

COES Mentee Workshop*

ADVANCEING Faculty Program
College of Engineering & Science
Louisiana Tech University



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* Adapted from University of Rhode Island's ADVANCE Program



Top 10 Things that 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 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...



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: at 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...



Qualities of a Great Mentoring Program

- Visible, overt, regular communication from leadership that good mentoring is a priority
- Formal program management
- Multiple mentors (1 outside program) until T&P decision
- Provision for training of mentors & mentees
- Opportunities for mentees to network/meet as a group
- Opportunities to check on success of mentoring for every mentee, and reassign /augment as needed
- Evaluation of program as a whole on a regular basis
- Provision of formal recognition, acknowledgment, & awards for mentoring



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 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



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
- Advocate to promote recognition & advancement
- Reduction in stress
- Knowledge about the local community
- Feel welcomed & valued as member of Tech community



Before You Start

- Consider your immediate, short-term and longer-term goals and identify what you need in order to achieve those goals.
- Think about how your mentor can help you achieve those goals.
- Prepare a short autobiography to share with your mentor.
- Do not expect your mentor to fulfill every mentoring need! ***You will need multiple mentors between now and your T&P decision.***



I Want My Mentor to Help Me...

- Network
- Gain a realistic perspective of the academic workplace
- Gain knowledge of the unwritten “do’s and don’ts”
- Balance work & other responsibilities
- Set priorities
- Challenge me to achieve new goals and explore alternatives



I Want My Mentor to Help Me...

- Develop a plan for promotion and/or tenure
- Facilitate opportunities for advancement
- Critique my proposals
- Invite me to lectures, talks, and presentations



Get to Know the Players

- Ask to be introduced to administrators and staff in your program/college and at the university level (accounting, purchasing, research centers, University Research) who can assist you with administrative tasks and paperwork.
- Ask about services available from University Research (workshops, proposal preparation assistance, Breeze Bulletin).



Get to Know the Players

- Inquire about the most effective manner to communicate with these people/circumstances under which it is appropriate to do so.
- Inquire about your mentor's own educational and career choices and goals.
- What is important to your mentor (research interests, family, etc.)?
- Explore opportunities for collaboration with your mentor now and in the future.



Questions to Ask Your Mentor!

- Which subfields are expanding or contracting in my field?
- How do people in my field find out about, get nominated for, and win grants, awards, and prizes?
- What are the leading journals in the field?
- Have any colleagues published there?
- How should co-authorship be handled? Who can bring a submission to the attention of the editors?



More Good Questions to Ask

- What organizations are important to join?
- What conferences should one attend?
- How does one get on the program?
- What is the best way to get feedback on a paper?



More Good Questions to Ask

- How are assistantships assigned?
- What parts of a contract are negotiable?
- What funds are available from the program /college/university? (Start-up, GAs, travel/conference, equipment funds)



More Good Questions

- What are appropriate/accepted ways to raise concerns, issues and problems (verbally? by memo?) and with whom?
- What are the policies concerning maternity leave, family leave or personal leave?
- What are the college's formal and informal criteria for tenure and promotion?
- Who can clarify the T&P criteria?



Other Questions

- Who sits on the various T&P committees?
- Who can effectively support a T&P nomination?
- What does a T&P dossier look like?
- How does one build a dossier?
- How does one balance teaching, research, service?
- How does one say "no"?
- When is it okay to say "no"?
- What are the criteria for teaching excellence?
- How is teaching evaluated?



At Your First Meeting

- Set a clear structure for the relationship at the beginning.
- Discuss expectations and time commitments; renegotiate as needed.
- Have a plan for your meeting; at the end review progress based on your agenda and solicit ideas about what to discuss in your next meeting.
- Don't be uncomfortable with the imbalance of power; remember they volunteered to do this!
- Your mentor will benefit from this experience so you are not beholden to them; you will be able to give back yourself some day.



Stay on Track with Your Mentor

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



Qualities of a Good Mentor

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

Research shows mentoring generates support through community...



Mentoring Resources

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



Questions?

For more information on the COES Mentoring Program, please contact the OWISE Office (advance@latech.edu) or visit the website at:

<http://www.advance.latech.edu>



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