Faculty Mentoring Log

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<thead>
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<th>Name of Student:</th>
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<tbody>
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<td>Student Email:</td>
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<td>Student Phone Number:</td>
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<td>Semester/Year Assigned:</td>
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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.

<table>
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<tr>
<th>Date</th>
<th>Communication Type</th>
<th>Duration</th>
<th>Topics Discussed</th>
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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?