

Qualities of a Great Mentoring Program

- Visible, overt, regular communication from leadership that good mentoring is a department priority
- Formal program management
- Thoughtful mentor matching at hire, and prior to arrival on campus
- Multiple mentors, one outside department, until tenure & promotion decision
- Provision for training of mentors
- Provision for training of junior faculty (mentees)
- Opportunities for junior faculty to network & meet as a group
- Opportunities to check on success of mentoring relationships for every junior faculty, and re-assign 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

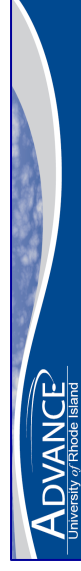
A Few Other Faculty Mentoring Resources

- 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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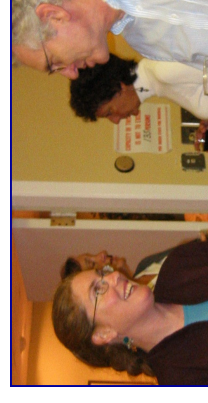
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Faculty Mentoring: A Brief Overview for Mentors



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Qualities of a Good Mentor

Be available. The mentor must be available to the new faculty member, must keep in contact, and be prepared to spend time discussing University affairs, reading proposals and papers, and reviewing the new faculty member's progress. Take the initiative to make the call to arrange for your first and subsequent meetings with your mentee. Come to a mutually agreed upon frequency and/or reason for meeting. Set a regular schedule for meeting. If the times are established at the outset, this will help the new colleague to overcome the fear of "bothering" the mentor.

Listen and ask questions. These are two essential skills for successful mentoring. In-depth listening includes: suspending judgment, listening for understanding and providing an accepting and supportive atmosphere. Ask powerful questions, both those that are challenging in a friendly way and those that help your mentee talk about what is important to her/him.

Be plugged in. As a mentor, help establish a professional network for the new faculty member. Make introductions to colleagues, and identify other possible mentors. Ensure that the new faculty member is included in formal and informal information flow in the department, college, university, and professional community. Introduce your mentee to administrators whose assistance is critical. Help make contacts for outreach.

Be an advocate. The mentor should be prepared to advocate in support of the new faculty member with regard to space, students, funds, etc. The mentor should treat all dealings and discussions in confidence, providing 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."

Violating these values can negatively impact the mentoring relationship. Make these boundaries very clear at the beginning of the mentoring relationship.

Goals for the Mentor

Short Term Goals

- Familiarization with the University, administrative systems and division heads. Know campus resources and where to direct your mentee for questions you cannot answer.
- Ensure initial provisions are in place—hiring paperwork processed, office and lab set up, etc.
- Establishing priorities — help mentee with budgeting time, setting up a lab, publications, teaching, committees.
- Direct to sources of research & faculty development funds and support in proposal writing.

Long Term Goals

- Advice on criteria for promotion and tenure — make mentee aware of the expectations in various categories (scholarship, teaching, graduate supervision).
- Discuss what progress might be expected during the first 3 years.
- Discuss where the professional profile should be after 3 years.

Benefits for the Mentor

- Satisfaction in enabling new faculty to begin their careers with a sense of direction
- Satisfaction in assisting in the development of a colleague
- Satisfaction of contributing to overall institutional climate change
- Provides opportunities for new research & scholarly collaborations
- Respect and recognition from others in the university as an individual who has the ability to identify, encourage and promote other colleagues

- Increases stimulation from bright and creative new colleagues

Other Guidelines

- Evaluate what you can offer to mentee. Acknowledge your strengths and weaknesses. Set a clear structure for the relationship at the beginning. Discuss expectations. Discuss time commitments. Renegotiate these time commitments as needed. Do not expect yourself to fulfill every mentoring function.
- The mentee may feel uncomfortable with the imbalance of power in the mentor/mentee relationship. Tell her or him how much you get out of the relationship, 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.
- "Talk-up" your mentee's accomplishments when appropriate to other colleagues.
- Help your mentee learn what kinds of institutional support s/he should seek for career development, such as funds to attend conferences, workshops and/or release time for special projects.
- Make a list of the things that you would have wanted to know when you were in the position of the person you will be mentoring.
- Plan for the next meeting before you depart from each meeting. Review your progress based on your agenda and solicit ideas about what might be discussed in your next meeting.
- Establish expectations regarding the duration of the relationship; 3 years, until tenure is achieved, or undecided.

