



***Boston Campus Mentoring Program
Toolkit***

January 2007

Mentors are guides. They lead us along the journey of our lives. We trust them because they have been there before. They embody our hopes, cast light on the way ahead, interpret arcane signs, warn us of lurking dangers, and point out unexpected delights along the way.

Effective Teaching and Mentoring: Realizing the Transformational
Power of Adult Learning Experiences

Laurent A. Daloz, 1986

Mentoring is a dynamic, reciprocal relationship between an advanced career incumbent (mentor) and a less experienced professional (mentee) aimed at promoting the development and fulfillment of both.

Mentoring Relations: A Definition to Advance Research and Practice

Charles C. Healy, Alice J. Welchert, 1997

Many thanks to all who helped in the exciting and challenging task of developing and editing this Mentoring Toolkit including: Lynne Ausman, Jane Briscoe, Kathleen Brown, Michael Court, Kathe Cronin, Alissa Danchig, Liz Johnson, Steve Manos, Deke Mathieu, Mohsen Meydani, Lauren Montefusco-Ruiz, Lonnie Norris, and Rob Russell. Any errors are mine. And, any comments or questions most welcome.

Regina Corrao
Director, Organizational Development and Training

LETTER OF WELCOME

January 2007

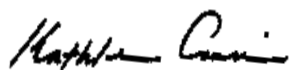
We would like to welcome you to the Tufts University Boston Campus Mentoring Program. This initiative was developed to respond to a need for more junior scientists and faculty to benefit from the guidance of more senior scientists and faculty on issues of professional development, research, problem-solving and teaching. Human Resources and Robert Russell, Director of The Jean Mayer USDA Human Nutrition Research Center on Aging (HNRCA), partnered to sponsor the program; additionally, Dean Eileen Kennedy of The Friedman School of Nutrition Science and Policy, Dean Michael Rosenblatt of the Medical School, and Dean Lonnie Norris of the Dental School sponsored and endorsed the program.

As you may know, the program has several goals, including:

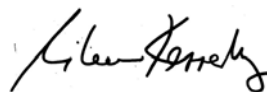
- To increase the level of professional satisfaction for mentees
- To cultivate productive professional relationships among colleagues
- To expand the awareness and practice of mentoring in the organization
- To establish and evaluate a program that may be used more widely throughout the University.

We have developed this Mentoring Toolkit in order to facilitate a successful program, and to support the mentoring pairs in establishing strong and positive relationships. We hope you will find it helpful in deciding whether to be a mentor or mentee and useful if you do choose to participate.

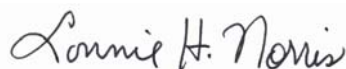
Thank you for your interest and involvement in this exciting initiative. We are confident it will prove beneficial to all who participate, to the organizations they are part of, and to Tufts University.



Kathe Cronin
Vice President of Human Resources



Eileen Kennedy
Dean, Friedman School of Nutrition
Science & Policy



Lonnie Norris
Dean, Dental School



Michael Rosenblatt
Dean, Medical School



Robert Russell
Director, HNRCA

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WHAT THE BOSTON CAMPUS MENTORING PROGRAM IS

Program Description

The Tufts University Boston Campus Mentoring Program is designed specifically for faculty at the Boston campus. The program was developed in response to an identified need for more junior faculty to benefit from the guidance of more senior faculty. Through the program, experienced, insightful, and trusted senior faculty serve as guides and coaches for more junior faculty. The program is completely voluntary and aims to encourage and support early and ongoing professional success.

Mentoring is a formal relationship between a more junior faculty member (mentee) and a more senior one (mentor)*. Relationships will differ, however, according to the needs and goals of each mentee, and the agreements developed between mentee and mentor.

However, in general, the relationship is one that:

- Is voluntary
- Is based on a full understanding of the purpose of and expectations for the relationship
- Provides junior faculty another resource to support their work, development, and accomplishments
- Supplements, but in no way substitutes for, the Lab Director or Department Head relationship.

**Note:* The use of “more” junior and “more” senior is meant to convey that a person may be senior (i.e. experienced) in some aspects of his or her work and, at the same time, feel junior (i.e. less experienced) in another aspect and would like to benefit from mentoring.

