

- How does one establish an appropriate balance between teaching, research, and committee work? How does one say "no"? When is it okay to say "no"?
- What funds are available from the department/University? Start-up funds, graduate scholarships, travel / conference, small equipment funds, etc.
- What should the professional profile be after 3 years?
- What criteria are used for teaching excellence, how is teaching evaluated, and what is a teaching dossier?
- What are the grading guidelines for

Benefits for the 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 and encouragement
- Gaining knowledge of procedures and inside information about the 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, if needed
- Reduction of stress (psychosocial support)
- Gaining knowledge about the local community
- Feeling welcomed and valued as a member of the URI community

A Few Other Faculty Mentoring Resources

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://status-women.utoronto.ca/mentoring.htm>

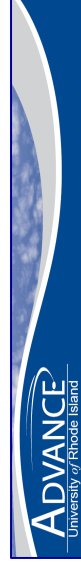
Luna, G., & Cullen, D. L. (1995). Empowering the faculty: Mentoring redirected and renewed. ASHE-ERIC Higher Education Report No. 3, Washington, DC: The George Washington University, Graduate School of Education and Development.

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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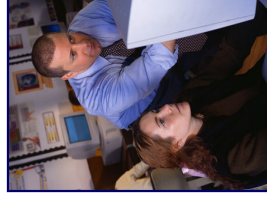
ADVANCE
RESOURCE CENTER

Revised 8-08
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Faculty Mentoring: A Brief Overview for Mentees



ADVANCE
RESOURCE CENTER

Guidelines for Mentees

It is the practice of the University to assign mentors to all incoming faculty prior to the start of their first semester at the institution. Contact your department chair if you have not been made aware of your mentor. Be aware, as well, that the ADVANCE Resource Center is available to offer guidance and materials to new faculty and to assist with mentor matching and other issues related to mentoring throughout the early career years. Visit our website at www.uri.edu/advance or feel free to contact us at 874-9422 or advance1@etal.uri.edu.

Prioritize your needs

Prior to your first meeting with your mentor, consider your short term, immediate, and longer-term goals. How can your mentor help you achieve these goals? Prepare a brief “autobiography” to share with your mentor and discuss your vision or life goals. Bearing in mind the vision of your first few years at the institution, focus on what you need to get started. The following list is intended to get you thinking. Not all of these apply to everyone.

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 and other responsibilities and set priorities
- Challenge myself to achieve new goals and explore alternatives
- Develop a plan for promotion and tenure
- Facilitate opportunities for advancement
- Critique my proposals
- Invite me to lectures, talks, presentations

Set up regularly scheduled meetings with your mentor. Establish a mutually agreed upon time and frequency. Communicate regularly with your mentor to assure that your needs are met and to extend consideration to your mentor of

Get to know the players

Ask about the Instructional Development Program and course planning workshops. Ask to be introduced to the administrators in your department or college (fiscal clerks, scientific research grant assistants, business managers, and other specialists) who can assist you with the maze of administrative tasks and paperwork necessary to life on campus. If you have extensive purchasing requirements (building equipment or setting up a lab or other facility), ask to be introduced to the Director of Purchasing. Ask about the services available in the Research Office (workshops, proposal preparation assistance, RFP notification listserv).

If you are coming to campus with grants in hand, ask to be introduced to the accountant who will oversee the spending of your money in the Contract and Grant Accounting Office. This is a critical connection as it is the duty of Grant Accounting to assure adherence to state procedures and federal laws with which you will likely be unfamiliar.

Ask about the important people in your department, discipline, college, institution. Inquire of the most effective manner in which to communicate with them and the circumstances under which it would be appropriate to do so.

Be sure to inquire about your mentor’s own educational and career choices and goals. Find out about the things that are important to your mentor, such as research interests, family, etc.. Explore opportunities for collaboration with your mentor either now or in the future.

Stay on track

Do not let too much time go by without seeing your mentor. Keep the relationship active. Try to be focused about your needs during for each meeting. While your mentor has considerable resources to share with you, s/he also has a tight time schedule. Keep track of your scholarly activities in teaching and learning (attendance at training workshops), research, and service or outreach.

Issues to Consider

The following are issues typical, though not all inclusive, of the type that may be of consideration to a new faculty member:

- Which subfields are expanding or contracting in my field?
- How do people in the 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 the most important to join, what conferences are the ones to attend? How does one get on the program?
- What is the best way of getting feedback on a paper?
- How are student assistantships assigned?
- What aspects of a contract are negotiable?
- What are the appropriate and accepted ways to raise different kinds of concerns, issues and problems (e.g., verbally or by memo) and with whom?
- What are the policies concerning maternity, family or personal leaves?
- How genuinely supportive is the department regarding work-life balance issues?
- Which professors or administrators have contacts at places with appropriate openings for spouses/partners?
- What are the department’s formal and informal criteria for promotion and tenure? Who can clarify these criteria? How does one build a tenure-file? Who sits on the relevant committees? Who can effectively support a nomination?

