

Consider discussing challenges of teaching, developing new syllabi, and the skills needed to teach small or large classes, oversee A.I.s, or ensure fairness in grading. Attend a teaching resource lecture or workshop together and discuss how to apply new strategies to one's own teaching. Discuss how you can showcase teaching effectiveness, compile a teaching dossier that demonstrates teaching contributions and addresses the use of student and peer evaluations of teaching. Consider the utility of writing papers on pedagogy and innovations in teaching. Discuss how to compete for teaching fellowships and awards.

The sky's the limit! You can discuss the workplace environment, career development, research strategies and goals, diversity issues, service activities and teaching styles. Mentors should take the initiative by planning meetings and suggesting topics to discuss. Mentees should feel free to talk with their mentors. These conversations can provide invaluable advice to untenured and tenured faculty.



## Mentoring Relationships

Mentoring relationships come in all shapes and sizes. Your mentoring relationship should be tailored to the needs of the faculty mentee. We encourage you early on in the process to express your expectations. We also ask you to commit to regular contact during the weeks and months of the semester. E-mail, phone calls, and written notes are useful ways of communicating, but sometimes the face-to-face contact is really important.

The mentoring relationship provides the opportunity for:

- ✓ Providing honest criticism and informal feedback
- ✓ Advising on how to balance teaching, research, and service responsibilities and set professional priorities
- ✓ Advising on how to negotiate work and personal life desires and demands
- ✓ Gaining knowledge of informal rules for advancement (as well as political and substantive pitfalls to be avoided)
- ✓ Building a perspective on long-term career planning
- ✓ Reviewing important dates and steps in the tenure and promotion processes and discussing how best to prepare for these mileposts
- ✓ Developing an understanding of how to build a circle of friends and supporters both within and outside the university
- ✓ Discussing appropriate behavior in a variety of settings
- ✓ Exploring diversity in academic environments

Mentors and mentees at OWA's Mentoring Workshop



## Partnering for Faculty Advancement Mentoring Program at Indiana University



Office for Women's Affairs  
(OWA)  
Indiana University

1021 East Third Street  
Memorial Hall East 123  
Bloomington, IN 47405-7001  
812.855.3849  
[www.iub.edu/~owa](http://www.iub.edu/~owa)

Office Hours:  
Monday-Friday  
8:00-12:00  
1:00-5:00

Yvette M. Alex-Assensoh, Dean

**Creating Opportunities,  
Empowering Our World,  
Facilitating Access  
OWA**

The Partnering for Faculty Advancement Mentoring Program assists untenured and tenured faculty in attaining their professional goals. Each fall, faculty are invited to participate in the program. Mentees are paired with mentors across campus, but never in the same department.

The program offers a training session for mentees and mentors, a handbook with guidelines and suggestions, monthly opportunities for connecting with mentors and valuable interactions on life as a faculty member, preparing for tenure, promotion, grant writing, teaching, and balancing work and life issues.

### Goals of the Partnering for Faculty Advancement Mentoring Program:

- To facilitate the academic and professional advancement of women.
- To facilitate viable models for mentoring that will lead to academic achievement, advancement and institutional success
- To equip mentoring partners with the skills and resources necessary to create fruitful mentoring relationships
- To facilitate a better campus climate for all faculty, staff and students
- To increase the participation and retention of women in all disciplines
- To facilitate the attainment of individual career goals
- To help women prioritize and balance the demands of an academic career
- To help women balance the myriad aspects of their professional and personal lives
- To prepare women faculty for leadership positions on campus and in their professions

**Benefits of Participation:** “I enjoyed getting together to discuss mentoring and listen to some good presentations. I was well matched to the mentor– we enjoyed seeing each other and talking and I got to see the bigger university picture outside of my small department. My mentor told me about grants and teaching resources that I did not otherwise know about. Through the program I met a remarkable woman who is a full professor at IU and who has an interest in my career here. She has helped me gain perspective and given me wise advice. For this I am most grateful.” - *2009-2010 Mentee*

**Networking and Collaboration:** “I particularly like knowing someone far from my department. The pairing with a person outside our department and field, and the sheer generosity of the very concept of mentoring was refreshing.” -*2009-2010 Mentee*

**Benefits of Being a Mentor:** “I feel the fresh perspective and dedication of my mentee were one of the key factors of my success during this year. I’ve been a faculty member for a long time and I’ve learned (sometimes at great cost to me) a lot about how things work in various university settings. For the most part, I do not have the opportunity to make use of this knowledge— most of it is simply not applicable to me at this point in my career. As a mentor, I had the opportunity to use this knowledge to help someone else out...”  
-*2009-2010 Mentor*

**Applications can be found online:** [www.iub.edu/~owa/partneringforadvancement.html](http://www.iub.edu/~owa/partneringforadvancement.html)



UHRMS Mentoring Facilitator with mentors and mentees at OWA's Mentoring Workshop