

Faculty Mentoring Log

Name of Student:	
Student Email:	
Student Phone Number:	
Semester/Year Assigned:	
Background Information:	

Section 1: Summary of Faculty and Student Interactions

Instructions: Track your meetings with your student activities using the table below. Submit the form to academic advisors at the end of each semester.

Date	Communication Type	Duration	Topics Discussed
Summary:			

Note: Use as many sheets as necessary to log your interactions.



The MPH mentoring guidelines and process are as follows:

New MPH students are assigned an MPH faculty mentor to help guide them during their time in the program. These mentor-mentee assignments are made using information received on the admissions application (academic and/or personal statement). As best as possible, we would like to match each student's interests with a faculty member who has experience in related public health areas. The faculty mentor will be available to offer career guidance, end-of-program Practicum and Capstone preparation, portfolio guidance, research-related information, and more (as it applies to their area of public health).

Expectations of a Faculty Mentor:

- Reach out to your mentee 3 times per semester.
- Arrange one Zoom meeting with your mentee each semester.
- Have a discussion of both the practicum experience and your mentee's research interest, as it relates to the Capstone.
- Offer career guidance and be willing to share professional public health experiences that will aid the mentee.
- Discuss the student portfolio and ask questions of the mentee.
- Be respectful of your mentee's privacy.

Please note common "rules of the road" as you engage with your mentee:

- Be available on a consistent basis – make time for your mentee!
- Be a good listener.
- Offer support, when needed.
- Be a role model, share experiences, and demonstrate personal integrity.
- Stay humble. It's OK to say "I don't know, but I will find out for you."
- Check in with the mentee's academic advisor on a question you may have.
- Help the mentee solve their own problem, rather than give direction.
- Teach mentees how to learn from their mistakes.
- Allow the relationship to evolve naturally over time.
- Be patient and flexible.
- Effectively communicate resources.
- Make relevant introductions and create opportunities for collaboration and professional development.
- Advise mentees on career, public health, and academic areas.
- Champion mentees' public health dreams. You may be the one public health individual they connect with on this level!

Your mentees are given the following information:

Expectations of Student Mentee:

- Maintain contact with your faculty mentor.
- Be open and willing to take advice from your mentor.
- Be honest and share a true self-assessment of who you are and your goals.
- Make a commitment to prepare, attend meetings, and take action after meetings.
- Take responsibility for your own learning.



- Participate. Take full advantage of the introductions, services, and assistance offered.
- Have realistic expectations that are shared and agreed upon with the mentor.

And finally, to keep things on task, the advising team suggests:

Your first mentor/mentee session...

A good idea is to begin by creating structure!

The best mentoring relationships have clearly defined rules of engagement. That means participants agree to a realistic schedule and, as much as possible, stick to an agenda when they meet.

Both mentor and mentee should determine ahead of time:

- What is the best mode for mentor/mentee sessions? For instance, telephone, Zoom, or in person?
- How often will you two meet (the goal is 3 times per semester)?
- How long will each session take place?
- What are the goals, and what will be discussed in each session?