



Biology Mentoring Program, UBC Okanagan

Department of Biology Faculty Mentoring Program, I.K. Barber Faculty of Science, UBC Okanagan



This document provides information and materials needed for participating in the Biology Mentoring Program. The UBC Faculty of Medicine Department of Medicine Mentoring Program web resources were used as the guide for the creation of this program <https://medicine.med.ubc.ca/resources/hr/faculty-mentoring-program/>. If you have any questions, please contact:

Dr. Deanna Gibson, Associate Head of Research, Biology, Okanagan campus

Email: deanna.gibson@ubc.ca



Mentoring is a no-fault relationship that either party can initiate or terminate at any time without risk to the career of either party.

“Mentoring is best described as a reciprocal and collaborative learning relationship between two (or more) individuals who share mutual responsibility and accountability for helping a mentee work toward achievement of clear and mutually defined learning goals. Learning is the fundamental process, purpose, and product of mentoring” (Zachary 2004)

Mentoring models:

- One-on-one mentoring: face-to-face mentoring between senior mentor(s) and early career faculty mentee(s)
- Remote Mentoring: using alternate methods of communication including videoconferencing, phone calls etc; primarily for early career faculty.
- Group mentoring: a small group of mentees supervised by one senior mentor
- The multiple-mentor experience model: individual or group mentoring with a number of mentors
- Peer mentoring: mentoring co-equals

Positive mentoring may:

- Shape the academic persona and promote leadership abilities in research, teaching and service
- Improve funding prospects (see Figure 1)
- De-mystify the promotion and tenure process at early vs later time points of the career path
- Enhance time management skills
- Improve communication skills
- Improve research and teaching skills
- Increase number of publications
- Increase self-assessed confidence
- Promote morale and support sound mind and mental health
- Facilitate socialization
- Provide senior factor opportunities to feel fulfilled in helping shape the next generation
- Provide the opportunity to disseminate expertise and skills
- Enhance collegiality between early career and senior faculty

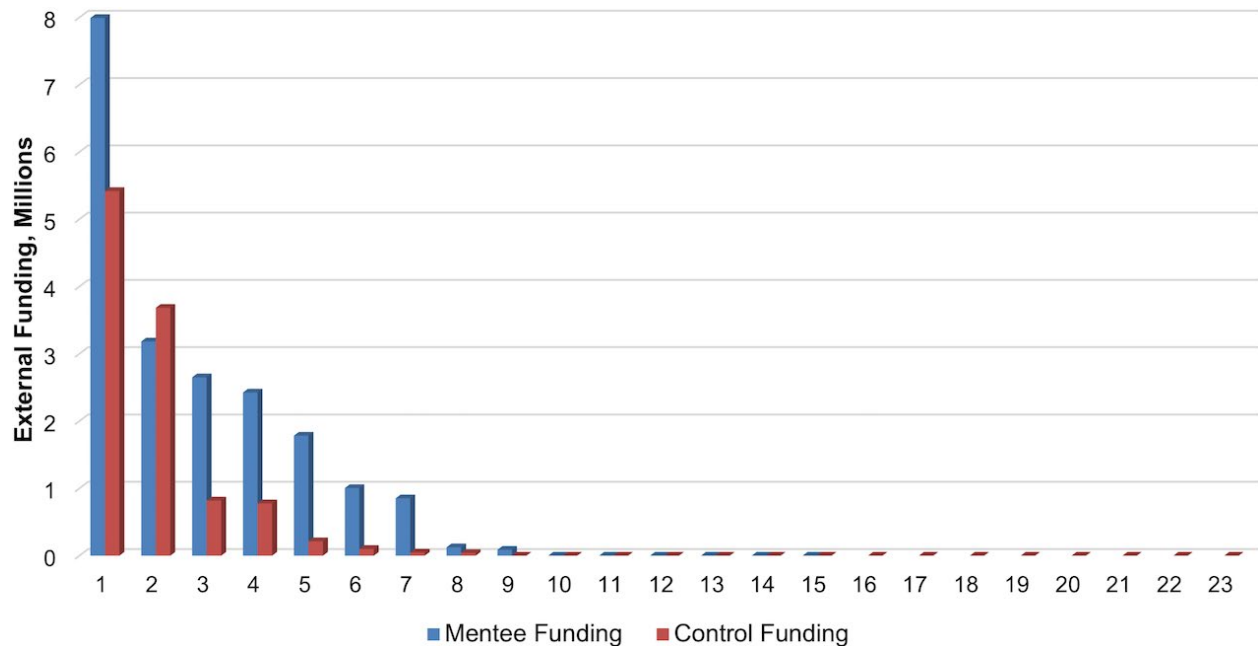


Figure 1: External funding improves when junior faculty are mentored by senior faculty.

<https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0207634>

Advice From the Literature

“Finding a mentoring relationship that works for both parties requires patience and perseverance. Mentees may find that many people, rather than one person, fill the mentoring role. The specific person who becomes the mentor may not be as important as the functions that this person (or persons) serves for the mentee” (Jackson et al. 2003, 331).

“Mentees should be explicitly aware of the personal and professional qualities that they value in a mentor and discuss these with potential mentors to find the right match” (Jackson2003, 333).

“It is important that mentees not simply tell mentors what they think mentors wish to hear, but rather what they really think, without wasting time pursuing unwanted directions” (Detsky and Baerlocher 2007).

A guide for Mentors and Mentees

Thank you for considering participating in the Biology mentorship program. Biology mentors are individuals at the rank of professor or associate professor who can commit to mentoring a mentee with at least 2 scheduled meetings per year to discuss career goals and progress. The details of the meetings should be documented in confidential files and reported to the Associate Head of Research via Barb Lucente that the meeting occurred (not the topics discussed). The mentor is expected to assist the



Mentee, who is an early career faculty, in focusing career goals by providing constructive feedback and direction. The mentor should understand departmental and faculty organization as well as academic procedures to guide the mentee through the UBC tenure process. The mentor is expected to have had a strong research and educational record of accomplishment, should be approachable, supportive and have experienced the path of an academic researcher or teaching leader if in the teaching stream. This document provides guidance to the mentor and the mentee but ultimately the relationship forged will be dependent on the effort of each mentor and mentee. The purpose of the mentorship program is to help the junior faculty navigate their way through tenure, increase research productivity, understand how to teach effectively and support service contributions which are all deemed essential components to the success of faculty members and therefore overall the success of the Biology department.

The mentorship program is a reciprocal and collaborative relationship between the mentor and mentee with the idea that the mentor is a more experienced and more senior individual and the mentee is a less experienced and a lower rank. Every new tenure track or grant tenure track department member will have a mentor with an established academic mentor automatically through their first reappointment and until their achievement of tenure and/or promotion to Associate Professor or Professor. The mentor has a responsibility for helping the mentee to work toward their achievement of their academic goals which can be under the scholarly activity, teaching as well as service components of their work. The mentor should be professional, competent, supportive and challenging so as to help the mentee adapt to their rank and any academic bureaucracies they may face. This relationship can be terminated at any time without risk to the career of either party. The commitment can be for 1 year or 5 years or 10 years: any length of time is appropriate but should be renewed each year with careful thought as to whether the partnership serves the mentee well. Any party can request and facilitate an annual evaluation of each other of any evaluation of the mentoring program when needed. Either the Associate Head of Research or the Head of the Department as requested can facilitate this. The mentor responsibility can be added to the mentor's CV and annual activity report under the service section.

Mentor Goals:

1. To provide a programmed and structured opportunity in which the senior faculty member can share experience, expertise and wisdom to junior faculty.
2. To help junior faculty members to work towards tenured goals with an assigned senior mentor. Here the mentee will get the opportunity to mature successfully in their role as a faculty member and progress through the ranks, obtaining the necessary knowledge of the expectations and deliverables required for career success. The mentee will be able to develop goals and action plans for milestones such as Tri-Council and other funding, publications and teaching excellence. The mentee will be expected to meet leaders in the institution to establish and maintain a productive network of colleagues. Finally, the hope will be that the mentee also develops skills to become future mentors.
3. To facilitate a team approach and departmental responsibility for the success of faculty members through promotion, tenure and progression through their careers.



4. To enhance departmental collegiality, morale and social engagement so no one member falls through the cracks and people feel like they belong in meaningful and productive relationships.
5. To contribute to the recruitment and retention of early career faculty members.
6. To help to create mechanisms for rewarding contributions for senior faculty that lead our early career colleagues through their careers.
7. To increase responsibility of senior faculty members to improve funding prospects of the junior faculty. When appropriate, this can include grant facilitation, advice, and friendly discussions about funding strategies. In addition, this could provide a mechanism to facilitate peer review of teaching as well at the department head's discretion.

For Mentors to Consider

1. Identify the three most important mentors in your life. Why did you pick these three? What made the experience worthwhile and meaningful?
2. IF you had any negative experiences with mentors reflect on how to avoid these mistakes that your mentor may have had.
3. What do you wish you had going through tenure and promotion?
4. What lessons can you bring to your new role as a mentor?

Adapted from: Zachary, L.J. (2005). *Creating a Mentoring Culture*. JosseyBass: San Francisco. 2. A Skills Inventory The following skills inventory will help mentors to be aware of their strengths and limitations as mentors.

Mentee Responsibilities

- Participate!
- Accept personal responsibility for your own career development
- Commit time and energy to the mentor/mentee relationship
- Be open to suggestions, advice, feedback and challenge
- Set goals and timetables for completion of projects, attainment of milestones and invite reflections on progress towards them. These goals should be reviewed at each mentor/mentee meeting.
- Provide feedback on what works and what doesn't work
- Undertake honest self-assessment regularly
- Share mistakes and perceived areas for improvement
- Identify barriers to success
- Talk to people and listen to people

Image:https://www.google.com/search?q=faculty+mentoring+program&rlz=1C1GCEA_enCA791CA792&source=lnms&tbn=isch&sa=X&ved=0ahUKEwivhL3a06LiAhUjIDQIHb9TB-wQ_AUIDigB&biw=877&bih=413#imgrc=E2xnHh0spfPNrM:



Timeline

Step 1: Mentors express interest in the Mentoring Program by emailing the Associate Head of Research

Continuing faculty who are interested in being mentored express interest in the Mentoring Program by emailing the Associate Head of Research

New faculty are automatically assigned mentors

Step 2. Within 1st month of the assigned partnership the mentor initiate a meeting with the mentee and completes the “Mentoring Meeting Form”. The expectation is that you maintain records of your meetings and use them to support the mentoring relationship.

Step 3: At the meeting, the mentor records information like goals in a confidential file.

Step 4: Mentor and mentee agree on date for next meeting(s). It is recommended that regular meetings every 3 – 4 months are planned for.

Step 5: After 1 year, evaluate the partnership and mutually decide if the mentoring relationship should continue or not. Contact the Associate Head of Research for an annual renewal or notification of termination.

UBC Tenure and Promotion Schedule

A principal focus of the mentoring program is the achievement of tenure and promotion of the mentee on the required timelines. Although the processes are standardized and clearly set out, there is often uncertainty in the minds of mentees and even among mentors who may not be dealing with this schedule on a regular basis. The schedule for an assistant professor is below.

The full text is available in “Guide to Reappointment, Promotion and Tenure Procedures at UBC” to be found on the UBC website.

<http://www.hr.ubc.ca/faculty-relations/tenure-promotion-reappointment-confirmation/tenure-promotion-reappointment-for-faculty-members/>

References:

<http://medicine.med.ubc.ca/> The Department of Medicine Website 2.

<http://medicine.med.ubc.ca/resources/hr/faculty-mentoring-program/> The Mentoring Program portal lists downloadable versions of this Guide to Mentoring, all the forms referred to in this document, the Early Career Faculty Mentoring Handbook - UBC Faculty of Medicine, and additional materials you may find useful.

<https://academic.ubc.ca/support-resources/professional-development/mentoring>

https://academic.ubc.ca/sites/vpa.ubc.ca/files/documents/mentor_guide_2014_0.pdf