

Faculty mentoring in the School of Literatures, Cultural Studies and Linguistics

UIC seeks to strengthen its mentoring “culture” by making mentoring a priority and by undertaking and regularizing sound mentoring practices, which are clear and transparent to all parties. The School of Literatures, Cultural Studies and Linguistics has adopted the following policy:

<p>School Level:</p> <ul style="list-style-type: none">• Mentoring training: The School provides guidelines for the meetings between mentor and mentee. A set of talking points in the form of a checklist will be provided to each mentor and mentee.• Yearly meeting in the Fall: The EO from each unit and the Director and Associate Director of the School should meet once a year to discuss promotion cases.• Networking: Once a year the School will organize a lunch for all Assistant Professors and their mentors. This event will provide networking opportunities for junior faculty.
<ul style="list-style-type: none">• Assistant Professors:<ul style="list-style-type: none">○ They should have one meeting each semester with their mentors. Mentor and mentee will have a checklist of topics to discuss which will need to be signed. The checklist will be filed with the Director of the School.○ In addition, the Assistant Professor should meet with the EO of his or her department once a year.
<ul style="list-style-type: none">• Associate Professors:<ul style="list-style-type: none">○ We suggest Associates have at least one meeting per year with their mentors.○ We suggest they have at least one meeting per year with their EO. There will be a checklist of topics to be discussed which will need to be signed and filed with the Director of the School.○ Associate professors have the right to opt out of mentoring.
<ul style="list-style-type: none">• Faculty members with joint appointments:<ul style="list-style-type: none">○ The mentoring program should be coordinated between the two departments. The executive officer of the home department should take the lead in developing the mentoring plan.○ Executive Officers should consult each other before assigning service to the faculty member.
<ul style="list-style-type: none">• Clinical Assistant Professors<ul style="list-style-type: none">○ We suggest one meeting each semester with their mentors. Mentor and mentee will have a checklist of topics to discuss which will need to be signed. The checklist will need to be filed with the Director of the School.○ In addition, we suggest Clinical Assistant Professors meet with the EO of their department once a year.
<ul style="list-style-type: none">• The Director of the School will review the mentor / mentee relationship annually by sending out a confidential survey to both mentors and mentees.
<ul style="list-style-type: none">• Mentor and mentee need not be from the same department. Attempts should be made to find a mentor that matches the mentee’s area of research.
<ul style="list-style-type: none">• Mentors should be recognized for their efforts in their own annual reviews, and mentoring should be counted as service in promotion and tenure cases.

Mentoring is, in many ways, an elusive concept and an individual process. Every mentoring relationship is unique because each participant's experiences, personality, and professional development agenda differs. Successful mentoring involves a dynamic process whereby each participant learns to respect and trust the partner's commitment, expertise, and individuality. A firm commitment to the mentoring process and a willingness to invest time and energy are the most important components in a successful relationship.

The Faculty Mentoring Program offers the following guidelines to help mentors and mentees establish a mutual understanding of each partner's role, expectations, and personal goals.

Advice for Mentors

Recognize and evaluate what you can offer a mentee, keeping in mind that you should not expect yourself to fulfill every mentoring function. Clarify expectations about the extent to which you will offer guidance concerning personal as well as professional issues.

Take the initiative in the relationship. Invite your mentee to meet, suggest topics to discuss, and ask what your mentee's needs are. Encourage your mentee to contact you with questions or issues to discuss. You are expected to meet in person at least once each semester and encouraged to make contact by e-mail or telephone periodically between formal meetings.

Be considerate of your mentee's time. Respond to messages promptly and be on time for meetings. Be explicit about your own needs and limits (times you wish not to be disturbed, whether you would like to be contacted at home, etc.).

Always ask if you can make a suggestion or offer criticism before doing so. Complement your observation with specific suggestions for improvement. Give praise as well as criticism.

State explicitly to your mentee that you are only offering suggestions and that the mentee should weigh your advice along with that received from the EO.

Keep confidences. Make only positive or neutral comments about your mentee to others.

Be honest. Don't be afraid to end your mentoring relationship if changing professional or personal circumstances limit your availability and effectiveness as a mentor, if your mentee's needs change dramatically, or if you find you are ill-matched. Keep the door open for your mentee to return in the future. If at all possible, try not to end the relationship on bad terms.

Advice for Mentees

Evaluate your needs and communicate with your mentor about your expectations as a mentee.

Be considerate of your mentor's time, but don't be shy about contacting her. Respond to messages promptly and be on time for meetings. You are expected to meet at least once each semester and encouraged to make contact by e-mail and/or telephone periodically between formal meetings.

Do ask for advice. Do not assume that advice will be offered if it is not solicited. Be as specific as possible when asking for advice.

Listen attentively to what your mentor has to say and seriously consider her advice even if your immediate reaction is not positive. Whether you elect to follow her advice, take another person's suggestion, or choose

your own solution to a problem, let your mentor know how your conversations have contributed to your decision-making process.

Show appreciation for the time and assistance given to you by your mentor. Mentors need encouragement too.

Keep confidences. Make only positive or neutral comments about your mentor to others.

Be honest. Don't be afraid to end your mentoring relationship if your needs change dramatically, if your mentor's changing professional or personal circumstances limit her availability and effectiveness, or if you find you are ill-matched. If necessary, the Director of the School can arrange a new mentor for you.

Keep the door open with your mentor. You never know when you may need her advice or support at some time in the future.

School of Literatures, Cultural Studies and Linguistics Mentor Program

Checklist of topics to discuss for Assistant Professor Mentor/Mentee and Clinical Assistant Professor Mentor/Mentee

- **How do I build a tenure dossier:** Which information will be sent out to outside reviewers? What kind of information will be supplied to the College?
- **Research and publications:** What are the leading journals in my field? Should I submit to journals that are not refereed or to online journals? Should I submit papers for conference proceedings? What is the best way of getting feedback on a paper — to circulate pre-publication drafts widely, or to show drafts to a few colleagues? How should co-authorship be handled?
- **Research and networking within UIC:** which speaker series, brown bags would be interesting and related to my field? Which listservs should I be on to get the information?
- **Research and networking outside UIC:** What organizations should I join? How do I gain a spot on the program at academic colloquia, symposiums, and conferences? How many conferences should I attend each year?
- **Grants and fellowships:** How do people in my field find out about, get nominated for and win assistantships, fellowships, grants, awards, and prizes? What are the procedures to get a fellowship from the Humanities Institute?
- **Teaching:** What kinds of peer review of teaching should I expect? How often should I be observed? Should I seek additional feedback? Are there other teaching and learning resources I should explore?
- **Service:** How much service should I expect? How many committees should I be on? Which committees should I be in within the department, school, LAS, University?
- **Service to the profession:** Should I be a reviewer for journals? How many manuscripts should I be reviewing? Should I be a reviewer for grant applications?
- **Communication:** What are appropriate and accepted ways to raise different kinds of concerns, issues and problems?
- **Time management:** How can I combine research, teaching and service effectively?

Mentor name and signature

Mentee name and signature

Date:

Date:

Please return signed document (preferably in PDF format) to Candace Hoover, cmhoover@uic.edu.

School of Literatures, Cultural Studies and Linguistics Mentor Program

Checklist of topics to discuss for Associate Professor Mentor/Mentee and Clinical Associate Professor Mentor/Mentee

- **Research:** How can I build a coherent research agenda to get promoted?
- **Service to the department, school, LAS, university:** Which committees should I serve on that could benefit from my experience and expertise? How many committees should I serve on?
- **Service to the profession:** Should I consider becoming a journal editor? Should I consider nominations as representatives of professional organizations?

Mentor name and signature

Mentee name and signature

Date:

Date:

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