Benefits for the Mentee

- Individual recognition and encouragement through formal and informal feedback
- Information through informal networks of communication
- Advice on defining and achieving career goals
- Advice on balancing and fulfilling responsibilities of scholarship, teaching, and service
- Insight into the procedures and culture of the department, college, and university
- Knowledge about the informal and formal rules for advancement
- Reduced stress
- Sense of being welcomed and valued by immediate and larger community

Benefits for the Mentor

- Satisfaction with enabling new faculty to begin their careers with a sense of direction
- Fulfillment from improving the institutional climate
- Satisfaction of assisting in the professional development of a colleague
- Satisfaction of contributing to overall institutional climate change
- Opportunities for self-reflection with regard to personal teaching and research efforts
- Respect and recognition from others in the university as an individual who identifies, encourages, and promotes the talents of their colleagues
- Improved managerial and mentoring skills
- Opportunities to keep abreast of new knowledge, techniques, and institutional developments

Contacts and Resources

For more information on these and other topics related to mentoring, please refer to the Mentoring Handbook for Faculty and Department Chairs available at the Office for the Promotion of Women in Science, Engineering, and Mathematics website:

wisem.rutgers.edu

Other resources available at:

Office of the Provost for Rutgers University-New Brunswick

http://nbprovost.rutgers.edu/faculty-development

Office of the Senior Vice President for Academic Affairs

http://academicaffairs.rutgers.edu/faculty-development

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Front picture: Anne Sutherland (left) and Pamela Rothpletz-Puglia at an OASIS Program workshop.
By Patricia Munoz, WiSEM Office.
Phases of a Mentoring Relationship

Matching Mentoring Pairs

Formal matching occurs when a departmental committee and/or chair matches the mentee with a mentor or mentors based on predetermined criteria, such as research backgrounds, career stage, or professional goals. Informal matching typically consists of the mentee approaching a potential mentor.

Aligning Expectations

A concerted effort on the part of the mentoring pair to align expectations in the initial, interim, and final phases of the relationship helps to build and strengthen trust. The pair should consider and clarify their expectations of one another in the following areas: time management, confidentiality, communication and boundaries, collaborations, content, and professional goals.

Cultivating the Relationship

It is important to collaboratively set relationship-specific ground rules from the start. In addition, it is useful to develop processes for handling potential challenges that may arise due to individual differences (e.g., age, gender, socioeconomic status, or collaborative style) before attempting to tackle any external barriers (e.g., navigating departmental politics, culture, and other stressors).

Developing these processes is particularly important for women and underrepresented faculty, who are more likely to experience both subtle and overt forms of prejudice and discrimination.

Transition to a New Phase/Closure

When mentees reach their predetermined goals, the relationship is ready—and expected—to enter a new phase. Both individuals can recognize the achievements (or lack thereof), evaluate the process, and choose to either recommit to the mentoring relationship or end it.

At this stage, a new set of goals and timeline for achieving these goals can be set, or the pair can part amiably and maintain healthy professional ties.

(Adapted from the Institute for Clinical and Translational Research at the University of Wisconsin-Madison: https://ictr.wisc.edu/mentoring/)

Models of Mentoring

As faculty members advance through their careers, their mentoring needs change.

For example, early-career faculty may rely more heavily on formal mentors, while more advanced-career faculty will benefit from having more informal arrangements.

Because faculty benefit from a variety of mentors, it’s useful to consider a range of mentoring relationships. Research shows that early-career faculty are more successful in research and scholarly productivity when they receive mentoring from multiple sources (Peluchette & Jeanquart, 2000).

Each mentoring model listed below is useful for meeting the primary goal of faculty mentoring: supporting faculty members as they strive to achieve career success.

Some of the models are:

- traditional mentoring
- mentoring committees
- informal mentoring
- peer mentoring
- interdisciplinary mentoring
- group mentoring
- mentoring networks
- e-mentoring

For more information on mentoring best practices, review the Mentoring Handbook for Faculty and Department Chairs at wisem.rutgers.edu