

# **Faculty Mentoring and Support SCARP Guidelines**

Prepared by TLC Committee (Maged, Penny, Tony, Leslie, Joanne, Nora)  
May 2009

## **Rationale**

Current scholarship on faculty mentoring suggests that new hires should seek the advice and support of a number of different mentors at the beginning of their academic career. The mentorship relationship will be strained and frustrating if the mentor is expected to provide all things at all times to the mentee. Research also shows that the mentee will likely rely more heavily on mentors if the mentoring load is spread appropriately across several faculty members. This makes sense especially for new faculty members who are cross-appointed. The presence of a strong and well-defined mentorship program has also been found to be an important factor for prospective hires in choosing between jobs. The following is intended to meet the diverse and varied needs of faculty mentees.

## **Immediate Welcome to SCARP**

Within 6 months of arrival to UBC, each SCARP faculty invites the new arrival to lunch hosted by the Director. The Director can initiate a group reservation for a lunch to welcome the new hire. This continues the feeling of collegiality that the interview process started and signals that we are a community of scholars who are delighted with the arrival of our new colleague. The new hire will then feel more willing to approach any member of the faculty for advice on issues as they arise.

## **Mentorship Goals**

As SCARP faculty members are expected to develop their record in research, teaching and community service within and outside the City of Vancouver, it is desirable for new hires to have at least three mentors: a Scholarship Mentor, a Teaching Mentor and a City-Community Mentor.

## **Scholarship Mentor: Advice, Guidance and Support for Tenure and Promotion**

This is the primary mentorship role and it is expected that the mentor has sufficient knowledge of the mentee's area of research and publishing to offer advice and support. The mentor should guide the mentee and help set specific goals for publishing and research. The mentor should check in with the mentee at least once a semester and be generally available for periodic feedback on written work. The mentor will preferably publish in the same journals as the mentee and have experience with the granting agencies that the mentee seeks to awards from. Given

the highly interdisciplinary nature of SCARP and the fairly specialized work of SCARP faculty this role will likely require at least one mentor from outside SCARP. The Scholarship Mentor should be identified by the Director of SCARP during the hiring process.

### **Teaching Mentor**

Teaching styles vary considerably and it is unreasonable to expect that the Scholarship Mentor will necessarily have the same approach to teaching as the mentee. The new hire should therefore be encouraged to approach faculty members with whom she or he shares a common teaching philosophy or pedagogical outlook. The emphasis should be on the method of teaching and not the substantive content or the learning objectives of the course offerings. As part of the peer teaching evaluation, the Director should help identify those faculty members who would be suitable as teaching mentors for the new hire. The Teaching Mentor is expected to introduce the mentee to teaching-related resources and programs available at UBC.

### **UBC Mentor: Acclimatization to University**

This role helps to familiarize the new hire with procedures and processes at the university level with regards to general resources and norms. UBC has many resources targeting new faculty and the new hire should be made aware of their availability. A suitable mentor is someone with many years of experience serving on many different types of committees at UBC. This can be the director of the school or someone with similar experience. If the scholarship mentor is a senior faculty who has gone through at least one promotion at UBC then they would be suitable for this role. The SCARP director should identify suitable UBC mentors if the Scholarship Mentor is an Associate Professor or relatively new to UBC.

### **City-Community Mentor: Acclimatization to City and Communities**

A new hire faces many challenges of acclimatization to Metro Vancouver and its various communities. Universities generally do not provide support for new faculty seeking to make important housing and family decisions. A suitable mentor is someone in a similar life stage as the new hire with similar life or family circumstances. The Scholarship Mentor should help identify the city mentor through his or her network at SCARP and UBC. It is likely that this mentor will be from outside of SCARP.

### **Other Community Mentors:**

#### **Community of Scholars**

In addition to the scholarship mentor, the new hire may wish to join a community of like-minded scholars at a similar stage in their careers to engage in the interdisciplinary work. Faculty mentors can help identify potential members of this community their networks at UBC and beyond.

### **Community of Teachers**

As SCARP seeks to become a leader in pedagogical scholarship new faculty may seek to cultivate relationships of reciprocal knowledge sharing with teaches across campus. The director and other mentors should help direct the new hire towards TAG and other teaching organizations as appropriate.

### **Local Community of Interest**

The new hire will feel start to feel settled once both home and work life are comfortable and stable. All categories of mentors should be attentive to the lifestyle needs of the new hire and offer suggestions as appropriate. Whether it is a religious community or a sports activity or a community garden there may be some home needs that mentors could help identify through their existing networks. This often happens through informal dialogue but it is important to acknowledge that it is an important factor in making newcomers to the city feel welcome.

## **APPENDIX A:**

From UCSD's university wide mentorship guidelines

### ***The Responsibility of the Department Chair***

*As soon as the appointment is made, the chair assigns a mentor. For faculty appointed as Associate Professor or Professor, assignment of a mentor is less critical, but highly encouraged, to serve as a means of acclimating the new faculty member to UCSD. The chair is responsible for advising new faculty on matters pertaining to academic reviews, and advancement. As the mentor may also be asked to provide informal advice, it is also the chair's responsibility to see that mentors have current information on UCSD's academic personnel process.*

### ***The Responsibility of the Mentor***

*The mentor should contact the new faculty member in advance of his/her arrival at the University and then meet with the new faculty member on a regular basis over at least the first two years. The mentor should provide informal advice to the new faculty member on aspects of teaching, research and committee work or be able to direct the new faculty member to appropriate other individuals. Often the greatest assistance a mentor can provide is simply the identification of which staff one should approach for which task. Funding opportunities both within and outside of the campus are also worth noting. The mentor should treat all interactions and discussions in confidence. There is no evaluation or assessment of the new faculty member on the part of the mentor, only supportive guidance and constructive feedback.*

### ***The Responsibility of the New Faculty Member***

*The new faculty member should keep his/her mentor informed of any problems or concerns as they arise. When input is desired, new faculty should leave sufficient time in the grant proposal and paper submission process to allow his/her mentor the opportunity to review and critique drafts.*

### **The Mentor**

*The most important tasks of a good mentor are to help the new faculty member achieve excellence and to acclimate to UBC. Although the role of mentor is an informal one, it poses a challenge and requires dedication and time. A good relationship with a supportive, active mentor has been shown to contribute significantly to a new faculty member's career development and satisfaction.*

### **Qualities of a Good Mentor**

*Accessibility – the mentor is encouraged to make time to be available to the new faculty member. The mentor might keep in contact by dropping by, calling, sending e-mail, or extending a lunch invitation. It is very helpful for the mentor to make time to read / critique proposals and papers and to provide periodic reviews of progress.*

*Networking – the mentor should be able to help the new faculty member establish a professional network.*

*Independence – the new faculty member's intellectual independence from the mentor must be carefully preserved and the mentor must avoid developing a competitive relationship with the new faculty member.*

### **Goals for the Mentor**

#### **Short-term goals**

*Familiarization with the campus and its environment, including the UCSD system of shared governance between the Administration and the Academic Senate.*

*Networking—introduction to colleagues, identification of other possible mentors.*

*Developing awareness—help new faculty understand policies and procedures that are relevant to the new faculty member's work.*

*Constructive criticism and encouragement, compliments on achievements.*

*Helping to sort out priorities—budgeting time, balancing research, teaching, and service.*

#### **Long-term goals**

*Developing visibility and prominence within the profession.*

*Achieving career advancement.*

### **Benefits for the mentor**

*Satisfaction in assisting in the development of a colleague*

*Ideas for and feedback about the mentor's own teaching / scholarship*

*A network of colleagues who have passed through the program*

*Retention of excellent faculty colleagues*

*Enhancement of department quality*

### **Changing Mentors**

*In cases of changing commitments, incompatibility, or where the relationship is not mutually fulfilling, either the new faculty member or mentor should seek confidential advice from his/her Chair. It is important to realize that changes can and should be made without prejudice or fault. The new faculty member, in any case, should be encouraged to seek out additional mentors as the need arises.*