

# University Women's Professional Advancement Second Mentor Program

## A Guide for Mentors and Mentees

### Expectations for Mentors

- Keep in regular contact with your mentee, a minimum of once per month. At least one of these should be a face-to-face meeting. Take the initiative in the relationship. Invite your mentee to meet, suggest topics to discuss, and ask what your mentee's needs are. Encourage her to contact you with questions or issues she would like to discuss.
- Recognize and evaluate what you can offer a mentee, keeping in mind that you should not expect yourself to fulfill every mentoring function. Clarify expectations about the extent to which you will offer guidance concerning personal as well as professional issues.
- Be considerate of your mentee's time. Respond to messages promptly and be on time for meetings. Be explicit about your own needs and limits (times you wish not to be disturbed, whether you would like to be contacted at home, via email, etc.).
- Keep the content of discussions within the mentorship confidential.
- Participate in UWPA 2<sup>nd</sup> Mentor Program functions.

### Expectations for Mentees

- Keep in regular contact with mentor, a minimum of once per month. At least one of these should be a face-to-face meeting.
- Show appreciation for the time and assistance given to you by your mentor. Mentors need encouragement too.
- Evaluate your needs and communicate with your mentor about your expectations as a mentee. Share your plans with your mentor and ask for advice. Do not assume that advice will be offered if it is not solicited. Be as specific as possible when asking for advice.
- Be considerate of your mentor's time. Respond to messages promptly and be on time for meetings.
- Keep the content of discussions within the mentorship confidential.
- Participate in UWPA 2<sup>nd</sup> Mentor Program functions.

## Questions to Get the Mentorship Started

### **Mentorship:**

- What is your teaching/research schedule like? When are you available to meet? What are your time constraints?
- Will you help me evaluate my short and long term academic goals?
- Could we plan to email or meet each other regularly?

### **Teaching:**

- How do I order texts for my classes? Should I worry about textbook cost?
- Are there guidelines for grading? Should I worry about the GPA in my classes?
- What teaching documents should I retain for my personnel file?
- What resources are available at SIUC to enhance my teaching skills?
- How should my teaching be evaluated and by whom?
- What student services are available?
- How much out of classroom teaching should I take on?

### **Service and Collegiality:**

- How much time should I spend advising students?
- How much committee work should I expect in my department? Campus-wide?
- How much time should I expect to spend on committee work?
- How important is service work outside of the university? How much paper and proposal reviewing is reasonable?
- How visible must one be in the department/team? Can I work at home?
- How should I raise concerns, issues, and problems?
- Can I say no to service requests?

### **Student Issues:**

- How do I identify good students and problem students?
- How do I deal with unruly students?
- How aggressive should I be in recruiting students to the major or program? How do I promote students/programs to the rest of the community?
- What should I keep in my files about my students?

### **Review Procedures:**

- How long is my appointment? When will I come up for review? What sort of review? What is the process (who, what is looked for, how will I hear about it, etc.)?
- What are the department's formal and informal criteria for promotion and tenure? Who can clarify these criteria? Who sits on relevant committees?
- How does one build a tenure file?
- What and where are the guidelines for tenure and promotion?
- How should I go about finding people to write references for me? How many will I need? From where?
- What information is important in my vitae? Should I send copies of congratulatory letters to my department chair?
- How can I get feedback on my performance? How do I interpret my annual review letter?
- How do I talk to my chair about my questions or concerns?

### **Resources and Research:**

- What resources to support research are available to me as faculty?
- How important are grants? Where can I find intramural and extramural funding?
- Who can help me in writing proposals, grants, or budgets?
- What conferences should I attend? Must I present to receive funding?
- How much professional travel is allowed, expected, or demanded?
- Is it better to participate in large conferences or smaller workshops?
- What travel funds are available? Who should I ask about travel funds?
- How else can I gain the type of exposure necessary for good tenure letters?
- Should I give talks at other universities/institutions/industrial sites? How often? Where? How important is this? How do I get invited to give such talks?
- What library resources are there? How do I get the library to purchase materials?
- How do I find out about and get nominated for fellowships, grants, and awards?

### **Publication:**

- Where should I publish? What should I publish? How much/often?
- What is the best way of getting feedback on my work—to circulate pre-publication drafts widely or to show drafts to a few colleagues?
- What relative weight is given to different forms of scholarship and publication?
- Should I write/edit a book? Publish in refereed journals, edited collections?
- May a paper presented at a workshop or conference be submitted to another conference? May it be published in a journal?
- Is it worthwhile to send published reports to colleagues elsewhere?
- Should I give talks within my department or at campus colloquia? How often?
- Should I continue to work with my mentor from graduate school?

**Personal issues:**

- What policies are there for family and personal leave?
- If I want to have children before I earn tenure should I share my plans with my chair?
- What programs/assistance does the University provide for childcare?
- What if I get sick or my child/parent gets sick?
- How are merit raises determined?
- How do you balance family and career?

**Adapted from Sources:**

*University of Wisconsin Madison:*

<http://provost.wisc.edu/women/roles.html>

*Marquette University Faculty Mentoring:*

<http://www.marquette.edu/fmp/expectations.shtml>

*University of Wisconsin Superior:*

[www.uwsa.edu/opid/facdev/res/.../UW-S\\_Guide\\_for Mentors.doc](http://www.uwsa.edu/opid/facdev/res/.../UW-S_Guide_for_Mentors.doc)