

Good Practices in Mentoring New Faculty

- Establish a mentoring program in the department. Develop guidelines for selecting mentors and for the mentor's role.
- Provide senior faculty mentors with training to be effective mentors. Such training should include information about effective communication, successful mentoring strategies, challenges mentors are likely to encounter, and the disadvantages women and minorities face in the academe.
- Provide junior faculty with strategies to take advantage of the mentoring being made available to them either by the department, the college or other entities. Encourage new faculty to choose multiple mentors, both from within and outside the department and to be proactive in their mentoring relationships.
- Help new faculty learn how to self-promote.
- Encourage new faculty to build and maintain collegial networks in the department and nationally in the discipline. Encourage peer mentoring and networking with senior researchers.
- Caution new faculty about “negative networking”—gossiping and taking part in cliquish behavior.
- Provide new faculty with training in time management, effective communication, teaching and grant-writing.
- Become aware of any work/life balance issues (children, elder care, health issues) new faculty have, and provide them with information about Cornell University's support on these issues.
- Address negative or hostile comments or actions toward the newcomer immediately. Do not wait, hoping the situation will go away.

Adapted from:

- Washington RetentionToolkit http://www.washington.edu/admin/eoo/forms/ftk_01.html#III
- Moody, JoAnn, (2004). *Faculty Diversity: Problems and Solutions*: Routledge Press
- Faculty Mentoring Program for Women, University of Texas at El Paso
- University of Manitoba, University Teaching Services:
http://www.umanitoba.ca/academic_support/uts/services/mentoring/index.php