

Qualities of a Great Mentoring Program

- Visible, overt, regular communication from leadership that good mentoring is a priority
- Formal program management
- Multiple mentors, one outside department, until tenure & promotion decision
- Provision for training of mentors
- Provision for training of mentees
- Opportunities for mentees to network & meet as a group
- Opportunities to check on success of mentoring relationships for every mentee, and reassign or augment, etc., as needed
- Evaluation of program as a whole on a regular basis
- Provision of formal recognition, acknowledgment, awards, etc., for mentoring



Benefits to the Institution

- Contributes to recruitment success
- Increases commitment, productivity and satisfaction of new faculty
- Minimizes attrition
- Encourages cooperation and cohesiveness for those involved in the program
- Develops faculty, enabling them to make full use of their knowledge and skills
- Contributes to the general stability and health of the institution
- Facilitates the development of future organizational leadership

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 this, "FACULTY PROGRAM" is written in white on a dark green background.

Faculty Mentoring: A Brief Overview for Mentors



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 mentoring.

Visit our website at:

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

or contact us at:

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

Qualities of a Good Mentor

Be available

Stay in contact with your mentee. Be prepared to spend time discussing University affairs, reading proposals and 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.

Listen and ask questions

Remember that in-depth listening includes suspending judgment, listening for understanding, and providing an accepting and supportive atmosphere. Ask powerful questions that are challenging in a friendly way and help your mentee talk about what is important to her/him.

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.

Be an advocate

Advocate in support of your mentee with regard to space, students, funds, etc. Treat all dealings and discussions in confidence; provide supportive guidance and constructive criticism. Maintain and respect privacy, honesty and 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.



Goals for the Mentor

Short Term Goals

- Familiarize your mentee with the University, administrative systems, and division heads. Know campus resources and where to direct your mentee for questions you cannot answer.
- Help your mentee establish priorities and budget time for research, publications, teaching, and service on committees.
- Direct your mentee to sources of research and faculty development funds and sources of support in proposal writing.

Long Term Goals

- Advise on criteria for promotion and tenure — make your mentee aware of expectations in scholarship, teaching and graduate supervision.
- Discuss what progress might be expected of your mentee/ where their professional profile should be in 3 years.

Benefits for the Mentor

- Enable 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
- Increased stimulation from bright and creative new colleagues

Other Guidelines

- Evaluate what you have to offer, your strengths and weaknesses. Set a clear structure for the relationship at the beginning. Discuss expectations and time commitments; renegotiate as needed. Do not expect to fulfill every mentoring function yourself.
- To 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.
- Mentor because you enjoy it and think it is the right thing to do. Demonstrate enthusiasm and motivation for mentoring.
- Be sure to give constructive criticism as well as praise. Give suggestions for improvement privately.
- “Talkup” your mentee’s accomplishments, when appropriate, to other colleagues.
- Help your mentee learn about institutional support s/he should seek for career development (funds to attend conferences & workshops, release time for projects, etc.).
- Make a list of what you would have wanted to know when you were in the position of your mentee.
- Plan for the next meeting before you depart from each meeting. Review your progress based on your agenda, solicit ideas about what to discuss in your next meeting.