

Mentoring New Faculty

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What is Mentoring?

AAHA:

- A relationship where investment of personal knowledge, energy and time is given
- Aids another person's professional development
- Provides tools and perspective to thrive, grow and persevere in a new environment

Faculty Mentoring

Can help to create a community within departments

Fosters a welcoming, respectful and inclusive community

Respects both learners (new faculty) and teachers (mentors)



Increased Value with Career Transitions

- New hires
- Promotions
- Role changes
- Implementation of new programs/procedures



Mentoring Can:

- Decrease employee turnover
- Decrease burnout
- Increase retention
- Increase productivity
- Increase job satisfaction



Why Mentoring is Important:

Common concerns with new faculty include, but are not limited to:

- Imposter syndrome
- A fragile sense of competency
- A lack of belonging in the department
- Balancing time for all the new role expectations
- Worry about mistakes and not doing well
- Setting up labs and classrooms
- Sense of isolation
- Lack of support and respect



Where We Started:

Education was unlikely to have been the goal when we graduated!

- Boredom with clinical practice
- Physical limitation
- Burnout



Who Can Mentor?

Departmental

- Faculty or director

College

- Similar position within another department

Professional

- Similar or the same position elsewhere



Center for Excellence in Teaching and Learning for Student Success (CETLSS)

Offered at App State

Open to all staff

Provides trans-departmental mentoring



Professional Mentors

AVTE offers an excellent source of people who are in similar positions

Don't reinvent the wheel!

- Ask for help
- Seek out a mentor



Setting up Departmental Mentoring

There are several models used to support mentoring, they include:

- One-on-one
- Apprenticeship
- Critical/ time-based
- Multiple mentors based on areas of expertise
- Teams using formal committees
- Reverse
- Group

Mentor Responsibilities

- Trust and respect are established both ways
- Confidentiality is maintained throughout
- Two-way communication is established
- Radical candor is encouraged
- Successes are celebrated
- Gratitude is cultivated
- Open and receptive feedback is present



Mentoring Action Plan

Either an SOP or individual goals

Determine frequency of meetings

Establish timelines for the plan



*Refer to Faculty Mentoring reference for forms and designs

Setting Healthy Boundaries

Mentor is not expected be be available 24/7

Mentor is not responsible for ensure mentee performs their daily tasks

Discuss expectations and define goals



When Does Mentoring Start?

Ideally, established as soon as a new hire starts

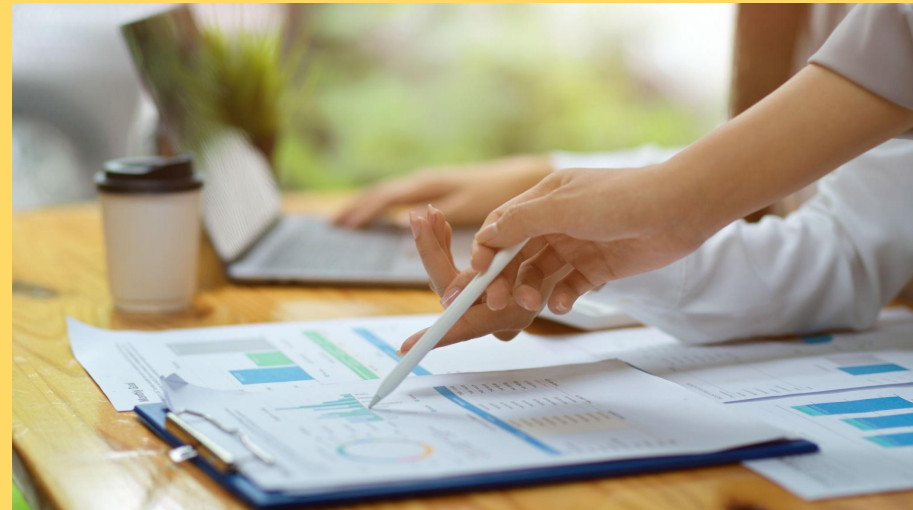
Sink or swim is not an acceptable action plan!

If they must be thrown into the pool, ensure they are not there alone



Day 1 Mentoring Action Plan

- Have a prepared action plan & agenda
- Consider both your and the new hires goals
- Agree on type of mentoring to occur
- Be present!!
- Be accountable



Questions...

- How was your week/month?
- What are you working on right now?
- How are you managing your goals?
- What do you need/how can I help?



App State Example:

- Mentors assigned from staff during onboarding process
- Instructional Designer for VT Program is one of our best mentors!
- Staff able to offer group mentoring sessions with new information or ideas
- Know others strengths!
- Wellbeing Coordinator for staff and students

Monitoring Effectiveness

An ideal time to assess the effectiveness of mentoring is during annual reviews

For new hires, may benefit from quarterly or every semester assessments



Veterinary Medicine in Crisis

- Our profession is one in crisis with higher than ever levels of turnover, burnout, & suicide
- Offers the potential to mend some of these problems by improving wellbeing, mental health education & support,
- Investing in clinical communication, & provide training methods
- Be prepared to offer insight and tricks utilized in the classroom
- Be prepared to learn in turn.

Imagine...

- Imagine how much easier your first job would have been had you been assigned a mentor, or how much easier your transition into education would have been.
- How would you have handled your own transition, what would have helped, and what hindered you the most



Let's Do Better!

- Address the social isolation of a new job
- Provide consistent and effective mentoring
- Let's make the best team possible to teach our next generation
- Ensure your mentoring relationship never ends, but continues to evolve



Resources

- Reinhard A, Quicksall MS, Bourquin B, et al. 2023 AAHA Mentoring Guidelines.
<https://www.aaha.org/resources/2023-aaha-mentoring-guidelines>
- Phillips SL, Dennison ST. Faculty Mentoring. A practical manual for mentors, mentees, administrators, and faculty developers. Stylus Publishing, Sterling, Virginia. (2015)

Questions

