



FACULTY MENTORING

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Mentoring in SEAS

- Major growth and transformation in SEAS
- ~35 professors hired in the past 4 years
 - Nine in my department (CS) = 50% of faculty
- Nearly all the hires are junior TT
- Need for effective mentoring was clear
- A mentoring system/guidelines in Dec. 2009



Mentoring Goals

1. Developing Awareness
2. Career Advancement
3. Career Management
4. Feedback and Encouragement
5. Mentors as Go-to Resources

Developing Awareness

- Of resources and opportunities in/externally
- Of policies, procedures, practices, expectations
- Overall culture in dept/school/university



Career Advancement

- Setting goals and developing ways to meet them
- Developing a professional network
- Identifying ways for professional engagement
- Helping achieve prominence in the profession



Career Management

- Sorting priorities
- Balancing between competing demands
- Multitasking skills
- Time management skills (if needed)

Feedback and Encouragement

- Mentor provides regular feedback to mentee on research, teaching, and general progress
- Mentor as a cheerleader
- Mentor as a safe shoulder to cry on



Go-to Resources

- The mentors should be trustworthy resources for mentees to go to for
 - guidance,
 - questions,
 - input,
 - sounding off ideas
 - Etc ...



Responsibilities of the Mentees

- Seeking help, advice, feedback, ... and being receptive
- Keeping mentors informed about their progress, accomplishments, problems, concerns, ...
- Seeking mentors' advice on annual report
- Respect for mentors' time

Important Principles

- Separation of the development role and the evaluation role
 - Mentor not an evaluator until tenure time
- Respecting mentee's independence
- Guarding confidentiality of mentor-mentee communications

Mentoring as an Ecology

- A university should be a mentoring network
 - Senior faculty should help all junior faculty
 - Chairs/Deans as mentors at large
 - Depts/schools should provide help on writing winning research proposals
 - University level faculty development – orientations, TLC, ...
- When needed, external mentors can be exceptionally helpful

Results

- Young faculty fully engaged
- Young faculty highly productive in research
 - Publications
 - Grants, including NSF Career Awards
- Curricular development
- Even faculty hiring/recruiting
- High retention rate
- **Mentoring makes a difference!**