Faculty Mentoring – Needs Assessment

Mentoring includes many types of support - rarely can one person fulfill them all. What types of support would be useful to you? Use this form to gauge where your mentoring needs are, and whether your needs are being met.

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| I’d benefit from mentoring that provides:(*not necessarily in order of priority)* | Things I Could Do |
| I don’t really have a need for this. | My mentor is providing this very effectively (or has found someone else to help with this). | I should talk about the possible need for this with my mentor. | I could encourage my mentor to provide more guidance on this issue | I should find another mentor to offer this guidance (list any possible names) | Who could I contact to help me identify my options? |
| Guidance about conducting research & scholarship |  |  |  |  |  |  |
| Guidance about the tenure & promotion process |  |  |  |  |  |  |
| Guidance about scholarly publications |  |  |  |  |  |  |
| Guidance about teaching |  |  |  |  |  |  |
| Advocacy |  |  |  |  |  |  |
| Help finding resources |  |  |  |  |  |  |
| Advice about service |  |  |  |  |  |  |
| Advice on navigating ISU systems |  |  |  |  |  |  |
| Advice on work-life issues |  |  |  |  |  |  |
| Help establishing professional relationships |  |  |  |  |  |  |
| Help establishing social relationships |  |  |  |  |  |  |
| Someone who will educate & encourage department to take mentoring seriously |  |  |  |  |  |  |
| Support and a sounding board |  |  |  |  |  |  |
| Direct and frequent mentor communication |  |  |  |  |  |  |
| Help with settling in to ISU |  |  |  |  |  |  |

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| Mentoring Characteristic | For Example: |
| Provide guidance about conducting research & scholarship | Pertinent funding sources; lab management; how to find and inspire grad students; budget management; communicating with funding agencies; etc. |
| Provide guidance about the tenure & promotion process | Encourage attendance at P&T workshop; show examples of successful dossiers; assistance in preparing for annual review, tenure evaluation; etc. |
| Provide guidance about publications | Pertinent journals and meetings; how to deal with reviewer revision requests; dealing with paper rejection; writing efficiently; collaborations; etc. |
| Provide guidance about teaching | Suggestions for class inspiration; encourage attendance at teaching workshops; dealing with large classes; grading; communication boundaries with students; etc. |
| Serve as an advocate | Help expedite lab or office renovations; represent mentee’s needs and concerns to chair/dean; protect mentee from inappropriate demands on time, department politics; etc. |
| Provide help finding resources | Interface with dean, etc.; take on a trip to visit a grant monitor; make aware of in- house and external funding opportunities; etc. |
| Provide advice about service | Which committees to volunteer for at which point in career; importance of being at some time on dept./college/university committee; appropriate balance of service time; etc. |
| Provide advice on navigating ISU systems | Getting budget paperwork approved; names of key people in administrative offices; what forms are needed for various purposes, and how early do they need to be submitted; how to “walk paperwork” through system; etc. |
| Advise on work-life issues | How to ask for parental and/or other leaves; dual career assistance; balancing work and life responsibilities; etc. |
| Help establish professional relationships | Arrange meetings/lunches with colleagues; introduce to administrators and potential faculty collaborators; invite to working lunches; etc. |
| Help establish social relationships | Invite to lunches, events, etc.; plan social gathering or introduce to similar others; meet regularly on an informal basis; etc. |
| Educate, encourage department to take mentoring seriously | Ask to get on dept. meeting agenda to talk about mentoring; encourage mentor gatherings; talk about your college mentoring policy; endorse and practice idea that mentoring & nurturing junior faculty is entire department’s responsibility; etc. |
| Offer support | Be sensitive to anxiety – gauge when to step in, offer advice, etc.; be a good sounding board – listen without judgment; remain positive and encouraging, not critical; etc. |
| Encourage direct and frequent communication | Schedule regular (not haphazard) and frequent meetings, even if just to say hello; be proactive – don’t wait for issues to arise – ask for ways you can assist; schedule some meetings off-campus; stay in touch until tenure decision; etc. |
| Help with settling in to ISU | Be sure employment paperwork is in place BEFORE mentee arrives on campus; office, lab, studio are ready; provide info on realtors, day care, schools, restaurants, civic orgs, community action groups, etc.; introduce around campus; take on campus tour; info about unique aspects of ISU; tips on University and Iowa “culture;” etc. |

Adapted from “Faculty Mentoring – Needs Assessment” from University of Rhode Island.