



CFS GUIDELINES ON MENTORING Tenure-Line Faculty

"Mentor was the man Odysseus entrusted with the care and education of his infant son, Telemachus, as he was leaving Ithaca on what would be a 20-year absence to fight in and slowly return from the Trojan War. The role of mentor thus implies guiding the maturation and development of the person being "mentored."

From: *Guidelines for Mentors at NIH*
(<https://oir.nih.gov/sourcebook/mentoring-training/guidelines-mentors-nih>)

CFS recognizes that all newly-arrived and junior tenure line faculty are faced with the challenge of learning the expectations of their work environment. The department has therefore developed mentoring guidelines which we hope will not only help these faculty meet these challenges but thrive in their context.

The Role of Mentoring In CFS

The mentoring of new faculty is recognized as vital to CFS. As a junior or recently arrived member of the department, you were hired because of your performance and promise. CFS has a strong interest in seeing that you realize your full potential. We want to do whatever it takes to retain and advance you, both for your own interest as well as in that of the college community. Like other departments CFS has its own culture, a system with distinct structural features, role relations, informal system dynamics and environmental stresses and strains. You should not need to discover this culture and navigate in it all by yourself.

Rather than expecting you to achieve excellence entirely on your own, we have established a mentoring program. This program benefits everyone: as collegiality is practiced and productivity promoted, and as the education and training you bring with you are enhanced by the mentoring process, the entire Department and indeed College community is enriched and strengthened. Therefore, while participating in the department's mentoring process is optional, such participation is highly recommended.

Mentoring Of Junior and New Faculty¹

Research suggests that new faculty who have the help of a mentor perform better both as teachers, researchers, and trainers. This document describes two types of mentors: Department Mentors and Research Mentors. Department mentors share the cultural and performance expectations of the department, college, and university. Their mentoring also includes ensuring that the mentee is aware of rules and regulations, and prepares in a timely manner for the evaluative processes created by the department and university. Research Mentors provide more personalized guidance. Their mentoring involves or can involve guidance in the development of the new faculty member's research and professional career. The two types of mentor are not mutually exclusive; a mentor of one type may evolve into the other or become a combination of both.

Department Mentors

The Department Mentor provides a relatively formal mode of mentoring, one that focuses on socialization, or what might be called "learning the ropes." Junior or recently arrived faculty member of any rank should be aware, for example, that you have an obligation to keep yourself informed with regard to the requirements for promotion and/or tenure and your progress toward meeting those requirements. The person with overall responsibility for providing you with that information is the department Chair, but the more immediate responsibility falls to your Division Director. You will receive mentoring on these matters either directly from your Chair, Division Director or from a mentor appointed by your Director. Whether Chair, Division Director or an appointed mentor, the person responsible for your mentorship will be referred to as your Department Mentor.

Research Mentors

A qualified research mentor is someone who knows the research/training area well enough to advise the mentee with respect to advancing the mentee's professional career. With respect to providing guidance in research and professional career development, the procedures are less clear-cut than those for the Department Mentor because they involve more individualized considerations. And, while the Department Mentor can provide guidance and advice concerning who might be an appropriate Research Mentor, the selection and need for such a mentor is entirely at the discretion of the faculty member. Regardless of your decisions with respect to a Research Mentor, it is important to keep your Department Mentor informed of actions with respect to selection and subsequent progress with such a mentor throughout your career at CFS. If you have questions about this process, please consult with your Division Director or the Department Chair.

Department-Supported Mentorship Activities

As part of the mentorship program, the department will support the creation and execution of structured mentorship activities. Because mentorship and mentoring are valued by the department and lead to outcomes that are also valued, such activities will occur largely during work hours. Mentorship activities may include group meetings, trainings, tenure- or grant-writing workshops, and other events.

¹Adapted from <http://www.cas.usf.edu/facultyaffairs/mentoring/>

What Mentees Do

- Make sure that contacts (preferably through meetings) are maintained on a regular basis, such as once a month. Contact with the Department Mentor is particularly important during the first few months but many of the roles of the Department Mentor may be taken over by the Research Mentor as time goes by
- Ask the mentor for guidance and assistance whenever this is needed (see under: What Mentors Do)
- Let the mentor/Division Director or Department Chair know when a mentoring relationship needs to be modified, amplified, diminished or terminated
- Participate in as many relevant departmental, college, and university activities as possible

What Department Mentors Do

- Make sure that contacts (preferably through meetings) are maintained on a regular basis
- Try to be compassionate, caring, and mindful that these can be tough times for junior faculty members and recent arrivals
- Help the mentee make the transition to the Tampa Bay area
- Introduce the mentee to the larger academic community and its culture
- Advise the mentee on how to deal with the pressures and crises of professional life
- Suggest strategies for effective teaching
- Propose effective ways of interacting with students and colleagues
- Advise on tenure and promotion requirements and processes
- Advise on time allocation for research, teaching and service
- Provide advice on University and College policies
- Refer the mentee to other mentoring resources when needed
- Let the mentee know when a relationship needs to be modified, amplified, diminished or terminated
- Participate in as many relevant departmental, college, and university activities as possible

What Research Mentors Do

- All the above, as necessary (may involve coordination with the Department Mentor)
- Read and critique research proposals and papers
- Advise on submission of papers for publication
- Encourage the submission of papers for presentation at professional conferences
- Where appropriate include mentee in papers, manuscripts submitted for publication, and grants

Final Thoughts

The CFS Mentoring Program is aware of the history of racism and sexism in universities and is committed to principles and practices of equity. The program is also committed to ensuring the

general well-being of faculty. While the benefits from a mentoring relationship for the more junior members of the faculty are obvious, CFS recognizes that mid-career and even those in the later stages of their career may have a need for advice and information, and therefore encourages requests for mentorship from all levels. Mentees are also encouraged to seek outside resources. USF for example provides an ombuds program for faculty, staff and administration (see appendix for this and other resources).

APPENDIX

Examples of Resources for Mentees and Mentors

University of South Florida System Ombuds Office

<http://www.usf.edu/ombuds/ombuds-services/index.aspx>

Altman, I. (2017). *The Do's and Don'ts of Mentoring*.

<https://www.forbes.com/sites/ianaltman/2017/09/12/the-dos-and-donts-of-mentoring/#4723803f493c>

Georgetown University Medical Center-Office of Faculty & Academic Affairs

<https://ofaa.gumc.georgetown.edu/mentoring>

Johnson, W.B. (2016). *On Being a Mentor: A Guide for Higher Education Faculty*. New York:

Routledge. (earlier 2007 edition available through USF library)

National Institutes of Health. (2015). *Guidelines for Mentors at NIH*.

<https://oir.nih.gov/sourcebook/mentoring-training/guidelines-mentors-nih>

Mentor: The National Mentoring Partnership. (2017).

<http://www.mentoring.org/>

Minton-Eversole, T. (2010). *Mentoring: Make It Pay*.

<https://www.shrm.org/resourcesandtools/hr-topics/organizational-and-employee-development/pages/makementoringpay.aspx>

Reh, F.J. (2017). *A Guide to Understanding the Role of Mentor*.

<https://www.thebalance.com/a-guide-to-understanding-the-role-of-a-mentor-2275318>

Richards, K. (2015). *What's the Difference Between a Coach and a Mentor?*

<https://www.forbes.com/sites/ellevate/2015/10/15/the-difference-between-a-coach-and-a-mentor/#3b79fd6c7556>

Tjan, A.K. (2017). *What the Best Mentors Do*.

<https://hbr.org/2017/02/what-the-best-mentors-do>

University of South Florida College of Arts and Sciences. (n.d.). *Faculty Mentoring*.

<http://www.cas.usf.edu/facultyaffairs/mentoring/>

Yun, J.H., Baldi, B., & Sorcinelli, M.D. (2016). Mutual Mentoring for Early-Career and Underrepresented Faculty: Model, Research, and Practice. *Innovative Higher Education*, 41 (5), 441–451. (available at USF library)