

# Mentor Workshop\*

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# Outline

- What does research say about mentoring?
- What are the benefits of mentoring?
- What do I need to know and do?
- Best Practices
- Resources
- Questions?



# Mentoring Works!

Mentored faculty experience higher levels of job satisfaction, better student evaluations, greater academic productivity, stronger likelihood of remaining at a particular university. (Cartwright, 2008)

“When a department makes a new hire...it has invested in one of its most valuable resources: a tenure-track faculty position...” Olmstead (2005)



# Mentoring Works!

Research shows senior colleagues are critical in creating academic environments that support success of early-career faculty. (Rice, Sorcinelli & Austin, 2000; Sorcinelli, 2000)

Active mentors can contribute significantly to a new faculty member's development and job satisfaction. (Kanuka, 2005)

Happy faculty stay...



# Mentoring Works!

Mentors serve as role models, advisors, guides, and advocates. (Jipson & Paley, 2000)


Mentoring provides intellectual, professional and social support that help faculty develop their careers and professional identity. (Toal-Sullivan, 2002)

“An antidote to the triple threat of evaluation, isolation and overwork...advice on what helps new faculty succeed...” Sorcinelli (2004)



# Mentoring IS Work

- Mentoring requires time and effort.
- Training for mentors and mentees is key to successful mentoring.
- Each mentor/mentee has different needs, so matches need to be made carefully.
- Good mentoring needs to be rewarded by the institution.
- Mentoring should encourage individual goal-setting and relationship flexibility.



Research shows mentoring enhances competency...



# Benefits for Institution

- Contribute to recruitment success
- Increase commitment, productivity & satisfaction of new faculty
- Minimize attrition
- Encourage cooperation & cohesiveness for participants
- Develop faculty, enable them to make full use of their knowledge & skills
- Contribute to general stability & health of institution
- Facilitate development of future leaders



# Benefits for Mentees

- Informal, “off-the-record” feedback
- Access to formal & informal communication networks
- Advice in defining & achieving career goals
- Advice on scholarship & teaching
- Advice on balancing teaching, research, service
- Advice on work-life balance
- Advice on conflict resolution





# Benefits for Mentees

- Knowledge of procedures & inside information
- Understanding the “culture” of the institution
- Knowledge of informal & formal rules for T&P
- An advocate to promote recognition & advancement
- Reduce stress
- Gain knowledge about local community
- Feel welcomed & valued as member of campus community



# Benefits for Mentors

- Enable new faculty to pursue their careers with a sense of direction
- Assist in the development of a colleague
- Contribute to institutional climate change
- Provide opportunities for new research and scholarly collaborations
- Receive respect & recognition from others as a person with the ability to identify, encourage and promote other colleagues



# Before You Start

- Evaluate what you have to offer, your strengths and weaknesses.
- Mentor because you enjoy it and think it is the right thing to do.
- Be enthusiastic and motivated about mentoring.
- Make a list of what you would have wanted to know when you were in the position of your mentee.
- Do not expect to fulfill every mentoring function yourself.



# Get to Know Your Mentee

- Inquire about your mentee's educational and career choices and goals.
- Find out what is important to your mentee (research interests, family, hobbies, etc.).
- Explore opportunities for collaboration with your mentee now and in the future.



# At Your First Meeting

- Set a clear structure for the relationship at the beginning.
- Discuss expectations and time commitments; renegotiate as needed.
- Before you depart from each meeting, review your progress based on your agenda and solicit ideas about what to discuss in your next meeting.
- Help the mentee not feel uncomfortable with the imbalance of power in the relationship; tell her/him how much you get out of mentoring and that s/he should not feel beholden to you.



# Stay on Track with Your Mentee

- **Set up regularly scheduled meetings.**
- Establish an agreed upon time/frequency.
- Communicate regularly with your mentee to assure their needs are met.
- Don't let too much time go by without seeing your mentee.
- Be prepared for meetings; remain focused on their needs during each meeting.
- Keep track of their scholarly activities in teaching, research, and service/outreach.



# Other Guidelines

- Help your mentee learn about institutional support s/he should seek for career development (funds to attend conferences & workshops, release time for projects, funding for GA's and TA's, etc.).
- Be sure to give constructive criticism as well as praise.
- Give suggestions for improvement privately.
- “Talk-up” your mentee’s accomplishments, when appropriate, to other colleagues.



# Top 10 Things that New Faculty need to know...

- 1) You are Great!
- 2) You don't have to be SuperWoman or SuperMan tomorrow.
- 3) Figure out what matters (tenure...).
- 4) Decide what doesn't matter.
- 5) Teaching/research matters.
- 6) Make a plan.
- 7) Think "mentors", plural.
- 8) Invite community.
- 9) Don't work on 15 things all at once.
- 10) Have a life.

Research shows mentoring creates opportunities for collaboration...





# Qualities of a Good Mentor

- Be available.
- Listen and ask questions.
- Be plugged in.
- Be an advocate.

Research shows mentoring generates support through community...



# Qualities of a Good Mentor

## 1. Be available.

- Stay in contact with your mentee.
- Be prepared to spend time discussing University affairs, reading proposals/papers, and reviewing their progress.
- **Take the initiative to arrange your first and subsequent meetings.**
- Decide on a mutually agreed upon frequency and reason for meeting.
- Set a regular schedule for meeting.

These strategies help your mentee overcome the fear of “bothering” you.



# Qualities of a Good Mentor

## 2. Listen and ask questions.

In-depth listening includes:

- suspending judgment
- listening for understanding
- providing an accepting and supportive atmosphere

Powerful questions are:

- challenging in a friendly way
- help your mentee talk about what is important to her/him



# Qualities of a Good Mentor

## 3. Be plugged in.

- Help establish a professional network for your mentee.
- Make introductions to colleagues, and identify other possible mentors.
- Make sure your mentee is included in formal and informal information flow in the program, college, university, and professional community.



# Qualities of a Good Mentor

## 4. Be an advocate.

- Advocate in support of your mentee (space, students, funds).
- Treat all dealings/discussions in confidence.
- Provide supportive guidance and constructive criticism.
- Maintain and respect privacy, honesty, integrity.
- Approach your relationship with the attitude, "what is said in this room stays in this room."
- Make these boundaries very clear at the beginning of the mentoring relationship.



# Mentoring Resources

- Faculty Mentor Self-Assessment
- 10 Mentoring Best Practices
- Best Practices in Mentoring from UTEP
- Mentee Needs Assessment



# Questions?

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