

Faculty Mentoring Academy

Competencies and Learning Outcomes

To promote a culture of mentoring within and across Texas A&M University, faculty can enhance their mentoring capacity using evidence-based mentoring competencies developed by Center for Improvement of Mentored Experiences in Research (CIMER). Each competency workshop utilizes customized case studies and activities and is facilitated by faculty who are trained CIMER facilitators. Designed to maximize faculty interaction and dialogue, these workshops provide a safe environment to share and discuss experiences.

Faculty participation can be on a rolling basis in either the [Faculty Mentoring Academy \(FMA\)](#) and/or [Graduate Mentoring Academy \(GMA\)](#)

Introduction to Mentor Development (Included in every TAMU Mentoring Academy session)

Learning Outcomes for Introduction

Mentors will have the knowledge and skills to:

1. Learn about other mentors in the group and begin building a learning community
2. Reflect on group dynamics and ways to make the group functional
3. Establish ground rules for participation

1. Maintaining Effective Communication (shared with GMA)

Learning Outcomes for Communication

Mentors will have the knowledge and skills to:

1. Provide constructive feedback
2. Communicate effectively across diverse dimensions including various backgrounds, disciplines, generations, ethnicities, positions of power, etc.
3. Identify different communication styles
4. Engage in active listening
5. Use multiple strategies for improving communication (in person, at a distance, across multiple mentees, and within proper personal boundaries)

2. Aligning Expectations (shared with GMA)

Learning Outcomes for Expectations

Mentors will have the knowledge and skills to:

1. Effectively establish mutual expectations for the mentoring relationship
2. Clearly communicate expectations for the mentoring relationship
3. Align mentee and mentor expectations
4. Consider how personal and professional differences may impact expectations, including differences across disciplines when working in multidisciplinary teams

3. Assessing Understanding (shared with GMA)

Learning Outcomes for Understanding

Mentors will have the knowledge and skills to:

1. Assess their mentees' understanding of core concepts and processes
2. Identify various reasons for a lack of understanding, including expert-novice differences
3. Use multiple strategies to enhance mentee understanding across diverse disciplinary Perspectives

4. Fostering Independence (shared with GMA)

Learning Outcomes for Independence

Mentors will have the knowledge and skills to:

1. Define independence, its core elements, and how those elements change over the course of a mentoring relationship
2. Employ various strategies to build mentee confidence, establish trust, and foster independence
3. Identify the benefits and challenges of fostering independence, including the sometimes conflicting goals of fostering independence and achieving grant-funded research objectives

5. Promoting Professional Development (shared with GMA)

Learning Outcomes for Professional Development

Mentors will have the knowledge and skills to:

1. Identify the roles mentors play in the overall professional development of their mentees
2. Develop a strategy for guiding professional development using a written document
3. Initiate and sustain periodic conversations with mentees on professional goals and career development objectives and strategies
4. Engage in open dialogue on balancing the competing demands, needs, and interests of mentors and mentees, e.g., research productivity, grant funding, creativity and independence, career preference decisions, non-research activities, personal development, work-family balance, etc.

6. Supporting Well-Being (shared with GMA)

Learning Outcomes for Supporting Well-Being

Mentors will have the knowledge and skills to:

1. Learn existing definitions of mental health and reflect on signs of wellbeing.
2. Develop awareness about how mentoring behaviors impacts mentee wellbeing.
3. Identify steps to creating an environment that fosters wellbeing in a diverse group of mentees.
4. Learn to have conversations with mentees about their wellbeing and mental health.

7. Cultivating Ethical Behavior (unique to FMA)

Learning Outcomes for Ethical Behavior

Mentors will have the knowledge and skills to:

1. Articulate ethical issues they need to discuss with their mentees
2. Clarify their roles as teachers and role models in educating mentees about ethics
3. Manage the power dynamic inherent in the mentoring relationship

8. Enhancing Work-Life Integration (unique to FMA)

Learning Outcomes for Work-Life Integration

Mentors will have the knowledge and skills to:

1. Recognize the importance of all four domains of a mentee's life to their overall career satisfaction.
2. Utilize a structured process designed to initiate and support conversations between mentors and mentees on the challenges of achieving better work/life integration.
3. Identify for themselves and their mentees targeted areas for achieving better work/life integration.

9. Articulating Your Mentoring Philosophy and Plan (Capstone)

Learning Outcomes for Articulating Your Mentoring Philosophy and Plan

Mentors will have the knowledge and skills to:

1. Reflect on the mentor-training experience
2. Reflect on any behavioral or philosophical changes they intend to make across the mentoring competencies
3. Articulate an approach for working with new mentees in the future