

## **Mentoring Guidelines for the College of Veterinary Medicine January 2013**

The College of Veterinary Medicine has made great strides in developing a formal [mentoring program](#) for specialty and tenure track faculty. This additional mentoring document is based on several workshops held on mentoring and provides guidelines concerning the expectations and obligations of both the mentor and mentee in a mentoring relationship at the College.

### **Identification of an Official Mentor as part of the Mentoring Program**

- Ideally, should occur within 6 months of starting the mentee's faculty position.
- May be from outside the mentee's department or the College.
- Mentor-mentee relationship will not be evaluative (see below for "sticky situations").
- Mentor will maintain confidentiality of issues discussed (*mentee* may break confidentiality).
- Mentors may change over time as the mentee's needs change.
- One mentor is unlikely to fulfill all potential "needs" of a mentee (see Appendix A); mentees are encouraged to seek out additional official or "unofficial" mentors from within or outside the College.
- The mentee's Chair should know the official mentor's identity and can also assist with mentor selection.

### **Establishment of the Mentoring Relationship**

- Define expectations of the relationship from the viewpoints of mentee AND mentor.
- Identify the mentee's desired goals
- Agree on what will be discussed (see below for examples).
- Agree upon the frequency, location, time of meetings (stick to this schedule), and whether or not written summaries of progress and goals will be developed (must be kept confidential – see above).
- Set up a no-fault "exit strategy" (including length of the relationship, e.g., "3 years", with yearly check-ins recommended).

### **Non-exhaustive List of Possible Discussion Topics (See Appendix A for extended list)**

- Reappointment and promotion process
- Long-term career goals; opportunities for professional development
- Work-life balance
- Strategies for success in publication, teaching, and/or grantsmanship
- Navigating departmental/college politics,
- Assistance with selection of committee service
- Identification of opportunities for professional development
- Progress on mentee's goals
- Success and continuation of the current mentoring relationship.

### **Dealing with Sticky Situations (some examples)**

- Mentor is asked to serve on the mentee's *ad hoc* committee or is assigned the mentee's dossier while serving on a College or University promotion committee (e.g., lecturer-promotion committee, FACTA).  
*Solution: Mentor must recuse themselves from the committee or decline to serve.*
- Mentor is from same department as mentee, and must provide a letter regarding the mentee's reappointment or promotion.  
*Possible solution: Mentor declares "the fact of" the mentoring relationship in the letter, but does not reveal any information beyond that available to any other senior member of the department. (Mentor must protect the confidentiality of information revealed within the relationship, but the existence of the mentoring relationship should not be hidden from others reviewing the dossier.)*
- Mentor is asked to provide a letter for the mentee's dossier, based on a relationship with the mentee that is outside the mentoring relationship (e.g., as a teaching, research or clinical-service colleague)  
*Possible solution: Mentor declares "the fact of" the mentoring relationship within the letter, but does not reveal any information beyond that arising from the specific non-mentoring relationship.*
- Mentee believes that chairperson and mentor have given conflicting advice  
*Possible solutions: Mentee must recognize that the chairperson has an evaluative role for promotion. Mentee might: discuss perceived conflicts in advice with chairperson and/or mentor; ask mentor and chairperson to meet (together) with mentee; or seek guidance from the Associate Dean for Academic Affairs.*

### Appendix A: Some potential “needs” of a mentee

Mentor’s role is to provide honest feedback, advice and guidance and can help direct mentee to other faculty or available resources if topic is outside area of expertise or comfort zone. Either mentee or mentor can suggest a topic for discussion.

- 1) Assistance with setting up short- and long-term goals and objectives.
- 2) Guidance on research and scholarship (e.g., grant review, sources of funding, research seminars, identifying potential collaborators, finding qualified faculty to review grants).
- 3) Guidance on publications (e.g., choice of journal, review of manuscript before submission, assistance with reviews, finding qualified faculty to help with manuscript review and response to reviews).
- 4) Guidance on teaching (e.g., evaluation of lectures, presentation style and notes, how much teaching to do, available teaching resources at Cornell).
- 5) Guidance on the reappointment and promotion process (e.g., content of annual performance evaluations; re-appointment and promotion statements, curriculum vitae; strategies and expectations for success).
- 6) Advice on University service (e.g., what committees to join).
- 7) Help with balancing expectations of service, research, and teaching; setting priorities.
- 8) Advice on University and departmental policies.
- 9) Advice on professional and self-development, including career goals (e.g., advancing in positions of administrative leadership).
- 10) Advice on University resources, including core research facilities.
- 11) Guidance on establishing a professional network (e.g., what conferences to attend, what professional organizations to join).
- 12) Advice or guidance on maintaining work-life balance.
- 13) Advice on navigating University, College, and departmental politics (e.g., dealing with conflict, having difficult conversations with colleagues/staff/students, understanding the structure and culture of the unit, improving communication and supervisory skills, availability of seminars for professional development).
- 14) Advice or guidance on community resources (e.g., elementary schools).

*The Committee for the Status of Faculty Women hereby MOVED that the augmented Mentoring Guidelines document (above) be adopted and added to the existing policy on mentoring in the College of Veterinary Medicine. Passed at the January 2013 College Faculty meeting; minutes page 5530, agenda pgs. 5516-5518.*