

or her own shining reputation. Perhaps most important, the sponsor helps to form with the protege the sense of him or herself as a member of the profession, encouraging and fostering a self-image as a legitimate member of the community of scholars [Simeone 1987, page 101].

The committee recommends that the College establish a mentoring program for all new faculty. In the following subsections, we present a set of guidelines for the program, followed by additional information on faculty mentoring. Our intent is that this information form a brochure to be given to all participants in the mentoring program.

2.2.1 Guidelines for Mentoring Programs for New Faculty in the College of Engineering

Objective: To assist incoming faculty members, particularly assistant professors, to succeed in their new roles as professors. An established faculty member is chosen to act as a mentor, that is, a trusted counselor or guide.

Rationale: There are countless adjustments that a new faculty member, particularly one just beginning a professional career, must make to feel comfortable and thrive in a new environment. A modest investment of time by a mentor can ameliorate many problems that arise and decrease tensions that accompany new responsibilities as a faculty member. This is especially so when the person is new to the community and new to the culture.

Guidelines: The following guidelines are proposed to assist departments in establishing a mentoring program for new faculty members.

1. As soon as a finalist for a faculty position is identified, the department head will designate someone as a pro tem mentor. The pro tem mentor can assist or be a member of the recruitment committee.
2. As soon as an appointment is made, the pro tem mentor will offer assistance to the new faculty member. The pro tem mentor will monitor on-campus preparations for the arrival of the new faculty member.
3. After arrival, the pro tem mentor will assist the new faculty member in choosing a mentor or mentors for a longer term relationship.
4. Goals for the relationship should be set by the mentor and the new faculty member and outcomes assessed against these goals.
5. A mentor may facilitate the new faculty member's development in all three aspects of a professor's mission: research, teaching and public service. A mentor could also help the new faculty member to feel at home in the university and the community.
6. In the choice of pro tem and continuing mentor, consideration should be made of gender, nationality, ethnicity, cultural background and field of specialization.
7. Where appropriate, more than one mentor may be desirable. A mentor need not be in the same department as the new faculty member.

8. The department head is responsible for assessing the success of the mentoring process. At least once a year the head should evaluate each relationship and may suggest changes, where appropriate.

The College of Engineering will assist new faculty members and mentors by sponsoring orientation programs on effective teaching, preparing and submitting research proposals, managing time and finding help on special problems. The department and college should nourish the development of a corps of volunteer mentors by giving appropriate recognition to mentors, sponsoring periodic gatherings and comparing best practices.

The following sections of this document give general information about faculty mentoring, including specific suggestions for possible areas of interaction between mentor and new faculty member. These sections have been adapted from a compendium of information on mentoring that appeared in *Information Brochure for Incoming Women Faculty*, published by the Women Faculty Network at Massachusetts Institute of Technology, 1992.

2.2.2 The Mentor Profile

The mentor profile which follows outlines the mentor's role for the mentor and the department head and acts as a guide for the new faculty member ('protege') in selecting mentors. The most important tasks of a good mentor are to help the protege achieve excellence and to act as an active, assertive advocate or sponsor for the junior faculty member to the department, the dean and colleagues within and outside the University of Illinois.

Qualities of a good mentor

Examples of good mentoring have included the following:

- *Advocacy:* The mentor should be willing to argue in support of the junior faculty member for space, funds, students.
- *Accessibility:* The mentor must make time to be available to the protege. The mentor might keep in contact by dropping by, calling, sending e-mail, or inviting the protege to lunch. The mentor should make time to ask questions and read proposals and papers, and for periodic reviews of progress.
- *Networking:* The mentor should have enough experience and contacts to be able to help establish a professional network for the protege.
- *Independence:* The mentor must not be in competition with the protege; the protege's intellectual independence from the mentor must be carefully preserved.

Tasks for the mentor

Long term goals

- Every mentor should ask:
 - What should the professional profile of the protege be?
 - Where should the protege be in his or her career during the first three years?

– How can the mentor facilitate this?

- The mentor should explain the department's typical or general criteria for promotion and tenure and impart any flexibility that exists in the promotion/tenure schedule. The mentor should be aware that there is no one rigid set of requirements for junior faculty, but that there are acceptable ranges of performance in various categories (e.g., scholarship, publications, supervision of graduate students, presentations at conferences, funding, changing the field, teaching, administrative duties, consulting, collaborations with colleagues).
- The mentor should inform other senior faculty of the protege's progress.
- The mentor should help the protege develop many options for the future; from the beginning, the mentor and protege should plan for multiple job opportunities.

Shorter term goals

- Help sort out priorities: budgeting time, publications, teaching, setting up a lab for experimental work, committees.
- Give advice on how to deal with difficulties, e.g., lab space, secretarial support, access to students.
- Help with networking, introductions to colleagues, identification of other possible mentors for the protege.
- Help get research support: contacts, access to agencies.
- Compliment protege's achievements, inform colleagues of protege's achievements.
- Explain how to say no to certain demands on the protege's time.

Changing mentors

- A protege should change mentors if the mentor is clearly and consistently uninterested in him or her, if the mentor consistently depresses the protege by undervaluing his or her abilities, if the mentor displays any other signs of undermining the relationship (e.g., racial, sexual, ethnic or other prejudice), or if there simply is incompatibility.
- A protege should add a mentor if the current mentor consistently cannot answer questions or offer advice.

2.2.3 Questions for Thought: A Guide For New Faculty and Their Mentors

1. Before Coming to the University of Illinois

(a) General

- How should your time be divided among teaching, advising, fundraising, administration, committee work and other service (departmental, institute and outside), research and consulting? What else?
- How do you get consulting? How much should you do?