Mentor Workshop*

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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: a 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 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
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

Increased stimulation from bright and creative new colleagues
Before You Start

• Evaluate what you have to offer, your strengths and weaknesses.
• Mentor because you enjoy it and think it is the right thing to do.
• Be enthusiastic and motivated about mentoring.
• Make a list of what you would have wanted to know when you were in the position of your mentee.
• Do not expect to fulfill every mentoring function yourself.
Get to Know Your Mentee

• Inquire about your mentee’s educational and career choices and goals.

• Find out what is important to your mentee (research interests, family, etc.).

• Explore opportunities for collaboration with your mentee now and in the future.
At Your First Meeting

• Set a clear structure for the relationship at the beginning.
• Discuss expectations and time commitments; renegotiate as needed.
• Before you depart from each meeting, review your progress based on your agenda and solicit ideas about what to discuss in your next meeting.
• 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.
Stay on Track with Your Mentee

• **Set up regularly scheduled meetings.**
• Establish an agreed upon time/frequency.
• Communicate regularly with your mentee to assure their needs are met.
• Don’t let too much time go by without seeing your mentee.
• Be prepared for meetings; remain focused on their needs during each meeting.
• Keep track of their scholarly activities in teaching, research, and service/outreach.
Other Guidelines

• Help your mentee learn about institutional support s/he should seek for career development (funds to attend conferences & workshops, release time for projects, etc.).
• 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.
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...
Qualities of a Good Mentor

• Be available.

• Listen and ask questions.

• Be plugged in.

• Be an advocate.

Research shows mentoring generates support through community...
Qualities of a Good Mentor

1. Be available.

- Stay in contact with your mentee.
- Be prepared to spend time discussing University affairs, reading proposals/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.
Qualities of a Good Mentor

2. Listen and ask questions.

In-depth listening includes:

• suspending judgment
• listening for understanding
• providing an accepting and supportive atmosphere

Powerful questions are:

• challenging in a friendly way
• help your mentee talk about what is important to her/him
Qualities of a Good Mentor

3. 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.
Qualities of a Good Mentor

4. Be an advocate.

• Advocate in support of your mentee (space, students, funds).
• Treat all dealings/discussions in confidence.
• Provide supportive guidance and constructive criticism.
• Maintain and respect privacy, honesty, 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.
Mentoring Resources

- Faculty Mentor Self-Assessment
- 10 Mentoring Best Practices
- Best Practices in Mentoring from UTEP
- Mentee Needs Assessment
Questions?

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