Mentoring Mentors

Building infrastructure for effective mentoring of mid-career faculty
A Workshop & Toolkit for Campus Leaders

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Who we are

- Hanson Center for Inclusive STEM Education at Lafayette College
  https://hanson.lafayette.edu/
- Jenn Rossmann, Professor of Mechanical Engineering and Hanson Co-Director
- Chawne Kimber, Professor of Mathematics and Hanson Co-Director

Why we are here

MAPWISELY grant for mid-career women in STEM

- Train-the-Trainer style session to prepare administrators to launch mentoring programs for their institutions
- Typically for (associate or deputy) provosts and deans

Point-persons on Mentoring

Why a mentoring program needs a point-person
Who should be running mentoring programs and why
Breakout Discussion

Who has had a great mentoring relationship, as the mentee?

- What made it great?
- How did it feel?
- How long did the relationship last?

Preparing mentees

- Survey on what they want to work on: offer options
  - Sample Worksheet is in the Toolkit
- Discuss expectations for mentoring relationships
  - Confidentiality goes for both mentor and mentee
  - Things to consider with possible mentors
    - Number and nature of meetings
    - Do they “click”?
    - Where they are comfortable meeting
    - Boundaries on topics to be discussed
- Build confidence in setting boundaries and getting past hierarchies
- Wellness goals
- And make a plan to check back in on how things are going

Monitoring Mentees

Why do we check in?

- What can go wrong in mentoring relationships?
- When and how to check in
Recruiting Mentors

Quick poll: How to select mentors

How do you know who are the great mentors on campus?

- Records: dean’s private cheat sheet
  - Build and edit over time
- Vetting via confidential consulting
  - Department heads
  - Pre-tenure colleagues
- Conflicts of interest

Source: O’Meara, KerryAnn; Culpepper, Dawn; Misra, Joya; and Jaeger, Audrey J. 2021. Equity-minded faculty workloads: What we can and should do now. American Council on Education
Preparing Mentors

● What is a possible mentor good at?
  ○ Begin with teaching, scholarship, service categories
  ○ Self-assessment is in the toolkit

● What is their "mentoring style?"
  ● Background reading: lists of issues most often encountered by faculty, separated by stage of career, and state-of-the-field context

  ○ Reflection and Development of a Mentoring Philosophy

Mentoring is not Cloning

Mid-Career Faculty Development

Preparing Mentors: universal principles

● The mentoring relationship overall
● Break down hierarchies
● Set expectations and boundaries with the mentee: seek to align expectations of mentee and mentor
  ○ Seek to fulfill the mentoring goal(s)
  ○ Mentors should check in regularly to see how well meeting expectations and mentoring goal(s)
Preparing Mentors: mentoring meetings

- Where to meet
- How often to meet (institution level expectation?)
- Documentation of meetings (institutional expectations?)
- Productive conversations & skillful listening (handout in toolkit)
- Guiding the development of SMART goals
  - Goal development worksheet in the toolkit
- Topics: Typical issues based on mentee’s stated goals and best practices
  - Reading list in toolkit
- Check in with the mentee as a person before and after

Preparing Mentors: Mentoring Across Differences

- Recognize and identify assumptions
- Learn to create an environment that invites and promotes open discussion about differences
  - Utilize appreciation inquiry – the process of posing questions that generate positive awareness rather than focusing on the challenges of differences
- Avoid expressing doubt about experiences different from your own (‘yes, and...’)
- Engaging differences, rather than avoiding them, enhances the learning of both parties and improves their mentoring relationship

SMART GOALS EXPLAINED

- Specific: Be clear and specific so your goals are easier to achieve.
  - Example: ‘I will practice asking for feedback at least once per week.’
- Measurable: Goals can be measured, allowing you to see your progress. They also tell you when a goal is complete.
- Actionable: Are you able to take action to achieve the goal? Actionable goals involve the steps to get there and are within your control.
- Realistic: Avoid overwhelming and unnecessary stress and frustration by making the goal realistic.
- Timebound: A date helps us stay focused and motivated, inspiring us and providing something to work towards.

Breakout: Case Studies for Discussion

Read case study in Google doc and answer questions in the doc as a group.

Report out.
Matching

Should be based on the mentee survey and relative strengths of the possible mentors (whom point person has gotten to know through the multisession training program).

Mentoring Maintenance

- Checking in
- Assessment and adjustment
  - Maintain confidentiality

A Starter Toolkit

- Worksheets for mentees and mentors to set and align expectations
- Mentor self-assessment
- List of common issues for mentees
- Background reading for multisession mentor preparation program
- Summary handout

Questions?
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