Workshop Goals

• Learn about *formal* and *informal* mentoring
• Increase awareness of cognitive factors that affect perceptions of others
• Learn how to be a good mentor
• Learn how to be a good mentee
• (We have a separate workshop for your mentees)

*We are all both mentors and mentees – your goals will be enhanced by proactively mentoring (and by having proactive mentors)!*
Multiple Mentors

There are many types of mentors.

• **Evaluative**
• **Procedural**
• **Professional Life**
• **Other**

No one person can fill all mentoring roles. We need a web or network of mentors.
Web of Mentors

Evaluative Mentor:
Department Chair

Formal (procedural) mentor
(Assigned by Chair)
Web of Mentors

- **Cultural/life mentors**
  - **Internal sponsor:** advocates, nominates for awards

- **Evaluative Mentor:**
  - Department Chair

- **Formal (procedural) mentor**

- **Coach(es):** offer outside perspective & advice. Might read proposals, suggest letter writers, etc.

- **External senior mentor(s):** letters of reference, nominations for awards, invitations to speak, possible research collaborations
Web of Mentors

Internal sponsor: advocates, nominates for awards

Peers: writing group, research collaborators, etc.

Coach(es): offer outside perspective & advice. Might read proposals, suggest letter writers, etc.

Cultural/life mentors

Evaluative Mentor: Department Chair

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Formal (procedural) mentor
There are different ways of mentoring.

We are here to discuss your role as **formal** mentors.

- Some departments have cultures of mentoring, but not all (and cultures can change over time for the better or worse).
- Not all faculty members have equal access to informal mentors
- Mentors and mentees should meet with the chair regularly to make sure it’s working.
- Mentors and mentees should feel free at all times to request a new assignment.
- Formal, procedural mentoring should NOT take the place of other mentoring (informal, peer, etc.)

Example: chemistry department culture of mentoring
Video

Why do we need mentors?
What sorts of things can go wrong?
Discussion of Video

• What sorts of problems occurred in this scenario?
• Have you ever encountered – or heard of – anything similar?
Table Discussions of Video

• As a mentor, could you have recognized some of the issues presented in the scenario?
• If so, how?
• Could you have affected it in a positive way?

• How do we mentor people who are not like us? *(Is it important to mentor people who are not like us?)*
Be Aware of Cognitive Shortcuts:

How can you as a mentor mitigate their effects?
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Swedish Medical Research Council Postdoc:
Authors noticed:
46% of applicants were women (114 total).
20% of awardees were female.

Took the case to court, acquired access to applications.
Assigned applicants “Impact Score” based upon publication record.

**Results**

**Males: linear relationship** (suggests original review panel used objective criteria).

**Females: nonlinear relationship,** and lower original score.

**Summary**
Women had to be 2.5 times as productive as men to be ranked the same.

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Affiliation with a member of the review panel gave a comparable advantage. As a mentor you should help your mentee network.

NIH Awards: Race and Ethnicity

Study controlled for:
• demographics
• education and training
• employer characteristics
• NIH experience
• research productivity

Black faculty less likely than white faculty to resubmit—mentoring could make a difference.
Push mentees to resubmit and expect to resubmit. Tell them how often proposals don’t get funded.

DK Ginther et al. Science 2011; 333: 1015-1019
Mentors and Chairs: Nominate deserving women for research awards and deserving men for teaching awards.
Implicit Bias and Mentoring

For good mentoring relationships, be aware that…

**Everyone** uses cognitive shortcuts about all types of people (age, height, weight, ethnic origin, nationality, accent, etc.)

Shortcuts can influence interpersonal relationships, including the mentor-mentee relationship.

Advantages or disadvantages associated with group-membership can add up over time. Work with your mentee to overcome the possible accumulation of disadvantage.
Best Practices: Mentors and Mentees

Schedule Formal Meetings
• Brew Ha Ha
• Your office
• Mentee’s Office

(these are just some examples)

These meetings are especially important at certain points in the timetable: e.g., annual review, two- and four-year reviews
Best Practices: Mentors and Mentees

Use the Mentoring Checklist to guide your meetings

Download the full checklist at sites.udel.edu/advance
Understand your role as a formal mentor:

- Assure mentee has **appropriate tools** to work with (Lab up and running? Classroom appropriate?)
- Assure mentee is aware of **upcoming events** (annual evaluation, two-year review, four-year review)
- Aid mentee in **interpreting** his or her two-year/four-year review.

(You have experience with reviews: Is this one accurate? Is it detailed enough? Does it contain constructive advice?)
Your mentee has responsibilities too.

*Be clear with your mentee that he or she should:*

- Read the checklist for guidance
- Attend and prepare for scheduled mentoring meetings
- Think about short- and long-term career goals
- Let you know how you can help
Full-Group Discussion

What are your concerns about acting as a mentor?
What if…

• Your mentee does not show up for planned meetings?
• Your mentee does not prepare for meetings?
• Your mentee has some health or other concerns that are outside the “formal mentor” responsibilities?
• You do not feel your mentee is someone you want to support or advocate for?
• Your mentee suffers a career setback or leaves the university?

What else?
Gowing Forward…

FACULTY MENTORING
Assisting faculty in recognizing and obtaining the resources that will help them succeed

Mentor/Mentee Checklist (excerpt)

**Year 1**
- **Before Fall Semester:** Mentor/Mentee discuss research and lab/computing readiness; graduate students and need to maximize early research productivity.
- **Start of Fall Semester:** Review teaching load; expectations; support systems.
- **Early in Fall Semester:** Mentor/Mentee review mentee research plan and goals, including a discussion of proposal submission dates, mechanisms, guidelines.
- **Mid-Semester:** Mentor/Mentee review dates and processes for yearly evaluations; 2 and 4-year reviews; P&T—research and external letters that will be needed.
- **End of Fall Semester:** Mentor/Mentee review fall semester (balance of research, teaching, and service; development of a professional network and long-term strategy).

**Year 2**
- **Middle of Spring Semester:** Development of a 5-year research plan by mentee, which mentor proactively reviews.

**Years 2, 3, 4, 5**
- Long- and short-term planning and evaluation of research, teaching, and service. Preparation for and discussion of 2 and 4-year reviews, junior research leave, P&T preparedness.

Complete details available at www. engr.udel.edu/mentoring