HSH Faculty Network Mentoring Toolkit

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EXECUTIVE SUMMARY

Enhancing faculty vitality is essential to the University of Houston – Clear Lake's mission to be a distinguished center of learning, scholarship, and service to the community. Quality faculty mentoring is explicitly linked to achievement of this goal. Most importantly, faculty mentoring is designed to support the faculty member in developing desired skills, providing career satisfaction, and increasing collegial networking that provides instrumental and emotional support.

Mentoring models have evolved over time to emphasize the importance of network mentoring, an approach that utilizes multiple mentors, mutual mentoring practices, and an inclusive, faculty-driven structure. This guide presents suggestions and exercises for individual faculty mentees and mentors to enhance their networks of professional support, as well as description of the implementation of strategies within the college of Human Sciences and Humanities and the university.

HSH Faculty Network Mentoring Model
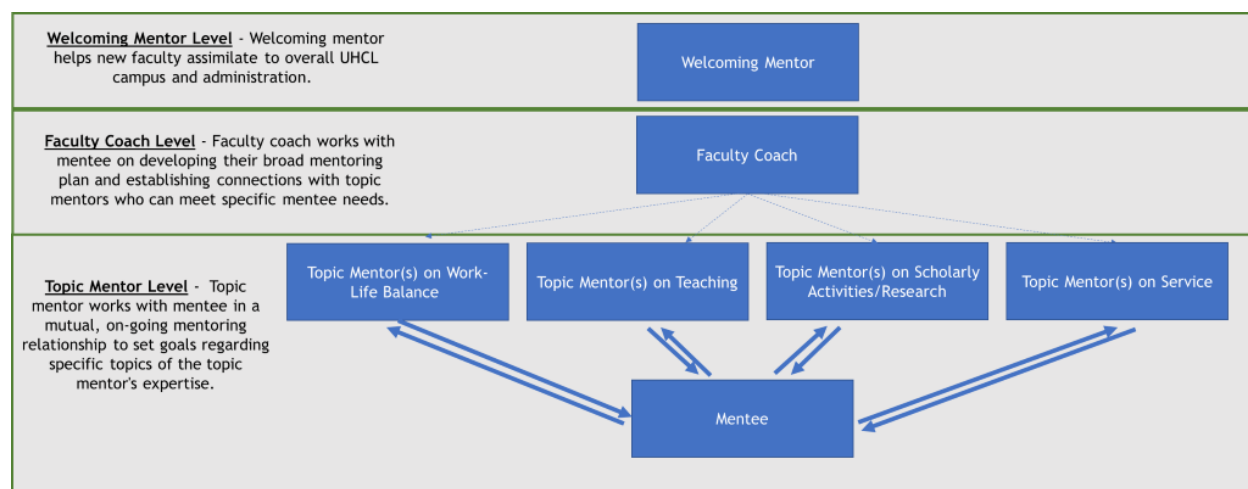
The purpose of the HSH Faculty Network Mentoring Toolkit is to:

- o   Provide an overview of the HSH Network Mentoring program
- o   Describe the concepts and benefits of network mentoring
- o   Define mentoring roles within the HSH Network Mentoring program (i.e., welcoming mentor, faculty coach, topic mentor, mentee)
- o   Provide strategies for each mentoring role
- o   Offer tools to help mentors and mentees evaluate mentoring and develop networks

OVERVIEW OF NETWORK MENTORING MODEL

OVERVIEW OF FACULTY MENTORING

Definitions and practices of faculty mentoring vary across academic settings, but most include an emphasis on a relational structure that provides a vehicle for sharing knowledge, enhancing academic success and satisfaction, and building connections with scholars in the faculty's discipline. These are often described as career development or "instrumental" functions or as relational or "expressive" functions, but the two are interdependent in successful promotion of the faculty career (Chao et al., 1992; Mott, 2002; Zellers et al., 2008).

Mentoring is cited as one of the most common characteristics among academics with a successful career, especially for early-career faculty and faculty of color (Zambrana et al., 2015). It has been shown to lead to both increased career success (e.g., better teaching, improved research productivity, enhanced tenure and promotion attainment), and improved social connections that foster satisfaction and support (Johnson, 2007; Montgomery, 2017). In addition to the mentee, mentors also benefit from the relationship, deriving satisfaction from supporting a colleague, development of their own new networks of support, and acquiring new ideas for their own work (Sorcinelli et al., 2016). Further, faculty mentoring has been shown to foster a more positive organizational climate (Corcoran & Clark; Melicher, 2000) due to perceived support for faculty development from administrators (Zellers et al., 2008), as well as collaboration within and across disciplines (Boyle & Boice, 1998).

Faculty mentoring is key to addressing priority areas across stages of development (Sorcinelli & Yun, 2007; Yun & Sorcinelli, 2008; Yun, Baldi, & Sorcinelli, 2016):

Early Career Faculty	Established Career Faculty
Orienting to the university	Selecting between "forks in the road"
Establishing plans/programs of work	Keeping up with plans/programs of work
Increasing teaching/scholarship/service skills	Learning new skills while engaging in "service, service, service"
Understanding expectations for performance or navigating the tenure track	Navigating promotion/expanding leadership roles
Creating work/life balance	Sustaining work/life balance
Developing professional networks	Building new networks, resources

Models of Faculty Mentoring

The Guru Model:

Traditional faculty mentoring in academia has typically occurred in the context of a formalized, hierarchical, single dyadic structure, between a senior and junior faculty member (Zellers et al., 2008). This model places emphasis on the expertise of the senior faculty member ("guru") as the primary source of support, who is often described as providing "top-down" anecdotal advice to support the faculty member's transition from graduate student to successful faculty scholar (Rockquemore, 2013, July 29).

There are many benefits to the traditional model of faculty mentoring including having one "go-to" mentor for faculty support, receiving advice from a senior faculty member with history and expertise in a wide range of mentorship domains, and forming a strong relationship (when it works) with a colleague who can provide both instrumental and emotional support. However, concerns have emerged within traditional faculty mentoring models, including time constraints of the mentor who may serve as the sole mentor for multiple faculty, shouldering the entire responsibility of expertise in all domains of faculty mentoring, and mismatch between mentor and mentee that can contribute to feelings of constriction, nonsupport, or harm (Gibson, 2006; Yun Baldi, & Sorcinelli, 2016). The answer to these concerns may be found in a reconceptualization of faculty mentoring and establishment of network mentoring models within academia.

The Network Model:

Haring's (1997; 1999) network model of faculty mentoring is much broader than a single dyadic relationship. Network mentoring encourages the development of a wide variety of mentoring partnerships that address specific areas of expertise and provide multiple perspectives and greater connection to resources than traditional "guru" mentoring. In this model, no one mentor is expected to possess the expertise of many, and faculty are not left without mentorship if a particular mentoring relationship is ineffective (Wasburn, 2007). In line with this approach, the literature now encourages mentees to seek out a "constellation" of mentors (van Emmerik, 2004), "developmental" or "personal" networks" (de Janasz & Sullivan, 2003; Ibarra, 1993), "mutual mentoring networks" (Sorcinelli et al., 2016), "collaborative mentoring groups" (Pololi & Knight, 2005) or a "portfolio" of mentors (de Janasz & Sullivan, 2004, p. 273; Higgins & Kram, 2001) who support a diverse range of professional development domains. In providing support through these multiple perspectives, network mentoring can reduce power dynamics often present in junior-senior faculty pairings (Mott, 2002), and can provide a greater variety of perspectives by including individuals across the university and outside of academic environments (Bickel & Brown, 2005; Pololi & Knight, 2005; McClurken, 2009). Peer mentoring networks are also more inclusive and egalitarian than traditional guru mentoring (Haring, 1997; 1999). Mentoring networks have demonstrated particular relevance in supporting traditionally underrepresented faculty groups, such as women, faculty of color, and those with intersecting underrepresented identities in academia (Bickel, 2014; Pololi & Knight, 2005; van Emmerik, 2004).

Mutual Network Mentoring Model

Sorcinelli, Yun, and Baldi (2016) describe one type of network model, Mutual Mentoring, which has strong relevance to the development of the network model created within HSH. Mutual Mentoring has been described as a "hybrid of traditional mentoring and professional networking" that encourages mentoring that is "faculty-driven, functional, and flexible" (Sorcinelli, 2019).

Characteristics of the Mutual Network Mentoring Model (Sorcinelli et al., 2016):

Mutual Network Mentoring Model Characteristic	Description
Mentoring relationships with a wide variety of mentors	Mentors can include peers, near-peers, senior faculty, chairs/program directors, same and different gender and race, parent status, group-based mentoring, or off-campus mentoring partners.
Mentoring relationships that focus on types of mentoring expertise	Mentoring is developed based on expertise in certain areas of academic life, such as *teaching* (e.g., teaching large classes, graduate students, student advising), *scholarly activities/research* (e.g., setting up a lab, grant-writing, a particular data analytic approach), *service* (e.g, leadership positions, national roles), *promotion and tenure*, and *work-life balance*.
Mentoring relationships that accommodate specific mentee needs	Relationships should accommodate personal, discipline-specific, and cultural preferences for contact (e.g., one-on-one or group-based; virtual or in-person; approaches developed to address specific areas of desired mentoring).
Mentoring relationships that empower the mentee	Mentoring should empower the mentee to actively identify needs and develop goals, rather than receive "one-size-fits-all" knowledge from the mentor.
Mentoring relationships that are mutually beneficial to mentor and mentee	Mutual mentoring offers opportunities to mentor and be mentored by others. All have mentoring expertise. A mentee in one relationship may serve as a mentor in another.

EVIDENCE FOR A NETWORK MODEL OF FACULTY MENTORING

Network-based faculty mentoring provides a range of benefits for mentees, mentors, and the institution more broadly. A wide body of scholarly literature provides evidence for the development of such a model, suggesting:

- Multiple mentors may contribute to higher success over models with a single mentor or no formalized mentor (van Eck Peluchette & Jeanquart, 2000; van Emmerik, 2004), such as:
  - Greater record of scholarly productivity (van Eck Peluchette & Jeanquart, 2000) via development of scholarly relationships and creation of collaborative projects (Santucci et al., 2008).
  - Enhanced teaching effectiveness (McMurtrie, 2014)
  - Increased rates of tenure and promotion (van Emmerik, 2004; van Eck Peluchette & Jeanquart, 2000)
  - Better faculty morale and decreased workload fatigue (Fuller et al., 2008)
  - Greater satisfaction and commitment to an academic career (Higgins & Thomas, 2001; Schrodt et al., 2003).
  - Enhanced sense of community and belonging (Sheriden et al., 2015); decreased feelings of personal isolation (Santucci et al., 2008)
- Network mentoring may enhance inclusion for women and minorities over the traditional guru model of mentoring (Boyle & Boice, 1998; Girves et al., 2005).
  - Women and faculty of color are less likely to report receipt of high quality traditional dyadic mentoring relationships than other demographic groups (Bickel, 2014; Girves et al., 2005; Ibarra, 1993; Mott, 2002), and correlational research suggests this factor may contribute to lower levels of promotion in academia (Bickel, 2014; Daley et al., 2006; Fang et al., 2000; Ibarra, 2010).
  - Integration of formal dyadic and informal peer mentoring in mentoring programs can provide a broader level of support that takes advantage of the strengths of each model (Girves et al., 2005). Broader, diverse mentorship perspectives increase attention to social factors that affect women and underrepresented minority faculty such as cultural taxation, unintended bias, devaluation of scholarship focused on women or minorities, and professional isolation and exclusion from informal collegial networks or scholarship relationships (Turner et al., 1999).
- At the institutional level, network-based faculty mentoring increases organizational strength and productivity, and establishes a supportive, inclusive academic community (Boyle & Boice, 1998; Zellers et al., 2008). Specifically, network mentoring that emphasizes mentoring at all stages can normalize faculty needs (Trower, 2012, p. 129) and make mentoring part of university culture (Lottero-Perdue & Fifield, 2010).

HSH Network Mentoring Principles

In 2019, HSH set in motion the first phase of the HSH Network Mentoring program, based on characteristics of the Mutual Mentoring Model, and with four defined roles/levels of mentoring available (i.e., welcoming mentor, faculty coach, topic mentor, mentee). Each of these roles is defined in *Key Terminology and Definitions* followed by a description of the integration across types of mentoring. Here, we specify the general principles of the HSH Network Mentoring Model.

- Mentoring is a collaborative process and requires committed engagement from the mentee, mentor, administrators, and formal mentoring program.
- Mentoring should support the mentee's development of key competencies, promote academic advancement, and create professional development opportunities and relationships that facilitate a productive career. In achieving these academic goals, mentoring should prioritize development of structures and resources for facilitation of work-like balance.
- Formal, dyadic mentoring relationships can be enriched with complementary informal, mentee-initiated relationships that support various aspects of faculty guidance.
- Mentoring should encompass guidance in specific topic areas, provided within a broad mentoring network of individuals who mentor in their areas of expertise.
- Mentoring may apply to all stages of faculty development including junior, midlevel and senior faculty. Midlevel and senior faculty may choose to focus on new knowledge or career transitions, and the structure of relationships may be less formalized and make use of more "peer-to-peer" coaching or group-level development sessions.
- Mentoring relationships are flexible over time, and guided by the career stage of the mentee and the current goals to be met. Mentees may have several long-term mentoring relationships, as well as transient relationships, or "mentors of the moment" (de Janasz & Sullivan, 2004) focused on specific needs or at key career transitions.

KEY TERMINOLOGY AND DEFINITIONS

Terminology	Definition
Network	The HSH Network Mentoring Model is a flexible, individualized model of mentoring that emphasizes establishment of a broad network of mentoring relationships, both within and outside of the university. This model is intended to emphasize mutual mentoring (i.e., giving and receiving mentoring), and to adapt to the needs of the faculty member across the professional career.
Welcoming Mentor	The welcoming mentor provides acculturation to the university, sharing information and physical support (i.e., locating resources, describing procedures) to help the mentee navigate the first semester at the university. The welcoming mentor may remind the mentee to attend mentoring events and to seek out a faculty coach to establish the mentoring network. This mentor is assigned by the college-level mentoring program based on similarity in discipline and scholarship, as well as proximity to the mentee's office.
Faculty Coach	The faculty coach serves in a "big picture" role to 1) prompt mentee self-reflection to define goals, problems, solutions; and to 2) help mentees establish mentoring network needs and individuals/units to fill those roles. The coach serves a short-term transitional function for the mentee, that will be supplanted and shared across topic mentors, once established in the network model. Mentees of any stage may indicate desire to work with a faculty coach. Coaches may serve up to a three-year term and are assigned by the college-level mentoring program.
Topic Mentor	Topic mentors provide mentorship in multiple topic nodes of a mentee's academic life within broad areas of teaching, scholarly activities/research, service, promotion and tenure, and work-life balance. Topic mentors self-identify their expertise via an annual survey administered by the college-level mentoring program, or by offering mentorship to a colleague who informally requests it. If topic-mentoring occurs in the latter more informal way, it may still be recorded as service on the annual mentoring survey. Topic mentor-mentee relationships are intended to be flexible and time-limited, based upon the support needed for a particular area at any one time. Mentees will likely have a variety of topic mentors serving in domains across the network.
Mentee	The mentee role offers autonomy to create and maintain an individualized network of mentors, who may fluidly support the mentee throughout the academic career. Faculty may be both a mentee (i.e., receiving support), and a faculty coach or a topic mentor to a mentee (i.e., providing support) at any point in time. Faculty of any stage in their academic trajectory may seek out mentorship with a faculty coach or topic mentor.
College-Level Mentoring Program	The College-Level Mentoring Program creates and provides didactic materials on mentoring, facilitates annual training in mentoring roles, administrates the model (e.g., sending out notices at key times; creation of welcoming mentor and faculty coach pairings), provides mentee or mentor consultation on mentoring resources, and creates professional development and networking opportunities via formal and informal gatherings for mentoring.

EXAMPLE HSH NETWORK MENTORING MODEL

Network mentoring in HSH will provide a formalized structure to support the development of mentorship needs, though faculty will have individual agency in determining need for a faculty coach or topic mentors. The strength of the network model is its flexibility, so there are many ways one can personalize their network to suit their needs. In the example below, the general network mentorship model is shown with three levels: *Welcoming Mentor Level*, the *Faculty Coach Level,* and *Topic Mentor Level*.
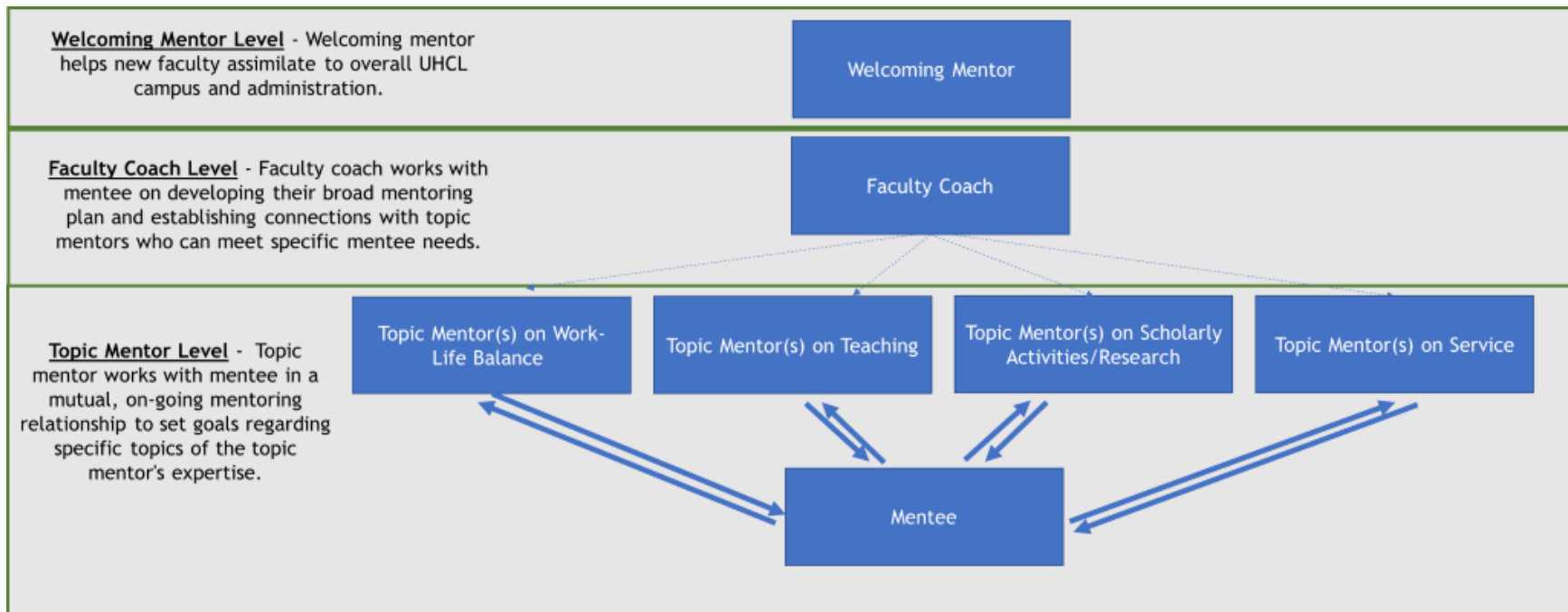
Figure 1. Levels of the HSH Network Mentoring Model

EXAMPLE TOPIC NODES IN A NETWORK MENTORING MODEL

Within the *Topic Mentor Level*, faculty can individualize their mentoring network to specify which topic nodes can meet specific needs. A sample Early Career Network for a tenure-track faculty is provided below. Additional sample models for various stages of faculty development (e.g., non-tenure track; immediately post-tenure; mid-to-later career) are provided in Appendix A.
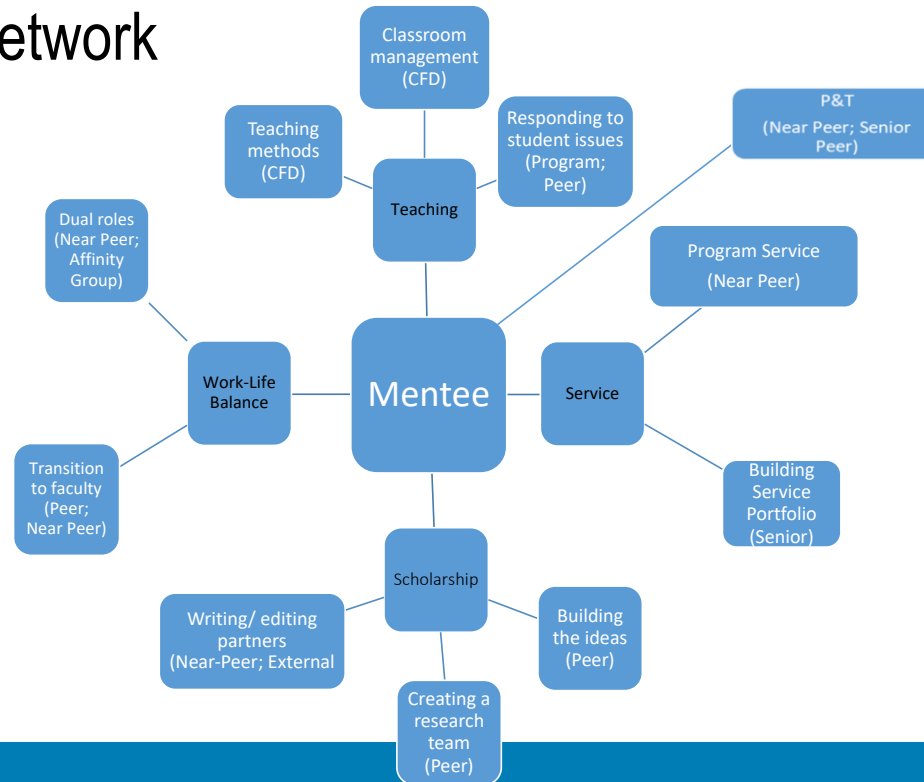
Figure 2. Example Topic Nodes for Early-Career Faculty
Note. Peer, Near-Peer, Senior, Program, CFD, Affinity Group, External are categories of mentors a mentee might consider for their network.

HSH NETWORK MENTORING ROLES

WELCOMING MENTOR

Role of welcoming mentor: a colleague at any level who can help a new faculty member with the transition to the UHCL campus and procedures.

DESCRIPTION

Becoming oriented to the processes and procedures at an institution can be challenging for a new faculty member, and research has shown that early-career faculty members benefit from mentorship specific to their transition to a new faculty position. A welcoming mentor supports new full-time faculty members during their first semester. A welcoming mentor will serve as a point of contact for a new faculty member prior to their transition to UHCL and will continue to help a new faculty member as they acclimate to university procedures.

STRATEGIES FOR EFFECTIVE WELCOMING MENTORSHIP

As part of their responsibilities, welcoming mentors will:

1. **Help mentees feel comfortable navigating the UHCL campus.**

Welcoming mentors will support new faculty by helping them to identify and use campus resources. This includes assistance navigating the physical UHCL campus and campus policies, procedures, and structure.

2. **Alert mentees to mentoring events and attend mentoring events with their mentee.**

Welcoming mentors will inform new faculty about events specific to mentoring, such as *Research and Refreshments,* mentoring potlucks, mentoring mixers, and new faculty events, and attend these events with their mentee as often as possible.

3. **Communicate with their mentees about UHCL and college-specific events and meetings.**

Welcoming mentors will provide new faculty with information about meetings that occur within HSH and UHCL. This information will include expectations about attendance for new faculty members and the logistics of these meetings. Welcoming mentors will also show their mentees where to find information about meetings and events using the HSH calendar and other faculty resources.

4. **Check-in with mentees regularly.**

At a minimum, welcoming mentors should contact their mentees at least once a month.

5. **Help a mentee to identify an appropriate network mentoring plan.**

Welcoming mentors will introduce their mentee to the HSH Network Mentoring program and the different levels within the model. Welcoming mentors can guide mentees to an appropriate level of mentorship for their goals.

(A) *Faculty Coach Level* - Help a mentee identify a suitable faculty coach.

If the *Faculty Coach Level* is the best fit for a mentee, the welcoming mentor will work with the HSH Faculty Mentoring Committee and their mentee to select a faculty coach. Faculty coaches should be selected based on discipline and the mentoring needs of the mentee. Once a faculty coach has been selected, the welcoming mentor will meet with the faculty coach to discuss the mentee's transition and will facilitate a meeting between the welcoming mentor, faculty coach, and mentee.

(B) *Topic Mentor Level* - Help a mentee develop their mentoring network.

If the *Topic Mentor Level* is the best fit for a mentee, the welcoming mentor will introduce their mentee to the searchable HSH mentor database, assist their mentee in identifying potential topic mentors, and help their mentee to contact potential mentors. The welcoming mentor will also guide their mentee through reflective exercises provided in this toolkit to help the mentee learn how they can build an effective mentoring network.

PROCEDURES/TIMELINE FOR WELCOMING MENTOR

How to sign up to be a welcoming mentor

Each spring, the HSH faculty body will be provided with email information about the HSH Network Mentoring program and offered the opportunity to serve as a welcoming mentor in this model. Interested faculty may sign up for this role by responding to the email or may contact a member of the HSH Faculty Mentoring Committee at any point during the year.

Welcoming mentor training

New welcoming mentors will be provided with training annually in the spring. Training will discuss the literature associated with welcoming mentors and provide concrete strategies and exercises that may be used with mentees. Welcoming mentors wishing to remain in their role for another year (or who have previously served as a welcoming mentor in the HSH Network Mentoring Model) will be asked to review the training materials in this document.

How pairings are made with mentees

Those serving in a welcoming mentor role have elected to provide this mentorship to new faculty within their college. The HSH Faculty Mentoring Committee will make these pairings, in order to balance numbers of mentees across welcoming mentors, so that any one mentor is not overburdened. Pairings of welcoming mentors and mentees will be made based on similarity in academic discipline and scholarship, as well as proximity to a mentee's office.

Typical annual timeline for welcoming mentor

August
- HSH Faculty Mentoring Committee and **welcoming mentors** meet with new faculty at New Faculty Orientation.
- **Welcoming mentors** begin meeting with new faculty (first connection made over the summer).

October
- **Welcoming mentors** and new faculty will be invited to a Fall happy hour/potluck hosted by the HSH Faculty Mentoring Committee. The event will be a time for Q&A from new faculty (e.g., "starting out" questions, navigating challenges, mentoring committee resources).

November
- HSH Faculty Mentoring Committee will connect **welcoming mentors** of new faculty to faculty coaches to create a transition to the second level of mentoring. New faculty would begin to receive mentoring with the faculty coach in January.

March
- **Welcoming mentors** will be invited to a group check-in with HSH Faculty Mentoring Committee to solicit feedback and offer support.

April
- HSH Faculty Mentoring Committee will provide **welcoming mentor** training for any new **welcoming mentors.**
- HSH Faculty Mentoring Committee will send out an annual survey to mentees, **welcoming mentors,** coaches, and topic mentors to gain data about the effectiveness of the program.

May
- **Welcome mentors** will be solicited to serve in this role for the upcoming year, and the searchable HSH mentor database will be updated. Names of new faculty starting in summer/fall will be provided to **welcoming mentors.**

Summer
- **Welcome mentors** reach out to new faculty via email to offer support for transition to UHCL.

FACULTY COACH

Role of faculty coach: a mid- or senior-level colleague who can prompt reflection and help establish your mentorship network ("transition coach").

DESCRIPTION

The faculty coach serves in two important capacities. First, the coach supports the mentee in brainstorming and defining their mentoring needs and collaboratively formulating solutions. Second, the faculty coach acts as a conduit, connecting the mentee to topic mentors who can serve as various "nodes" of expertise in the network: in teaching, scholarship/research, service, tenure and promotion, and work-life balance. Faculty at any stage of career development may choose to work with a coach. The faculty coach provides a transition role for the mentee, typically engaging the mentee over 1-3 sessions to establish goals and plans. In these discussions, the coach helps connect mentees to faculty and staff inside and outside the university and prompts the mentee to consider individuals within their personal networks for support. The resulting broad, flexible network of mentors can be maintained and adjusted over the course of the mentee's professional career.

How a Coach Differs from A "Guru" Mentor

In a series of mentoring essays in *Inside Higher Ed,* Dr. Kerry Ann Rockquemore, founder of the National Center for Faculty Development and Diversity, offers a description of the posture embodied by a faculty coach as compared to a guru mentor (Rockquemore, 2013, July 29). Based on this approach, the current manual offers six concrete strategies for effective coaching.

1. **"Coaches are performance-driven. Gurus hope for the best."** Rockquemore illustrates the principle of accountability via proactive (rather than reactive) habits. For example, she emphasizes creation of a feasible semester plan with documentation and a goal-setting tool reviewed at each meeting. Within the faculty coach role, this documentation could involve creation of goals in each domain of faculty life, as well as network nodes within a network mentoring map (i.e., identification of specific individuals/units on campus/off campus to support a goal). The National Center for Faculty Development and Diversity (NCFFD) provides a sample network mentoring map a coach could develop with a mentee at https://www.insidehighered.com/sites/default/server_files/files/Mentoring%20Map%5B1%5D(1).pdf

2. **"Coaches ask powerful questions. Gurus pontificate."** Rockquemore emphasizes the importance of asking questions rather than giving anecdotal advice. She highlights several key questions that prompt the mentee's self-reflection, and suggests using reflection to facilitate goal development and attainment. In promoting self-reflection, this model emphasizes the autonomy of the mentee in brainstorming needs and solutions, rather than the expertise of the mentor. A series of specific "powerful" questions are suggested in the sections that follow. Within the faculty coach role, these questions could be asked in the

introductory sessions, but could also be adapted for use in topic mentor/mentee discussions related to specific faculty domains.

3. **"Coaches are task oriented. Gurus are relationship oriented."** In this suggestion, Rockquemore is not reducing the importance of the mentoring relationship. However, she emphasizes that the coach uses more than their "chemistry" to support a mentee by providing concrete access to opportunities and identifying and monitoring tasks important to the mentee.

4. **"Coaches are for transition moments. Gurus are forever."** This suggestion highlights the time-limited nature of the coaching relationship, and the short-term goals that can be accomplished in this time (e.g., mentoring map of resources/supporters; beginning plan for tenure track years). The faculty coach could serve the mentee in developing the "big picture" agenda in teaching, research, and service; help mentees cultivate a network of topic mentors who could serve in those domains; and encourage the mentee to continually ask their own "powerful questions" about what they need and where they can best get those needs met.

5. **"Coaches rely on structure. Gurus rely on informality."** Rockquemore emphasizes the importance of scheduled meetings that utilize structured activities in order to create a "container for critical conversations" to occur. The faculty coach could utilize a number of structured activities provided in later sections of this document, to help the mentee take stock of what is needed and the resources available for support.

6. **"Coaches are other-focused. Gurus are self-focused."** Here, Rockquemore highlights that the focus of the relationship should be on developing the mentee's self-reflection and autonomy, rather than relying solely on what worked within the mentor's personal experiences. Faculty coaches emphasize this perspective by prioritizing questions over providing advice.

STRATEGIES FOR EFFECTIVE COACHING

According to research from the National Center for Faculty Development and Diversity, mentees typically have needs in several key areas including, "1) professional development, 2) emotional support, 3) intellectual community, 4) role models, 5) safe space, 6) accountability for what really matters, 7) sponsorship, 8) access to opportunities, and 9) substantive feedback" (Rockquemore, 2013, July 22). The role of the faculty coach is to help the mentee brainstorm how they are already receiving or can get mentoring in each of these areas, creating a mentoring network or map of resources.

Specific strategies for creating the mentoring map are reviewed below. The strategies can be applied to all stages of faculty development (early career, established career, non-tenure track faculty). For example, a faculty coach could be valuable in providing structural support to a new faculty just establishing their career, and serve as a "sounding board" for brainstorming challenges for a mid-career faculty member.

1. **Initiate conversation.**

One of the most important roles of the faculty coach is to create a space for conversation. This role implies that the coach will participate in and create opportunities to connect with the mentee and convey a welcoming atmosphere that promotes conversation. Several concrete strategies may be used to facilitate these goals:

- **Attending faculty events:** Annually in fall, the HSH Faculty Mentoring Committee will host a social event for faculty coaches (or those looking to become a faculty coach) and mentees looking for a coach. Faculty coaches will also be connected to welcoming mentors of new faculty to help form a bridge between these two types of mentoring and ensure new faculty can establish mentoring with a faculty coach in January.

- **Scheduling social interactions:** New pairings will be made between faculty coaches and mentees annually in October. The faculty coach should seek out the mentee early in the relationship to schedule a mentoring conversation. Research indicates mentor-prompted check-ins are an important predictor of a mentee effectively utilizing mentoring (Cawyer et al., 2002; Rockquemore, 2013, July 29; Zeind et al., 2005). Scheduling discussion over coffee or lunch can provide an informal atmosphere to begin to get to know your mentee at a personal level.

- **Normalizing mentoring needs:** Faculty members at any career stage have areas of need, and, in fact, most faculty have specific needs in each of the nine areas above at all stages of the professional career. Openly acknowledging that fact in the mentoring conversation can provide the mentee with validation and comfort to discuss needs. Further, in this discussion, the faculty coach might briefly acknowledge their own areas of current mentoring and, thus, model the behavior of seeking ongoing mentorship across the professional career.

- **Defining the confidential nature of the relationship:** Each mentoring conversation between a faculty coach and the mentee is to be kept confidential unless the mentee requests sharing of information (e.g., to facilitate a connection with another faculty member). A breach of confidentiality can irreparably harm the mentoring relationship and clear discussion and decision about this up front can prevent most of these situations. For example, a coach could initiate this conversation stating, "what we discuss should be held in confidence, unless each of us agrees to sharing of information with someone else."

2. **Introduce the concept of the HSH Network Mentoring Model.**

The next role of the faculty coach is to define and describe the HSH Network Mentoring Model and help the mentee evaluate the benefits of developing their own network. This toolkit provides a description of the model, and the faculty coach could review the following main points during discussion:

- The HSH Network Mentoring Model is designed to help the faculty mentor meet needs across a wide range of professional development domains/topical areas.
- The HSH Network Mentoring Model emphasizes forming relationships with multiple mentors to obtain multiple perspectives and areas of mentor expertise. For example, a mentee might have different mentors across and within teaching, scholarship, service, and work-life balance domains.
- The HSH Network Mentoring Model is mentee-designed, with the support of the faculty coach or another faculty colleague. The faculty coach or colleague supports the mentee's reflection of their needs and may suggest faculty who could serve as topic mentors to support these needs.
- Mentees may consider individual mentors both within and outside of the university, as well as participate in mutual mentoring affinity groups (e.g., groups for academic parents, faculty of color).
- Mentoring should be a normal part of ongoing academic life that is continually reviewed, updated, and revised. Thus, mentoring needs should be evaluated at multiple points in the academic career, and the faculty member may wish to seek additional "sounding board" support from a faculty coach at later points in their career.

3. **Ask powerful questions.**

The section above, which details the differences between a coach and a "guru" mentor, describes several important reasons for asking questions rather than giving advice. Here, the manual will provide several sample questions and exercises to facilitate discussion with your mentee.

Questions

Questions from, Rockquemore, K.A. (2013, July 29). Essay on the Coaching Style of Mentoring. *Inside HigherEd.*

- "How satisfied are you with your faculty development?"
- "Is what you are doing working? What elements are most effective?"
- "Is there a situation that seems to be holding you back?"
- "What new habits do you need to develop?"
- "What skills are you missing?"
- "What support systems do you need to be successful?"

Exercises

In discussing these questions, it may be useful to consult two resources developed and reproduced in the Appendix with permission by Dr. Mary Deane Sorcinelli, Senior Fellow of the Institute of Teaching Excellence and Faculty Development at the University of Massachusetts Amherst.

- The first document provides a sample exercise to facilitate reflection of current mentoring resources and needs. See [Appendix B](#), "Building Your Mentoring Network." This exercise involves four steps:
    1. Ask the mentee to list the individuals who currently serve as mentors (formal or informal) in the four quadrants of the mentoring box.
    2. Prompt the mentee to reflect on what they notice, including areas of strength and gaps in the mentoring resources.
    3. Encourage the mentee to brainstorm areas of knowledge, skills, training, feedback, resources, and relationships that would enhance their professional career and write these in the quadrants.
    4. Direct the mentee to identify the quadrant of mentoring needed most right now, and to list several individuals internal and external to UHCL who have expertise in those areas.
- The second document provides a checklist of possible faculty needs, which may stimulate discussion in Step 3 of the exercise above. See [Appendix C](#), "What Do I Need Right Now? Knowledge, Skills, Training, Feedback, Resources, Social Support?"

A third resource, developed by Dr. Kerry Ann Rockquemore and the National Center for Faculty Development and Diversity, provides a graphic representation of a network model that a mentee could use to brainstorm or construct the mentoring network. This model helps the mentee map out the individual "nodes" of mentorship, to see the bigger picture of mentoring needs. The [Mentoring Map](#) is available for download at the following link: https://www.insidehighered.com/sites/default/server_files/files/Mentoring%20Map%5B1%5D(1).pdf

4. **Validate and promote reflection.**

Throughout these exercises, the role of the faculty coach is to help the mentee self-reflect and gain insight about their needs. One evidence-based approach to prompt self-reflection is through the process of **active listening** (Perry & Parikh, 2018; Straus et al., 2013). Once you ask a "powerful question," such as those listed above, you will want to help the mentee elaborate on their thoughts so that both you and the mentee have an accurate understanding of the need or problem.

- **Reflecting specific words/phrases or summarizing larger themes** across chunks of content can be useful tools for elaboration. For example, a coach might use some of the same words a mentee uses when describing their needs (i.e., "stuck") as well as integrate across the broader discussion (i.e., "it sounds like you feel you have a handle on how to establish these connections with colleagues at the university, but you're feeling stuck on how to create a network of research collaborators outside the university.").
- Further, reflection can **offer validation and normalizing of struggles and successes.** The faculty coach's goal is to establish comfort in the relationship that forms a foundation for openness to sharing needs. The coach might note a need as a common struggle for other faculty, or might briefly self-disclose without taking the focus off the needs of the mentee. In

addition to validating struggles, it is important for the faculty coach to validate successes. The coach should be attentive to listening for times of success in the mentee's prior experiences and should highlight those as examples of behaviors that might serve the mentee effectively with current goals. Often, we downplay something important we've done because we think "everyone else already does that." That's often not true, and highlighting successes is one of the best ways to create new successes (i.e., "do more of what works").

- Importantly, faculty coach and mentee should **spend sufficient time on this phase of discussion before moving into the problem-solving phase** (see strategy 5 below). The best way to make room for new solutions is to have sufficient time for reflection, validation, and goal definition.

5. **Help brainstorm solutions.**

Now that you've supported the mentee in plenty of time for reflection, and you both have a better understanding and definition of the mentoring needs, you could begin a period of brainstorming solutions and resources. The process of brainstorming involves the faculty coach and mentee using the method of guided discovery to list and evaluate all past effective and ineffective trials and solutions in order to adapt workable strategies and create new ones. The prompts below may support this process:

- **Past solutions:** What has worked in the past to solve this problem? What strategy is working best for this issue currently? Who are some of the people at the university (and outside of the university) who have supported you in your pursuit of past goals? From whom have you received positive mentoring in this area in the past?
- **Past trial-and-error:** What has NOT worked in the past? Why didn't it work? What barriers or challenges arose in the idea itself, it's implementation, or it's maintenance? Which resources or mentors were NOT supportive in pursuit of this need?
- **What could work to gain this particular need?** This step is a creative listing process that may reflect on the first two sections and create new ideas for meeting a mentoring need.

An important principle of the brainstorming process involves exhaustively listing these solutions and failures, waiting to remove them from the list until all elements of the solution have been evaluated. It may be that an idea was solid but the implementation or maintenance of the new behavior could be improved. Further, the process of brainstorming invokes creatively thinking "outside the box" of what has been tried before. Thus, no solution is too silly or unworkable, and the faculty coach should encourage the mentee to write it all down without dismissing an idea prematurely.

Once the brainstorming lists have been constructed, the faculty coach and mentee can engage in discussion of the implementation of each possible solution or mentoring resource, using a problem-solving process (D'Zurilla & Goldfried, 1971):

- Screen out obvious ineffective solutions or resources, though be careful to consider whether there are effective elements of the solution.

- Predict a range of possible consequences for remaining solutions
- Conduct a cost-benefit analysis of predicted outcomes
- Write out a concrete plan to try to solve the problem (but encourage the mentee to remain flexible to returning to the list to choose a second option if the first turns out to be ineffective)

6. **Make connections with topic mentors.**

At this point, the role of the faculty coach will be to act as a conduit to the topic mentoring areas and mentors who would be most well-suited to provide mentoring in these areas. The faculty coach should convey a broader system of mentorship and a sense of collaboration (rather than exclusiveness) across mentors in order to accomplish the mentee's goals. Several activities may be helpful in facilitating this process:

- Brainstorm individuals for the network who would be appropriate to fill needs.
- Search the HSH mentor database with your mentee.
- Consider consultation with the HSH Faculty Mentoring Committee or the Center for Faculty Development (CFD) for additional faculty leads.
- Make introductions to faculty in other departments/colleges, if needed.
- Introduce your mentee to colleagues outside of the institution wherever appropriate. These colleagues may be in the same field, use similar teaching methods, have parallel research interests, or be at a similar career stage. Alternatively, it may also be important to introduce your mentee to individuals with differing areas of expertise, as these individuals may be able to support mentoring gaps.

PROCEDURES/TIMELINE FOR FACULTY COACH

How to sign up to be a faculty coach

Each spring, the HSH faculty body will be provided with email information about the HSH Network Mentoring Program and offered the opportunity to serve as a faculty coach in this model. Interested faculty may sign up for this role by responding to the email, or may contact a member of the HSH Faculty Mentoring Committee (listed at the beginning of this document) at any point during the year.

Faculty coach training

New faculty coaches will be provided with training annually in fall. Training will discuss the literature associated with faculty coaching and provide concrete strategies and exercises that may be used with mentees. Faculty coaches wishing to remain in their role for another year (or who have previously served as a faculty coach in the HSH Network Mentoring Program), will be requested to review the training materials in this document.

How pairings are made with mentees

Those serving in a faculty coach role have elected to provide this mentorship to faculty within their college. Similarly, faculty looking for mentorship may elect to notify the HSH Faculty Mentoring Committee to solicit a coach. The HSH Faculty Mentoring Committee will make these pairings, in order to balance numbers of mentees across coaches, so that any one coach is not overburdened. Mentees do not need to be in their first few years of faculty life to work with a coach. Mid-year or senior faculty may also choose to work with a coach to establish a mentoring map.

Typical annual timeline for faculty coach

Mentorship is an ongoing process regardless of time of year; however, there are some key activities that will occur for faculty coaches throughout the academic year.

September
- **Faculty coaches** receive new training or access to updated materials, if they have completed training in a previous year. **Coaches** begin meeting with mentees who have requested a faculty coach.

November
- HSH Faculty Mentoring Committee will connect welcoming mentors of new faculty to **faculty coaches** to create a transition to the second level of mentoring. New faculty would begin to receive mentoring with the **faculty coach** in January.

February
- **Faculty coaches** and new faculty will be invited to a virtual Spring potluck hosted by the HSH Faculty Mentoring Committee. The event will be a time for Q&A from new faculty (e.g., "starting out" questions, navigating challenges, mentoring committee resources).

March
- **Faculty coach,** welcome mentor, and topic mentor group check-ins with HSH Faculty Mentoring Committee to solicit feedback and offer support.

April
- HSH Faculty Mentoring Committee will send out an annual survey to mentees, welcome mentors, **coaches,** and topic mentors to gain data about the effectiveness of the program.

May
- **Faculty coaches,** welcome mentors, and topic mentors will be solicited to serve in this role for the upcoming year, and the searchable HSH mentor database will be updated. Mentees may sign up to be matched with a **coach.**

TOPIC MENTOR

Role of topic mentor: a colleague who can provide topic mentorship in specific topic "nodes" of academic life (e.g., teaching, research, service, work-life balance).

DESCRIPTION

Each topic mentor will self-identify multiple topic nodes in areas in which they have expertise. The HSH Faculty Mentoring Committee will compile a list of these topic nodes to create a searchable HSH mentor database on the password protected [HSH faculty resources](#) webpage.

Scholarly activities mentoring nodes may include (but are not limited to):

- Developing a scholarly activity/research program
- Developing a scholarly activity /research timeline
- Recruiting students to work for scholarly activity /research groups
- Setting up a scholarly activity /research lab
- Writing and submitting grant proposals
- Analyzing specific types of data/using specific analytic procedures
- Recording scholarly activity/research activities (e.g., strategies for saving and organizing evidence of scholarly activity/research)

Teaching mentoring nodes may include (but are not limited to):

- Engaging students in different class modalities (e.g., online, bimodal)
- Implementing strategies for different types of class structures (e.g., lecture, writing, discussion, lab)
- Implementing new pedagogical tools in the classroom (e.g., activities, assignments, applied projects)
- Academic advising with students
- Mentoring/supervising students
- Responding to teaching evaluation comments
- Increasing inclusivity in the classroom (e.g., diversifying reading lists, using more inclusive teaching practices, managing microaggressions in the classroom)
- Making accommodations for students with disabilities
- Recording teaching activities (e.g., strategies for saving and organizing evidence of teaching)

Service mentoring nodes may include (but are not limited to):

- Creating a service portfolio (e.g., program-level service, university-level service)
- Creating visible service (e.g., highlighting recognition in service)
- Balancing service with other responsibilities (e.g., what to say no to, how to say no)
- Transitioning to leadership positions in service

- Recording service activities (e.g., strategies for saving and organizing evidence of service)

Miscellaneous mentoring nodes may include (but are not limited to):

- Career advancement (e.g., promotion and tenure process, non-tenure track advancement)
- Work-life balance (e.g., childcare, eldercare, special needs, long-distance family relationships)
- Time management
- Imposter phenomenon (e.g., help to overcome feelings of imposter syndrome)
- Diversity and inclusivity (e.g., women faculty, faculty of color, neurodiverse faculty, LGBTQ+, intersectional identities)

Faculty may search the HSH mentor database on the HSH faculty resources webpage or consult a member of the HSH Faculty Mentoring Committee at any time to obtain mentoring in a particular area.

STRATEGIES FOR EFFECTIVE TOPIC MENTORSHIP

Many of the communication strategies listed in the faculty coach section also apply to the topic mentors' communication with mentees (i.e., asking powerful questions, promoting reflection). The main difference between topic mentors and faculty coaches is topic mentors are expected to work with mentees to develop clear goals in a specific topic area. Topic mentors use outcome monitoring to ensure continuous progress is being made towards these goals.

Strategies for having meaningful conversations with mentees to develop and monitor goals are provided below. The strategies can be applied to all stages of faculty development (early career, established career, non-tenure track faculty).

1. **Reflectively listen to mentee.**

The first meeting with the mentee is of utmost importance to make sure the topic mentor and mentee are on the same page and meeting the needs of the mentee. To do this, topic mentors should work on reflective listening:

- **Listen actively and nonjudgmentally:** Topic mentors should start by reminding their mentees that everything they say is completely confidential. Topic mentors should always have conversations with mentees that are nonjudgmental in nature.
- **Ask questions that stimulate mentee's own reflection:** Topic mentors should steer the conversation to inspiring the mentee's own reflection on a certain topic. A common mistake of a topic mentor is to start by providing their own experiences and knowledge. While that could be a useful strategy later in the mentoring relationship, reflective listening should always start by encouraging the mentee to self-reflect.
  - A useful tool can be found in Appendix D, which is a list of self-reflection questions aimed at both early career and mid-to-late career mentees. This is reproduced with the permission of Dr. Mary Deane Sorcinelli, Senior Fellow of the Institute of

Teaching Excellence and Faculty Development at the University of Massachusetts Amherst.

- o Another helpful tool is the Mutual Mentoring Guide by Sorcinelli, Yun, and Baldi (2016). Starting on Page 13, there is a list of helpful tips a topic mentor can use when working with a mentee. You can find this useful tool by following this link or by visiting the HSH faculty resources webpage.

- **Do not be overly-advice-giving or prescriptive:** A common mistake for mentors is to jump to giving prescriptive advice without letting the mentee reflect on goals or suggestions themselves. While a topic mentor may be providing training in a particular area, they should still prompt mentee self-reflection about their needs and check-in with the mentee to verify alignment (e.g., "how would this suggestion work in your classroom," "are we on the right track for what you were hoping to get from our work together?").

2. **Confirm next steps and help mentee to set specific goals.**

The purpose of this strategy is to help the mentee set an action plan and for the topic mentor to offer support in getting started. The topic mentor might inquire about a mentee's desire to set a specific goal in a particular topic.

- **Goal-setting:** The goal-setting process can promote clarity, accountability, and help individuals measure success. Thus, a topic mentor might inquire whether a mentee would like to create and monitor a personal goal or plan. Such a plan could be shared with the topic mentor if the mentee desired. The following goal principles are helpful in creating measurable goals (SMART Goal-Setting):
  - o *Specific:* Define a goal with observable evidence. Instead of saying, "I want to improve my teaching," the mentee could define specific behaviors that would indicate performance, such as increased engagement of students in class exercises or enhanced student writing quality on an scaled competency measure. Importantly, these goals should focus on "dos" instead of "donts," and it is important to translate negative goals into positive goals.
  - o *Measurable:* The goal should have anchors for measurement, such as specific changes to be made to a syllabus, number of scholarship activities to be conducted in a given year, or type of mentoring conversation to seek out with a faculty at a professional conference.
  - o *Achievable:* Motivating goals should be challenging but realistic. If the mentee is able to say that achieving the established goal is at least 50% believable in a given time period, it may be an achievable goal. If not, the mentee can be prompted to consider smaller increments of the goal.
  - o *Relevant:* Personal goals should be relevant to the individual. Mentees should not choose goals because they are what a colleague does, or solely based on what they think they need to do to earn tenure or promotion. Instead, the mentee should consider what would create meaning and purpose in the academic career—if

mentoring students, then make sure to set specific personal goals in this area; if conducting a certain type of scholarship, set personal goals here first, then define the other areas of academic life.

  - o *Time-Bound:* Commit to placing the goal on the calendar (e.g., commit to scheduling in weekly reflection time; select a date for connecting with an external mentor at a conference).
- **Choosing the first step:** The topic mentor might next prompt action on a portion of the goal or in setting up a portion of the mentoring network. A helpful question might be: "What's the most meaningful action you could take now?" (Sorcinelli, 2019).
- **Offering support:** The topic mentor might ask, "How can I be of help to you in your next steps?" or could offer support related to checking in on a particular goal or mentoring plan.

3. **Remain accessible and keep track of progress towards goals.**

The topic mentor should set clear rules regarding meetings, including the frequency, agenda, and expected deliverables of meetings. For example, a topic mentor may set up a monthly phone/Zoom call and set clear expectations about meeting agenda and action items. This is crucial in helping mentees to stay accountable for the goals that are set in the previous meetings. Measuring progress with timelines and action items is important for effective topic mentorship. Topic mentors should encourage mentees to keep track and record goals and progress (e.g., digital binder, online Excel document).

4. **Provide topic-specific support.**

One of the most vital roles of any topic mentor is to provide guidance and resources for developing academic competencies in a given topic node. This may include providing personal examples of success in the area or providing access to resources, handouts, and/or articles that can help the mentee develop their skills. In contrast, if an area of mentoring arises that is outside the topic mentor's area of expertise, topic mentors could offer to help the mentee select an additional topic mentor with expertise in this domain.

5. **Provide emotional support in addition to topic-specific support.**

Topic mentors should also be comfortable with providing emotional support in addition to topic-specific support. Topic mentors are expected to respect personal boundaries while also creating an environment of trust with mentees. When mentees struggle with meeting goals or face unforeseen obstacles, it is critical for topic mentors to provide emotional support, encourage, and listen to the mentee. A great way to do this is through reflective listening and making sure to prompt mentees to be reflective rather than jumping to prescriptive advice.

6. **Be respectful and mindful of potential communication barriers with mentees.**

Some of the most common communication barriers in mentoring relationships are based on race, ethnicity, culture, or background (Zambrana et al., 2015; Zellers et al., 2008). Studies have shown women, faculty of color, neurodiverse faculty, or LGBTQ+ faculty often report they do not receive the same type of mentorship due to these potentially subtle barriers to mentoring relationship building (Bland, Taylor, & Shollenberger, 2006). Topic mentors need to be mindful of these barriers and ensure mentees receive appropriate support to meet goals. Initiating conversation about the individual differences within the background of the mentor and mentee may provide an opening for shared dialogue and negotiation of communication preferences. Topic mentors are encouraged to receive further support in these areas by attending training sessions (e.g., Safe Zones Ally training, Autism Ally training).

7. **When appropriate, solicit mutual mentoring.**

Depending on the relationship a topic mentor has with a mentee, it may be appropriate to solicit a mutual mentoring relationship. Faculty may be both a mentee (i.e., receiving support), and a faculty coach or a topic mentor to a mentee (i.e., providing support) at any point in time. In other words, the role of topic mentor/mentee can occur simultaneously, and faculty can mutually provide mentorship on multiple topics. For example, a faculty member may be a mentee and receive mentorship about creating online classes while also simultaneously serving as a topic mentor and providing mentorship on balancing service and other work activities.

PROCEDURES/TIMELINE FOR TOPIC MENTOR
How to sign up to be a topic mentor
Each spring, the HSH faculty body will be provided with email information about the HSH Network Mentoring program and offered the opportunity to serve as a topic mentor in this model. Interested faculty may sign up for this role by responding to the email or may contact a member of the HSH Faculty Mentoring Committee at any point during the year.

Topic mentor training
New topic mentors will be provided with training annually in fall. Training will discuss the literature associated with mutual network mentoring and provide concrete strategies and exercises that may be used with mentees. Every year, the training and training materials will be made available to all previous topic mentors to be used as a refresher.

How pairings are made with mentees
There are two main ways a pairing can be made with a mentee, depending on the level of the HSH Network Mentoring Model.

- *Faculty Coach Level* – For mentees who use a faculty coach, a faculty coach can provide a seamless transition and suggest and initiate contacts with topic mentors. In this case, the faculty coach acts as the "transition coach" for mentees to help establish connections with

topic mentors. The faculty coach may search the HSH mentor database or consult a member of the Faculty Mentoring Committee to get advice about appropriate topic mentors for a mentee.

- *Topic Mentor Level* – For mentees who do not use a faculty coach and feel comfortable developing a mentoring network without a faculty coach, a mentee may use the searchable HSH mentor database or consult a member of the HSH Faculty Mentoring Committee at any time to obtain mentoring in a particular area.

Typical annual timeline for topic mentors

Mentorship is an ongoing process regardless of time of year; however, there are some key activities that will occur for topic mentors throughout the academic year.

August
- **Topic mentors** begin their role for the academic year. They may be contacted to serve in this role by the HSH Faculty Mentoring Committee or by an individual faculty member requesting support.

March
- Welcome mentor, faculty coach, and **topic mentor** group check-ins with HSH Faculty Mentoring Committee to solicit feedback and offer support.

April
- Welcome mentors and **topic mentors** receive updated materials or training if needed.
- HSH Faculty Mentoring Committee will send out an annual survey to mentees, welcome mentors, coaches, and topic mentors to gain data about the effectiveness of the program.

May
- Faculty coaches and **topic mentors** will be solicited to serve in this role for the upcoming year, and the searchable HSH mentor database will be updated.

MENTEE

Role of mentee: receives mentorship and establishes a mentoring network by meeting with faculty coach and/or topic mentor(s).

DESCRIPTION

A mentee is simply any faculty member who wishes to develop and utilize a mentoring network to gain helpful mentoring and advice from topic mentors.

A faculty member can be a mentee at any level of their career or tenure status. The level of mentorship depends on the mentee's preference and status:

- o **New faculty** are advised to start at the *Welcoming Mentor Level* and meet with a welcoming mentor to learn about the overall UHCL campus and procedures. Welcoming mentors can help transition new faculty to either the *Faculty Coach Level* or *Topic Mentor Level* depending on mentee preference.
- o **Early-career faculty** are advised to use a faculty coach at the *Faculty Coach Level* because they can help a faculty set an overall "gameplan" and develop the mentoring network.
- o **Mid-to-late career faculty** can use a faculty coach in the *Faculty Coach Level*, or skip directly to the *Topic Mentor Level* if they feel comfortable developing their topic mentor relationships by themselves. Faculty may directly search the HSH mentor database as well as consult with the HSH Faculty Mentoring Committee.

STRATEGIES FOR MENTEES

1. **Self-reflect on overall mentorship needs.**
   - Mentees should self-reflect on their own skills and identify any gaps in competencies/skills sets. A useful list of self-reflection questions aimed at both early career and mid-to-late career mentees can be found in Appendix D. This is reproduced with permission by Dr. Mary Deane Sorcinelli, Senior Fellow of the Institute of Teaching Excellence and Faculty Development at the University of Massachusetts Amherst.
   - Another useful tool is the Mutual Mentoring Guide by Sorcinelli, Yun, and Baldi (2016). Starting on Page 10, there is a list of helpful tips a mentee can use when working with a mentor. You can find this tool by following this link or by visiting the HSH faculty resources webpage.

2. **Brainstorm individuals who will fit within the mentoring network.**

The faculty coach is likely the best person to steer a mentee towards developing who will fit within a mentoring network. However, mentees can also self-reflect and independently think about this by brainstorming a list of potential mentors:

- o Think of faculty internal and external to UHCL.
- o Consider who is the best fit for each topic/node.
- o Start at the local level: immediate UHCL faculty colleagues, program director.
- o Solicit advice from your faculty coach or other topic mentor(s).
- o Consider the HSH Faculty Mentoring Committee and/or Center for Faculty. Development (CFD) consultation for additional faculty leads.
- o Set up meetings at conferences with outside mentors.

3. **Take responsibility and actively engage in mentoring relationships.**

It is essential for mentees to be actively engaged in any mentoring relationship and take initiative for developing their own mentoring network and academic skills. To get the most out of their mentoring relationships, mentees should also actively participate, have a willingness to work outside their comfort zone, initiate meetings with topic mentors, and actively solicit feedback from topic mentors.

4. **When appropriate, solicit mutual mentoring.**

Depending on the relationship a topic mentor has with a mentee, it may be appropriate to solicit a mutual mentoring relationship. Faculty may be both a mentee (i.e., receiving support), and a faculty coach or a topic mentor to a mentee (i.e., providing support) at any point in time. In other words, the role of topic mentor/mentee can occur simultaneously, and faculty can mutually provide mentorship on multiple topics. For example, a faculty member may be a mentee and receive mentorship about creating online classes while also simultaneously serving as a topic mentor and providing mentorship on balancing service and other work activities.

PROCEDURES/TIMELINE FOR MENTEES
How to sign up to be a mentee

Any UHCL faculty member can be a mentee. Interested faculty may consult directly with a member of the HSH Faculty Mentoring Committee at any point during the year to get more information and help in this process.
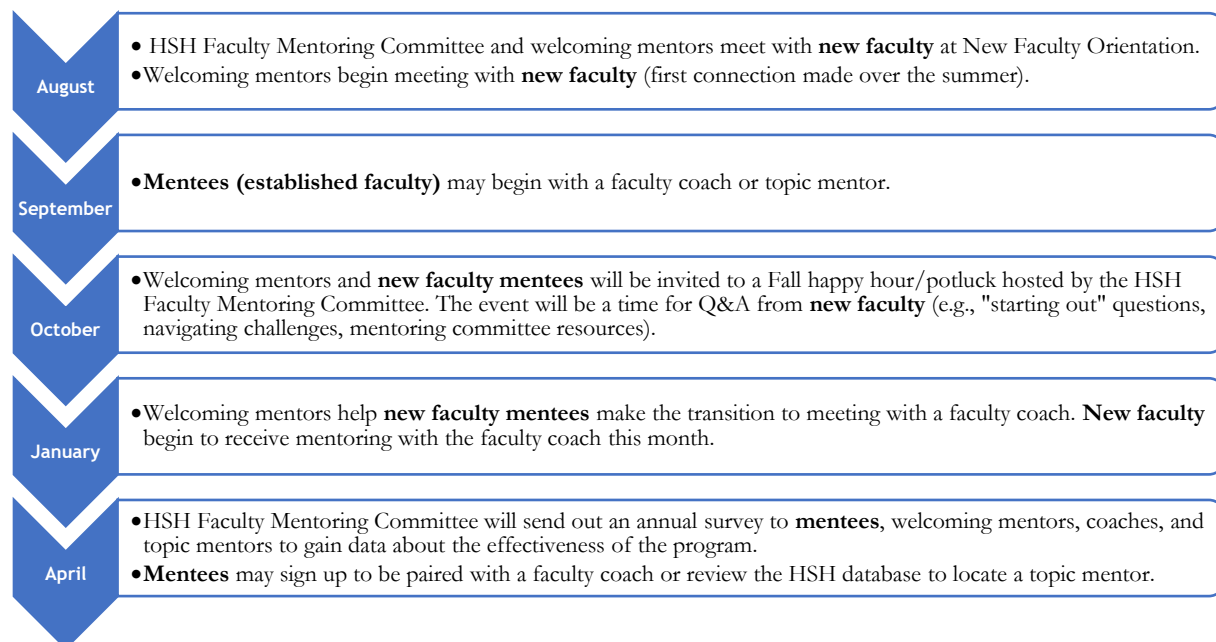
How pairings are made with mentors

There are two main ways a pairing can be made with a mentor, depending on the level of the HSH Network Mentoring Model (Welcoming Mentor, Faculty Coach). The third level (Topic Mentorship) does not occur through a pairing, but is solicited by the mentee.

- *Welcoming Mentor Level* – New faculty mentees will be paired with a welcoming mentor prior to their start at the university. Welcoming mentors will contact new faculty to offer support. Welcoming mentors will encourage new faculty to establish a faculty coach in the second semester at the university.
- *Faculty Coach Level* – Mentees who request a faculty coach will be paired by the HSH Faculty Mentoring Committee, and may begin working with this coach in the second semester at the university. For mentees who use a faculty coach, a faculty coach can provide a seamless transition and suggest and initiate contacts with topic mentors. In this case, the faculty coach acts as the "transition coach" for mentees to help establish connections with topic mentors. The faculty coach may search the HSH mentor database or consult a member of the Faculty Mentoring Committee to get advice about appropriate topic mentors for a mentee.
- *Topic Mentor Level* – Mentees who do not use a faculty coach and feel comfortable developing a mentoring network on their own, may use the searchable HSH mentor or consult a member of the HSH Faculty Mentoring Committee at any time to obtain mentoring in a particular area.

Typical annual timeline for mentees

Mentorship is an ongoing process regardless of time of year; however, there are some key activities that will occur for mentees throughout the academic year.

August
- HSH Faculty Mentoring Committee and welcoming mentors meet with **new faculty** at New Faculty Orientation.
- Welcoming mentors begin meeting with **new faculty** (first connection made over the summer).

September
- **Mentees (established faculty)** may begin with a faculty coach or topic mentor.

October
- Welcoming mentors and **new faculty mentees** will be invited to a Fall happy hour/potluck hosted by the HSH Faculty Mentoring Committee. The event will be a time for Q&A from **new faculty** (e.g., "starting out" questions, navigating challenges, mentoring committee resources).

January
- Welcoming mentors help **new faculty mentees** make the transition to meeting with a faculty coach. **New faculty** begin to receive mentoring with the faculty coach this month.

April
- HSH Faculty Mentoring Committee will send out an annual survey to **mentees**, welcoming mentors, coaches, and topic mentors to gain data about the effectiveness of the program.
- **Mentees** may sign up to be paired with a faculty coach or review the HSH database to locate a topic mentor.

ADMINISTRATION OF THE MODEL

ROLE OF THE COLLEGE-LEVEL MENTORING PROGRAM

UHCL faculty have a wide range of backgrounds and mentoring needs. As such, mentoring resources need to be developed that meet these individual needs. Because faculty in the same college are likely to have at least some similar mentoring needs, college-level mentoring programs, such as the HSH Network Mentoring program can be used to ensure that mentoring resources fit the needs of faculty within a college. The HSH Faculty Mentoring Committee works to organize events and programing that address common mentoring needs for faculty at all levels within the college. The HSH Faculty Mentoring Committee also coordinates the pairing of welcoming mentors with new faculty members and faculty coaches with mentees. In addition, the HSH Faculty Mentoring Committee recruits topic mentors and helps update and maintain the searchable HSH mentor database. The HSH Faculty Mentoring Committee is also responsible for annual mentor training and providing updated resources to returning mentors. The HSH Faculty Mentoring Committee collaborates with the Center for Faculty Development for university-level mentoring events and programs, such as new faculty orientation, third-year review, and promotion and tenure.

RECORDING MENTORING

Because mentoring is meant to be a confidential process, it can often become part of the "invisible labor" completed by faculty. To recognize the service mentors provide to mentees, as well as the benefits mentees gain from the mentoring process, several approaches should be used to record mentoring without violating the confidential nature of the mentoring relationship. All of these approaches should be non-evaluative and many should result in documentation that could be included as part of annual reviews and other reviews of a faculty member's service. Approaches used to record mentoring will also be used to assess the HSH Network Mentoring Program, and results from these assessments will be used by the HSH Faculty Mentoring Committee, the Center for Faculty Development, and by the Provost to evaluate the program.

Welcoming Mentors: An email will be sent to welcoming mentors each year to acknowledge their service in this role, and welcoming mentors should save this email as a means of recording their involvement in the program. A log of events attended by welcoming mentors as part of their involvement in the mentoring process will also be provided to welcoming mentors annually, and welcoming mentors should also describe their involvement in mentoring in narratives submitted as part of annual reviews and other formal reviews, as well as during discussions of these reviews with department chairs or other administrators. Welcoming mentors will also be asked to participate in an annual survey evaluating the HSH Network Mentoring Program.

Faculty Coaches: Similar to welcoming mentors, faculty coaches will also receive an annual email and log of events that can be used to document involvement in mentoring. Faculty coaches should also describe their role in the mentoring network in narratives submitted for annual reviews and other formal reviews and any discussions that accompany these reviews. The annual survey evaluating the HSH Network Mentoring Program will also serve as an opportunity for faculty coaches to record their involvement in mentoring while also providing feedback about the program.

Topic Mentors: Topic mentors will be able to provide documentation of their involvement in mentoring through their inclusion in the searchable HSH mentor database. Topic mentors will also be able to highlight concrete outcomes completed by mentees as a result of their mentorship in narratives and other materials submitted for annual review and other formal reviews. These concrete outcomes can also be included in discussions about formal reviews and when completing the annual survey evaluating the HSH Network Mentoring Program.
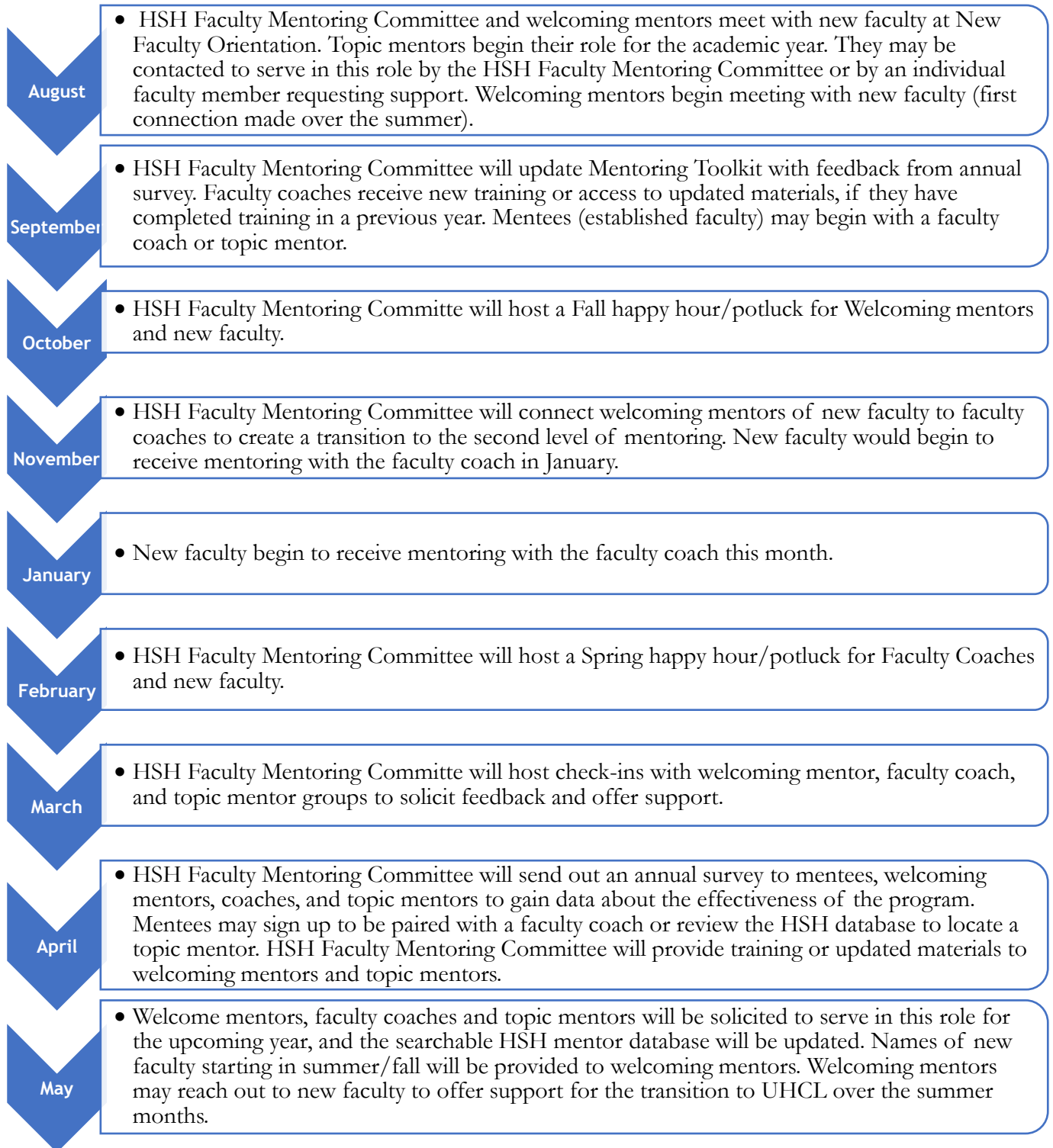
Mentees: Mentees can record their involvement in their mentoring network through completion of an annual survey about their experiences within their mentoring network. This survey will be administered by the HSH Faculty Mentoring Committee and include questions about satisfaction with programming, concrete outcomes that resulted from mentoring (e.g., scholarly products, improved course evaluations, involvement in new service opportunities), and additional programs or resources the HSH Network Mentoring Program could offer. Mentees should also describe the role of mentoring when describing concrete outcomes that resulted from mentoring in narratives submitted for annual reviews or other formal reviews or during discussions about these reviews with department chairs, deans, or other administrators.

INTEGRATION WITH UNIVERSITY-LEVEL MENTORING

In addition to mentor programming and resources offered at the college-level, university-level mentoring is conducted through the Center for Faculty Development. The Center for Faculty Development will plan university-level mentoring programs, including programs related to new faculty orientation, third-year review, and promotion and tenure. The Center for Faculty Development will also oversee the development of a university-wide mentoring program. The university-wide mentoring program will expand the network model developed for use within colleges to allow for formal mentoring across colleges. Through collaboration with college-level mentoring programs, the Center for Faculty Development will create and maintain a searchable mentor database to help faculty identify faculty coaches and topic mentors, particularly those from outside their own college. College-level mentoring programs will also assist the Center for Faculty Development with updating the mentor database each year.

TYPICAL HSH ANNUAL SCHEDULE

Mentorship is an ongoing process regardless of time of year; however, there are some key activities that will occur throughout the academic year within HSH:

August	• HSH Faculty Mentoring Committee and welcoming mentors meet with new faculty at New Faculty Orientation. Topic mentors begin their role for the academic year. They may be contacted to serve in this role by the HSH Faculty Mentoring Committee or by an individual faculty member requesting support. Welcoming mentors begin meeting with new faculty (first connection made over the summer).
September	• HSH Faculty Mentoring Committee will update Mentoring Toolkit with feedback from annual survey. Faculty coaches receive new training or access to updated materials, if they have completed training in a previous year. Mentees (established faculty) may begin with a faculty coach or topic mentor.
October	• HSH Faculty Mentoring Committe will host a Fall happy hour/potluck for Welcoming mentors and new faculty.
November	• HSH Faculty Mentoring Committee will connect welcoming mentors of new faculty to faculty coaches to create a transition to the second level of mentoring. New faculty would begin to receive mentoring with the faculty coach in January.
January	• New faculty begin to receive mentoring with the faculty coach this month.
February	• HSH Faculty Mentoring Committee will host a Spring happy hour/potluck for Faculty Coaches and new faculty.
March	• HSH Faculty Mentoring Committe will host check-ins with welcoming mentor, faculty coach, and topic mentor groups to solicit feedback and offer support.
April	• HSH Faculty Mentoring Committee will send out an annual survey to mentees, welcoming mentors, coaches, and topic mentors to gain data about the effectiveness of the program. Mentees may sign up to be paired with a faculty coach or review the HSH database to locate a topic mentor. HSH Faculty Mentoring Committee will provide training or updated materials to welcoming mentors and topic mentors.
May	• Welcome mentors, faculty coaches and topic mentors will be solicited to serve in this role for the upcoming year, and the searchable HSH mentor database will be updated. Names of new faculty starting in summer/fall will be provided to welcoming mentors. Welcoming mentors may reach out to new faculty to offer support for the transition to UHCL over the summer months.

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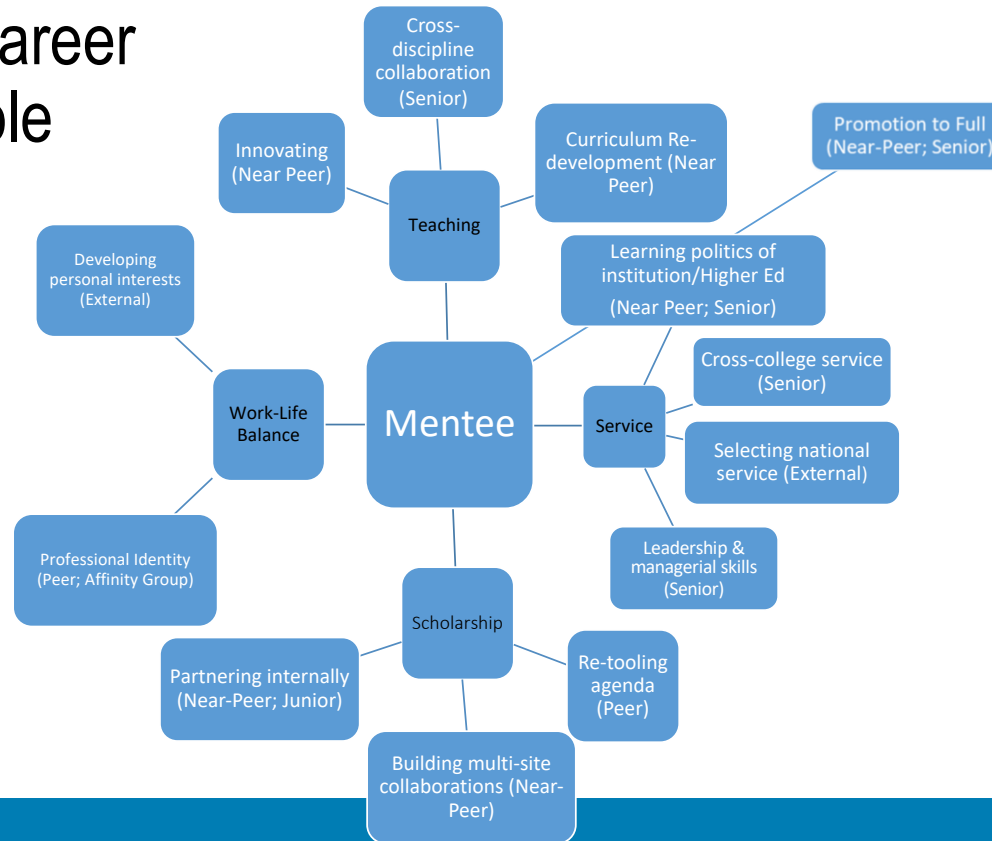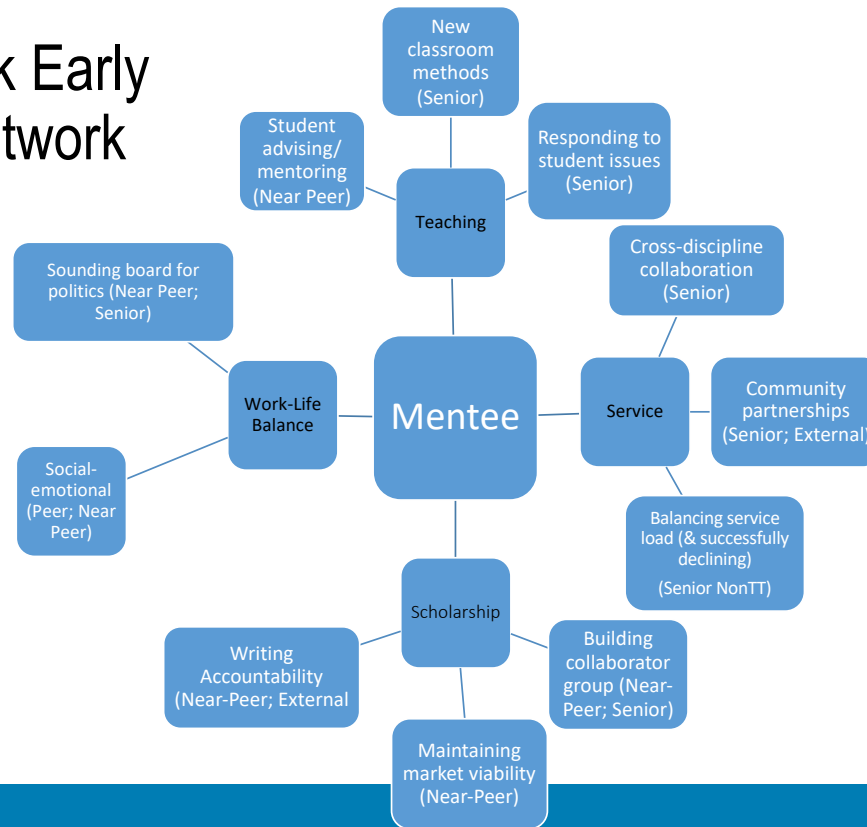
Early Career Network Example
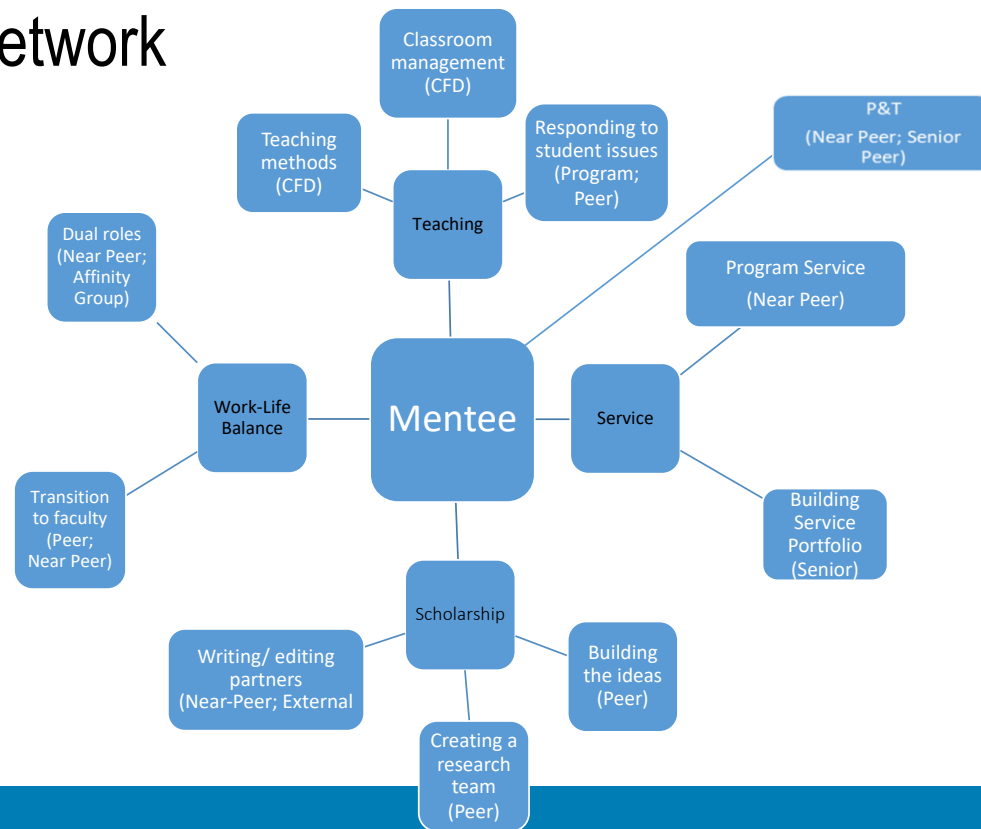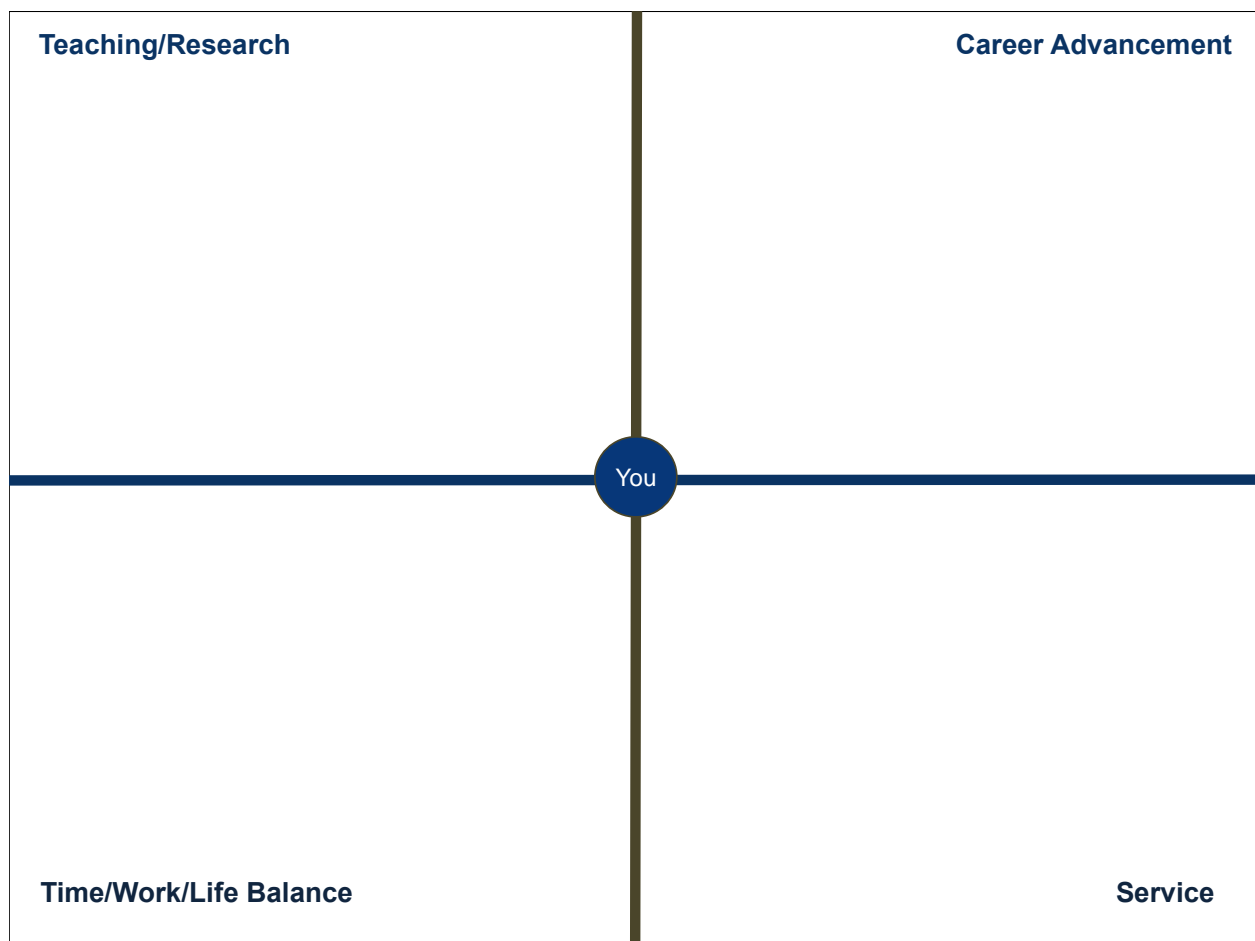
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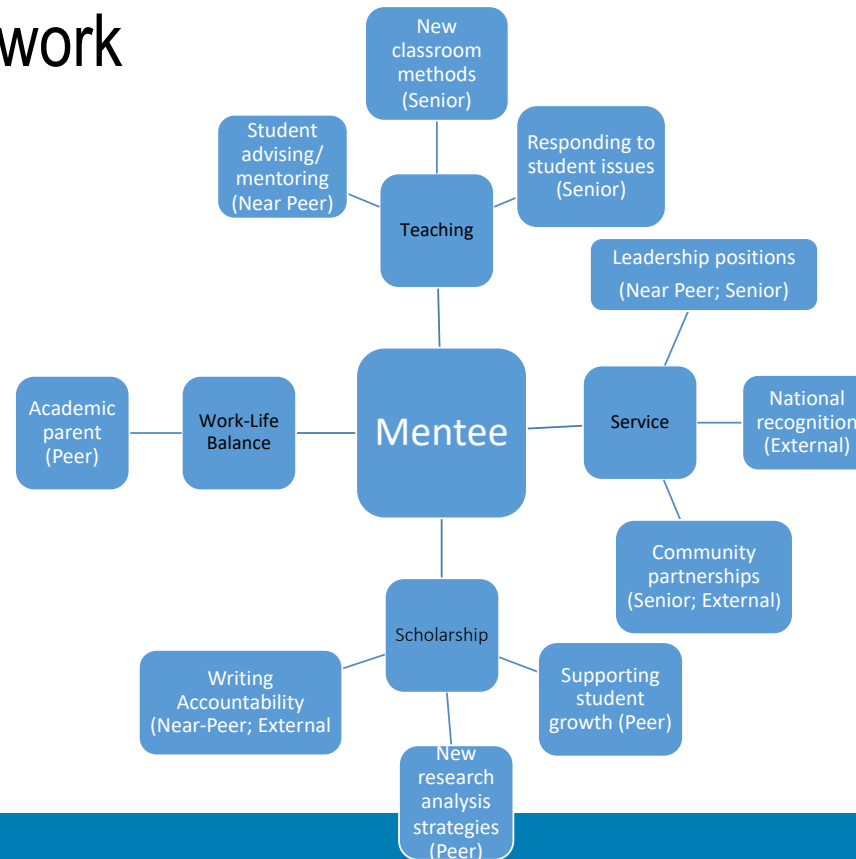
Mid to Senior Career Network Example

Non-Tenure Track Early to Mid-Career Network Example

APPENDIX B: "BUILDING YOUR MENTORING NETWORK" EXERCISE

Teaching/Research

Career Advancement

You

Time/Work/Life Balance

Service

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APPENDIX C: "WHAT DO I NEED RIGHT NOW" EXERCISE

What Do I Need Right Now?
Knowledge, Skills, Training, Feedback, Resources, Social Support?

*Check **one or two** needs/goals that are most important to accomplish by _____.*
Be realistic! Your goals should be do-able by a busy academic and not require the efforts of a "Super person."

Teaching
> Design/redesign course (syllabus, assignments, engaged pedagogy, assessments, grading)
> Address student problems (motivation, cheating, underprepared, troubled)
> Learn more about instructional technology/evidence-based teaching practices
> Solicit feedback (interpret and handle feedback & evaluation of teaching)
> Advise (number of advisees/independent studies, time to spend on, resources available)
> Engage in scholarship on teaching (SoTL) or discipline-based education research (DBER)

Research
> Develop a summer/academic year research plan
> Create a schedule/find time for writing
> Find reviewers/feedback on manuscripts and proposals
> Learn new research skill or methodology
> Identify funding opportunities; write grant proposals
> Develop research/writing collaborations, intellectual community
> Use resources well (travel/professional meetings, student assistants)

Service
> Expectations for department/college/university service (how much, how many?)
> Strategic service (avoiding invisible labor or depleting service)
> Outside University (how much, how many?)

Career Advancement (T&P)
> Approximate balance/weights for teaching, research, service
> Learn what to record and keep each year for dossier
> Help in clarifying criteria, timeline, process for advancement (mini-tenure, T&P, NTT)
> Prepare for annual performance evaluation

Integrating Work/Life
> Set priorities, manage time/email time, balance workload
> Strategies for work/life support (dual career, "one body," "the one and only," childcare, eldercare, other personal supports—like coaches, yoga!)
> Expectations re: policies (family leave, tenure clock, employee assistance)

Departmental Culture
> Prioritize/negotiate departmental expectations
> Understand decision making, interpersonal dynamics, culture
> Develop meaningful relationship with mentor(s)
> Build relationships with colleagues in department/other disciplines
> Determine expectations for resources, staff support, visibility in department

Other

Sorcinelli, M.D. "What Do I Need Right Now" Checklist, Apr2019.

APPENDIX D: MENTEE SELF-REFLECTION GUIDE

Early-Career

- Scholarly Activity/Research:
    - How are various contributions viewed in my department (type of work, authorship order or number of authors)
    - Should I further develop my dissertation or branch out into a new area of scholarly activity/research?
    - How do I set up a research lab/involve students in research within my program?
- Teaching:
    - How do I find out what the content of a course should be? Does the department share syllabi, assignments, etc.?
    - How is advising handled (amount of time, topics, campus resources to help)? Undergraduate vs. Graduate advising/mentoring topics?
- Service:
    - When should I begin service and how much should I take on in each domain?
    - How do I choose service that is meaningful to me?
- Evaluation/P&T
    - What is the balance between Research/Scholarly activity, Teaching, and Service I should aim for?
    - What sorts of documentation do I need? What kind of record-keeping strategies can I adopt?
- Work-Life Balance
    - Where can I find others who share my personal experiences?
    - Where can find advice on balancing personal/professional responsibilities?

Mid-to-Late Career

- Is what I am doing working?
- Am I meeting personal and professional goals?
- Do I feel fulfilled and balanced?
- Is there a situation that is holding me back?
- What do I want to add/improve?
- What new habits do I need to develop?
- What skills am I missing?
- What support systems do I need to be successful?
- Problem-solving
    - What has worked in the past?
    - Who are some of the people at the university (and beyond) who have supported you in your pursuit of past goals?
    - What has not worked in the past? Why didn't it work?