

Introduction

Mentoring is a critical component of professional development for lecturers, junior faculty and for faculty pursuing advancement beyond tenure to full professor. Mentoring is a multi-faceted endeavor that encompasses the proffering of information, advice, support, encouragement, honest feedback, problem-solving, referrals, networking opportunities, and advocacy. Faculty members need mentoring to do their job most effectively, but what each individual needs varies with the person and his or her circumstances during his or her professional career. Not every mentor will provide all possible benefits, and not every protégé needs them from one person.

Definition of mentoring relationships and skills

The Department defines a traditional mentor as an experienced colleague who guides, advises, and supports less experienced protégés for the purpose of furthering their careers. The Department also recognizes other mentoring relationships, such as, peer mentors who are at similar stages in their careers, and e-mentors who provide on-going or occasional support through structured or informal electronic communication.

Good mentoring is demonstrated by actively listening to facilitate the protégé's own problem-solving abilities, offering encouragement in professional matters, and suggesting strategies for dealing with departmental, college, and university requirements. The Department realizes that mentors may be colleagues from the Department or beyond the Department, either from other departments or colleges in the university. Mentoring skills for lecturers and junior faculty will differ from those needed for faculty preparing for full professorship. For lecturers and junior faculty, mentors should provide protection from undue service, give direction with research, offer sponsorship for desirable projects, serve as a role model, offer constructive critique of mentee's academic work and teaching, and provide academic counseling, if appropriate. In addition to serving as a role model and providing constructive critique, mentors for faculty preparing for promotion to full professor should provide guidance on assuming and balancing opportunities for service and leadership at the university and national levels, provide guidance in the mentee's negotiation of university structures in administrative duties, offer feedback on research directions appropriate to maintaining productivity, and provide insights into the expectations for full professors, which vary greatly across departments. Mentors and protégés at all levels of career development should be aware of and sensitive to the needs of a diverse faculty.

Needs of lecturers and junior faculty that mentors should address

Mentors should address the needs of lecturers by explaining the review process for advancement and by helping lecturers collect and prepare the appropriate documents for that review process. Mentors for junior faculty should help them understand how to successfully pass third year reviews, get tenure, as well as how to develop their skills as researchers, teachers, and

department citizens. Mentors for lecturers and junior faculty should introduce their protégés to the campus environment and academic governance and encourage their participation, as appropriate. They should give their junior colleagues an explanation of the unwritten rules of and means for navigating departmental culture. Mentors should recognize their protégé's need to gain collegial support, the acceptance of students and recognition in their field. Lastly, mentors should be aware that their protégés may have needs related to dual careers and/or personal adjustments.

Types of activities that mentors may engage in with lecturers and junior faculty

Mentors should meet with their protégés, visit their classes, consult about syllabi, read articles or project proposals, take a proactive role in calling attention to scholarly activities in the field such as conferences and publishing opportunities, and provide advice when requested. It is desirable for the mentor to review the protégé's CV, especially at the time of reviews, and to review the mentee's annual review/evaluation narrative, and discuss the mentee's accomplishments and possible improvements with him/her. At the time of third year and tenure review for junior faculty, the mentor should also read the mentee's professional statements and review/read their third year/tenure file and monitor progress towards meeting the guidelines for third-year review, promotion and tenure. Mentors and their protégés may also choose to co-teach a class, co-write articles, conduct classroom research together, create a protégé catalog (past accomplishments, ongoing projects, and planned projects), work on balance between time invested in teaching and research, and work on self-help for task management and stress reduction.

Needs of associate faculty that mentors should address

Faculty members at the associate level do not have a timeline to help them in preparing for promotion to full professor. In addition, they may not have many senior colleagues in the department to guide them. Thus, associate faculty members need encouragement to find traditional mentors beyond the department and/or peer-mentors or e-mentors that can provide additional insights into their career advancement. Associate professors are asked to assume a greater role in service and leadership at the local and national levels while maintaining an active research agenda. They need advice on how to balance the immediate needs and satisfaction of providing leadership and service with the more long-term demands of pursuing scholarship based on previous work or on new areas of research. Opportunities in teaching, research or service that were not possible during the years of pre-tenure may present themselves and faculty members may need help deciding which avenues to follow and the consequences of their decisions.

Types of activities that mentors may engage in with associate faculty

Most of the activities listed in the junior faculty section can be equally helpful to associate faculty. However, at a minimum mentors should regularly review their colleague's CVs and discuss the balance between service, teaching and research. Mentors may be helpful in providing information on negotiating the structures and politics of the university to mentees who take on administrative positions, such as undergraduate or graduate director or program director. Mentors may also be aware of leadership or funding opportunities that could be helpful to

associate faculty. Senior colleagues can provide feedback about the faculty member's progress in the areas needed for promotion.

Administration of mentoring relationships

The chair or associate chair will be responsible for facilitating appropriate mentoring relationships for lecturers and junior faculty in the fall of their first semester at UNM and in the fall following promotion for associate faculty. The chair or associate chair will maintain regular contact with mentors and their mentees. The chair will evaluate mentor/ protégé relationships, serve as mediator as needed, and facilitate switching to another mentor if the initial match is not working. The chair will ensure that all mentees are receiving proper support.

Adapted from: Brainard, S.G., Harkus, D.A. and George, M.R.(1998), A curriculum for training mentors and mentees: Guide for administrators. Seattle, WA: Women in Engineering Initiative, WEPAN Western Regional Center, University of Washington.

"Mentoring of Faculty: Principles and Practices at Duke University." March 7, 2006.

Ragens, B.R. and Kram, K.E. (2007),The Handbook of Mentoring at Work: Theory, Research and Practice. Los Angeles, CA: Sage.