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What is Mentoring?

- Mentoring is advising, guiding, and role modeling.

- Mentors focus on a mentee's achievements and areas for growth through a one-on-one relationship that is non-threatening and non-judgmental.

- It is a relationship that changes over time as each grows and gains experiences.

- Mentoring is a tool that allows the transfer of experience, knowledge and history through your institution or organization.

Tips on Being a Mentor[1]

- Don't be afraid to be a mentor.

- Remember you do not have to demonstrate every possible faculty role to be an effective mentor – let your mentee know where you can be most helpful.

- Clarify expectations about how much time and guidance that you are prepared to offer.

- Let new faculty know if they are asking for too much or too little of your time.

- Be sure to give criticism, as well as praise, when warranted – be sure to suggest specific ideas for improvement in a private and non-threatening context.

[1] *Taken from: Sandler, B. 1993. Women as Mentors: Myths and Commandments. Chronicle of Higher Education.*

Tips on Being a Mentor, cont…

- Where appropriate, talk up your new faculty accomplishments to others in your department and institution as well as luncheons, conferences, or professional meetings.

- Include new faculty in informal activities whenever possible.

- Teach new faculty how to seek other career help whenever possible.

- Work within your institution to develop formal and informal mentoring programs and social networks.

- Be willing to provide support for people different from yourself.

Factors which may differentially impact women & members of racial minority groups

- Research or scholarly production and extension education programs in areas unfamiliar to tenured faculty; emerging fields which have not yet received stamp of approval by tradition or authority;

- Hidden workload given one's gender, race, ethnicity, and sexual orientation, disability (e.g., student advising, and committee assignments);

- Family obligations;

- Community expectations for service activities;

Factors which may differentially impact women & members of racial minority groups, cont…

- Cultural differences re: expectations for teaching, research and service;

- Increased financial pressures – less family help, more loans from graduate and undergraduate study;

- Decreased access to informal networks and gate keeping;

- The unconscious use by some faculty of different standards based on gender or ethnic assumptions (e.g., women who are outspoken are pushy where men are forthright;

Factors which may differentially impact women & members of racial minority groups, cont...

- Unwillingness of new faculty to state their needs for fear of being labeled as troublesome or uncooperative.

- The assumption that a woman or a minority represent all of their gender or all of their race.

- A greater pressure not to be a faculty member by friends & family.