awards (Outstanding Teaching, Advising, etc.)
☐ CNHP Faculty Development Award

Also consider regular discussions about scholarship and professional activity with ideas for implementation and alignment:

- How can teaching activities be turned into scholarship (case reports, review articles, book chapters or a book, regional or national workshops, research projects in education)?
- What is the focus area for development of scholarship?
- Is there a mentor with whom the faculty member can work on a project in this area of interest?
- What skills development would facilitate growth in scholarship?
- What are potential funding sources to support the scholarship?
- What academic societies are likely to be interested in your work and what are the abstract/workshop submission deadlines for these?

Service
☐ Committee Service (departmental, college, university)
☐ Community
☐ Professional societies
☐ Leadership

Also consider regular discussions about service with regards to alignment with scholarship and ideas for implementation:

- Local: Are there leadership opportunities in the clinical arena, teaching programs, or College that are of interest?
- University: What committees are of interest? Are you interested in mentoring?
- Regional or National: What academic societies are most appropriate to join?
- Are there committees within these societies that are of interest?
- Editorial Boards/Manuscript Review: Are there journals within your area of expertise for which you would be interested serving as a reviewer?
- Community: Are there leadership opportunities within the community that are of interest?

Practice (for Clinical Track Faculty)
☐ Release time/policies related to practice
☐ Incorporating practice into teaching and scholarship
☐ Collaborative relationships
☐ Clinical experiences
☐ Advisor in specialty

Also consider regular discussions about practice with regards to alignment with scholarship, teaching, and service:
- Are there opportunities for collaborative projects in your area of specialty (Quality improvement, educational in-service, etc.)?

- What is your primary reason for practice?
- How can students benefit from your practice?
- Are there opportunities for growth of your program within your practice area?
- How can you make your knowledge and skill set known to others in your practice area so that you can be sought out for advisement?

Official Policy Documents
- ☐ Employee Handbook
- ☐ College of Nursing and Health Professions policies
- ☐ The "N" drive, "B" drive, and "O" drive*
- ☐ Code of Student Rights and Responsibilities/Student Handbook
- ☐ Dean of Students http://www.usi.edu/deanofstudents/code
- ☐ FERPA training
- ☐ Child Protection Policy Training

Other Opportunities and Resources
- ☐ Campus Store discount
- ☐ Dining facilities (Simply-to-go, University Center East and West, Red Mango, Starbucks, etc.)
- ☐ Day Care Center
- ☐ Fitness Center
- ☐ Undergraduate tuition reduction for family
- ☐ Athletic events
- ☐ Employee Health Center
- ☐ Community discounts

Mentoring Worksheet Example

Mentoring Resources
Sample Mentoring Worksheet
(Adapted from University California Davis and Tulane University)

Mentor:_____

Mentee:_____

Date of Meeting:_____

Goal: Teaching: □Goal met □ Making Progress   □No Progress □ N/A

Accomplishments:_____
__

Obstacles:

New goal or strategy to overcome obstacles (if needed):

Goal: Scholarship: □Goal met □Making Progress   □No Progress   □N/A

Accomplishment_____

Obstacles:.

New goal or strategy to overcome obstacles (if needed):

Mentoring Resources

Goal: Service: □Goal met □Making Progress   □No Progress   □N/A

Accomplishments:_____
_

Obstacles:

New goal or strategy to overcome obstacles (if needed):

Goal: Clinical Practice □Goal met □Making Progress   □No Progress □N/A

Accomplishments:_____
__

Obstacles:.

New goal or strategy to overcome obstacles (if needed):

Goal: Self Development □Goal met □Making Progress   □No Progress   □N/A

Accomplishments:_____

Obstacles:.

New goal or strategy to overcome obstacles (if needed):

Goal: Networking □Goal met □Making Progress   □No Progress   □N/A

Accomplishments:_____

Obstacles:.

New goal or strategy to overcome obstacles (if needed):

Goal: Work/Life Balance   □Goal met □Making Progress   □No Progress   □N/A

Accomplishments:_____

Obstacles:.

New goal or strategy to overcome obstacles (if needed):

Goal: Additional Mentors □Goal met □Making Progress   □No Progress   □N/A

Accomplishments:_____

Obstacles:

New goal or strategy to overcome obstacles (if needed):

Documents pertaining to tenure track and clinical track

The most current documents related to both the tenure track and the clinical track promotion process are located on the N drive for the College of Nursing and Health Professions.

To access the documents follow these steps:
1. Open your file system on your computer.
2. Navigate to the "CNHP_Share (N:)" drive from the options of available folders and drives.
3. Open the "College Committees" folder
4. Open the "Faculty Review Committee" folder
5. Open the "Policy & Procedures-promotion & tenure track, clinical track folder"

The following are some examples of the documents that may be helpful from this file:
- Promotion-Reappointment procedures Tenure
- Promotion-Reappointment procedures Clinical Track
- Clinical Track Guidelines
- Tenure Track Faculty Guidelines Spreadsheet
- Clinical Track Faculty Spreadsheet
- Instructor Faculty Guidelines Spreadsheet for Portfolio

These documents are subject to change either in title or content. Any questions relating to the promotion and tenure process can be directed to your department chair or the chair of the Faculty Review Committee.

Current Mentors

(Updated March 2016)

Dr. Roxanne Bechkham
Dr. Beth Bonham
Lorie Coan
Charlotte Connerton
Jody Delp
Dr. Katie Ehlman
Dr. Jennifer Evans
Claudine Fairchild
Dr. Melissa Hall
Dr. Mikel Hand
Dr. Tracy Kinner
Dr. Julie McCullough
Dr. Marilyn Ostendorf
Dr. Gina Schaar
Heather Schmuck
Susan Seibert
Dr. Gabriela Mustata Wilson