

## NOTES ON MENTORING

- ❑ Importance of mentoring for retention comes out in the faculty senate minutes from the University of Montevallo. The effect of mentoring for retention and tenure is likely to be especially important at CNU as the University increases scholarship standards.
- ❑ Short-Term Goals of Mentoring
  - Familiarization with the University environment (campus, governance, etc). (UCSD)
  - Introduction to colleagues. (UCSD)
  - List of the right person to call for various needs. (Olmstead, Univ. of Washington)
  - Add new member's name to appropriate distribution lists. (Olmstead)
  - Nominate new member for invited talks at conferences. (Olmstead)
  - Invite senior people in new member's specialty to give colloquium at CNU. (Olmstead)
  - Provide list of department teaching policies. (Olmstead)
  - Provide assistance in limiting new preparations. (Olmstead)
  - Facilitate access to non-academic resources. (Olmstead)
  - Develop awareness of important policies and procedures. (UCSD)
  - Constructive criticism and encouragement.
  - Help in prioritizing time (teaching, service, research). (UCSD)
  - ***Because Olmstead is a chair her approach to mentoring includes things not included in the UCSD guidelines.***
- ❑ Long-Term Goals of Mentoring
  - Develop visibility and prominence within the profession. (UCSD)
  - Achieve career advancement. (UCSD)
- ❑ Characteristics of mentors & Mentoring Programs
  - Mentor should play no evaluative role nor provide written or verbal assessments to chairs, deans, or other administrators. (Eastern Conn. State University)
  - . . . (M)entors should serve as sources of information and as advocates for the new faculty member. (Olmstead)
  - Mentors should be accessible. (UCSD)

- A change in mentors should be possible without prejudice or fault. (New faculty member or mentor should be able to request a change.) (UCSD)
- Mentor should be able to provide advice on teaching. (Beans' article in Monitor Online, APA publication).
- Mentors from a different department or school may be able to provide advice that is free of political considerations that sometimes occur in departments.) (Bean)
- Formal mentoring relationship lasts one year. (Eastern).
- Faculty mentoring relationship lasts at least two years. (UCSD)
- Assigning of Mentors
  - At Eastern Connecticut State mentors are assigned by the Director of the Center for Educational Excellence. Mentors are assigned in response to a request from the new faculty member.
  - At UCSD the department chair assigns the mentor.
  - At UCSD the mentor is expected to contact the new faculty member prior to his or her arrival at the University.