HIROSHIMA UNIVERSITY FACULTY MENTOR SYSTE M HANDBOOK

Faculty Development Committee,
Headquarters for the Promotion of Human Resources Development,
Hiroshima University

CONTENTS

1 Background and Purpose of the Introduction of the Hiroshima University Faculty Mentor System 2
2 What is the Mentor System?

1 BACKGROUND AND PURPOSE OF THE INTRODUCTION OF THE HIROSHIMA UNIVERSITY FACULTY MENTOR SYSTEM

On November 21, 2017, Hiroshima University enacted the “University-wide Policy for Securing and Fostering Excellent University Faculty: Becoming a University Where Young Faculty Can Play an Active Role with Peace of Mind.” The policy clearly states that securing and fostering excellent university faculty is essential for the stimulation of education and research skills, and that young researchers, in particular, need to be able to commence their careers as university faculty with a peace of mind to improve their abilities.

In this context, the employment of university faculty, in principle, applies the tenure-track system to associate professors, lecturers, and assistant professors, and at the same time, it was also determined that “mentor faculty will be assigned to newly appointed faculty as a measure to support university faculty and ensure the independence of young faculty.”

Moreover, a report by the “Sub-Working Group on Faculty Skills Development and Training” within the “Working Group on Improving the Education and Research Environment” established under the Board of Directors found that, in principle, mentors should be assigned not only to tenure-track faculty but also to faculty recruited by the University. Following this, it was decided that the Hiroshima University Faculty Mentor System would be introduced in April 2020.

By assigning mentors to act as advisers and counselors for all newly recruited faculty, regardless of rank or employment type, this system ensures that they will not be left on their own after their appointment but will be given appropriate support that will enable them to smoothly commence their teaching, research, and administration activities.

2 WHAT IS THE MENTOR SYSTEM?

The mentor system is an individual-focused support activity conducted by those with a certain degree of work experience (mentors) for those with little experience (mentees). Along with helping resolve issues in career development, it also assists personal growth by providing support to help resolve worries and problems in the workplace.

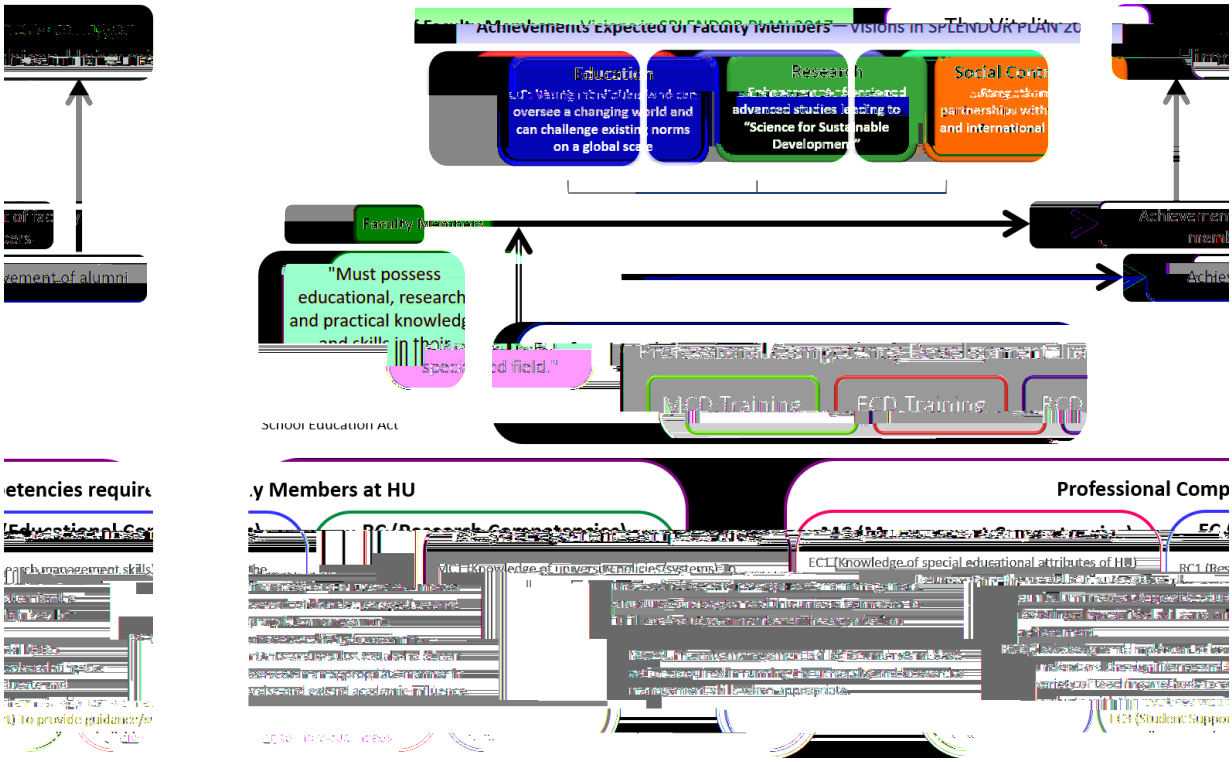
Reportedly introduced in the USA in the 1970s, mentor systems have been widely adopted by Japanese companies today. Universities are not any exception, as suggested by the gradual introduction and expansion of mentoring programs aimed at the training of female and tenure-track faculty in programs such as the Support Model for the Advancement of Female Researchers launched by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) in 2006, as well as the Project to Promote the Development of Independent Research Environments for Young Researchers and Project to Disseminate and Establish the Tenure-Track System. To date, the University has also implemented mentor systems for female and tenure-track faculty, such as in our project, to accelerate the reform of systems for training female researchers and promoting the development of independent research environments for young researchers and building of consortia for the development of human resources in science and technology.

The mentor–mentee relationship entails the intentional and systematic establishment of a nurturing interpersonal relationship between senior and junior scholars that form naturally in the workplace. Mentors are veterans in the work being undertaken by mentees, ideally people who are easily accessible on a daily basis. Mentors are expected to play a role in fostering a relationship of trust through regular meetings (mentoring), providing counseling with regard to academic duties, and offering advice.

3 PROFESSIONAL COMPETENCIES AND ACHIEVEMENTS EXPECTED OF FACULTY

Hiroshima University's new long-term vision, the SPLENDOR PLAN 2017 (adopted April 2017), lists three visions of Hiroshima University from the respective standpoints of research, education, and social responsibility. Based on this foundation, the "Sub-Working Group on Developing and Fostering Faculty Member Capacities" has determined the following expected outcomes for university faculty and the professional competencies these entail. Our training program for new faculty, in addition to carrying out the training to develop these capacities, will systematically nurture the skills required of our faculty by supporting each new faculty member through the mentor system.

Achievements Expected and Professional Competencies Required of Faculty Members



4 THE ROLE OF MENTORS

A mentor's role depends on the mentee in question. For example, tenured and associate professors who have already established careers as university faculty will require counseling and support regarding aspects of education, research, administration, and management specific to the University, rather than advice on teaching or research activities. The role involves responding to questions on systems and operations, such as the Hiroshima University Program of Specified Education and Study (HiPROSPECTS) that characterizes our University's unique educational system, the various initiatives and projects aimed at strengthening our research capabilities, the numerous activities related to educational affairs, entrance examinations, and student support, and the University's personnel system. However, for tenure-track associate professors, lecturers, and assistant professors, guidance, advice, and counseling about tenure review is an important role for faculty mentors. Many tenure-track faculty members are worried about securing tenure. Over the course of five to seven years of the tenure-track period, mentors will be required to provide specific advice on research activities, including advice on the best course of action to acquire tenure.

Further, many early-career assistant professors for training and selected assistant professors are novice faculty members, still "greenhorns," so to speak, in their role as university faculty. Mentors will be called upon to give advice on the ABC's of being a member of a university faculty, so that they can conduct research and educational activities independently, as well as to provide advice and counseling on their careers after the completion of their term. Others, such as specially appointed faculty and faculty of collaborative research laboratory, have been hired to carry out specific projects. Please understand that mentors will have different roles, ranks, and mentoring periods depending on the type of position, the purpose of the post, and the career details of individual mentees (see the table below).

It should also be noted that the primary role of a mentor is to be a casual consultant or adviser for their mentee. While it is to be hoped that mentors will provide their mentees with advice on the knowledge and skills necessary for undertaking their duties as new members of the University faculty as well as with support in terms of career development, it must be remembered that mentors cannot be held liable for their mentees' results (e.g., whether an external funding application is

Mentoring Roles, Ranks, and Periods by Type of Mentee

5 MENTORING ACTIVITY WORKFLOW

1) SELECTION OF MENTORS

Two mentors will be selected for each mentee. Mentors are selected by the Personnel Selection Committee when hiring new faculty members based on the following criteria:

If the mentor retires before the end of their term, the mentor shall apply for a replacement to the chair of the academic discipline to which the mentee belongs.

MENTOR SELECTION CRITERIA

In principle, tenured professors, associate professors, lecturers, or assistant professors who have been with the University for more than three years.

Individuals at the same or higher rank as the mentee.

* See “Mentoring Roles, Ranks, and Periods by Type of Mentee” on the previous page.

In principle, one member of faculty should be selected from the same field of specialty as the mentee and one from another field.

* The same field of specialty means that it is the same academic sub-field as mentee.

If the mentee is a woman, in principle, one female mentor should be selected.

In addition to the above criteria, please also consider the following points during selection:

Mentors should not be on their mentees’ tenure review committee.

Mentors should ideally have smooth communication skills and an enthusiasm toward nurturing personnel.

Mentors retiring from their positions should apply for a replacement considering the following points:

As soon as the mentor decides to quit the University, they should promptly submit the "Mentor Change Application Form" to the chair of the academic discipline to which the mentee belongs, after consulting the relevant chair of the academic discipline, chair of the field of general education, departmental policies, etc.

In principle, a retiring mentor shall apply for a candidate replacement from the same academic sub-field if the mentor is in the same academic sub-field as the mentee.

In principle, a mentor shall apply for a replacement candidate from a different academic sub-field than the mentee if the mentor is in a different academic sub-field than the mentee.

If the retiring mentor is a woman, she should apply for a female mentor to replace her.

, When the hired mentee is issued, meet the mentor and mentee at the time of the issuing a letter of appointment. Then, Mentees search for mentors' email addresses from the "List of mentors and mentees" posted on Iroha. Mentees should contact their mentor and schedule a first meeting. The first meeting will be conducted within one month of employment. In this first interview, after introducing themselves, mentors should explain the purpose of mentoring and what they can offer in their role as mentors and then determine together how to proceed in the future while listening to any requests on the part of the mentee. Mentees may offer their own mentoring proposals at this initial meeting if they desire.

While it is desirable that this first meeting should involve both mentors along with the mentee, it is also possible to schedule separate meetings with each mentor. As a reference material for the first meeting, a reference guide is available below as “Mentoring Activity Checklist for the First Meeting” (see Appendix), and mentors can also use the “Mentoring Activity Record Sheet” to record interviews. Please make use of these materials as needed.

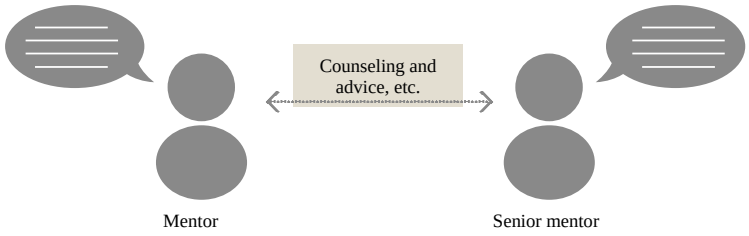
Please also note that mentoring is a part of your duties so should be done during working hours as a rule. The standard meeting length is from about 30 minutes to 1 hour.

5) SECOND AND SUBSEQUENT ACTIVITIES

For the second and subsequent meetings, please address the needs of the mentee. While it is desirable to schedule regular meetings until the mentee becomes accustomed to the environment, this does not necessarily always mean face-to-face interviews; it is also possible to offer counseling by e-mail or telephone. If a mentee has specific questions, meetings will proceed more smoothly if these are summarized and communicated in advance.

Further, mentoring calls for an attitude that seeks to understand and respect the mentee’s various ideas in a manner that precludes the imposition of the mentor’s own thoughts and experiences. To build a constructive relationship, perform a self-check using the “Communication Checklist for Successful Mentoring” (see Appendix).

During the mentoring process, instances may arise where the mentor may have difficulty responding or find themselves at a loss as to how to best advise the mentee. In other cases, mentees may experience difficulty with their faculty mentor. In such cases, a “Senior Mentor” has been made available for counseling and may be contacted by e-mail at the following address.



Counseling office (contact for senior mentors): mentor@ml.hiroshima-u.ac.jp

6) ACTIVITY REPORT (QUESTIONNAIRE)

Mentors and mentees will be asked to submit a brief activity report (using a questionnaire format) every academic year. Mentors are awarded BKPI® (Basic Effort Key Performance Indicator) points according to the length of time they have been assigned and the number of

individuals they are mentoring. These points will be awarded after completing the survey, so be sure to respond. Responses will be tabulated and analyzed by the Faculty Development Committee and used to improve the mentor system. Rest assured that all responses will be processed statistically and will not be used for any purpose other than this survey.

6 MENTOR SYSTEM Q & A

Q1: IS IT DIFFICULT TO SELECT MENTORS ACCORDING TO THE SELECTION CRITERIA?

As a general rule, it is desirable to select mentors who meet the selection criteria. However, in the event that it is not possible to meet the selection criteria as the result of certain adjustments, please specify this in the mentor selection report.

Q2: CAN MEN BE MENTORS FOR FEMALE RESEARCHERS?

Yes. Advice based on a mentor's extensive knowledge and experience is very important regardless of gender. However, with female researchers, in principle, at least one of the two mentors assigned should be a woman.

Q3: WHAT SPECIFIC ACTIVITIES SHOULD I UNDERTAKE AS A MENTOR?

Basically, you will respond to and provide support with regard to the matters described above in "4. The Role of Mentors." When a mentee requests for a meeting, please arrange a meeting for 30 minutes to an hour. You may also provide counseling or support by e-mail or telephone. When responding as a mentor, please do so within the scope that will not interfere with your principal duties as a researcher. Moreover, the table below lists activities that may be considered as relevant for education and research, so please try to adapt them according to the needs of mentees.

EXAMPLES OF MENTORING ACTIVITIES	
Intellectual engagement	Discuss each other's research, and offer constructive feedback. Discuss your mentee's ideas for his or her next project, and offer helpful feedback. Read grant proposals.
Navigating academic structures	Listen to your mentee's short-, medium-, and long-term goals, and discuss 1-, 3-, and/or 5-year plans that take research projects and teaching responsibilities into account. Discuss publication strategies, teaching portfolio, management of departmental duties, and other activities. Help the mentee strategize about when to accept teaching, speaking, and service requests and when to say no." Discuss time management and balancing workloads.

Network building	Help your mentee to build a professional network both within and beyond Harvard. Introduce your mentee to editors. Introduce your mentee to colleagues at other institutions.
Teaching advice/support	Offer advice on teaching and advising, including undergraduate teaching, graduate Share successful teaching materials. Visit your mentee's classes and invite your mentee to visit your classes.
General support	Get to know your mentee genuinely – as a person, scholar, and teacher. Ask questions. Be available. Develop a relationship characterized by trust and open communication.

Source: Adapted from Harvard University, "Guide to Faculty Mentoring in the Faculty of Arts and Sciences," pp. 14–15.

Q4: WHAT SHOULD I KEEP IN MIND WHEN MEETING WITH MENTEES?

Be sure to listen to your mentees carefully. Investigate their needs and background, including whether they are experiencing trouble and what steps are required to resolve their issues. Give advice once you have properly understood the situation at the time of your consultation.

Q5: HOW MUCH SUPPORT SHOULD I EXPECT FROM MY FACULTY MENTOR?

Basically, mentees may seek support on anything they wish to know with regard to the abovementioned matters described under “4. The Role of Mentors.” Trust your mentor and have a frank discussion regarding any issues, concerns, or issues that you do not understand. However, finding a solution to these problems is the sole responsibility of the mentee. Mentors should be consulted on the understanding that they are supporters to help you progress as an independent faculty member.

Q6: TO WHAT EXTENT SHOULD MENTORS PROVIDE SPECIFIC SOLUTIONS TO MENTEES SEEKING ADVICE?

In principle, specific solutions should not be offered. It is the mentor’s job to provide persistent mentoring to help mentees find their own solutions. If a mentee is inexperienced and unable to come up with a solution, a mentor can offer multiple solutions and let the mentee choose for themselves.

Q7: WHAT ABOUT WHEN IT SEEMS LIKE I CANNOT HELP AS A MENTOR?

Mentors will not be able to respond to every situation put before them by a mentee. If you

themselves. It is important to always bear this in mind being so that you can collect and provide the necessary information.

Q9: HOW MUCH DISTANCE SHOULD I MAINTAIN IN THE MENTOR–MENTEE RELATIONSHIP?

Although mentoring is based on a relationship of trust with the mentee, it also requires a reasonable sense of distance so that the mentee can maintain autonomy. Specific methods for establishing this include 1) limiting meetings to on-campus venues, 2) limiting the meeting date and time to within working hours, 3) setting the length of mentoring sessions in advance (e.g., 1 hour), and 4) when asked to make a decision by a mentee, to refuse to let the mentee decide for themselves.

Q10: WHAT DO I DO WHEN MY MENTEE DOES NOT GET IN TOUCH?

When mentoring, it will be advisable to schedule the next meeting in advance. When a mentor says that “anytime is fine,” this can have the opposite effect of causing mentees to refrain from getting in touch. As there will also likely be times when schedules change, how to get in touch in such instances should be determined in advance.

Q11: WHAT SHOULD I DO IF I CAN NO LONGER CONTINUE AS A MENTOR OR WANT TO BE REASSIGNED?

Assigned mentors can be changed at the wish of either the mentor or mentee. Please indicate the reason why you can no longer continue as mentor or want to be reassigned in the “Mentor Change Application Form” and apply to the director of the area of specialization in the mentee’s home faculty.

When a mentor is retiring, they should refer to the mentor selection criteria, enter the information of a potential replacement in the "Mentor Change Application Form," and apply to the chair of the academic discipline of the academy to which the mentee belongs.

Q12: WHAT SHOULD I DO WHEN SOMETHING GOES WRONG WITH MENTORING?

Please seek advice by contacting the senior mentor, who serves as a point of contact for the Faculty Development Committee, at the e-mail address below.

Counseling office (contact for senior mentors): mentor@ml.hiroshima-u.ac.jp

7 MENTORING CONSIDERATIONS

1) CONFIDENTIALITY

Mentors, mentees, and senior mentors must not disclose each other's personal information obtained during the mentoring process without the express consent of the other party. The handling and storage of personal information acquired in this process shall adhere to the provisions of the "Hiroshima University Rules on the Handling of Personal Information" (Regulation No. 23, April 1, 2005), so please bear this consideration in mind when handling such information.

2) UNDERSTANDING INFORMATION ON CAMPUS

Mentors should grasp and understand the relevant information to be able to respond to requests for advice on matters such as the various campus systems and institutions or attending the New Faculty Training Program. Mentors of tenure-track faculty should also be aware of their mentees' tenure review criteria. For details, please visit the following sites(Japanese site).

Guidance and Procedures: University-wide information portal site IROHA > Procedures

R6

Faculty Training Program: IROHA Training Portal > Information about New Faculty Training Program

Hiroshima University Reforms and Personnel System

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- Q & A on improvements to internal rules and criteria for the new faculty personnel system (internal regulations, tenure review standards, post-review standards) [see separate page]

8 REFERENCES

Harvard University “Guide to Faculty Mentoring in the Faculty of Arts and Sciences”: https://facultyresources.fas.harvard.edu/mentoring-professional-development (accessed January 23, 2020)

Luz, C. C. (ed.) (2011). Faculty mentoring toolkit: A resource for faculty, mentors and administrators at Michigan State University (NSF ADVANCE Grant #0811205). East Lansing, MI: Michigan State University

Mentor Study Group (2011) *Mentaringu handobukkū dōnyū kara jissen* [Mentoring Handbook: From Introduction to Practice]. Japan Productivity Center Labor Information Center

Ministry of Health, Labor and Welfare (2012) *Mentā seido dōnyū rōrumoderu fukyū manyuaru* [Manual for the Introduction of Mentor Systems and the Dissemination of Role Models]. MHLW Equal Employment, Children, and Families Bureau

Nagoya Institute of Technology, NITech Center for Diversity and Inclusion (2019) *Josei kenkyūsha mentā seido mentā handobukku* [Female Researchers Mentor System Mentor’s Handbook]

Nagoya University Center for Higher Education and Research “Faculty Mentor Program” website: http://www.cshe.nagoya-u.ac.jp/service/fd/mentoring/

9 APPENDICES

I. MENTORING ACTIVITY CHECKLIST FOR THE FIRST MEETING

Before starting the mentoring, use the following checklist to determine how mentors can help mentees and the kind of assistance mentees want from their mentors. Further, at your first meeting, please use this check sheet to confirm with each other the specific things that you will be able to do.

(You can download the excel file of the following checklist in IROHA.)

	Mentee (Name:)	Support matters (Advice and advice)	Mentor 1 (Name:)	Mentor 2 (Name:)
Promotion of independent research and establishment of a research environment		How to proceed with research	☐	☐
		Administering research expenses	☐	☐
		Maintaining research equipment	☐	☐
		Laboratory operation	☐	☐
		Acquisition of external grants (e.g. KAKENHI)	☐	☐
		Joint research and projects	☐	☐
		Articles and academic publishing	☐	☐
		Other	☐	☐
Classes and student research guidance		How to proceed with lectures, experiments, and practical training		
		How to write a syllabus		
		Grading methods		
		Visiting mentor classes		
		Visiting and providing advice on mentee classes		
		Research guidance, doctoral dissertation guidance		
		The TA / RA system		

II. MENTORING ACTIVITY RECORD SHEET

This sheet is for both mentors and mentees to record details about the mentoring activities. At the end of each academic year, you will be asked to participate in a survey to reflect on these mentoring activities. Accordingly, please use this sheet to keep notes on your meetings.

Mentor Name: _____ **Mentee Name:_____**

	Activity date	Day of the week	Time	Method: (e.g. meeting, telephone, e-mail)	Notes
1st	/ /		: ~ :		
2nd	/ /		: ~ :		
3rd	/ /		: ~ :		
4th	/ /		: ~ :		
5th	/ /		: ~ :		
6th	/ /		: ~ :		
7th	/ /		: ~ :		
8th	/ /		: ~ :		
9th	/ /		: ~ :		
10th	/ /		: ~ :		

III. COMMUNICATION CHECKLIST FOR SUCCESSFUL MENTORING

At the end of the initial stages of mentoring, mentors and mentees should check each of the following items for themselves. Please check the items that apply and continue the mentoring process while paying attention to the items that have not yet been checked, aiming to ensure that all items will be addressed.

MENTOR CHECKLIST

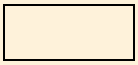
No.	Items	Check column
1	I have shared my mentoring goals with my mentees based on a proper understanding of the spirit and purpose of the mentor system.	
2	I am putting into practice (or else working to acquire) the knowledge and skills necessary for mentoring (e.g., coaching and counseling, basic knowledge of listening skills, and grasp of campus information).	
3	Rather than providing the guidance I want to give, I try to provide support based on mentees' needs.	
4	I am not neglecting my role as mentor because I am busy with my own work.	
5	I actively listen to what my mentees have to say and strive to understand their needs.	
6	I work to create an atmosphere free of constraints so that mentees will feel free to speak openly even about matters they would normally find difficult.	

MENTEE CHECKLIST

No.	Items	Check column
1	Mentoring goals have been shared with me based on a proper understanding of the spirit and purpose of the mentor system.	
2	I engage with my mentor not as someone who will do something for me, but rather take a proactive attitude toward learning for myself .	
3	I actively demonstrate in words and attitudes about specific actions I should take to grow.	
4	I demonstrate my willingness to accept feedback and advice from my mentor.	
5	I do not neglect my mentoring promises because I am too busy.	
6	I communicate honestly with my mentor about what I want to say and ask.	
7	I immediately communicate any doubts or dissatisfaction I feel about my mentor's instructions or feedback.	

Source: Modified excerpt from Ministry of Health, Labor and Welfare (2012; p. 15)

※ You can download the excel files of these checklists on the IROHA.



Procedures > R6 Personnel 1 Personnel systems and procedures > 2 On various procedures > 2-14 On Faculty Mentor System

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