



Effective Mentoring



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What is a mentor?

***"a wise and trusted
teacher
or counselor"***



The Importance of Mentoring

Both faculty and professional educators benefit from mentoring in the areas of:

- ✓ Research productivity
- ✓ Teaching effectiveness
- ✓ Continuing appointment (tenure)
- ✓ Permanent appointment and promotion
- ✓ Curricular and Program development
- ✓ Community involvement and participation

Success in these areas directly impact the mentees:

- ✓ Personal and professional satisfaction
- ✓ Intention to stay
- ✓ Understanding and fulfillment of the institutional commitment



The Educator as Learner

The mentor/mentee relationship pairs people with differing levels of experience to achieve the highest levels of excellence for personal growth and professional development for the individual, the department and the institution.

The nature of the teacher/learner relationship is parallel, reciprocal, dynamic, dialectic, etc.

As educators, both the mentor and mentee must be model learners, self-assessors, and self-growing, life-long learners. Reciprocity between the mentor and mentee allows for ongoing professional growth and development.

The effectiveness of the mentor/mentee relationship is characterized by educators who are intentional, engaged, open-minded, passionate, hold high expectations, and are able to use a variety of strategies.



The “Wise and Trusted Teacher” in the informal mentoring relationship

The mentee may have several informal mentoring relationships with colleagues throughout the college. The informal mentor serves in two roles:

Advisor-- offers professional and/or personal opinions and guidance on a course of action

Counselor– provides emotional support and advice

The informal mentor serves in a variety of capacities such as:

Problem-solver

Advocate

Networking resource

College and community resource



The “Wise and Trusted Teacher” in the formal mentoring relationship

Formal mentors are typically within the department and may be assigned to the mentee by the department chair or supervisor. Their primary role is that of a coach who provides technical advice and the “how-to’s” in accomplishing a task.

The formal mentor serves in a variety of capacities such as:

- Departmental Advocate
- Conflict resolution and problem-solver
- Peer publication reviewer
- Departmental/Campus Wide Committee involvement
- Classroom observer
- Promotion review preparation



The Attributes of the “Wise and Trusted Teacher”

Has knowledge of, and/or is familiar with, the college’s policies and procedures in the areas of:

Departmental and divisional obligations and expectations

- Publication & research requirements
- Promotion and merit
- Classroom expectations– syllabus, student evaluations, classroom behavior, ...
- Continuing appointment (tenure) and/or permanent appointment

Community Standards

- Academic Integrity
- Student Codes of Conduct
- Faculty and Professional Educators Handbook
- Undergraduate and Graduate College catalogs

SUNY and New York State Laws, Policies and Mandates

- United University Professions (UUP) policies and procedures
- SUNY mandates as related to Student Affairs and Academic divisions
- Affirmative Action, Civil Rights and Discrimination

And knows how to access the information!!



The Attributes of the “Wise and Trusted Teacher”

Has a strong interest in the future of the institution

- Clearly conveys institutional goals and mission of the college
- Has knowledge of campus and community resources
- Is forward thinking about the future of the department and the institution



Benefits of Mentoring

Career Advancement

Moving the mentee towards continuing and/or permanent appointment by providing:

Sponsorship

Exposure & visibility

Coaching

Advocacy



Benefits of Mentoring

Psychosocial

Moving the mentee towards an enhanced sense of well-being and belonging

Competence

To be successful in all responsibilities associated with one's position

Clarity of identity

Promote and support one's unique attributes, scholarship and abilities

Effectiveness

Encourage and support involvement throughout the campus community



Benefits of Mentoring

Institutional

Moving the institution towards fulfilling its commitment to the mission and vision for the future

- Recruiting and retaining faculty, professional educators and students
- Promoting professional relationships
- Enhancing and expanding curricular offerings, research opportunities, programming opportunities and services to the college community
- Improving all levels of student satisfaction
- Succession planning– preparing for the future

**Vitality; Intellectual Rigor; Engagement;
World Awareness; Solutions**



Four Phases of Mentoring

Initiation/Orientation: Investing in the relationship

In a formal relationship the mentor may be assigned by the department. The informal process may involve other departmental colleagues or persons outside of the specific area or discipline. This phase may begin prior to the arrival of the mentee on campus.

Cultivation

Providing the range of career and psychosocial functions. There is an ongoing presentation of materials and information for the mentee. (Refer to the "Toolkit" for ideas)

Separation

There is a change in the relationship between the mentor and the mentee as the mentee experiences an understanding of, and sense of belonging to, the institution. The mentee is able to locate resources, has established connections to others, and is making progress towards the future.

Redefinition: The "letting go" of the relationship.

The mentee has achieved a "connection" to the campus community and is ready to be professionally independent from their mentor. Although professionally independent, the friendship continues to grow.



GOALS OF MENTORING

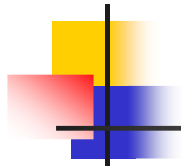
THREE "C's"

COMPETENCE

CONFIDENCE

CREDIBILITY

Mentors provide role modeling, acceptance and confirmation, counseling and friendship and often receive these in return!



The Mentoring Workbook



The Mentoring Workbook

Overview

- **“Things I wish they had told me”**– topics for discussion from the perspective of junior faculty and new professionals
- **Tools and Workbook ideas**– useful tips, materials and resources
- **Directory Information**– a telephone directory of campus and community resources



“Things I wish they had told me” (General Topics)

- “Provide your letter of appointment or contract (with any written commitments) to your administrative contact.” This may be your department chair, supervisor or designee as assigned.
- Check with Employer on Family Friendly Policies
 - Family-friendly policies may include:
 - Flexible scheduling
 - Tenure clock extensions
 - Dual career hiring or hiring consortiums (HERC) to help in the process
- “When someone asks you to do something you're not sure you want to do---serve on a committee or chair one, attend a meeting you're not obligated to attend, join an organization, run for an office, organize a conference, etc.---don't respond immediately. Talk to your mentor(s) and seek advice.”
- “Create some private space for yourself and retreat to it on a regular basis.”
- “When problems arise that have serious implications---academic misconduct, for example, or a student or colleague with an apparent psychological problem, or anything that could lead to litigation or violence---don't try to solve them on your own. The consequences of making mistakes could be disastrous.”



"Things I wish they had told me" **(Research, Program Development and Collaboration)**

"When a paper or proposal of yours is rejected, don't take it as a reflection on your competence or your worth as a human being.... don't give up."

"Find one or more research mentors and one or more teaching mentors, and work closely with them for at least two years."

"Find collaborators who are strong in the areas in which you are weakest."

"Whenever you write a paper or proposal, (have) colleagues read it and give you the toughest critique they're willing to give."

Felder, 1994

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“Things I wish they had told me” (Classroom Advice)

“When you're teaching a class, try to give the students something active to do at least every 20 minutes.”

“After you finish making up an exam, even if you KNOW it's straightforward and error-free, work it through completely from scratch and note how long it takes you to do it, and get your TA's to do the same (if you have TA's).”

“Learn to identify the students in your classes, and greet them by name when you see them in the hall.”

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“Things I wish they had told me”

(About the Mentor/Mentee Relationship)

Mentoring is advisory in nature.

Clearly defined roles and goals for both parties should be established early and open to modification as needed.

Support to mentees can be accomplished through ongoing feedback and assessment throughout the semester.

Confidentiality, honesty and trust are essential to the success of the relationship.



The Mentor/Mentee Toolkit

Official SUNY Oswego Publications

College Resources

Faculty and Professional Staff Handbook*
Undergraduate College Catalog
Student Handbook
Graduate College Catalog
United University Professions (UUP) Guidelines
"Your Guide to Personal Safety" Report ***

Provost Office

Guidelines for Faculty Mentoring*
Criteria for Faculty Personnel Decisions*

Student Services

Residence Life and Housing Handbook
Student Affairs Learning Program**

* refer to Provost website oswego.edu/provost for information

** refer to [Student Handbook](#) for full description

*** refer to [University Police website](#)

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The Mentor/Mentee Toolkit

Campus Resources

- ❑ Academic calendar (see College Catalog)
- ❑ Artswego--calendar of Fine Arts events
- ❑ Campus map
- ❑ Campus Technology Support Services information
- ❑ CELT/COLT programs and events
- ❑ ID card/campus meal plan information
- ❑ Professional development workshops and programs
- ❑ University Police Services– Parking permits, NYS Alert
- ❑ Weather / class cancellation information
- ❑ Let your imagination be your guide!!



The Mentor/Mentee Toolkit

(Additional Resources)

Gather information about Oswego as far in advance as possible. Some helpful information includes:

1. the local history of Oswego
2. a map of the City of Oswego
3. local attractions and events
4. housing/real estate agents
5. places of religious worship

Other helpful information about resources in local area, Syracuse and Rochester include:

museums, stage, amusements, hair care, religious affiliations, schools, hobby/sports supplies, childcare, shopping malls, restaurants, health care, dentist, car repair, contractors, etc.

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The Mentor/Mentee Toolkit

(Additional Resources)

Make arrangements to attend on/off-campus events and activities such as:

1. New York State Fair (August/September)
2. Oswego Music Hall concert
3. Downtown Farmer's Market
4. Theater productions
5. Athletic contests
6. Campus lectures
7. A cookout at the lake front or local park
8. Having lunch with one or two colleagues from other disciplines
9. Planning periodic trips to campus locations such as the Campus Center, Penfield Library, Sheldon Hall, and other points of interest.



Administrative Offices

Administration & Finance	705 Culkin Hall	x2222
Admissions	229 Sheldon Hall	x2250
College of Liberal Arts & Sciences	601 Culkin Hall	x2285
Dean of Student Affairs	711 Culkin Hall	x3214
Graduate Studies	602 Culkin Hall	x3152
Human Resources/Affirmative Action	410 Culkin Hall	x2215
Office of Extended Learning	166 Campus Center	x2270
President's Office	706 Culkin Hall	x2211
Provost Office	702 Culkin Hall	x2290
School of Business	332 Rich Hall	x2272
School of Communication, Media, and the Arts	601 Culkin Hall	x2285
School of Education	356 Wilber Hall	x2102
University Development	219 Sheldon Hall	x3003

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Campus Departments

Artswego	105 Mahar Hall	x4581
Athletic Department	203 Laker Hall	x3056
CELT (Center for Teaching & Learning)	121 Penfield Library	x2875
Computer Technology Services	26 Lanigan Hall	x3456
Disabilities Services	183 Campus Center	x3358
Employees Assistance Program (EAP)		x5546
ID and Dining Services	504 Culkin Hall	x2588
International/Overseas Programs	100 Sheldon Hall	x2118
Office of Learning Services	106 Poucher Hall	x3094
Penfield Library	Main Desk	x4267
Registrar	301 Culkin Hall	x2136
Research and Sponsored Programs	4 Penfield Library	x2888
United University Professions (UUP)	305A Snygg Hall	x3263
University Police	Pathfinder Hall	x5555
Walker Health Center	Walker Center	x4100



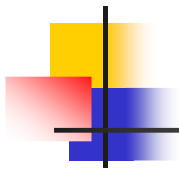
Student Affairs

"The Compass"

142A Campus Center

Career Services		x2255
Center for Service Learning & Community Service		x5360
Experience Based Education		x2151
Student Advisement		x2240
Transfer Student Services		x3638

Campus Life	121 Campus Center	x2301
Counseling Services Center	Walker Health Center	x4416
Health Center	Walker Health Center	x4100
Judicial Affairs	503 Culkin Hall	x3378
Residence Life & Housing	303 Culkin Hall	x2246
"The Point"	101 Campus Center	x3601



Oswego Community

CENTRO Bus Service	512 E. Seneca St.	342-4400
Chamber of Commerce	156 W. Second St.	343-7681
Dept. of Motor Vehicles	39 Churchill Rd.	349-8215
Fire Department	35 E. Cayuga St	343-2161
Mayor's Office	W. First St	342-8136
Oswego City Schools (Admin. Offices)	120 E. First St.	341-2006
Oswego Hospital	110 W. Sixth St.	349-5511
Oswego Public Library	34 E. Bridge St	341-5867
Oswego Theater	138 W. Second St.	343-6361
Parks & Recreation	114 Mitchell St	342-8180
Police Department	169 W. Second St	343-1212
Post Office	391 W. First St	343-3881
Services to Aid Families (SAF)	75 E. First St.	342-1544
Social Security Office	19 Fourth Avenue	342-3558
Time Warner Cable	335 W. First St.	343-1208



Mentoring Resources

SUNY Albany – Teaching Resources

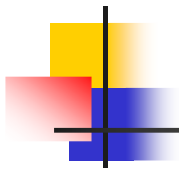
<http://www.albany.edu/teachingandlearning/nfr/q9.shtml>

SUNY Albany - New Faculty

<http://www.albany.edu/teachingandlearning/tlr/newfaculty.shtml>

“Things I Wish They Had Told Me” (Felder, 1994)

<http://www4.ncsu.edu/unity/lockers/users/f/felder/public/Columns/Thingsiwish.html>



The quest for excellence in learning and teaching is a meaningful, challenging, and fun process.



APPENDIX

Research Findings:

- Overall satisfaction with mentoring
- Gender differences
- Contributions of underrepresented faculty and professional educators
- Challenges for underrepresented faculty and professional educators



Research Findings: Mentoring

- **College junior faculty** felt significantly less clear about expectations for tenure as a scholar compared to **university junior faculty**.
- There is little or no mentoring for professional staff members.
- Significantly fewer women and underrepresented junior faculty felt clear about expectations for tenure and were more likely to feel tenure decisions were related to demographics or political factors than performance factors.
- College junior faculty from underrepresented groups were significantly less satisfied with mentoring. They did feel support from the highest level of administration.
- Significantly fewer women and underrepresented faculty and underrepresented professional staff are employed by universities.



Research Findings: Gender Differences

Significant Gender Differences: Global Satisfaction

- Male junior faculty were significantly more satisfied than were female junior faculty with their **department** as a place to work ($t = 3.7686$)***.
- Male junior faculty were significantly more satisfied than were female junior faculty with their **institution** as a place to work ($t = 3.0338$)**.
- Male junior faculty were significantly more likely than were female junior faculty to recommend their department to a candidate for a tenure-track position ($t = 2.3417$)*.
- Male junior faculty rated their institution significantly higher than did female junior faculty as a place to work ($t = 3.6294$)***.

Trower & Bleak (2004). Study of New Scholars, Harvard



Research Findings: Contributions of Underrepresented Faculty & Professional Educators

- Multiple scholarly perspectives enhance the curriculum
- New ideas and perspectives stimulate the college environment
- A variety of teaching methods and pedagogies are exposed to the community
- The knowledge of others cultures is expanded
- Promote intellectual, moral, and civic engagement in student learning outcomes
- Provide role models for all students

Hurtado, Sylvia, et al.. "Women and Faculty of Color on Campus: Campus Diversity and Civic Engagement Initiatives".



Research Findings: Challenges for the Underrepresented Faculty and Professional Educators

“Solo” professional

This person is perceived to be the “expert” or spokesperson on all issues of equity and diversity; other professionals of the same ethnic background are measured by the actions/behaviors of the “solo” person

“Chilly” reception to isolation

Exclusion from activities/events; little or no information about resources; dismissive attitudes from colleagues

Non-traditional research or experiences

Questioning of one’s expertise/experiences



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