

Benefits of being a Mentee

- Informal, “off-the-record” feedback
- Having a safe sounding board
- Access to formal & informal networks of communication
- Advice in defining and achieving career goals
- Advice on scholarship and teaching
- Advice on balancing teaching, research, committee work and other responsibilities
- Advice on work-life balance challenges
- Advice on conflict resolution
- Individual recognition & encouragement
- Gaining knowledge of procedures and inside information about the program/department, college, university
- Gaining an understanding of the “culture” of the institution
- Gaining knowledge of the informal and formal rules for tenure & promotion
- Having a spokesperson or advocate
- Reduction of stress
- Gaining knowledge about the local community
- Feeling welcomed and valued as a member of the Tech community



Mentoring Resources

The University of Rhode Island ADVANCE Faculty Mentor Program. This brochure is adapted from:
http://www.uri.edu/advance/faculty_development/mentor_training_program.html

Cartwright, D.G., 2008. Mentorship in Academia. Teaching Support Centre. The University of Western Ontario., Teaching Support Centre.
www.uwo.ca/tsc/purpleguides.html

Papers and Articles Available Online About Mentoring: www.mentors.ca/mentorpapers.html

University of Toronto's Women's Mentoring Program:
<http://statuswomen.utoronto.ca/mentoring.htm>

Luna, G., & Cullen, D. L. (1995). Empowering the faculty: Mentoring redirected and renewed. ASHE-ERIC Higher Education Report No. 3, Washington, DC: The George Washington University, Graduate School of Education and Development.

Rice, R. E., Sorcinelli, M.D., & Austin, A. E. (2000). Heeding new voices: Academic careers for a new generation. Retrieved May 23, 2007 from
http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/29/c9/b0.pdf

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The logo for the ADVANCE ING FACULTY PROGRAM. The word "ADVANCE" is in large, bold, white letters on a dark green background. To its right, "ING" is in smaller white letters. Below "ADVANCE" is a horizontal line, and below that line, "FACULTY PROGRAM" is written in white capital letters.

Faculty Mentoring: A Brief Overview for Mentees



Office for Women in Science and Engineering

www.advance.latech.edu
www.latech.edu/coes/owise

Mentoring Program

The ADVANCEING Faculty Program & OWISE office are available to offer guidance, materials, and assist with mentor matching and other issues related to mentoring throughout your career.

Visit our website at:

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

or contact us at:

(318) 257-2101 or advance@latech.edu.

Prioritize your needs

Before the first meeting with your mentor, consider your immediate, short term, and longer term goals. Discuss your goals and what you need to achieve those goals. How can your mentor help you achieve these goals? Prepare a short "autobiography" to share with your mentor.

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
- 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). Inquire about the most effective manner to communicate with these people and the circumstances under which it would be 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.



Stay on track with your mentor

- Set up regularly scheduled meetings.
- Establish an agreed upon time and frequency.
- Communicate regularly with your mentor to assure that your needs are met.
- Do not let too much time go by without seeing your mentor.
- Keep the relationship active.
- Be prepared for meetings and remain focused on your needs during each meeting.
- Keep track of your scholarly activities in teaching and learning, research, and service or outreach.

Issues of interest

- 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?
- 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?
- How are assistantships assigned?
- What parts of a contract are negotiable?
- What are appropriate/accepted ways to raise concerns, issues and problems (e.g., verbally or by memo) & with whom?
- What are the policies concerning maternity, family or personal leave?
- What are the college's formal and informal criteria for tenure and promotion? Who can clarify these criteria? Who sits on the relevant committees? Who can effectively support a nomination? What does a tenure and promotion dossier look like? How does one build a dossier?
- How does one balance teaching, research, and service?
- How does one say "no"? When is it okay to say "no"?
- What funds are available from the program/college/university? (Start-up funds, graduate scholarships, travel/conference, small equipment funds, etc.)
- What criteria are used for teaching excellence? How is teaching evaluated?