Mentee Workshop*

Dr. Jenna P. Carpenter
College of Engineering & Science
Louisiana Tech University

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Top 10 Things that New 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/research 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)
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...
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
• An advocate to promote recognition & advancement
• Reduce stress
• Gain knowledge about local community
• Feel welcomed & valued as member of campus 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.
Get Your Mentor to Help You...

• 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
Ask Your Mentor to help you...

- Develop a plan for promotion and/or tenure
- Facilitate opportunities for advancement
- Critique your proposals
- Invite you to lectures, talks, and presentations
Get to Know the Players

• Ask to be introduced to administrators and staff in your department/college and at the university level (accounting, purchasing, research centers, university research/grants office) who can assist you with administrative tasks and paperwork.

• Ask about services available from your university (workshops, proposal preparation assistance, information on funding opportunities, etc.).
Get to Know the Players

• 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.
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?
• 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)
Still 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, and 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.
• At the end of each meeting, 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 have volunteered to do this!
• Your mentor will benefit from this experience, too, so you should not feel beholden to them; you will have an opportunity 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?

jenna@latech.edu

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References